Local Evaluation for *St. Mark Youth Enrichment*
Iowa 21st CCLC for 2018-2019

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 9-13 are to be included for reporting data for the 2018-2019 school year. Reported data will be from the Fall of 2018 and the Spring of 2019. Data will also be reported for the Summer of 2018. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2018-2019>. The form must be completed and submitted in Word format. ***(Note: Instructions and clarifications are shown in RED.)***

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

1. General Information

General Information Required Elements	Complete?
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	**Information**
Date Form Submitted	
Grantee Name	**St. Mark Youth Enrichment**
Program Director Name	**Kaitlin Schmidt**
Program Director E-mail	**kschmidt@stmarkyouthenrichment.org**
Program Director Phone	**563-590-7551**
Evaluator Name	**Rachel Daack**
Evaluator E-mail	**rachel.daack@clarke.edu**
Evaluator Phone	**563-588-6411**
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	**Centers**
(If not in a cohort, leave that cohort info blank)	***(Enter Names of Centers, separated by commas)***
Cohort 9	**Audubon Elementary, Lincoln Elementary, Marshall Elementary**
Cohort 10	**St. Mark Youth Enrichment, Dyersville Elementary**
Cohort 11	
Cohort 12	
Cohort 13	**Dyersville Elementary**
Additional Information from Grantee (optional)	Cohort 9- school year before and after school programs at the three elementary schools, Cohort 10- summer program at the two sites, Cohort 13- school year before and after school programs.

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	X
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	X
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

FOR ALL COHORTS:

Overview of Agency: St. Mark Youth Enrichment is a non-profit community based organization located in Dubuque, Iowa with the mission to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families. St. Mark puts this mission into action with quality before and after school and summer learning programs for K-5 students that focus on literacy, STEM, arts, social-emotional learning, and family engagement.

St. Mark programs are currently supported by three 21st CCLC grants.

- Cohort 9 grant supports before and after school programs at three Title 1 schools
- Cohort 10 grant supports summer programming at St. Mark's two summer locations
- Cohort 13 grant supports rural before and after school programs at Dyersville Elementary.

St. Mark programs address the academic and social emotional needs of students located in our communities by offering safe and nurturing learning environments out of school time for students in need. St. Mark does this through activities that engage students and families in active and innovative learning, enrichment opportunities, field trips that deepens community connection, social-emotional skill building, and making strong and healthy relationships.

St. Mark is governed by a Board of Directors, made up of professionals in various fields, who provide guidance through committees: executive, governance, finance, education and programs, events, development and marketing, and building and grounds. Daily operations are led by an Executive Director.

Cohort 9 Dubuque Before and After School:

Needs Assessment and Objectives: The need for additional out of school time programs is evident in current student achievement gaps and the high concentration of poverty in downtown Dubuque where these schools are located. Documentation of the need is provided in the table below which includes school wide demographic and proficiency data from the 2018 academic year (Iowa School Report Card). St. Mark closely partners with the District and school leadership with open communication of student needs both academic and social emotionally. St. Mark also conducts formative and annual summative evaluations and surveys with students, parents, staff, school day teachers, community partners, and other stakeholders to further determine needs and interests.

School	Building FRPL %	School Report Card Status	Average School Reading Achievement %	Average School Math Achievement %
Audubon	82%	Needs Improvement	43%	42%
Lincoln	79%	Priority	42%	43%
Marshall	64%	Commendable	46%	45%

To address student needs St. Mark provides structured program based in best practices for literacy, STEM, and social emotional strategies. In alignment St. Mark developed overarching goals with measurable objectives to 1) increase or maintain the reading and math proficiency of every student, 2) increase competency in physical and social-emotional health, positive connection to community and school, and character development, and 3) reinforce the value of learning and reading through enrichment activities and 4) engage families In academic and social emotional learning.

Program Description: St. Mark's before and after school programs, supported by 21st CCLC funds, are offered at Audubon, Lincoln, and Marshall Elementary schools. The before school program is offered Monday-Friday from 7:00 a.m. until approximately 8:30 (varies by school), with extended program until 9:30 on Fridays for the district-wide late starts for school-day staff professional development opportunities. The after school program is offered Monday-Friday from approximately 3:00 (varies by school) until 5:30. Both the before and after school programs are provided on-site at Audubon, Lincoln, and Marshall Elementary schools. Enrollment opens first for students that have participated in St. Mark's program in the summer or in the previous year. Registration is then open to all students attending the school (K-5), most of who are referred to our programs by the school day administration. St. Mark enforces a minimum 50% attendance requirement, but most students attend more frequently.

Below is a sample schedule of the before and after school programs.

Before School Schedule		After School Schedule	
7:05	Program Begins	3:00	Program Begins
7:10	Site Family Time; Review Routine	3:05	Snack
7:15	Rotate through reading, homework, STEM, arts, physical literacy activities and/or enrichment activities provided by community partners.	3:30	Site Family Time; Review Routine
		3:45	Physical Literacy/Large Motor
		4:15	Homework

7:45	Breakfast	4:45	Rotate through reading, homework, STEM, arts, physical literacy activities and/or enrichment activities provided by community partners.
8:05	Students Dismissed for Start of School	5:30	End of Program

Both before and after school rotate through centers that are guided by the lesson plans that are developed weekly by the site leads. These centers are focused on literacy, STEM, arts, social emotional/character skill building and much more. Specific activities may range from self-authoring books, programming and coding robots, learning breathing techniques, yoga, art, reading to residents at local nursing homes, and much more. Community partners also engage students in enrichment activities at least once a week bringing in experiences to expand student's learning and sometimes offering field trip experiences for students to learn outside of school and bring context to their learning. Family engagement events are offered at least quarterly and provide tools and activities to families in the areas of literacy, STEM, and social emotional learning.

Key People: The programs are organized and led by the St. Mark administrative team including the Associate Director, Program Coordinators, and Education Coordinator. Program staff includes a site lead at each school site that develops lesson plans guided by the Education Coordinator. Para-educators assist the site lead in implementing the lessons. The site lead directs the paras to carry out lessons and activities to maintain 1:10 ratios. Most program staff are college students or graduates in fields of education, social work, psychology, and other youth development fields. Program staff is trained through orientation and receive other opportunities of professional development throughout the school year. Volunteers from local colleges and the community support our programs and provide additional support. Enrichment activities focused in literacy, STEM, service learning, and more is offered weekly through community partners.

***Program Success and Highlights*:** In the 2018-2019 school year 69 students were served in the before school program and 133 students were served in the after school program. 93% of students were regular attendees.

At the end of the school year St. Mark staff were surveyed and rated the level of improvement they witness in students overall with very few exceptions; 90% of staff reported observing improvement in most students in reading and 70% in math.

Students also progressed in social emotional skills as measured by Devereux Student Strengths Assessment (DESSA); 92% of students either maintained or improved within a typical or strength social emotional skill range.

Community partners are crucial to the success of providing enriching learning environments. Partners provided enrichment opportunities to students on and off site. Some enrichment partners included Boy & Girl Scouts, National Mississippi River Museum, Swiss Valley Nature Center, Challenge to Change Yoga, Hillcrest, ISU Extension, Green Iowa, & many more!

Cohort 10 St. Mark Heroes Summer Academy:

Needs Assessment and Objectives: The summer months without learning opportunities results in a loss of learning and a widening of the achievement gap especially for students from vulnerable populations. The National Summer Learning Association reports that more than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. St. Mark works closely with the school district and partners within the Dubuque Campaign for Grade Level Reading to collaborate in community wide efforts to engage students in active learning in summer. The summer program primarily serves students from the five Title 1 schools in Dubuque but is also open to other students in the community in need of academic support. These schools are located in neighborhood with concentrated poverty, have either Priority or Needs Improvement Status on the Iowa School Report Card, and on average are 32% behind the state average for reading and math proficiency.

St. Mark offers literacy, STEM, and enrichment activities for 6 weeks over the summer to build upon school year learning and prevent loss of skills. St. Mark developed overarching goals with measurable objectives to 1.) increase or maintain the reading proficiency of every student. 2.) engage families and/or caregivers in student's learning. 3.) reinforce the value of learning and reading through enrichment activities. 4.) inform and model healthy lifestyles and build social emotional intelligence.

Program Description: St. Mark Youth Enrichment Heroes Summer Academy serves both the Dubuque and Dyersville communities. The Dubuque site is located at St. Mark's own center, but also partners with other community organizations for additional space. Classroom space was provided by the neighboring Masonic Temple, Boys and Girls Club, and a special session was offered at the Dubuque Museum of Art that is in walking distance to St. Mark.

The St. Mark Heroes Summer Academy was offered for 6 weeks, June 11th-July 27th, Monday through Friday. In total the program was held for 34 days; there was no program held on July 4th. Each day students attended program for 4 hours. Due to short time frame of summer program families are encouraged to attend every day.

The Dubuque program offered a morning class from 8:30a.m.-12:30p.m. serving Kindergarten-5th grades. An optional breakfast was offered before the start of program and the program concluded with lunch, where the students would dismiss and have an option to join the neighboring Boys and Girls Club or Leisure Services activities. The afternoon program option with a special Arts Smarts class at the Dubuque Museum of Art was open to 3rd-5th grade students. These students had the option to attend the Boys and Girls Club in the morning and join St. Mark programs from 12:30-4:30 p.m.

St. Mark partnered with the City of Dubuque Leisure Services Park program to have students participate in an aftercare option at the neighboring school park. The Dubuque program was structured in this manner to offer options based on family's schedules or interest with options to attend Boys and Girls Club programming opposite of St. Mark programs to have fuller day options.

The Dyersville program served K-5 in the morning from 8:00 a.m.-12:00 p.m. with an optional breakfast offered before the start of program and program concluded with lunch offered through Western Dubuque food services.

Below is a sample schedule of summer program offerings:

St. Mark AM	Kindergarten - 5th Grade
8:10 - 8:30	Breakfast
8:30 - 9:00 (30 min.)	Morning meeting, attendance, schedule, calendar, character building, Conscious Discipline
9:00 - 10:00 (60 min.)	Literacy Rotations: PWIM/Guest Reader /Mind Up/Other Literacy
10:00 -10:30 (30 min.)	Physical Literacy
10:30- 11:45 (75 min.)	STEAM (Science , Technology, Engineering, Arts, & Mathematical elements and/or Enrichment)
11:45 - 12:30 (20 min. shifts)	Closing: clean-up, community building, lunch, dismissal

ArtSMARTS	3rd, 4th and 5th
12:30 – 1:00	Greetings/Family Circle
1:00 – 1:30	Literacy/Reading Games, Write Brain Books
1:30 – 2:30	Art Integrated Enrichment (M, W, F)
2:30 – 3:00	Physical Literacy
3:00 – 3:15	Snack
3:15 – 3:45	Centers/Literacy Games/STEM
3:45 – 4:15	Free Time
4:15 – 4:30	Closure/Clean Up

Dyersville AM	Kindergarten - 5th Grade
7:40 - 8:00 (20 min.)	Breakfast offered to students in cafeteria
8:00 - 8:20 (20 min.)	Kids arrive, character building, conscious discipline
8:20 - 10:00 (100 min.)	Literacy Rotations: Guided Reading, Writing, Listening, ABC, Barton Curriculum, PWIM
10:00 - 10:15 (15 min.)	Physical Literacy (Go Noodle etc.)
10:15 - 11:45 (1hr 30 min.)	STEAM and/or Enrichment
11:45- 12:00 (15 min.)	Guest/ Teacher Reader ~ Closing
12:00 - 12:20 (20 min.)	Lunch offered to students in cafeteria
12:20 - 12:30 (10 min.)	Dismissal

Key People: Program is organized into grade-level classrooms lead by certified teachers with para-educators to support instruction and programming implementation. Paras are often college students or graduates in fields of education, social work, psychology, and other youth development fields. Program staff is trained through orientation and receive coaching from Education Coordinator to develop lessons and incorporate specific literacy and social emotional curriculum. Program Coordinators support modeling of best practice and coordinate parent communication. The City of Dubuque operates an AmeriCorps program and 5 members served with St. Mark working in the classrooms as para-educators and assisting in program organization and social emotional implementation.

***Program Success and Highlights*:** Summer 2018 served a total of 117 students attending the Dubuque site, and 58 at the Dyersville location.

In Dubuque and Dyersville 95% of students maintained or increased their literacy skills over the 6 weeks. In Dyersville 100% of students improved literacy skills. Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).

Parent involvement in the summer has greatly increased in comparison the previous summers. All families attend an orientation and the number of families engaging in enrichment and events has more than doubled in three years. The Summer Showcase event had 15 more parents attend than the prior

year. A total of 164 students had complete DESSA assessments and 95% of students either maintained or improved in the typical or strength range.

Each day, students were engaged in various enrichment activities offered by community partners. In 2018 partners included Hillcrest Family Services, Boy Scouts, Girl Scouts, Green Iowa AmeriCorps, Bell Tower Theatre, Boys & Girls Club, Catfish Charlie's Riverboat Rides, Carnegie Stout and James Kennedy Public Libraries, Iowa State University Extension and Outreach, Swiss Valley Nature Center, & many more!

Cohort 13 Dyersville Before and After School:

Needs Assessment and Objectives: St. Mark identified a need for before and after school programming through various community resources such as the Dyersville Campaign for Grade Level Reading's Community Solutions Action Plan (CSAP), Dyersville Elementary "Data Wall", and a needs assessment survey for parents from multiple schools in Western Dubuque Community School District (WDCSD). A need for programs was also identified through ongoing conversations with the Dyersville Elementary Principal and District leadership, and informal conversations with families and businesses. Areas of student needs include academics; poverty and racial disparities; social-emotional skills; chronic absenteeism; transportation, safety, affordability, and accessibility; lack of available resources; and family literacy. Dyersville Elementary has the highest rate of students eligible for free/reduced lunch in WDCSD with a rate of 49.63%, which has increased by 5.2% within the last few years.

In the 2018 academic year Dyersville Elementary has an average school reading achievement of 50%, and math achievement of 43%.

To address student needs St. Mark provides structured program based in best practices for literacy, math, family engagement, and social emotional strategies. In alignment St. Mark developed four overarching goals with measurable objectives to 1) increase or maintain reading and math proficiencies, 2) involve family/caregiver in summer learning opportunities, 3) reinforce the value of learning and reading through enrichment activities, and 4) inform and model healthy lifestyles and active, responsible citizenship.

Program Description: The Dyersville before and after school programs follow the same model and generally the same daily schedule as the Dubuque before and after school programs. The before school program is offered Monday-Friday from 6:30a.m. until approximately 7:45a.m. The after school program is offered Monday-Friday from 3:00 until 5:30. Both the before and after school programs are provided on-site at Dyersville Elementary. Enrollment opens first for students that have participated in St. Mark's program in the summer or in the previous year. Registration is then open to all students attending the school (K-5), most of who are referred to our programs by the school day administration. St. Mark enforces a 60% attendance rate, although many students attend more frequently.

Key People: The Dyersville school year programs follow the same structure as Dubuque with the programs are organized and led by the St. Mark administrative team including the Associate Director, Program Coordinators, and Education Coordinator. Program staff includes a site lead at each school site that develops lesson plans guided by the Education Coordinator. Para-educators assist the site lead in implementing the lessons. The site lead directs the paras to carry out lessons and activities to maintain 1:10 ratios. They Dyersville program is somewhat unique in that much of the staff are school-day

teachers and/or paras. Additional program staff are college students or graduates in fields of education, social work, psychology, and other youth development fields. Program staff is trained through orientation and receive other opportunities of professional development throughout the school year. Volunteers from local colleges and the community support our programs and provide additional support. Enrichment activities focused in literacy, STEM, service learning, and more is offered weekly through community partners.

***Program Success and Highlights*:** The 2018-2019 academic year was the first year for the Cohort 13 21CCLC grant serving 35 students.

Within the first year of the Cohort 13 CCLC grant 50% of parents reported being aware of the social emotional programming integrated into programs, and 42% reported using some form of social emotional tools in their own homes.

95% of students either maintained or improved in the typical or strength range in the DESSA social emotional assessments.

Partners provided enrichment opportunities to students on and off site. Some enrichment partners included Boy & Girl Scouts, Hillcrest, ISU Extension, Green Iowa, James Kennedy Public Library & more!

3. Demographic Data

Demographic Data Required Elements	Complete?
2018-2019 School Year Attendance Tables	X
• 2018-2019 School Year Attendance Summary Table	X
• 2018-2019 School Year Attendance Ethnicity Table	X
• 2018-2019 School Year Attendance Special Needs Table	X
Summer of 2018 Attendance Tables	X
• Summer of 2018 Attendance Summary Table	X
• Summer of 2018 Attendance Ethnicity Table	X
• Summer of 2018 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2018-2019 School Year Attendance. ***Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2018 and the Spring of 2019. There are separate tables for the Summer of 2018. Leave blank any cohorts that do not apply.***

21st CCLC Program 2018-2019 School Year Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All	159	73	86
	Regular*	148	66	82
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	35	16	19
	Regular*	32	15	17

*Regular Attendees have attended the program for 30 or more days.

21st CCLC Program 2018-2019 School Year Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
Cohort 9	All	87	4	2	63	3	
	Regular*	80	4	2	59	3	
Cohort 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All	27	1		7		
	Regular*	25	1		6		

*Regular Attendees have attended the program for 30 or more days.

21st CCLC Program 2018-2019 School Year Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All	8	145	27
	Regular*	8	135	24
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All	1	11	5
	Regular*	1	11	4

*Regular Attendees have attended the program for 30 or more days.

Summer of 2018 Attendance. ***Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2018 ONLY. Leave blank any cohorts that do not apply.***

21st CCLC Program Summer 2018 Attendance *Summary* Table				
Cohort	Attendees	*Total Attendance*	*Male*	*Female*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All			
	Regular*			
Cohort 10	All	175	84	91
	Regular*	35	21	14
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

21st CCL Program Summer 2018 Attendance *Ethnicity* Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***	***Enter #***
Cohort 9	All						
	Regular*						
Cohort 10	All	132	8		35		
	Regular*	25	1		9		
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All						
	Regular*						

*Regular Attendees have attended the program for 30 or more days.

21st CCLC Program Summer 2018 Attendance *Special Needs* Table				
Cohort	Attendees	*LEP*	*Free and Reduced Price Lunch (FRPL)*	*Special Needs*
Leave Blank if NA		***Enter #***	***Enter #***	***Enter #***
Cohort 9	All			
	Regular*			
Cohort 10	All	7	98	30
	Regular*	2	20	2
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			

*Regular Attendees have attended the program for 30 or more days.

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
• Percentage of 21st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• Discussion on how contact hours requirement is being met. *60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)*	X

Cohort 9 Dubuque Before and After School:

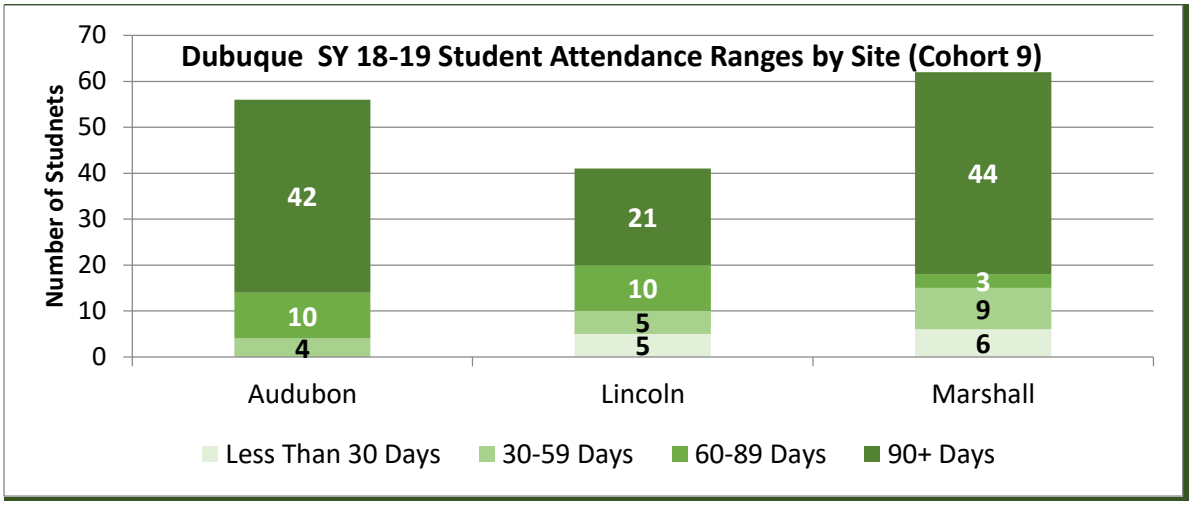
Enrollment & Attendance: The table '**Dubuque SY 18-19 Student Enrollment & Attendance by Site/Program (Cohort 9)**' below provides the total school enrollment, enrollment in St. Mark programs by site and program, and average attendance rate.

Dubuque SY 18-19 Student Enrollment & Attendance by Site/Program (Cohort 9)					
	Total School Enrollment	**Total Individuals Enrolled in Program**	**Before School**	**After School**	**Attendance Rate**
All Sites Total	***792***	***159***	***69***	***133***	***80%***
Audubon	236	56	22	48	87%
Lincoln	263	41	--	41	78%
Marshall	293	62	47	44	76%

A total of 159 students participated in before school and after school programs at Audubon, Lincoln, and Marshall; Audubon and Marshall sites offer both before and after school and Lincoln with only an after school option. St. Mark serves approximately 20% of the total student body at the schools Audubon, Lincoln, and Marshall.

On average students attended program 80% of days offered. As best practice guidance suggests, students should attend at a minimum 60%, or 3 of the 5 days program is offered in a week. All sites average attendance rate exceeds 60%. Audubon Elementary had the highest average attendance rate, 9-11% higher than the other sites.

The chart **'Dubuque SY 18-19 Student Attendance Ranges by Site (Cohort 9)'** below breaks down the number of students for each attendance range: less than 30 days, 30-59 days, 60-89 days, and 90+ days.



For all sites most students attended 90+ days. 93% of students were regular attendees, attending 30 or more days. Nearly all students that attended less than 30 days were enrolled in the 2nd semester or withdrew from program due to moving or family changes.

Demographic Comparisons: The table **'Dubuque SY 18-19 Student Demographics by Site (Cohort 9)'** below details the percent of students who qualify for free and/or reduced priced lunch, identify as a race other than white, and are in an individualized education program during the school day.

Dubuque SY 18-19 Student Demographics by Site (Cohort 9)			
	% Qualify for FRPL	**% Race other than white**	**% with IEP**
All Sites Total	***91%***	***45%***	***17%***
Audubon	95%	52%	20%
Lincoln	90%	68%	12%
Marshall	89%	23%	18%

Students attending St. Mark programs are more diverse in comparison to population of Dubuque. For all sites 45% of students identify as a race other than white. This is largely disproportionate to the Dubuque community with only 8.3% of residents being racial minorities, according to the 2010 U.S. Census. In particular students enrolled in programs at Lincoln Elementary are mostly students of color. The district average of students who are eligible for free and reduced priced lunch is 30.4%, while an average of 91% of St. Mark students qualifies.

Recruitment and Attendance Efforts: St. Mark recruits first from previous participants from school year and summer programs via email and phone outreach. Most attendees continue year to year and additional students are referred to St. Mark by the schools. St. Mark works with each principal and school connection liaison positions to reach students who are in need of extra supports beyond the school day. Upon registration parents share how they learned of St. Mark's programs; 62% are returning parents and 33% are referred by schools. In end of year surveys parents also choose reasons they chose to enroll their child into St. Mark. The two most frequently chosen reasons were a safe environment and educational enrichment opportunities.

St. Mark motivates student attendance with fun learning and enrichment activities. If a student attendance rate drops below 50% within a month St. Mark program coordinators will contact parents to discuss barriers to attending, develop solutions, or determine if program is no longer needed to open a spot for a student on the waitlist. Additionally, through monthly advisory committee meetings with school personnel St. Mark will identify attendance issues and coordinate with the schools to follow up with families to encourage more frequent attendance.

Contact Hours: Below the hours of each site are provided, with the calculation of hours per month. Every Friday morning is extended by an hour for Audubon and Marshall before school programs due to district-wide professional development for schools. Each site meets the 60 hour/month minimum.

Audubon:	Lincoln:	Marshall:
● Before School- 7:00-8:20am, 9:20am on Fridays (1.33 hrs. M-Th., 2.3 hrs. Fri.) ● After School- 3:10-5:30pm (2.3 hrs. daily) ● 19 hours/week ● 77 hours/month	● After School- 2:45-5:45pm (3 hrs. daily) ● 15 hours/week ● 60 hours/month	● Before School- 7:00-8:40am, 9:40am on Fridays (1.67 hrs. M-Th., 2.67 hrs. Fri.) ● After School- 3:20-5:30pm (2.17 hrs. daily) ● 20 hours/week ● 80 hours/month

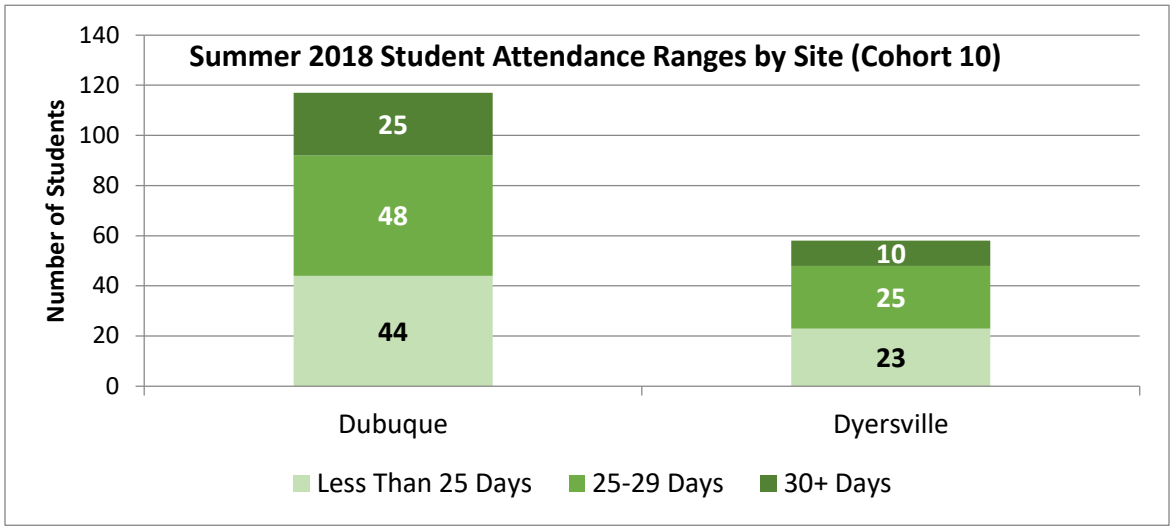
Cohort 10 St. Mark Heroes Summer Academy:

Enrollment & Attendance: The table, '**Summer 2018 Student Enrollment & Attendance by Site/Program (Cohort 10)',** shows enrollment for both Dubuque and Dyersville sites with the respective attendance rates.

Summer 2018 Student Enrollment & Attendance by Site/Program (Cohort 10)		
	Total Individuals Enrolled in Program	**Attendance Rate**
All Sites Total	***175***	***76%***
Dubuque- St. Mark	117	76%
Dyersville Elementary	58	75%

Total enrollment for 2018 St. Mark Heroes Summer Academy was 175 students; 117 at the Dubuque, St. Mark location and 58 attending at the Dyersville Elementary location. The summer program is open to students from all schools from the Dubuque area. The Dubuque location is held downtown at St. Mark's own facility and in partnership with neighboring organizations and/or buildings such as Dubuque Boys and Girls Club, Multi-Cultural Family Center, and Masonic Temple. The Dubuque program primarily pulls from students from the Dubuque Community School District and some from parochial system. For the Dubuque participants 52% attend a Title 1 school. The Dyersville Elementary location primarily serves students from the Western Dubuque Community School District with 60% of attendees from Dyersville Elementary, which is the highest need elementary school in Western Dubuque. On average, students attended 76% of program days.

The chart **'Summer 2018 Student Attendance Ranges by Site (Cohort 10)'** below shows the breakdown of students for attendance ranges: Less than 25 days, 25-29 days, and 30+ days.



Program was held for 34 days so fewer students met the threshold of 30 days to be considered a regular attendee compared to school year cohorts. The largest group of students fell with the 25-29 range.

Demographic Comparisons: The table **'Summer 2018 Student Demographics by Site (Cohort 10)'** below provides the percent of students who qualify for free and/or reduced priced lunch, identify as a race other than white, and are in an individualized education program during the school year.

Summer 2018 Student Demographics by Site (Cohort 10)			
	% Qualify for FRPL	**% Race other than white**	**% with IEP**
All Sites Total	***56%***	***25%***	***17%***
Dubuque	71%	31%	20%
Dyersville	26%	12%	12%

Students identifying as a race other than white made up 25% of all program participants. In Dubuque, 31% of participants were racial minorities, which is largely disproportionate to the whole Dubuque community with only 8.3% of residents being racial minorities, according to the 2010 U.S. Census. Similarly, 26% of Dyersville attendees identified as a racial minority, disproportionate to the 2.4% of non-white residents of the Dyersville community. The Dubuque Community School District average of students who are eligible for free and reduced priced lunch is 36.9%, while 71% of St. Mark students attending the Dubuque site qualify.

Recruitment and Attendance Efforts: The Dubuque and Dyersville summer program is open to all students in the Dubuque and Western Dubuque school districts. St. Mark recruits first from previous summer participants and from those that have attended school year before and after school programs via email and phone outreach. Most attendees continue year to year and 61% report they are returning families and 28% were referred by friends for Dubuque attendees. In Dyersville 56% of parents reported they were returning families and 23% were referred by friends. Also, 21% if Dyersville families reported that they were referred to St. Mark's program by Dyersville Elementary, highlighting the partnership in recruitment efforts with the school leadership.

St. Mark conducts parent information sessions as a part of the registration process to clearly lay out the program expectations, including attendance. St. Mark motivates ongoing student attendance with fun learning, enrichment activities, and field trips. If a student attendance rate drops, St. Mark program coordinators will contact parents to discuss barriers to attending, develop solutions, or determine if program is no longer needed to open a spot for a student on the waitlist.

Contact Hours: Below the hours of each program location are provided. Each site meets the 60/month minimum.

Dubuque:	Dubuque:	Dyersville:
• AM Hours- 8:30am-12:30pm (4 hours daily) • 20 hours/week • 80 hours/month	• PM ArtSMARTS Hours- 12:30-4:30pm (4 hours daily) • 20 hours/week • 80 hours/month	• Hours- 8:00am-12:00pm (4 hours daily) • 20 hours/week • 80 hours/month

Cohort 13 Dyersville Before and After School:

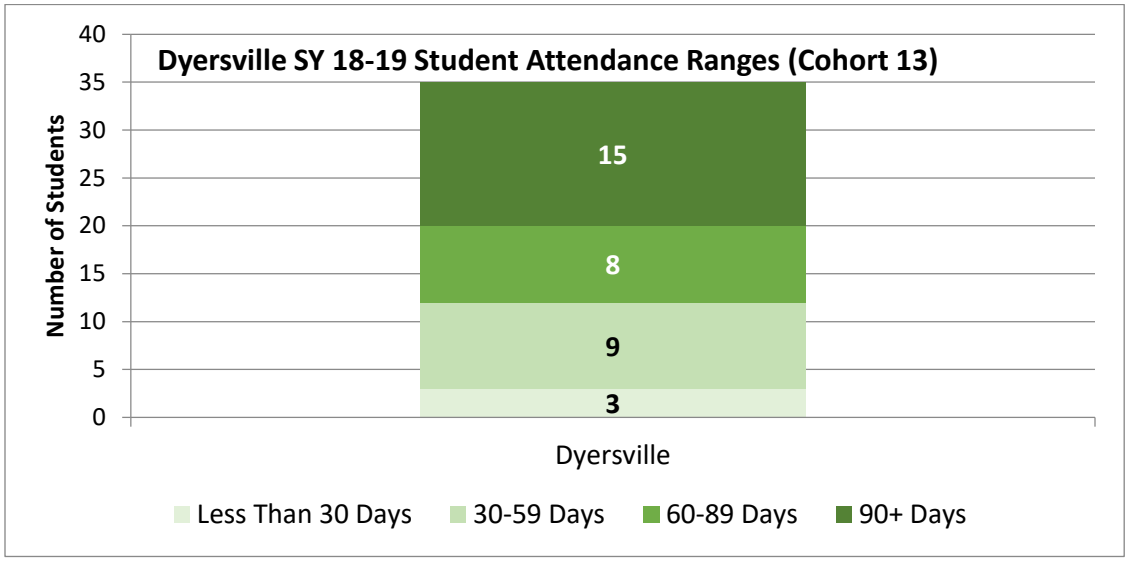
Enrollment & Attendance: The table '**Dyersville SY 18-19 Student Enrollment & Attendance by Program (Cohort 13)'** below provides the total school enrollment, enrollment in St. Mark programs, and the average attendance rate.

Dyersville SY 18-19 Student Enrollment & Attendance by Program (Cohort 13)

	Total School Population	Total Individuals Enrolled in Program	Before School	After School	Attendance Rate
Dyersville	261	35	21	32	**71%**

In the first year of Cohort 13 grant 35 students were served in Dyersville. On average students attended 71% of days, exceeding the benchmark of 60% of days, or 3 of 5 days.

The chart '**Dyersville SY 18-19 Student Attendance Ranges (Cohort 13)'** below breaks down the number of students for each attendance range: less than 30 days, 30-59 days, 60-89 days, and 90+ days.



The largest group of students attended 90+ days and all but 3 students were regular attendees, attending more than 30 days.

Demographic Comparisons: The table **'Dyersville SY 18-19 Student Demographics (Cohort 13)'** below details the percent of students who qualify for free and/or reduced priced lunch, identify as a race other than white, and are in an individualized education program during the school day.

Dyersville SY 18-19 Student Demographics (Cohort 13)			
	% Qualify for FRPL	**% Race other than white**	**% with IEP**
All Sites Total	31%	23%	14%

23% of Dyersville attendees identified as a race other than white. This is the largest percent of all other elementary schools in the district and is also disproportionately higher than the whole Dyersville population where 2.4% of residents belong to a racial minority group according to the 2010 Census.

Recruitment and Attendance Efforts: The 2018-2019 school year was the first year for the Cohort 13 grant serving Dyersville with before and after school programs. St. Mark offered a pilot of the after school program the prior and was able to invited the families that participated to return. Dyersville summer attendees that attended Dyersville were also invited. Further recruitment was coordinated with the schools by sending out information to families and posting on the school's website. Upon registration parents share how they learned of St. Mark's programs; 49% of parents reported they were referred by the school, 43% were returning families, and 9% were recruited by St. Mark staff.

St. Mark motivates student attendance with fun learning and enrichment activities. If a student attendance rate drops below 50% within a month St. Mark program coordinators will contact parents to discuss barriers to attending and develop solutions.

Contact Hours: Below the hours of each program are provided, with the calculation of hours per month.

Dyersville:

- Before School- 6:30-7:45am
  (1.25 hrs. daily)
- After School- 3:00-5:30pm
  (2.5 hrs. daily) with approximately bi-monthly extended hours starting earlier for scheduled early dismissals.
- 18.75 hours/week
- 75 hours/month

Partnerships Table. ***Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a monetary value (i.e. $1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e. 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.***

1. ***Provide Evaluation Services***
2. ***Raise Funds***
3. ***Provide Programming / Activity-Related Services***
4. ***Provide Food***
5. ***Provide Goods***
6. ***Provide Volunteer Staffing***
7. ***Provide Paid Staffing***
8. ***Other***

21st CCLC Program 2018-2019 Partnerships Table					
Name of Partner ***(Enter name of Partner)***	Type*: Full/ Partial/ Vendor ***(descriptions below)***	Contribution Type ***(From list above)***	Staff Provided ***(Describe if applicable)***	In-kind Value ***(Monetary Value if unpaid partner)***	Number of Centers Served ***(Input the number of centers this partner served)***
AmeriCorps	Partial	7. Provide Paid Staffing	5	$ 8,857.50	1
Audubon Elementary	Full	8. Other: Space	0	$ 11,250.00	1
Bell Tower Theater	Partial	3. Provide Programming / Activity-Related Services	0	$ 1,140.00	1
Boy Scouts of America	Full	3. Provide Programming / Activity-Related Services	1	$ 840.92	6
Boys and Girls Club	Partial	4. Provide Food	0	$ 23,550.00	1
Carnegie Stout Public Library	Full	3. Provide Programming / Activity-Related Services	1	$ 117.05	1
Cat Fish Charlies	Full	3. Provide Programming / Activity-Related Services	0	$ 1,152.25	1
Chad's Pizza	Full	3. Provide Programming / Activity-Related Services	1	$ 411.82	1
Challenge to Change Yoga	Vendor	3. Provide Programming / Activity-Related Services	0	$ -	3
Children's Specialty Clinic	Full	3. Provide Programming / Activity-Related Services	0	$ -	1
City of Dyersville	Full	8. Other: Networking/Resources	0	$ -	2
Clare Cares	Full	3. Provide Programming / Activity-Related Services	0	$ -	2
Clarke University-	Full	6. Provide Volunteer	1	$ 10,300.40	3

Social Work Department		Staffing			
Clarke University-Volunteers	Full	6. Provide Volunteer Staffing	1	$ 936.40	3
Community Foundation of Greater Dubuque	Full	8. Other: Networking/Resources	0	$ -	6
Community Partners Protecting Children	Full	8. Other: Networking/Resources	0	$ -	6
Convivium Gardening	Full	3. Provide Programming / Activity-Related Services	0	$ 375.00	1
Crescent Community Health	Full	3. Provide Programming / Activity-Related Services	0	$ -	1
Dubuque Campaign for Grade Level Reading	Full	8. Other: Networking/Resources	0	$ -	4
Dubuque Community School District	Full	1. Provide Evaluation Services	1	$ 900.00	4
Dubuque County Conservation Board	Full	3. Provide Programming / Activity-Related Services	0	$ -	4
Dubuque Fire Department	Full	3. Provide Programming / Activity-Related Services	0	$ 230.00	1
Dubuque Museum of Art	Full	3. Provide Programming / Activity-Related Services	1	$ 2,530.92	1
Dubuque Police Department	Full	3. Provide Programming / Activity-Related Services	0	$ -	4
Dubuque Regional Humane Society	Full	3. Provide Programming / Activity-Related Services	1	$ 210.69	3
Dyersville Campaign for Grade Level Reading	Full	8. Other: Networking/Resources	0	$ -	2
Dyersville Elementary	Full	8. Other: Space	0	$ -	2
Dyersville Fire Department	Full	3. Provide Programming / Activity-Related Services	0	$ -	2
Dyersville Police Department	Full	3. Provide Programming / Activity-Related Services	0	$ -	2
EB Lyons Interpretive Center	Full	3. Provide Programming / Activity-Related Services	0	$ 150.00	4
Emmaus Bible College	Full	6. Provide Volunteer Staffing	2	$ 1,638.70	3
Fenelon Place Elevator	Full	3. Provide Programming / Activity-Related Services	0	$ 150.00	1
Field of Dreams	Vendor	3. Provide Programming / Activity-Related Services	0	$ -	1
Girl Scouts of	Full	3. Provide Programming /	1	$ 998.59	6

America		Activity-Related Services			
Greatness STEMS from Iowans	Full	5. Provide Goods	0	$ 500.00	6
Green Iowa Americorps	Full	3. Provide Programming / Activity-Related Services	1	$ 553.06	6
Harlem Globetrotters	Full	3. Provide Programming / Activity-Related Services	0	$ 4,800.00	3
Hillcrest Family Services	Full	3. Provide Programming / Activity-Related Services	1	$ 544.28	6
Inclusive Dubuque Network	Full	8. Other: Networking/Resources	0	$ -	6
Iowa Women's Foundation	Full	2. Raise Funds	0	$ 3,500.00	6
ISU Extension & Outreach	Partial	3. Provide Programming / Activity-Related Services	1	$ 1,123.68	6
James Kennedy Public Library	Full	3. Provide Programming / Activity-Related Services	1	$ 210.69	2
Jessy Brimey- Farm	Full	3. Provide Programming / Activity-Related Services	0	$ -	1
Keystone AEA 3	Full	3. Provide Programming / Activity-Related Services	1	$ 567.05	3
Leisure Services	Full	3. Provide Programming / Activity-Related Services	0	$ -	3
Lincoln Elementary School	Full	8. Other: Space	0	$ 11,250.00	1
Loras College-Volunteers	Full	6. Provide Volunteer Staffing	14	$ 702.30	3
Loras College Volunteers (Walking Classroom)	Full	3. Provide Programming / Activity-Related Services	0	$ -	3
Lost Island Waterpark	Partial	3. Provide Programming / Activity-Related Services	0	$ 1,510.50	2
Marshall Elementary School	Full	8. Other: Space	0	$ 11,250.00	1
Masonic Temple	Full	8. Other: Space	0	$ 1,125.00	1
Mediacom	Full	2. Raise Funds	0	$ 1,500.00	3
Multi-Cultural Family Center	Full	8. Other: Space	0	$ 2,250.00	1
My Brother's Keeper	Full	8. Other: Networking/Resources	0	$ -	6
National Mississippi River Museum & Aquarium	Full	3. Provide Programming / Activity-Related Services	1	$ 919.79	3
Norman Stapleton-Spray Paint Artists	Full	3. Provide Programming / Activity-Related Services	1	$ 140.46	1
North Central States	Full	3. Provide Programming /	0	$ 143.64	1

Regional Council of Carpenters		Activity-Related Services			
Northeast Iowa Community College	Full	3. Provide Programming / Activity-Related Services	0	$ -	6
Optimists	Full	6. Provide Volunteer Staffing	4	$ 187.28	6
Parents and Community Members	Full	5. Provide Goods	0	$ -	6
Prudential Foundation	Full	6. Provide Volunteer Staffing	19	$ 1,114.58	6
Rachel Daack	Partial	1. Provide Evaluation Services	0	$ -	6
Red Cross	Full	3. Provide Programming / Activity-Related Services	1	$ 35.12	6
Russ Stratton Buses	Vendor	3. Provide Programming / Activity-Related Services	0	$ -	2
Sinsinawa Mound	Full	3. Provide Programming / Activity-Related Services	0	$ 300.00	6
Society of Women Engineers	Full	3. Provide Programming / Activity-Related Services	5	$ 234.10	1
St. Luke's United Methodist Church	Full	6. Provide Volunteer Staffing	0	$ -	1
Swiss Valley Nature Center	Full	3. Provide Programming / Activity-Related Services	1	$ 571.38	6
Trolleys of Dubuque	Vendor	3. Provide Programming / Activity-Related Services	0	$ -	4
Two by Two Character Education	Partial	5. Provide Goods	0	$ -	6
United Way of Dubuque Area Tri States	Full	5. Provide Goods	0	$ 1,050.00	6
University of Dubuque- Program Volunteers	Full	3. Provide Programming / Activity-Related Services	2	$ 1,404.60	3
University of Wisconsin-Platteville	Full	6. Provide Volunteer Staffing	2	$ 1,170.50	3
Vision to Learn	Full	3. Provide Programming / Activity-Related Services	0	$ 1,000.00	1
Wartburg Seminary College	Full	6. Provide Volunteer Staffing	2	$ 2,341.00	3
Western Dubuque Community School District	Full	1. Provide Evaluation Services	1	$ 750.00	2
		TOTALS:	**76 total partners**	**$118,489.25 In-kind value**	

**Full – partner works with local program at no cost to the program*
Partial – partner works with local program by providing discounted costs/rates
Vendor – services only provided with a cost to the program

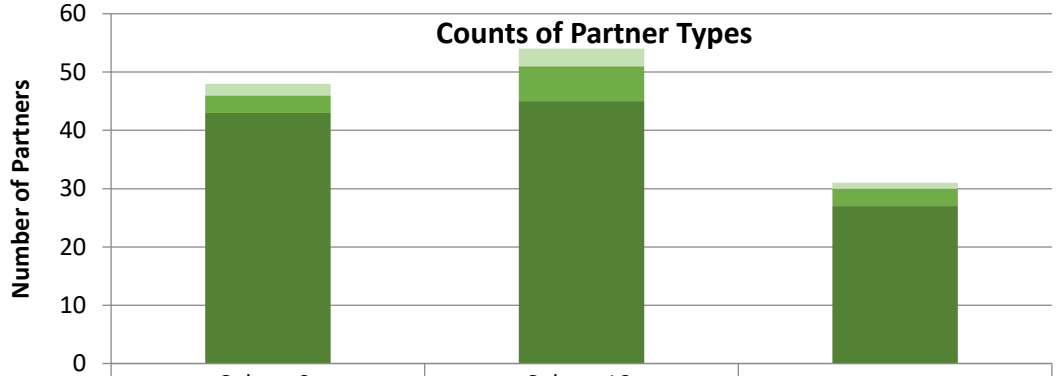
Partnerships Discussion.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• Summary of partnerships table.	X
• Total ~~unpaid and paid partners~~. (all partner types)	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

FOR ALL COHORTS:

St. Mark collaborated with a total of 76 partners throughout summer 2018 and the 2018-2019 school year. The estimated in-kind value of all partners totaled $118,489.25. The values of partners' contributions were calculated by the value of space, materials, and staff time. St. Mark used a standardized volunteer hourly value for the state of Iowa ($23.41) according to https://independentsector.org/resource/vovt_details/ (unless the rate was provided by the partner), then multiplied by the hours offered and number of sessions.

The chart **'Counts of Partner Types'** below shows the make-up of either full, partial or vendor partner types for each cohort:



	Cohort 9: Dubuque Before & After School	Cohort 10: St. Mark Heroes Summer Academy	Cohort 13: Dyersville Before & After School
Vendor	2	3	1
Partial	3	6	3
Full	43	45	27

The overwhelming majority of partners (86%) are full partners that provide services or goods at no cost to St. Mark. Additionally, 49% of partners collaborate across multiple cohorts.

The table, **'Counts of Partner Contribution Types'**, provides the total counts for each contribution type:

Counts of Partner Contribution Types	
Contributions Types	**Total Number of Partners:**
1. Provide Evaluation Services	3
2. Raise Funds	2
3. Provide Programming / Activity-Related Services	43
4. Provide Food	1
5. Provide Goods	4
6. Provide Volunteer Staffing	9
7. Provide Paid Staffing	1
8. Other: Space	6
8. Other: Networking/Resources	7
Total Number of Partners:	**76**

Most partners are providing enrichment activities for students and fall within the "Providing Programming / Activity-Related Services" category.

Highlights of partnerships:

- AmeriCorps: The City of Dubuque operates an AmeriCorps program that has become an essential partnership for the Dubuque summer program. St. Mark utilized five AmeriCorps members as instructional program organization support. In the summer 2018 this group also lead some social-emotional learning implementation within the classrooms.
- Boys and Girls Club of Greater Dubuque: The partner providing the largest in-kind support is the Boys and Girls Club for St. Mark's Dubuque Heroes Summer Academy. The Boys and Girls Club neighbor St. Mark and during the summer they provided a breakfast option, a daily snack, and lunch at no cost to families. Additionally, St. Mark utilized three classroom spaces for the daily program for no cost.
- Audubon, Lincoln, Marshall, and Dyersville Elementary: St. Mark partners with each school building during the school year programs to have adequate spacing for daily programming at no cost. The principals and other key personnel within each school also support St. Mark programming throughout the entirety of the program through advisory committee meetings and recruitment of students.
- Local Colleges: Within the city of Dubuque and the tristate area there are many colleges and universities that partner with St. Mark annually providing interns, social work field placements, and program volunteers. These include Clarke University, Loras College, University of Dubuque, University of Wisconsin-Platteville, and Wartburg Seminary. Students from these colleges mostly participate within Cohort 9 for Dubuque before and after school programs due to schedules and transportation. In the 2018-2019 school year two social work students chose to do their field placement with St. Mark, each working approximately 440 hours throughout the school year in both St. Mark's offices and directly with students in program.

Partner recruitment: As a 30 year old organization St. Mark has cultivated strong long-term partnerships within the local school districts and with many community organizations. St. Mark's Education Coordinator works closely with other local nonprofits and other industries that can offer enrichment experiences as well as maintains ongoing communication to schedule activities. Monthly stakeholder advisory meetings provide a platform to continuously improve programs with school leadership and input from other partners. Surveys are taken by partners at the end of the school year and summer for partners to provide feedback on St. Mark's organization, communication, and impact. St. Mark takes this feedback to make any adjustments to program or administrative processes to ensure positive relationships continue with our valued partners.

How partnerships help program serve students: As identified in the table, **'Counts of Partner Contribution Types',** most partners provide programming/activity-related services and these services most often come in the form of enrichment. St. Mark is able to offer students frequent fun and engaging enrichment experiences because of the partners that offer their services at no or little cost. Both the Girl and Boy Scouts of America schedule consistent sessions for school year and summer programs to provide literacy and STEM activities that consecutively build upon one another. Similarly, Green Iowa AmeriCorps provide ongoing enrichment focused on science and sustainability, and Hillcrest Family Services provide health and wellness education on a consistent basis.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

FOR ALL COHORTS:

Communication Methods: Ongoing communication with parents occurs daily/weekly. Program staff are encouraged to update each parent during the drop off/pick up times. General communication on program updates is provided via email, text messages, paper communication such as flyers, or verbal with program staff communicating directly to parents. To resolve or work through behavioral challenges communication tools such as incident reports are to keep parent informed of how their child is doing in program. Parents are required to sign these incident reports so that the staff can have guided conversations about what occurred and ways to address with the parent/guardian's feedback. Coinciding with the Conscious Discipline curriculum that St. Mark implements behavioral "contracts" are also used to help students experience behavioral challenges more frequently. This form of communication involves the site lead, program coordinators, and parents to discuss goals and strategies to overcome behavior concerns.

Efforts to Increase Parental Involvement: Parent involvement is communicated as an expectation through the parent information process especially if any challenges occur. This effort allows for transparency and encourages parents to be involved in their students' progress throughout program. In

end of year surveys 100% of parents that completed the survey agreed to the following statement, "I received clear information about the program when I registered my child (policies and procedures, drop off, pick -up, program goals, attendance expectations, etc.)" and 93% agreed they feel comfortable contacting St. Mark with questions/concerns.

To increase family participation for family events St. Mark has begun providing incentives with items to take home such as tool-kits, prizes, warm winter clothing, etc. Additionally, offering events with relevant topics or experiences that would otherwise not be available has also shown greater success in increasing attendance; such as social emotional learning and with the Holiday party offering "field trip" component. Results of the end of year survey indicated that scheduling conflicts were the main reason for parents not able to attend family nights; 26 parents that completed the survey stated they did not attend any events, and 23 of them that scheduling conflicts was the reason for not being able to attend. St. Mark typically offers family events during week day evenings as this option seems to fit with the needs of most families, but St. Mark will continue to look into other options as well.

Cohort 9 Dubuque Before and After School:

Parent Events and Attendance: A total of 4 events were offered with the additional of parent information sessions. St. Mark aims to hold quarterly family engagement events throughout the school year that offer various educational themes as well as provide an opportunity for families to connect and share a meal with one another. Parents were notified of these events through email, flyers, social media, and verbally at site. The Dubuque before and after school programs had total of 159 individual students, which was made up of a total of 119 families.

- Parent Information Sessions: After online registration St. Mark requires parents to complete a parent information session to complete the enrollment process. Each parent receives a handbook, an overview of the program and expectations, discusses any specialized needs of students, and completes mandatory paperwork. For Dubuque families these sessions were offered at each elementary school during the time of regular school registration. Any families unable to connect during school registration set up individual time to meet with St. Mark staff. 100%, 119 parents met for these parent information session.
- Social Emotional Learning Family Night: October 9th 2018, 6:00-7:30 pm. 12 parents and 24 children attended. At this event families learned some basic components of composure and self-regulation techniques such as breathing. This event was also supported by the Iowa Women's Foundation which allowed each family to take home a safe place kit, which is a tool from the Conscious Discipline curriculum for self-regulation. Families were also served a meal.
- Holiday Family Party: December 3rd 2018, 5:30-7:30 pm. 35 families attended; 143 individuals total. This event is typically the best attended. Families gathered for a meal, participated in learning and crafts activities, and attended a Holiday light festival by trolley.
- Photography & Storytelling Family Night: May 23rd 2019, 6:00-7:30 pm. 18 parents and 29 children attended. This event connected to a photography and storytelling project that was offered for a small group of students at each 21st program site throughout the school year that was supported by Mediacom. Students that completed a photography scrapbook that told their life story got to showcase their work while families shared a meal and participated in other activities.

- Harlem Globetrotters: April 11th 2019, 7:00-9:00 pm, Dubuque Five Flags Center. 120 tickets were donated by the Harlem Globetrotters for families to attend their show.

Cohort 10 St. Mark Heroes Summer Academy:

Parent Events and Attendance: A total of 2 events were held over the summer with additional parent connection through parent information sessions and participation in field trips. Parents were notified of opportunities to participate in activities with weekly letters sharing the upcoming news and events. Reminders were also sent through email, text messages, social media, and verbally at program. The summer programs had total of 175 individual students, which was made up of total of 107 families; 71 families in Dubuque and 36 in Dyersville.

- Parent Information Sessions: After online registration St. Mark requires parents to complete a parent information session to complete the enrollment process. Each parent receives a handbook, an overview of the program and expectations, discusses any specialized needs of students, and completes mandatory paperwork. Two, four hour long sessions of parent information sessions were offered for both Dubuque and Dyersville locations. Any families unable to connect during the times offered set up individual time to meet with St. Mark staff. 100%, 107 parents met for these parent information session.
- ArtSMARTS Showcase: July 25th 2018, 3:00-4:00 pm. The art infused, ArtSMARTS class shared an open house showcase of what they had worked on throughout the summer. The event was open to the community as well as families. However, attendance was mistakenly not taken for the event.
- End of Summer Showcase: July 27th 2018, 10:30-12:30 pm. 87 parents attended. Throughout the summer program classrooms worked together to create and practice a presentation to showcase at the end of summer. Parents and community members came together on the last day of program to watch each classroom showcase what they've been working on all summer. Classrooms put together skits about how to be kind and identify emotions, read poetry, and shared favorite games and activities.

Beyond the end of summer showcases parents were invited to the several field trips offered and many parents took advantage of joining their student's in these unique enrichment opportunities. Parents reported their participation in these enrichment opportunities in the end of summer parent survey, therefore numbers only reflect parents that completed the survey and not an accurate reflection of total number of parents attending. Examples of field trips included: Lost Island Water Park, Musical of Honk at Bell Tower Theater, American Lady Boat Ride, and nature exploration at Swiss Valley Nature Center. On average the survey responses suggested around 12-19 parents at each offering.

Cohort 13 Dyersville Before and After School:

Parent Events and Attendance: A total of 3 events were offered throughout the school year. St. Mark aims to hold quarterly family engagement events throughout the school year that offer various educational themes as well as provide an opportunity for families to connect and share a meal with one another. Parents were notified of these events through email, flyers, social media, and verbally at site. The Dyersville before and after school programs had total of 35 individual students, which was made up of a total of 28 families.

- Parent Information Sessions: The same as Dubuque before and after school programs a parent information session was required for all families enrolling in the Dyersville programs and 100% of families participated.
- Social Emotional Learning Family Night: October 11th 2018, 6:00-7:30 pm. 10 parents and 12 children attended. Coinciding with the Dubuque event the social emotional themed family night was offered for the Western Dubuque area with families learning tools for self-regulation and composure. A meal was also offered.
- Holiday Family Party: December 4th 2018, 5:30-6:30 pm. 10 families attended; 34 individuals total. Families enjoyed holiday themed learning activities, crafts, and a relay race while also sharing a meal together.
- Dr. Seuss Family Night: March 7th 2019, 5:30-7:30 pm. 5 parents and 9 children attended. The event was A Dr. Seuss theme event with literacy activities and games. A meal was also offered.

4. GPRA Measures

For 2018-2019, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	X
• Name of Assessment Tools Used for Each Measure.	X
• Data Entered for all Applicable Measures.	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: Dubuque Schools Attendees: Measures of Academic Progress (MAP) assessment Western Dubuque School Attendees: CBMmath assessment			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	25	5	20%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	25	5	20%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: Dubuque Schools Attendees: Formative Assessment System for Teachers (FAST) Western Dubuque School Attendees: CBMreading & earlyReading			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	67	8	12%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.			
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	67	8	12%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: State assessment data was not available.			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.			
8. The number of middle/high school 21st Century			

regular program participants who improve from not proficient to proficient or above in mathematics.			
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Surveys distributed to school day teachers			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	102	77	75%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	102	77	75%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Surveys distributed to school day teachers			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.	93	72	77%
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.			
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	93	72	77%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Total or Regular Attendance Used?	X
Discussion of high performing and low performing areas.	X
Description of data collecting instrument.	X
Discussion of difficulties on any GPRA Measure.	X
Assessment of 21st CCLC Program based solely on GPRA Measures.	X

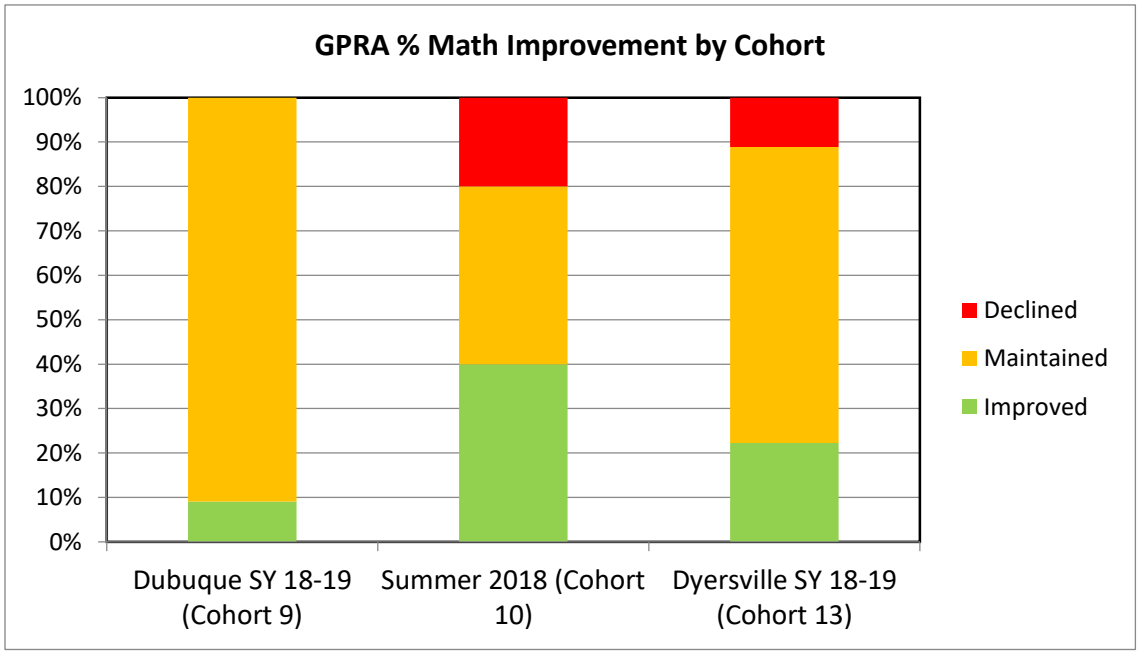
FOR ALL COHORTS:

Regular attendees identified as in need of improvement in each area were used for all GPRA measures.

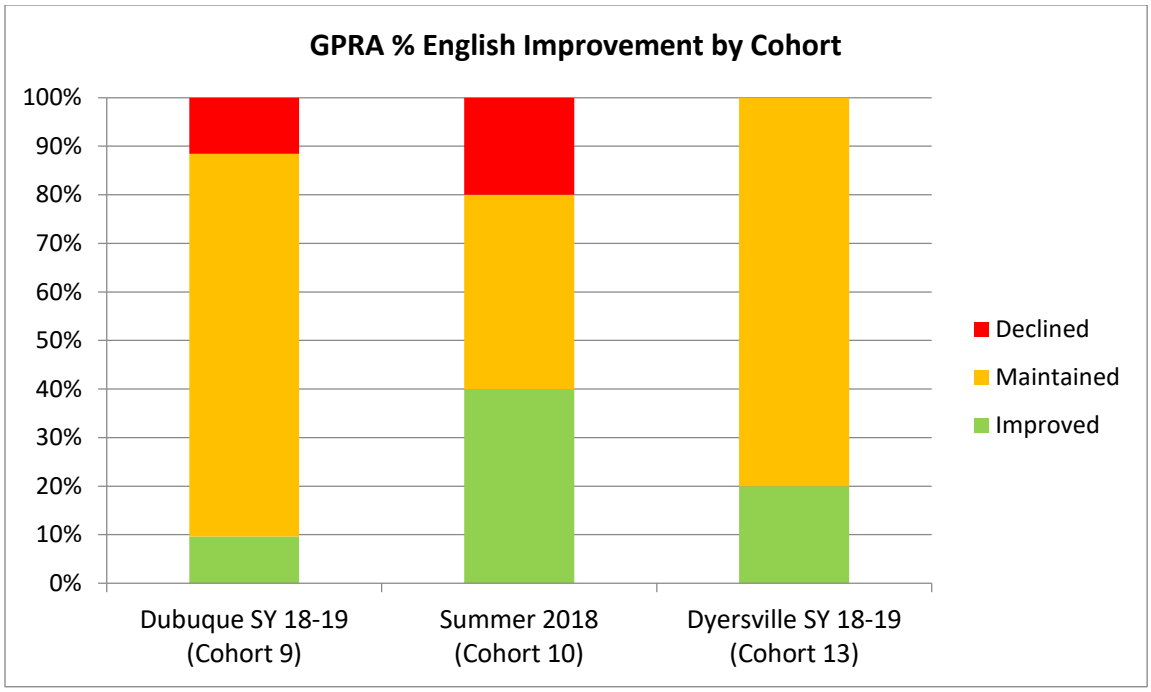
All assessment data was requested via the respective school districts. The assessments used differ between Dubuque Community School and Western Dubuque Districts. The data obtained for 2018-2019 only included students movement within proficiency categories (i.e. high-risk, low-risk, at proficiency, etc.) from fall to spring instead of overall scores. Therefore, while some students aren't reported as having improved their scores could have increased.

For each GPRA group a chart is provided by cohort and identify the breakdown of students that improved, maintained, or declined in the relevant area to have a fuller picture beyond the number and percent given in the GPRA table.

Math GPRA Measures 1-3: A total of 25 students were identified as regular attendees and in need of improvement in math; 20% improved, 72% maintained and 8% declined in math. The biggest proportion of students maintained their math starting point.

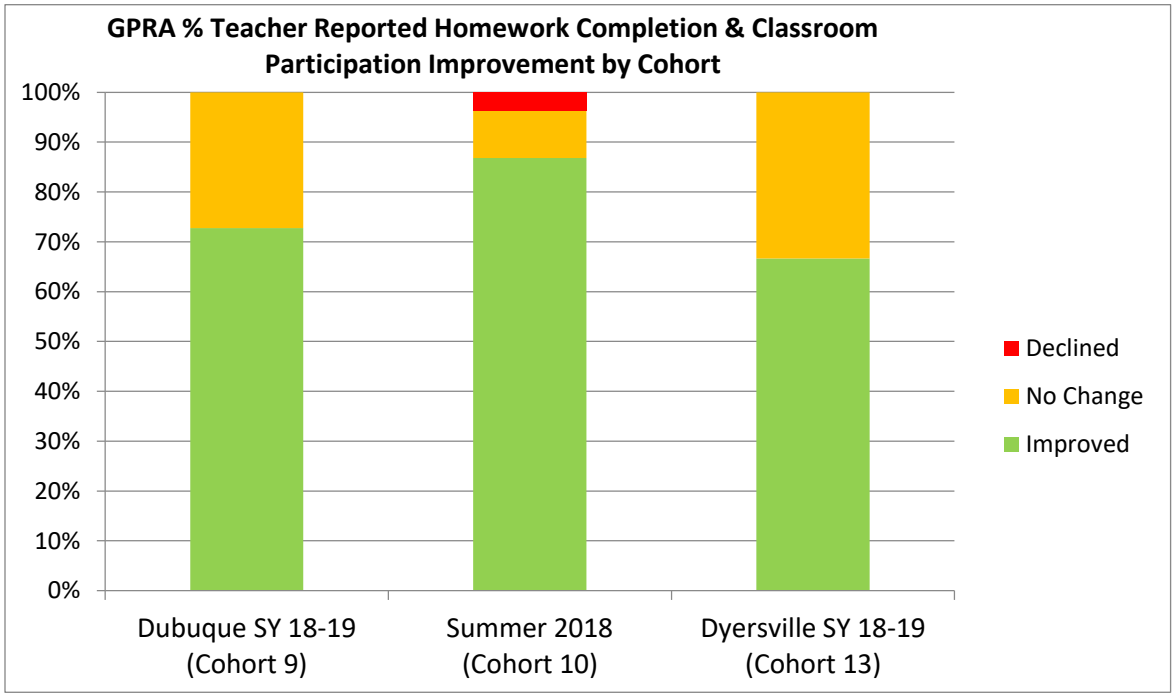


English GPRA Measures 4-6: A total of 67 students were identified as regular attendees and in need of improvement in math; 13% improved, 76% maintained and 10% declined in English. The biggest proportion of students maintained in English.

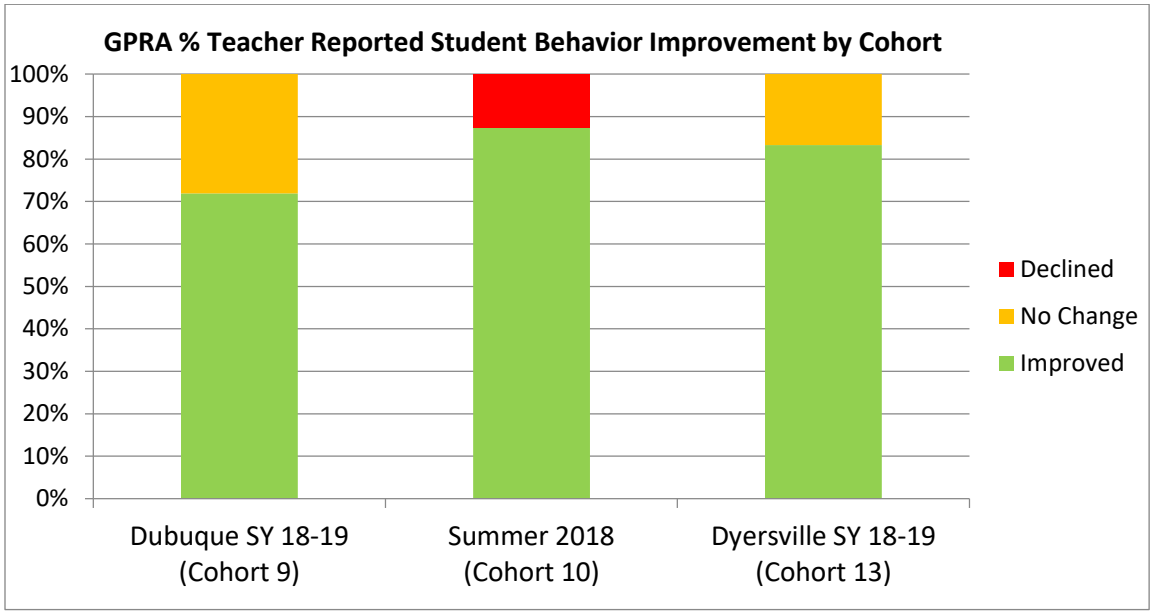


Reading Proficiency GPRA Measures 7-8: Due to changes in the state assessment St. Mark has not received this data yet.

Student Homework Completion, Participation, and Behavior GPRA Measures 9-14: A total of 102 students were identified as regular attendees and in need of improvement in completing homework and participating in class; 75% improved, 23% maintained and 1% declined in these areas. The biggest proportion of students increased in homework completion and classroom participation.



A total of 93 students were identified as regular attendees and in need of improvement in student behavior; 77% improved, 19% maintained and 3% declined in these areas. The biggest proportion of students increased in their behavior.



***Discussion and Highlights of Outcomes**:* The GPRA measures indicate St. Mark's school year and summer 21st CCLC programs are making a positive impact in the lives of youth. The majority of students maintained or improved in all areas. Although in math and English a smaller proportion of students made gains the schools served have significant achievement needs and maintaining also means students are not falling further behind. The average percent of students meeting reading achievement in 2018 at Audubon, Lincoln, and Marshall was 44% and 50% in Dyersville; and the average percent in math achievement for Audubon, Lincoln, and Marshall was 43% and 45% in Dyersville.

Students also are making gains in academic engagement and behavior. The majority of students either improved or maintained over the academic year with noticeable improvement in student behavior.

5. Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2018 and the Spring of 2019.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- Met the stated objective. *Must provide methodology on how the objective was measured and justification for meeting the objective*.
- Did not meet but made progress toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.*
- Did not meet and no progress was made toward the stated objective. *Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.*
- Unable to measure the stated objective. *All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.*

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating
Objective 1.1: 50% or more enrolled students will demonstrate increased proficiency in annual literacy assessments.	Did not meet but made progress toward the stated objective.	Students were assessed with the Formative Assessment System for Teachers (FAST) assessment during the school year. 40% of regular attendees increased their literacy proficiency category from fall to spring
Objective 1.2: 50% or more enrolled students will demonstrate increased proficiency in annual mathematics assessments.	Met the stated objective	Students were assessed with the Measures of Academic Progress (MAP) assessment during the school year. 68% of regular attendees increased their math proficiency category from fall to spring.
Objective 2.1: All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis.	Met the stated objective	Measured by the average frequency of enrichment offerings of per week. On average 1-2 enrichment activities were offered through community partners on any given week.
Objective 2.2: At least 75% of enrolled students will regularly attend program and school.	Met the stated objective	Measured by attendance records. Daily attendance is taken at each site and attendance reports for the school year were used to measure the number of days students attended as well as attendance rates per site. St. Mark aims for regular attendance to be 3 of 5 days weekly, or 60% of days. 77% of students met this expectation.

		93% of students were regular attendees, attending more than 30 days.
Objective 2.3: School day teachers will report improvement of St. Mark enrolled students demonstrating motivation to learn and participate in the classroom.	Met the stated objective	Response data from an end of the year survey of student's school day teachers was used to measure this objective. For the students where needed improvement was indicated, teachers reported 73% of students' demonstrated improvement in homework completion and classroom participation.
Objective 2.4: St. Mark programs are a safe, caring, and supportive environment where students feel connected.	Met the stated objective	Students were surveyed at the end of the school year and responses rating student's feelings towards program, teaching staff, and safety were used to measure this objective. Supporting data is also used from parent surveys. On average, 96% of students reported liking program and 100% of students reported liking teaching staff and that teaching staff keep program safe. Furthermore, when surveyed parents select safety as their number one reason for enrolling their child into St. Mark programs.
Objective 3.1: Parents will participate in St. Mark family engagement activities.	Met the stated objective	Measured by attendance taken at family engagement offerings. Cumulatively, 65 families attended the family engagement events.
Objective 3.2: 75% of parents	Met the stated objective	Parent responses to the end of

will report reading to child at home and checking homework.		year survey were used to measure this objective. 87% of parents that completed the survey reported that they read to their child at home, and 95% reporting checking homework.
Objective 3.3: Parents will be engaged in learning social-emotional skills and techniques from the Conscious Discipline curriculum.	Met the stated objective	Parent responses to the end of year survey were used to measure this objective. Of the parents that responded to the survey, 67% report having awareness of the tools that are used in program and are currently using some form of Conscious Discipline in their homes.

Cohort 10 Table

Cohort 10 Objectives	**Objective Rating**	**Methodology/Justification for Rating**
Objective 1.1: 75% of students in St. Mark summer program will increase/maintain literacy skills.	Met the stated objective	The St. Mark teaching team were trained to evaluate the students with Quick Phonics Screening (QPS) assessment tool. Pre-tests were completed the first week of program, and post-tests were completed the last week of program. The pre and post tests are able to indicate an increase, maintenance, or loss of literacy skills for the duration of the program. 95% of the students with complete assessments in Dubuque and Dyersville increased or maintained literacy skills.

		• Dubuque: 93% increased/maintained • Dyersville: 100% increased/maintained.
Objective 1.2: 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips).	Met the stated objective	The participation in daily independent guided or group reading can be measured by teachers' lesson plans. 100% of teachers consistently included 20-35 minute reading blocks each day of program. Teachers' lesson plans followed a template that required designated blocks of time for reading.
Objective 1.3: 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings.	Met the stated objective	This is measured by teachers' lesson plans. 100% of students of students participated in the daily academic and literacy activities.
Objective 1.4: 100% of enrolled students will build their home libraries with leveled reading books.	Met the stated objective	St. Mark was successful in providing students an age/grade appropriate book each week, resulting in students adding 6 new books to their home library by the end of program.
Objective 2.1: St. Mark will partner with local libraries to encourage reading outside of program.	Met the stated objective	Both Dubuque and Dyersville summer programs incorporate the local library reading programs by offering field trips to the libraries for offsite enrichment. Additionally St. Mark encourages families to participate in the libraries summer programming such as reading logs. The Dubuque program visited the Carnegie Stout Public Library 4 times.

		The Dyersville program visited the Kennedy Public Library 5 times. Parent surveys asked parents to indicate their family's participation in the reading log. 58% of Dubuque and Dyersville families reported participating in the reading log program.
Objective 2.2: 100% of parents/caregivers will attend summer program orientation.	Met the stated objective	As a requirement for program participation parents and caregivers attended an orientation. This was an opportunity to share program expectations with parents as well as familiarize them with Conscious Discipline and the weekly reading logs. For all students that participated in program, St. Mark was successful in having 100% of parents attend orientation.
Objective 2.3: Parents will participate in St. Mark family engagement activities.	Met the stated objective	St. Mark invited parents and caregivers to be involved by volunteering and participating in various program activities including field trips and the end of summer showcase and tour. Parent attendance at events was self-reported in the end of summer in a parent survey. The cumulative number of parents that attended events is 202, which has more than doubled since 2015.
Objective 3.1: Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis.	Met the stated objective	The number and frequency of scheduled community-provided enrichment will be utilized to measure the success of this

		objective. More than 84 different enrichment activities were provide by partners in Dubuque and Dyersville programs.
Objective 3.2: 100% of enrolled students will engage in regular physical literacy activities.	Met the stated objective	This objective is measured by the integration of physical literacy in teacher's lessons and enrichment offerings. 100% of teachers incorporated different physical literacy activities within the 30 minutes of motor and physical activity that was a requirement of their lesson plans.
Objective 4.1: By the end of summer program, 75% of students will be able to identify one breathing technique and three of the five steps used in Conscious Discipline "Safe Spot" self-regulation process.	Met the stated objective	Each student reported their level of confidence in using the breathing techniques and self-regulation. Teachers also completed individual student surveys to report each student's knowledge and ability to use these techniques. For Dubuque and Dyersville 94% of students reporting some level of confidence in using breathing technique and 95% reported knowing how to calm down using the safe spot. Classroom teachers report overall 96% of students demonstrate skills to use these tools.
Objective 4.2: 100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.)	Met the stated objective	Student's engagement in physical literacy is measured by the teacher's lessons plans. Each day, all students participated in various physical literacy activities. A block of

		physical literacy was built into the structure of teacher's lesson plans.
Objective 4.3: St. Mark programs are a safe, caring, and supportive environment where students feel connected.	Met the stated objective	Students were surveyed at the end of the summer and responses rating student's feelings towards program, teaching staff, and safety were used to measure this objective. Supporting data is also used from parent surveys. On average 99% of students in Dubuque and Dyersville responded they like program, their teachers, and have positive relationships in program. 99% of all students responded positively to feeling safe at program.
Objective 4.4: 75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at end of program.	Met the stated objective	Student surveys are used to measure this objective. The students rated the level and frequency of which they respect various individuals. 99% of Dubuque and Dyersville students stated they do respect classmates, teachers, family, neighbors, etc.

Cohort 11 Table

Cohort 11 Objectives	**Objective Rating**	**Methodology/Justification for Rating**

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
Objective 1.1. 75% of students will demonstrate increased proficiency in annual literacy assessments conducted by WDCSD and St. Mark.	Did not meet but made progress toward the stated objective.	Students were assessed with the CBMreading & earlyReading assessments during the school year. 55% of regular attendees increased their literacy proficiency category from fall to spring.
Objective 1.2. 75% of students will demonstrate increased proficiency in annual mathematics assessments conducted by WDCSD and St. Mark.	Met the stated objective	Students were assessed with the CBMmath assessment during the school year. 88% of regular attendees increased their math proficiency category from fall to spring.
Objective 1.3. 75% of school-day teachers will report progress in student academics and homework completion.	Did not meet but made progress toward the stated objective.	Response data from an end of the year survey of student's school day teachers was used to measure this objective. For the students where needed improvement was indicated, teachers reported 73% of students' demonstrated improvement in homework completion and classroom participation.
Objective 2.1. Parents will participate in St. Mark family engagement activities.	Met the stated objective	Cumulatively, 21 families attended the family engagement events.

Objective 2.2. 75 % of parents will report reading to child at home and checking homework.	Met the stated objective	Parent responses to the end of year survey were used to measure this objective. 93% of parents that completed the survey reported that they read to their child at home and check their child's homework.
Objective 2.3. Parents will be engaged in learning social-emotional skills and techniques.	Met the stated objective	Parent responses to the end of year survey were used to measure this objective. Of the parents that responded to the survey, 50% report having awareness of the social emotional tools that are used in program and 42% are currently using some form of it in their homes.
Objective 3.1. Enrichment activities will be offered on a weekly basis.	Met the stated objective	Measured by the average frequency of enrichment offerings of per week. On average one enrichment activity was offered through community partners on any given week.
Objective 3.2. 75% of St. Mark students demonstrate a motivation to learn and participate in the classroom.	Did not meet but made progress toward the stated objective.	Response data from an end of the year survey of student's school day teachers was used to measure this objective. For the students where needed improvement was indicated, teachers reported 73% of students' demonstrated improvement in homework completion and classroom participation.
Objective 4.1. 75% of students will demonstrate growth in	Met the stated objective	Students were assessed with the Devereux Student Strengths

social emotional skills.		Assessment four times throughout the school year and scores were compared from beginning of the school year to the end to determine growth. Students' scores fall within need, typical, or strength categories. By the end of the school year 95% of students were within the typical or strength ranges.
Objective 4.2. All enrolled students will attend program 75% of time and meet Dyersville attendance policies.	Did not meet but made progress toward the stated objective.	Measured by attendance records. Daily attendance is taken at each site and attendance reports for the school year were used to measure the number of days students attended as well as attendance rates per site. The average attendance rate for Dyersville attendees was 71%.
Objective 4.3. St. Mark programs are a safe, caring, and supportive environment where students feel connected.	Met the stated objective	Students were surveyed at the end of the school year and responses rating student's feelings towards program, teaching staff, and safety were used to measure this objective. 100% of students reported liking program and teaching staff and 100% of students reported that teaching staff keep program safe.

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Cohort 9 Dubuque Before and After School:

All objectives were measured and all objectives were met with the exception of objective 1.1. The measured objectives fall within three overarching goals around achievement, social emotional growth, and family engagement:

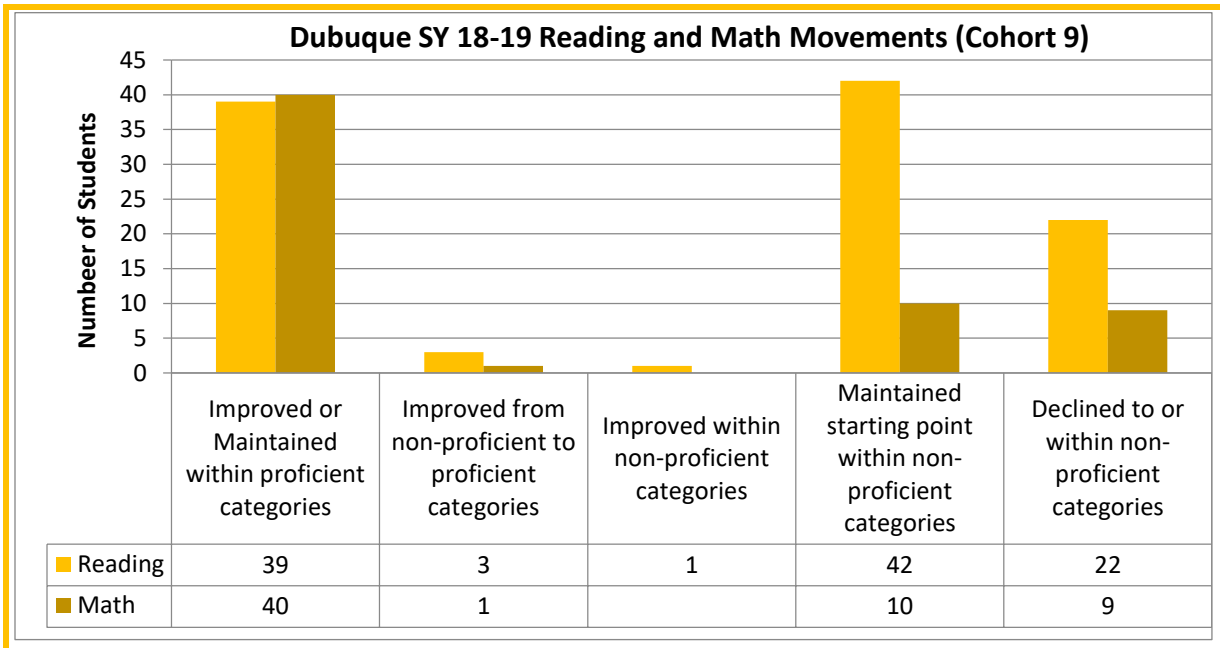
- Goal 1: All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics. (Objectives 1.1-1.2)
- Goal 2: All students enrolled in St. Mark programs will demonstrate increased competency in physical and social-emotional health, positive connection to community and school, and character development. (Objectives 2.1-2.4)
- Goal 3: Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional health of their children. (Objectives 3.1-3.3)

Goal 1: All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics. (Objectives 1.1-1.2)

Of the total 159 students served, 107 students had complete reading assessments and 60 had complete math assessments. There are much fewer completed math assessments due some variation of which assessments are used at each site. However, all sites do utilize the MAP assessment for grades 2-5.

Objective 1.1: Not Met The data St. Mark requested for both FAST and MAPS from the Dubuque Schools did not include scoring information to determine overall improvement, just whether students moved from one proficiency category (i.e. high-risk, low-risk, at proficiency, etc.) from fall to spring. Therefore, with the data available, 40% improved in literacy proficiency categorization, although they may have improved overall in score from fall to spring. St. Mark will further clarify and fine-tune what data is needed from Dubuque Schools to not capture improvement overall in addition to the proficiency data.

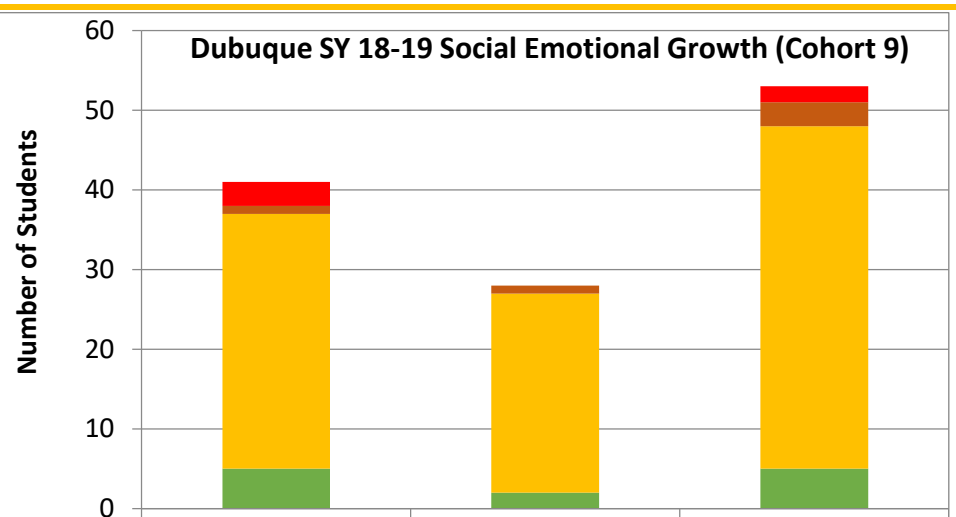
The chart, **'Dubuque SY 18-19 Reading and Math Movements (Cohort 9)'**, provides the breakdown of the number of students that either improved, maintained, or declined depending on whether they started at proficient or non-proficient categories.



At the end of the school year St. Mark staff were surveyed and rated the level of improvement they witness in students overall with very few exceptions; 90% of staff reported observing improvement in most students in reading and 70% in math.

Goal 2: All students enrolled in St. Mark programs will demonstrate increased competency in physical and social-emotional health, positive connection to community and school, and character development. (Objectives 2.1-2.4)

All objectives were met within this goal. In addition to measures students' participation in wellness and character building activities St. Mark also measures students' growth in social emotional skills with the Devereux Student Strengths Assessment. Students were assessed four times throughout the school year. The assessment consists of scoring students on the frequency of behaviors that fall within percentile category of either need, typical, or strength. A total of 122 students had complete assessments and 92% of students either maintained or improved in the typical or strength range. The chart, **'Dubuque SY 18-19 Social Emotional Growth (Cohort 9)'** breaks down the number of students of the movement between these categories throughout the school year by site.



	Audubon	Lincoln	Marshall
Declined to Need	3		2
Maintained in Need	1	1	3
Maintained within Typical or Strength	32	25	43
Improved to/within Typical or Strength	5	2	5

Goal 3: Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional health of their children. (Objectives 3.1-3.3)

All objectives were met within this goal.

A cumulative total of 65 families engaged in at least one of the three family nights held throughout the school year. Each year the most widely attended family night is the Holiday party where families take a trolley ride through a light festival. Based on the end of year parent survey, scheduling conflicts was the overwhelming reason parents were not able to attend a family night. Typically the events are held on weekday evenings. St. Mark will continue to try to offer families engagement opportunities at alternative times.

Below are the events held for families during the 2018-2019 school year:

- Social Emotional Learning Family Night: October 9th 2018, 6:00-7:30 pm. 12 parents and 24 children attended.
- Holiday Family Party: December 3rd 2018, 5:30-7:30 pm. 35 families attended; 143 individuals total.
- Photography & Storytelling Family Night: May 23rd 2019, 6:00-7:30 pm. 18 parents and 29 children attended.

The reported use of social emotional tools within family's homes increased from 38% to 67% since 2016-2017, a 29% increase.

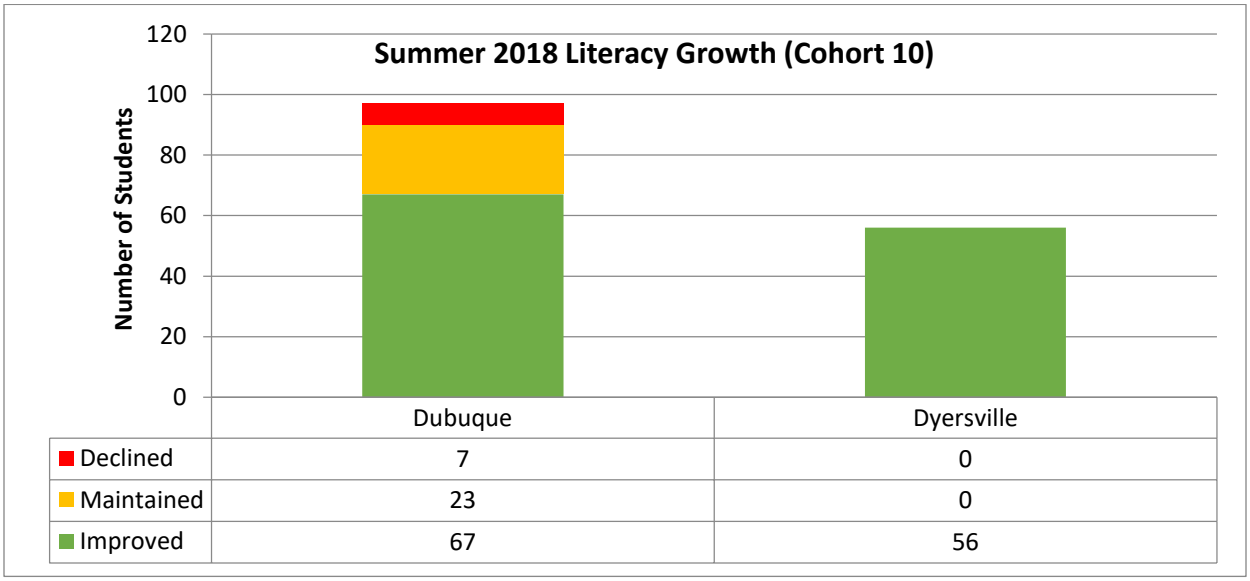
Cohort 10 St. Mark Heroes Summer Academy:

All local objectives were measured and met for summer 2018. The measured objectives fall within four overarching goals around achievement, family engagement, enrichment, and social emotional growth.

- Goal 1: Increase or Maintain Reading Proficiency (Objectives 1.1-1.4)
- Goal 2: Involve Family/Caregiver in Summer Learning Opportunities (Objectives 2.1-2.3)
- Goal 3: Reinforce the Value of Learning and Reading through Enrichment Activities (Objectives 3.1-3.2)
- Goal 4: Inform and Model healthy Lifestyles and Active, Responsible Citizenship (Objectives 4.1-4.4)

Goal 1: Increase or Maintain Reading Proficiency (Objectives 1.1-1.4)

St. Mark conducted pre and post literacy assessments to determine students increase, maintenance, or decrease of skills over the 6 week program. Quick Phonics Screener (QPS) was used to test students the first and last weeks of program. A total of 153 students had complete assessments. Overall summer 95% of summer students increased or maintained literacy skills and on average increased skills by 7% over the 6 weeks. 93% of all Dubuque students and 100% of all Dyersville students increased or maintained their literacy skills. All students' outcomes are reported, due to the low number of students attending 30+ days because the program was only available for 34 days. The chart, **'Summer 2018 Literacy Growth (Cohort 10)'** breaks down the number of students who improved, maintained, or declined in scores by the two sites, Dubuque and Dyersville.



	Dubuque	Dyersville
Declined	7	0
Maintained	23	0
Improved	67	56

Spring 2018-Fall 2018 district assessment data was also obtained to determine whether students started school with increased proficiency or experienced summer slide with loss of skills over the summer. Students were assessed by their respective schools in fall 2018 and 88% of students improved or maintained their scores over the summer, which is a 12% increase compared to the previous summer.

Every student took home 6 books at the end of the program. Various books were purchased for specific grade levels. Parent survey responses were used to indicate whether students are reading these books at home. An average of 96% of both Dubuque and Dyersville parents responded that the summer books are read at home; a 3.5% increase from the prior year.

Goal 2: Involve Family/Caregiver in Summer Learning Opportunities (Objectives 2.1-2.3)

St. Mark was successful in having 100% of parents attend an information session. This has become mandatory for program participation. St. Mark has seen benefits in having the each parent meet this requirement. For example parents have a distinct opportunity to fully understand our programs expectations and also share about social emotional philosophies and practices.

The St. Mark End of Summer Showcase has grown each year. It is the primary event in the summer for parents to participate in. Parents and family members get the opportunity to see what their child has been working on throughout the summer. A total of 87 parents attended, 15 more than the previous summer.

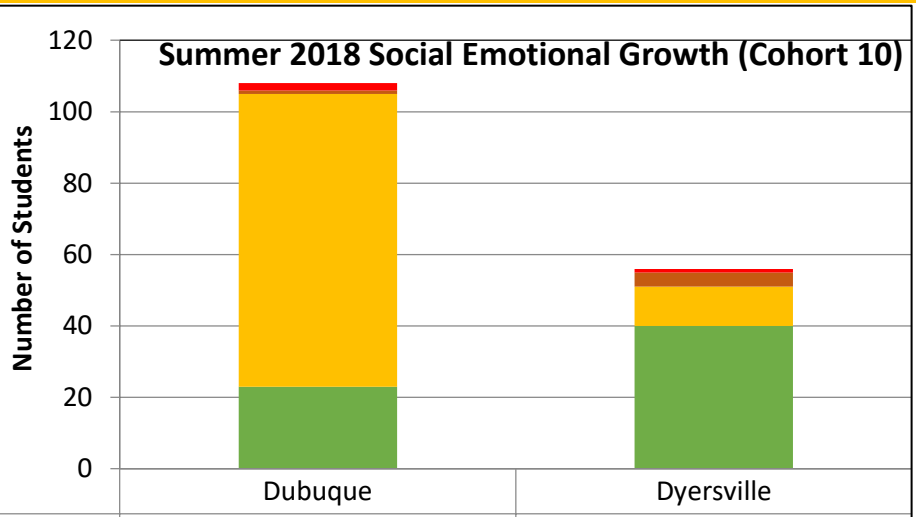
Goal 3: Reinforce the Value of Learning and Reading through Enrichment Activities (Objectives 3.1-3.2)

100% of students engaged daily in fun, hand-on activities to promote literacy and in physical literacy as a part of the structure of program. Enrichment is scheduled each day whether it is on site, or field experience in the community. Also, all teachers met the expectation to include a 30 block of physical literacy and large motor activities due to the guidance of a lesson plan template and Program Coordinator's effective oversight.

Goal 4: Inform and Model healthy Lifestyles and Active, Responsible Citizenship (Objectives 4.1-4.4)

Students were assessed on their knowledge of 4 breathing techniques and steps of self-regulation used in the Safe Place as a part of the Conscious Discipline curriculum. In individual student assessment surveys teachers reported that 96% of Dubuque and Dyersville students demonstrated knowledge and ability to use of these curriculum tools successfully.

Additionally, students were assessed with Devereux Student Strengths Assessment as a pre- and post-test. The assessment consists of scoring students on frequency of positive behaviors that equate to a percentile category of either need, typical, or strength. A total of 164 students had complete DESSA assessments and 95% of students either maintained or improved in the typical or strength range. The chart, **'Summer 2018 Social Emotional Growth (Cohort 10)** breaks down the number of students of the movement between these categories throughout the summer year by site.



	Dubuque	Dyersville
Declined to Need	2	1
Maintained in Need	1	4
Maintained within Typical or Strength	82	11
Improved to/within Typical or Strength	23	40

The Dyersville program had a great number of students showing growth in social emotional skills. Of the 40 students who improved to or within the typical or strength range 6 started of the 6 week summer program in the need category, and the remaining 34 improved from typical to strength.

Cohort 13 Dyersville Before and After School:

The 2018-2019 school year was the first year for the Cohort 13 21CCLC grant. All objectives were measured and most objectives were met with the exception of objective 1.1, 1.3, 3.2, and 4.2. The measured objectives fall within four overarching goals around achievement, social emotional growth, and family engagement:

- Goal 1: Increase or maintain proficiencies in reading and math (Objectives 1.1-1.3)
- Goal 2: Involve family/caregiver in academic and social-emotional learning opportunities (Objectives 2.1-2.3)
- Goal 3: Reinforce the value of learning through enrichment activities (Objectives 3.1-3.2)
- Goal 4: Inform and model healthy lifestyles and active, responsible citizenship (Objectives 4.1-4.3)

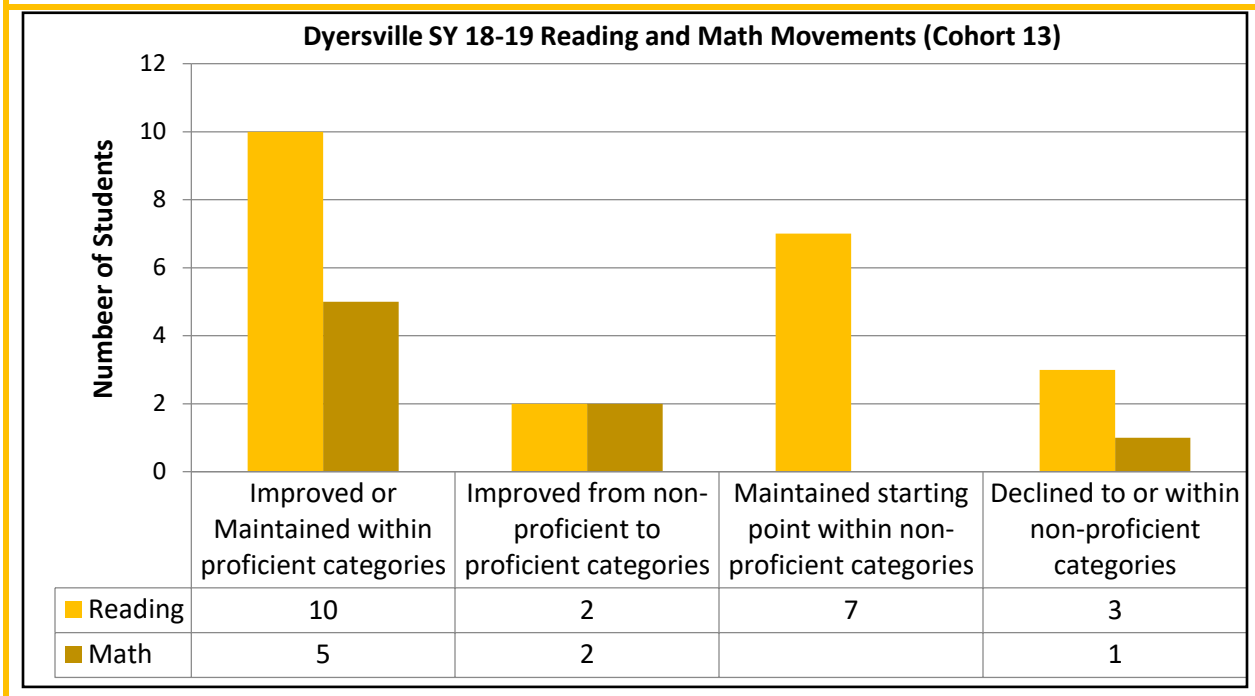
Goal 1: Increase or maintain proficiencies in reading and math (Objectives 1.1-1.3)

Due to a new system there was only partial data available, especially for math. Of the total 35 students served, 22 students had complete reading assessments and 8 had complete math assessments.

Objective 1.1 Not Met: Similarly to Dubuque (Cohort 9) the data St. Mark requested for both reading and math from the Western Dubuque Schools did not include scoring information to determine overall

improvement, just whether students moved from one proficiency category (i.e. high-risk, low-risk, at proficiency, etc.) from fall to spring. Therefore, with the data available, 55% improved in literacy proficiency categorization, although they may have improved overall in their score from fall to spring. St. Mark will further clarify and fine-tune what data is needed from Western Dubuque Schools to not capture improvement overall in addition to the proficiency data.

The chart, **'Dyersville SY 18-19 Reading and Math Movements (Cohort 13)'**, provides the breakdown of the number of students that either improved, maintained, or declined depending on whether they started at proficient or non-proficient categories.



Objective 1.3 Not Met: School day teachers reported 73% of all students improved in homework completion and classroom participation, which fell short of the 75% benchmark. The school-day teacher survey was recently modified to be simpler consisting only of questions related to homework completion, classroom participation, and student behavior. However, St. Mark's objective 1.3 attempts to measure overall progress in student academics in addition to homework completion. For this next school year St. Mark will add a question related to students' overall academic progress. Also, a total of 29 students were assessed by this survey, and teachers reported that 17 of the 29, 59% did not need to improve in these areas. Of the 9 students in need of improvement 6 were reported to have improved. Some further clarification on "needing" improvement may be helpful as well.

Goal 2: Involve family/caregiver in academic and social-emotional learning opportunities (Objectives 2.1-2.3)

Within the first year of the Cohort 13 CCLC grant 50% of parents reported being aware of the social emotional programming integrated into programs, and 42% reported using some form of social

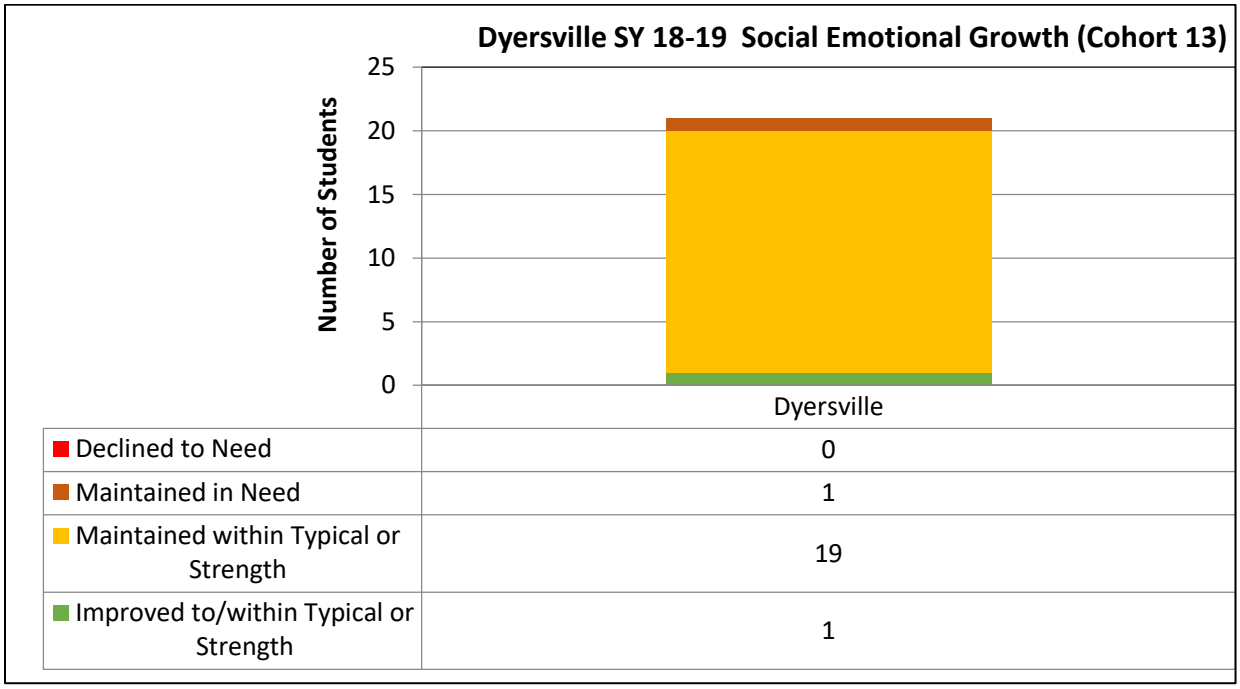
emotional tools in their own homes. This will serve as a baseline for hopefully future awareness and integration of social emotional learning.

Goal 3: Reinforce the value of learning through enrichment activities (Objectives 3.1-3.2)

Objective 3.2 Not Met: 73% of students who needed improvement were reported to have improved in classroom participation and homework completion, which fell short of the 75% benchmark. The school-day teacher survey was recently modified to be simpler and students' a question related to motivation to learn was removed therefore Objective 3.2 utilized homework completions and classroom participation. For this next school year St. Mark will add a question related to students' improvement in motivation to learn.

Goal 4: Inform and model healthy lifestyles and active, responsible citizenship (Objectives 4.1-4.3)

St. Mark also measures students' growth in social emotional skills with the Devereux Student Strengths Assessment. Students were assessed four times throughout the school year. The assessment consists of scoring students on the frequency of behaviors that fall within percentile category of either need, typical, or strength. A total of 21 students had complete assessments and 95% of students either maintained or improved in the typical or strength range. The chart, **'Dyersville SY 18-19 Social Emotional Growth (Cohort 13)'** breaks down the number of students of the movement between these categories throughout the school year.



Objective 4.2 Not Met: The average attendance rate of all students was 71% falling short of the 75% benchmark. St. Mark will suggest changing this objective to be more realistic and to align with the guidance of students attending 3 of 5 days or 60%.

6. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

Cohort 9 Dubuque Before and After School:

Cultural Transformation at Lincoln Elementary: A drastic positive change has occurred with the program at Lincoln Elementary over the most recent years. In previous years this site had challenges with low enrollment and severe and sometimes violent behaviors. This school does have a higher population of families experiencing homelessness or mobility with children leaving/enrolling into the school throughout the year. However, in the last couple years this site has had a positive cultural shift with full support of the Lincoln staff. The Dubuque Program Coordinator describes the changes witnessed,

"Lincoln came a long way just from the beginning of the year to winter break. The site lead was able to establish a structure that the kids adapted to very well. They know that they start with physical literacy outside, they line up respectfully to go inside, and they place their book bags in a neat line on the bleachers according to grade and line up for snack. The Lincoln staff select snack helpers daily to help with serving and hand sanitizer. The kids then know that after snack, they sit in a circle in the middle of the gym for family circle. The year before, it was a struggle to even get kids to sit in a circle quietly. This year, the kids look forward to coming to family circle and the Lincoln staff have taught them how to be respectful when others are talking, how to take turns, and how to use appropriate language at program. Following family circle is reading and journaling. Kids used to dread doing this. Now, they get excited about the writing prompts and the older kids are so helpful to the younger kids. The staff have really worked on creating relationships with the kids and it shows. The kids definitely feel safe with their staff and they really do respect them."

One of the Lincoln site staff in year-end surveys stated, "We got them in a flow of a routine. Some kids were able to manage their behavior in the correct way. We helped keep the students encouraged and engaged"

In the previous 2017-2018 school year, 15 students were withdrawn or removed from program over the course of the year due to lack of attendance or unsafe behavior. In the 2018-2019 school year only 7

students were withdrawn for these reasons. Additionally, the average attendance rate improved from 69% to 78%, a difference of 11%.

Cohort 10 St. Mark Heroes Summer Academy:

School-Day Connection Resulting in Summer Growth: The following story was captured by St. Mark's Education Coordinator,

"We have a 4th grade English Language Learner student who was referred to our summer program by Audubon principal, Ed Glaser. I attended her IEP (Individual Education Plan) meeting in April when she was transferred to Audubon full time from a private school in Dubuque due to Audubon being able to offer more intense services she was in need of to succeed academically. I also attended two meetings in May as she was ending her school year at Audubon and preparing her for a successful summer at St. Mark. Before summer program started, I met with her 4th grade summer teacher and shared this student's academic and social/emotional goals that were recommended by the Audubon staff. The gains this student has made socially and academically have been visible to her parents, the teaching staff and me. Her expressive language and self-confidence have grown and her parents, who have limited English language skills, are so very proud of her and the impact St Mark has had on her thus far….and we have 3 more weeks to go!!! Her mom and dad are even volunteering to go to the waterpark with her class in July."

This student had an 11% increase in the literacy skills measured through the QPS pre- and post-assessments. The average increase of all students was 7%, and overall, 95% of students either maintained or improved in their QPS scores as identified in the local objectives.

Social Emotional Growth: The Program Coordinator captured the following story about a child's growth in social emotional skills,

"We have a returning student this summer that is in 2nd grade. His teacher and paras are absolutely amazed at how much he has matured over the year. The previous summer, he was not able to be successful during rotations because he would fixate on the iPad or refuse to participate and want to sit in the Safe Spot throughout. His automatic reaction when given instructions or asked to participate was to be very grumpy, verbally say, "No!" and then cross his arms and refuse to participate. He got a Safe Spot at home and used it throughout the school year. This summer when he is asked to participate in an activity that is not his choice, his first reaction is still to refuse, however, the difference is that he starts to refuse, and then he self corrects. He will start to say, "I don't want to…" and then immediately remind himself and say, "Oh wait! I mean, yes ma'am!" The other day instead of waiting in line he started to run down the hall and he caught himself and stopped and said, "Freeze! You have to go back and try that again." So far this summer he has participated daily and not needed frequent breaks in the Safe Spot. It is so much fun to watch him internalize the felt safety of the Safe Spot and carry it with him throughout the day! He is able to handle a wider range of emotions including, anger, sadness, joy, and fear in an age-appropriate manner, and even to coach himself through disappointments, conflicts, and impulses that would lead him to making a choice that's not safe!"

Cohort 13 Dyersville Before and After School:

Transformation through Connection: The Western Dubuque program coordinator shares the transformation a foster care child underwent in just a few weeks after benefiting from connection,

"In the 2018-2019 school year a foster kiddo was enrolled into our after school program in Dyersville. This little boy started in program with so much anger, would bite, hit, scratch and overall had a difficult time connecting with others. After only a few weeks, staff began to see drastic changes. He would come up to the staff and smile, laugh and not want to leave some of their sides. He began to verbalize the things he wanted from staff and others and this was huge because he wasn't able to do that when he first started in the program. I believe this child flourished because the staff connected with him and took the time to build that relationship. Even the family noticed changes with him and saw how much program helped him grow."

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

FOR ALL COHORTS:

Social Emotional Learning: St. Mark implements a best practice, holistic approach to social emotional learning because students need to feel safe and connected first before they are ready to learn. St. Mark's program strategies for social emotional implementation include:

- Hiring and retaining qualified staff and equipping them through in-depth, relevant training in order to meet the complex needs of our students and their families in a manner that is consistent with our philosophies and practices. St. Mark sustains knowledge by the admin team attending national trainings and then directly train the site staff in a 4 hour orientation of learning techniques and use of curriculum tools, with an additional 6 hours of training throughout the year. Admin team provides ongoing, hands-on training experiences by modeling best practice methods at site and support the creation of social emotional lesson plans. This ensures site teams understand how and are committed to effectively implementing the program.
- Implementing research-based strategies and evidence based curriculum. St. Mark infuses positive social emotional learning at every level of our culture and environment while incorporating tools from curriculum like Conscious Discipline to develop skills in self-regulation and conflict resolution. Trained staff are equipped with knowledge and techniques to support the building of healthy relationships and empower students to develop new skills. Learning these skills gives our vulnerable

students the foundation to focus and challenge themselves academically, setting them up for a lifetime of success.

- Creating connections to our community that will develop students' skills that lead to academic and personal success. Off-site enrichment activities remove some of the social and economic barriers that can open student's eyes to a better future, provide a sense of hope, and create a connection to a community who believes in their greatness. St. Mark partners with more than 50 community providers to offer these opportunities for students that aligns with their social emotional learning. Additionally, St. Mark collaborates with schools at least monthly to share techniques and progress, and offers quarterly family engagement events that support and enhance social-emotional learning during the school day and at home.
- Measuring social emotional learning progress with the Devereux Student Strength Assessment to ensure efforts are making a difference in students' lives.

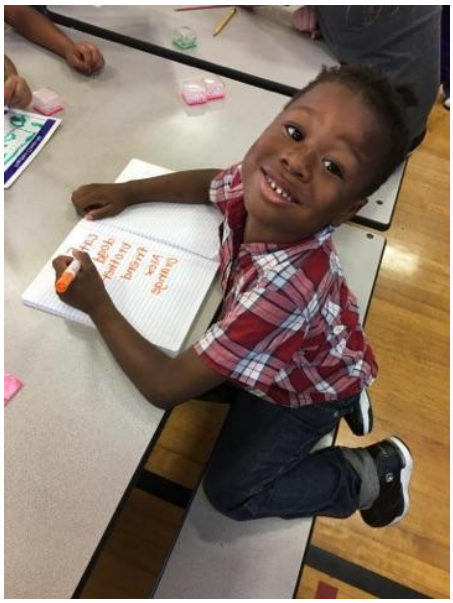
With social emotional learning integrated throughout program the students are emboldened to attend regularly because they feel heard and safe when they are at program. The St. Mark staff works to maintain consistent, clear expectations for students every day. Program sites are built to have a culture where every day is a new day and consequences rarely carry over day-to-day unless necessary. The staff has regular, daily family meetings with the group and with individual students to ensure behavioral issues are kept at a minimum and parents are aware of them when they do arise at program. Students know they can go to staff if they need help with something and they learn the skills to work through their own problems.

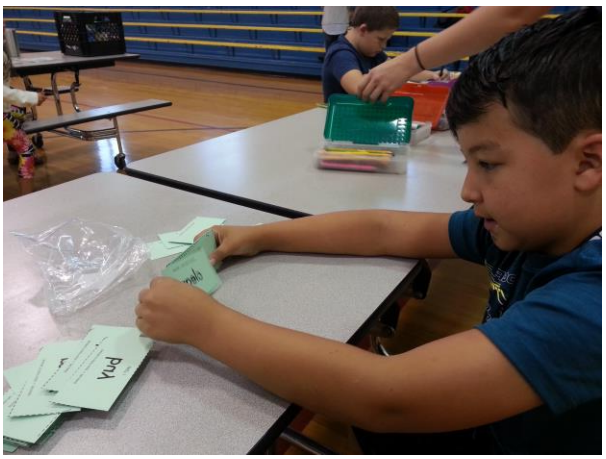
The following is an example of social emotional learning tools in action captured by the Program Coordinator: "Today the Kindergarten class read Shubert is a S.T.A.R. They were very interested in learning how to go from bug crazy mad to caterpillar calm. They practiced their mad face and their breathing. One student said that when she breaths she feel happy again. They also took turns exploring the Safe Spot in pairs and rubbing cranky cream on each other while singing, "Bye, bye, crankies. Bye, bye, crankies. Bye, bye, crankies. It's time to say goodbye." The whole class had a great learning opportunity when one student got in the space of another student. The student whose space was invaded made his angry face and balled up his fists. He did not lash out or hit the student in his space. A teacher helped the other student move away and give him space. Then the teacher noticed how helpful it was to tighten his fists when he was mad. The whole class practiced tightening their fists and then taking a deep breath and "draining" out their mad."

Summer Learning Model: St. Mark is a leader in the work of creating a collaborative, community model for summer programs to combat summer slide in partnership with other youth serving academic programs offered by the Dubuque Community School District and the Dream Center. The Campaign for Grade Level Reading convenes partners that provide enrichment or wrap around services that are then pulled in and integrated into our offerings. Developing a larger scale and fully connected model is still in progress. Currently successful strides towards this approach include bridging morning, afternoon, and wrap around care programs to create more full-day options for families, sharing curriculum that ties back to school day learning goals, and sharing data to identify and understand demographically which youth are being reached by programs and to see growth in District assessments from Spring-Fall. Continued growth and scaling a full community model will come through a unified message for summer program options for families, collaborative transportation, and combined efforts for family engagement.

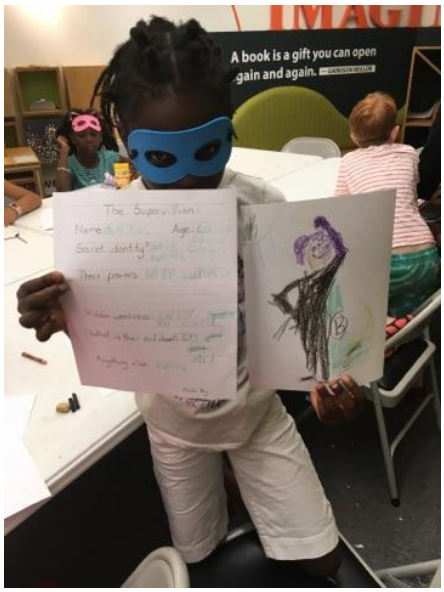
Pictures

Cohort 9 Dubuque Before and After School:





Cohort 10 St. Mark Heroes Summer Academy:



Cohort 13 Dyersville Before and After School:

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, and stakeholders.	X
Quotes from partners.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior and academic success.	X

Cohort 9 Dubuque Before and After School:

Quotes from Parents (anonymous):

- "I love the balance of having fun and learning. As a single mother I don't know how I would survive without St Marks. I love that you teach the kids to be respectful to others and especially to themselves."

Quotes from School Day Teachers:

- "[She] was tardy or absent chronically when she first came to Audubon. The program helped give her mom options and it improved her attendance greatly."
- "[He] has improved in his choices tremendously this school year. We feel that [St. Mark] has positive impacted his academic success as well."

Quotes from Partners:

- "It is very clear that St. Marks cares about the well-being of the kids they serve. They are kind and considerate and do everything they can to help kids move forward whether that is academically, socially, etc." –Girl Scouts

In year-end surveys partners were asked to share up to three ways St. Mark succeeds with program goals for students, one partner listed the following,

- "1. Connects well with kids and families, building strong relationships. 2. Offers a nice variety of activities for students, exposing them to different opportunities. 3. Well planned out and structured homework time offered and valued during time on site." –Marshall Elementary Connection Specialist

Cohort 10 St. Mark Heroes Summer Academy:

Quotes from Parents (anonymous):

- "Really helped improve his reading ability + enthusiasm. My son loved St. Mark so much. I have never seen him so excited about a program. He wanted to go to St. Mark for kindergarten and was disappointed when I explained it is just a summer program. Your staff + programming is amazing."
- "Staffing is by educational professionals who are both skillful but also clearly enjoy being with and getting to know kids. There is a great combination of community exploration and a focus on community building within the cohort. Curiosity and joy in learning are modeled by staff as well as taught."

Quotes from Classroom Teachers:

- "[Her] biggest growth has been regulating her emotions when she was having a bad day by using the techniques of Conscious Discipline. By the end of program she was using breathing techniques to become calm without a prompt from a teacher."

Quotes from Partners:

- "We are able to promote the library to students who may not get to visit the library otherwise. We are able to network and establish relationships with others who provide services to children." – Carnegie Stout Public Library
- "Students are respected and supported as individuals with different needs and gifts Students interact in a positive environment which empowers Staff establish clear guidelines with follow through. Maintain a unified and consistent vision." –Dubuque Museum of Art

Cohort 13 Dyersville Before and After School:

Quotes from Parents (anonymous): In anonymous surveys parents were asked to identify things going well in the before and after school programs, below are a few of their responses:

- "Having members of the school staff there to help with homework"
- "Helps my child with his behavior issues"
- "New opportunities are also nice for the kiddos- some they may have not been aware or exposed to in the past."

One parent shared that they noticed changes in attitude/behavior,

- "He is getting better. Knowing he can see and play with kids before school starts is really helping."

Quotes from Partners:

- "Because, I have school staff employed by St. Mark to do the programming, I believe that they do an excellent of connecting to us and our school learning." –Dyersville Principal
- "I thoroughly enjoy working at all your locations! The site leads are excellent and I always hope they return! The site leads do a good job communicating and interacting with the youth. 2. Support Staff do a great job working jumping in with the activity to assist youth. In addition work with the students behavior when needed. 3. Providing students a chance to explore" –ISU Extension

7. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	X
Discuss formal sustainability plan if applicable.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

FOR ALL COHORTS:

Original Sustainability Plans: St. Mark's plans for sustainability in previous grant applications consisted of maximizing and securing diverse sources of funds including:

- federal, state, and local grant funds provide a stable base to support specific elements of program that helps inform decisions on allocating other resources (~49% of budget);
- donations secured by cultivating new and engaging existing donors. Funding and in-kind support from individuals, non-profits, community partners, and enrichment providers (~24% of budget).
- fundraising events hosted annually in the spring and winter (~14% of budget);
- community outreach initiatives that provide school supplies to 1600 students and warm winter clothing to more than 200 children in need each year (~5% of budget);
- and nominal program (at non-21st sites) and center rental fees (~8% of budget).

Current Sustainability Efforts: Over the past 30 years, St. Mark's annual budget has grown from $16,000 to approximately $930,000, reflecting the organizational growth, expansion to new communities, and substantial increase in the number of students being served. St. Mark has done this with 21st CCLC support and increased efforts in maximizing and securing different funds as listed above as well as developing meaningful partnerships. Throughout 2019 St. Mark has undergone a strategic planning process with the Board of Directors and St. Mark staff with a main emphasis on sustainability. A final plan was developed with goals laid out to 2021 with additional plans layout the paths and action steps to achieve plan such as donor engagement plans, communication plans, etc.

Below is a summary of the approaches developed through the plan:

Continuing without 21st CLCC: St. Mark currently operates programs that do not rely on 21st CCLC funding and has demonstrated an ability not only to sustain but to expand the number of students served following the reduction of the Cohort 9 and Cohort 10 21st CCLC program grants. The strategic plan aims to increase individual and local business support of programs annually to fill in gaps as 21st CCLC grant funds reduce over time to serve more students sustainably.

Partnerships & Sustainability: 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. For example, partners provide the space in which our programs are held at no cost making programming possible. As identified in the partnerships table and discussion the majority of partners providing program activities such as enrichment provide their services at no cost. St. Mark will continue to develop partnerships that provide staffing such as the AmeriCorps program.

8. Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers and/or partners.	X

Cohort 9 Dubuque Before and After School:

In the 2018-2019 school year 69 students were served in the before school program and 133 students were served in the after school program. 93% of students were regular attendees.

At the end of the school year St. Mark staff were surveyed and rated the level of improvement they witness in students overall with very few exceptions; 90% of staff reported observing improvement in most students in reading and 70% in math.

Students also progressed in social emotional skills as measured by Devereux Student Strengths Assessment (DESSA); 92% of students either maintained or improved within a typical or strength social emotional skill range.

One parent said, “I love the balance of having fun and learning. As a single mother I don’t know how I would survive without St Marks. I love that you teach the kids to be respectful to others and especially to themselves.”

Community partners are crucial to the success of providing enriching learning environments. 80 partners provided enrichment opportunities to students on and off site. Some enrichment partners included Boy & Girl Scouts, Dubuque Museum of Art, National Mississippi River Museum, Swiss Valley Nature Center, Challenge to Change Yoga, Hillcrest, ISU Extension, Green Iowa, & many more!

Cohort 10 St. Mark Heroes Summer Academy:

Summer 2018 served a total of 117 students attending the Dubuque site, and 58 at the Dyersville location.

In Dubuque and Dyersville 95% of students maintained or increased their literacy skills over the 6 weeks. In Dyersville 100% of students improved literacy skills. Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).

Parent involvement in the summer has greatly increased in comparison the previous summers. All families attend an orientation and the number of families engaging in enrichment and events has more than doubled in three years. The Summer Showcase event had 15 more parents attend than the prior year.

In individual student assessment surveys teachers reported that 96% of Dubuque and Dyersville students demonstrated knowledge and ability to use of these curriculum tools successfully and 95% of students either maintained or improved social emotional skills in the typical or strength range as measured by the DESSA.

One classroom teacher commented on their student's growth in social emotional learning, "[Her] biggest growth has been regulating her emotions when she was having a bad day by using the techniques of Conscious Discipline. By the end of program she was using breathing techniques to become calm without a prompt from a teacher."

Each day, students were engaged in various enrichment activities offered by community partners. In 2018 partners included Hillcrest Family Services, Boy Scouts, Girl Scouts, Green Iowa AmeriCorps, Bell Tower Theatre, Boys & Girls Club, Catfish Charlie's Riverboat Rides, Carnegie Stout and James Kennedy Public Libraries, Iowa State University Extension and Outreach, Swiss Valley Nature Center, & many more!

A parent commented on the engaging staff and enrichment opportunities, "Staffing is by educational professionals who are both skillful but also clearly enjoy being with and getting to know kids. There is a great combination of community exploration and a focus on community building within the cohort. Curiosity and joy in learning are modeled by staff as well as taught."

Cohort 13 Dyersville Before and After School:

The 2018-2019 academic year was the first year for the Cohort 13 21CCLC grant serving 35 students with an average attendance rate of 71%.

They Dyersville program is somewhat unique in that much of the staff are school-day teachers and/or paras. The Dyersville principal commented on the success of this partnership, "Because, I have school staff employed by St. Mark to do the programming, I believe that they do an excellent of connecting to us and our school learning."

Within the first year of the Cohort 13 CCLC grant 50% of parents reported being aware of the social emotional programming integrated into programs, and 42% reported using some form of social emotional tools in their own homes.

95% of students either maintained or improved in the typical or strength range in the DESSA social emotional assessments.

A program coordinator captured a brief story of a child's growth, "In the 2018-2019 school year a foster kiddo was enrolled into our after school program in Dyersville. This little boy started in program with so much anger, would bite, hit, scratch and overall had a difficult time connecting with others. After only a few weeks, staff began to see drastic changes. He would come up to the staff and smile, laugh and not want to leave some of their sides. He began to verbalize the things he wanted from staff and others and this was huge because he wasn't able to do that when he first started in the program. I believe this child flourished because the staff connected with him and took the time to build that relationship. Even the family noticed changes with him and saw how much program helped him grow."

Partners provided enrichment opportunities to students on and off site. Some enrichment partners included Boy & Girl Scouts, Hillcrest, ISU Extension, Green Iowa, James Kennedy Public Library & more!

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

The local evaluation can be found at the following URL:

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

The local evaluation will be reviewed internally and the St. Mark admin team will meet to discuss the outcomes. St. Mark will notify the Board of Directors of release of the evaluation. A summary of outcomes is shared with all stakeholders including staff, parents, principals and school day teachers, and community partners through flyers and email notification.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	X

Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

Cohort 9 Dubuque Before and After School:

Objective 1.1 Not Met: In the 2017-2018 school year St. Mark conducted internal pre- and post-assessments for both literacy and math, however, this effort was not feasible due to the additional time it took for site staff to conduct assessments which also affected instructional time. The data St. Mark requested for both FAST and MAPS from the Dubuque Schools did not include scoring information to determine overall improvement, just whether students moved from one proficiency category (i.e. high-risk, low-risk, at proficiency, etc.) from fall to spring. Therefore, with the data available, 40% improved in literacy proficiency categorization, although they may have improved overall in score from fall to spring. St. Mark will further clarify and fine-tune what data is needed from Dubuque Schools to not capture improvement overall in addition to the proficiency data.

Objective 2.3: The school-day teacher survey was recently modified to be simpler and students' a question related to motivation to learn was removed therefore Objective 2.3 utilized homework completions and classroom participation. For this next school year St. Mark will add a question related to students' improvement in motivation to learn.

Cohort 10 St. Mark Heroes Summer Academy:

All objectives were met for the summer program and no changes are needed to this Cohort's local objectives.

Cohort 13 Dyersville Before and After School:

Objective 1.1 Not Met: Similarly to Dubuque (Cohort 9) the data St. Mark requested for both reading and math from the Western Dubuque Schools did not include scoring information to determine overall improvement, just whether students moved from one proficiency category (i.e. high-risk, low-risk, at proficiency, etc.) from fall to spring. Therefore, with the data available, 55% improved in literacy proficiency categorization, although they may have improved overall in their score from fall to spring. St. Mark will further clarify and fine-tune what data is needed from Western Dubuque Schools to not capture improvement overall in addition to the proficiency data.

Objectives 1.1 & 1.2: Currently, the benchmark for both literacy and math improvement is 75%, which may be unreasonable high, especially as Dubuque schools aim to have 50% improve in these areas.

Objective 1.3 Not Met: School day teachers reported 73% of all students improved in homework completion and classroom participation, which fell short of the 75% benchmark. The school-day teacher survey was recently modified to be simpler consisting only of questions related to homework

completion, classroom participation, and student behavior. However, St. Mark's objective 1.3 attempts to measure overall progress in student academics in addition to homework completion. For this next school year St. Mark will add a question related to students' overall academic progress. Also, a total of 29 students were assessed by this survey, and teachers reported that 17 of the 29, 59% did not need to improve in these areas. Some further clarification on "needing" improvement may be helpful as well.

Objective 3.2 Not Met: 73% of students who needed improvement were reported to have improved in classroom participation and homework completion, which fell short of the 75% benchmark. The school-day teacher survey was recently modified to be simpler and students' a question related to motivation to learn was removed therefore Objective 3.2 utilized homework completions and classroom participation. For this next school year St. Mark will add a question related to students' improvement in motivation to learn.

Objective 4.2 Not Met: The average attendance rate of all students was 71% falling short of the 75% benchmark. St. Mark will suggest changing this objective to be more realistic and to align with other cohort attendance goals to include a benchmark percentage of students to meet "regular attendance" versus all students attending a certain amount. Regular attendance according to guidance of students attending 3 of 5 days or 60%.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

FOR ALL COHORTS:

Changes in Activities: St. Mark is currently receiving technical assistance for literacy to incorporate more robust, best practice activities for school year programs. The goal for this will to improve literacy outcomes for the school year.

Changes in Recruitment Efforts: The first year of the Cohort 13 Dyersville grant had 35 attendees. St. Mark has already increased recruitment efforts with further outreach via the Dyersville Elementary leadership and recurring family referrals. The enrollment for the 2019-2020 school year has nearly doubled.

Changes in Sustainability Plans: St. Mark has a new strategic plan in place to gradually develop more sustainable funding sources and community support by 2024. The changes are in alignment with previous sustainability plans that have included securing a diverse funding streams.

No other changes are anticipated for future programming.