

LOCAL EVALUATION FORM FOR 2023-2024

Grantee: **St. Mark Youth Enrichment**

Overview

The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of [21st Century Community Learning Centers, Non-Regulatory Guidance: September 2024](#).

What are the local evaluation requirements?

Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation. (In Iowa-No more than 4% of each program's total budget can be used for local evaluation efforts).

A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).

To assist grantees with meeting the local evaluation requirements, the Iowa Department of Education 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 14-18 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2023 and the 2023-2024 School Year.

The table below lists the **nine** 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 2023-2024**>. 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. Total Academic Improvement	X
5. GPRA Measures	X
6. Local Objectives	X
7. Anecdotal Data	X
8. Sustainability Plans	X
9. 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	1/17/2025
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	rkdaack@gmail.com
Evaluator Phone	563-557-3005
Additional Information from Grantee (optional)	<i>This report/presentation/article was made possible, in part, by the support of Dubuque Community School District. Opinions contained in this report/presentation/article reflect those of the author and do not necessarily reflect those of Dubuque Community School District.</i>

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i> INCLUDE SCHOOL LEVEL (i.e. Elementary, Middle, High School)
Cohort 14	Audubon Elementary School, Lincoln Elementary, Marshall Elementary
Cohort 15	
Cohort 16	
Cohort 17	
Cohort 18	
Additional Information from Grantee (optional)	The three different schools were served at ONE center- the Boys and Girls Club of Greater Dubuque

Note: If you are in Cohort 19, you will report your data next year (We always report the previous year's data in the local evaluations).

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	X
<ul style="list-style-type: none"> Needs Assessment Process 	X
<ul style="list-style-type: none"> Key People Involved 	X
<ul style="list-style-type: none"> Development of Objectives 	X
Program Description	X
<ul style="list-style-type: none"> Program days and hours 	X
<ul style="list-style-type: none"> List of activities 	X
<ul style="list-style-type: none"> Location of centers 	X
<ul style="list-style-type: none"> Attendance requirements 	X
<ul style="list-style-type: none"> Governance (board, director, etc.) 	X
<ul style="list-style-type: none"> Details on Parent Events and Parent involvement. 	X
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	X
Program Highlights	X

Program Implementation

Overview of Agency: St. Mark Youth Enrichment is a non-profit community based organization located in Dubuque, Iowa that has served the community for the past 36 years 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 out of school time learning programs for elementary students that focus on literacy, STEM, arts, social-emotional learning, and family engagement.

In the 2023-2024 grant year, 21st CCLC grant Cohort 14 supported an after school program for K-5 grade students. Students were enrolled from three Title 1 schools in Dubuque: Audubon, Lincoln, and Marshall Elementary and the after school program was held at the Boys & Girls Club.

The St. Mark program addresses the academic and social emotional needs of students by offering safe and nurturing learning environments during out of school hours for students in need. St. Mark offers students and families support for school day learning, hands-on learning activities, enrichment opportunities, social-emotional skill building, and building strong and healthy relationships with peers and trusting adults.

Needs Assessment Process: There is a clear need for out of school time programs in the city of Dubuque; and are evident by the current student achievement gaps and the high concentration of poverty in the downtown area where served Title 1 schools are located. Documentation of the need is provided in the table below which includes the free and reduced-priced lunch rates and the rate of proficiency for reading and math by building. Each school witnessed an improvement in the reading and math proficiency rates within the students who qualify for free and reduced-priced lunches.

School	Overall School Performance Category	Building FRPL % (2023-2024)	Percent Proficient in English Language Arts for FRPL Students	Percent Proficient in Mathematics for FRPL Students
Audubon	Needs Improvement	81.2%	31.82% (36.27% for total school population)	30.68 % (34.31% for total school population)
Lincoln	Acceptable	71.1%	40% (44% for total school population)	50.63% (54.55% for total school population)
Marshall	Needs Improvement	64.1%	48.08% (48.99% for total school population)	51.43% (56% for total school population)

St. Mark closely partners with the district and school leadership with open communication on student academic and social emotional needs. St. Mark also conducts formative and annual summative evaluations with students, parents, staff, school day teachers, community partners, and other stakeholders to further determine needs and interests.

Development of Objectives: To address student needs St. Mark provides structured programs based on best practices for literacy, STEM, and social emotional strategies. In alignment St. Mark developed overarching goals with measurable objectives for students to foster a love for learning with fun activities, improve in reading and math, and grow in social emotional skills. These program objectives were developed through a collaborative process that incorporated input from St. Mark staff and the local evaluator. These objectives were designed to align with the program’s mission and the newly established GPRA measures, ensuring a focused and streamlined approach to addressing the needs of students and their families while avoiding redundancy. Regular reviews and adjustments ensure the objectives remain relevant and impactful.

Key People: The programs are organized and led by the St. Mark administrative team including the Associate Director, Director of Program, and Program Coordinators. This administrative team oversees staff hiring, staff schedules, training and orientation of the team, programming best practices, supplies and snack purchasing, and curriculum and enrichment implementation. Additional staff includes part-time para-educators that help facilitate the implementation of the programming schedule and meaningful engagement with students. Staffing is structured to maintain 1:10 or lower ratios. The majority of the part time 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.

Program Description

St. Mark’s after school program was offered for students attending Audubon, Lincoln, and Marshall Elementary schools. The program was held Monday-Friday from approximately 2:45 until 5:45. The 2023-2024 year was a pilot year of holding the after school program for these schools all at one site: The Boys and Girls Club of Greater Dubuque. St. Mark’s partnership with The Boys and Girls Club allowed for classroom and programming space and also had the added benefit of full meals for students, extended hours at the Boys & Girls Club, connections to a program beyond 5th grade, and improved efficiency in program administration. Students were transported each day from their elementary school by the Regional Transit Authority and the Trolleys of Dubuque.

Enrollment opened first for students that have participated in St. Mark’s program in the summer or in the previous school year. Registration is then open to all students attending the schools (K-5), most of whom are referred to our programs by the school day administration. St. Mark enforces a minimum 50% attendance requirement, but students are encouraged to attend 100% of days.

Program days and hours: Below the hours of in-person programming each site is provided, with the calculation of hours per month. Each site meets the 60 hour/month minimum by offering 3 hours of programming a day for 5 days a week.

Audubon:	Lincoln:	Marshall:
<ul style="list-style-type: none"> ● After School- 2:45-5:45pm 	<ul style="list-style-type: none"> ● After School- 2:45-5:45pm 	<ul style="list-style-type: none"> ● After School- 2:45-5:45pm
(3 hrs. daily)	(3 hrs. daily)	(3 hrs. daily)
<ul style="list-style-type: none"> ● 15 hours/week 	<ul style="list-style-type: none"> ● 15 hours/week 	<ul style="list-style-type: none"> ● 15 hours/week
<ul style="list-style-type: none"> ● 60 hours/month 	<ul style="list-style-type: none"> ● 60 hours/month 	<ul style="list-style-type: none"> ● 60 hours/month

List of activities: Students rotate through centers that are guided by the lesson plans that are developed weekly. 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, and art. 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 and create a moment of connection and provide tools and activities to families in the areas of literacy, STEM, and social emotional learning. Students are offered a dinner each day by the Boys and Girls Club.

Below is a sample schedule of the after school program.

Dubuque After School Schedule	
2:30-3:15	Program set up, school dismissal, transition, and transportation to Boys & Girls Club
3:15-3:30	Arrival at Boys & Girls Club and transition & group check-ins
3:30-4:00	Physical Literacy/Large Motor
4:00-4:15	Reading & Literacy Time
4:15-5:00	Center Rotations (Additional literacy, SEL, STEM, Crafts, Enrichment,etc.)
5:00-5:20	Dinner
5:20-5:45	Program wrap-up routines & Dismissal
5:30-7:00	Extended programming with Boys & Girls Club

Location of centers: The program was located at The Boys and Girls Club of Greater Dubuque, 1299 Locust St, Dubuque, IA 52001.

Attendance requirements: St. Mark enforces a minimum 50% attendance requirement, but students are encouraged to attend 100% of days.

Governance: St. Mark is governed by a board of trustees made up of professionals in various fields who provide oversight and guidance through committees. The Executive Director and Associate Director are members of the board and lead the overall organizational strategies and operations. A full-time Director of Programs oversees all aspects of the vision and quality of the program, as well as student enrollment, program communication, program partnerships, aligning with best practices, and managing programming. The Director of Strategic Resources serves as the director of the 21st CCLC grant program to ensure alignment and fulfillment of reporting requirements.

Details on Parent Events and Parent Involvement: Family engagement opportunities were offered more than a quarterly basis. During the 2023-2024 program year, St. Mark Youth Enrichment hosted 8 family events and a mandatory parent information session, engaging 465 cumulative attendees, including 173 family members. These events fostered family engagement, community building, and educational opportunities. Highlights included a Block Party with the Boys and Girls Club, multiple Fighting Saints hockey games, a Holiday Party with

activities and a light show, and a Miracle League Park event supported by Wahlert High School students. These events featured welcoming environments, shared meals, and activities designed to encourage meaningful family interactions.

Details on provided food programs: Thanks to the expanded partnership with the Boys and Girls Club of Greater Dubuque the St. Mark program was able to offer full meals for students.

Program Highlights:

The 2023-2024 program year was marked by significant achievements in student growth, engagement, and strong partnerships.

- **Academic Growth:** The program supported measurable academic progress, with 33% of "some risk" students improving their reading benchmarks and 35% improving in math. Overall, 100% of students in reading and 88% in math maintained or improved their benchmarks, reflecting consistent academic stability.
- **Improved Attendance:** Among students with attendance rates at or below 90% in the 2022-2023 school year, 100% improved their attendance in 2023-2024, with an average increase of 8%, reflecting the program's effectiveness in fostering consistent school participation.
- **Social-Emotional Development:** Through evidence-based SEL strategies, 95% of students improved or maintained strong social-emotional skills. Activities like yoga, mindfulness, and STEM-infused literacy programs reinforced students' growth.
- **Improved Outcomes Across All Local Objectives:** All local objectives were met with improved outcomes compared to the 2022-2023 school year. Highlights include 93% of students demonstrating improved engagement in learning (up from 90%), 83% showing academic improvement in reading and math (up from 80%), and 69% of parents reporting growth in their child's social-emotional skills (up from 65%). These results demonstrate the program's ongoing effectiveness in fostering academic, social-emotional, and engagement growth.
- **Strong Family Engagement:** 8 family events and a mandatory parent session engaged over 465 participants, fostering meaningful connections and providing opportunities for education and community-building. Events included Fighting Saints hockey games, a Holiday Party, a Miracle League Park family day.
- **Valuable Partnerships:** Collaborations with 31 community partners contributed over \$52,000 in in-kind support. These partnerships provided resources such as programming space, enrichment activities, meals, and transportation, greatly enhancing the program's impact.
- **Dedicated Staff and Volunteers:** Staff and volunteers demonstrated exceptional commitment, providing consistent support and enriching students' experiences. Local college students, community groups, and service learning classes contributed mentorship and engagement that strengthened student outcomes.
- **Student and Stakeholder Satisfaction:** Parents, partners, and stakeholders shared feedback, emphasizing the program's impact on students' safety, academic growth, and sense of belonging. A parent noted, "For my kids to be somewhere where they feel as safe as they are at home, that means the world to me."

3. Demographic Data

Demographic Data Required Elements	Complete?
2023-2024 School Year Attendance Tables	X
• 2023-2024 School Year Attendance Summary Table	X
• 2023-2024 School Year Grade Level Table	X
• 2023-2024 School Year Sex Table	X
• 2023-2024 School Year Attendance Population Specific Table	X
• 2023-2024 School Year Attendance Race/Ethnicity Table	X
Summer of 2023 Attendance Tables	NA
• Summer of 2023 Attendance Summary Table	NA
• Summer of 2023 Grade Level Table	NA
• Summer of 2023 Sex Table	NA
• Summer of 2023 Population Specific Table	NA
• Summer of 2023 Attendance Race/Ethnicity Table	NA
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2023-2024 School Year Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2023 and the Spring of 2024. There are separate tables for the Summer of 2023. Leave blank any cohorts that do not apply.

The yearly 21st CCLC grant requirement is for the local program to provide at least 60 hours of contact per month. Over the nine months of the program, a minimum of 480 hours of contact would occur. The goal for attendance is that all students would attend more than 270 hours. If this is not occurring for your program, please provide an explanation in the attendance discussion section.

21st CCLC Program 2023-2024 School Year Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Less than 15 Hours	2					
More than 15, Less than 45 Hours	0					
More than 45, Less than 90 Hours	3					
More than 90, Less than 180 Hours	11					
More than 180, Less than 270 Hours	17					
More than 270 Hours	30					
TOTALS	63					

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Grade Level Table
Reflects Total Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>	8					
<i>How many 1st Grade</i>	14					
<i>How many 2nd Grade</i>	7					
<i>How many 3rd Grade</i>	13					
<i>How many 4th Grade</i>	11					
<i>How many 5th Grade</i>	10					
<i>How many 6th Grade</i>						
<i>How many 7th Grade</i>						
<i>How many 8th Grade</i>						
<i>How many 9th Grade</i>						
<i>How many 10th Grade</i>						
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
TOTALS	63					

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Sex Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Male</i>	37					
<i>Female</i>	26					
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>						
<i>Gender Data Not Provided</i>						

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Population Specific Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Students who are English Learners (LEP)</i>	0					
<i>Students who are economically disadvantaged (FRPL)</i>	58					
<i>Students with disabilities</i>	4					
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>	147					

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Race/Ethnicity Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>American Indian/Alaska Native</i>						
<i>Asian</i>						
<i>Black or African American</i>	13					
<i>Hispanic or Latino</i>	1					
<i>Native Hawaiian or Pacific Islander</i>						
<i>White</i>	39					
<i>Two or more races</i>	10					
<i>Data not provided</i>						

Summer of 2023 Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2023 **ONLY**. Leave blank any cohorts that do not apply.

Due to the length of a Summer Program, it is not expected that any attendees will exceed more than 90 hours.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Summary Table
Reflects Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Less than 15 Hours</i>						
<i>More than 15, Less than 45 Hours</i>						
<i>More than 45, Less than 90 Hours</i>						
<i>More than 90, Less than 180 Hours</i>						
<i>More than 180, Less than 270 Hours</i>						
<i>More than 270 Hours</i>						
TOTALS						

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Grade Level Table
Reflects Total Number of Students**

Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>						
<i>How many 1st Grade</i>						
<i>How many 2nd Grade</i>						
<i>How many 3rd Grade</i>						
<i>How many 4th Grade</i>						
<i>How many 5th Grade</i>						
<i>How many 6th Grade</i>						
<i>How many 7th Grade</i>						
<i>How many 8th Grade</i>						
<i>How many 9th Grade</i>						
<i>How many 10th Grade</i>						
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
TOTALS						

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Sex Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Male						
Female						
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)						
Gender Data Not Provided						

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Population Specific Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Students who are English Learners (LEP)						
Students who are economically disadvantaged (FRPL)						
Students with disabilities						
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)						

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Race/Ethnicity Table
Based on Total Attendance**

Attendee	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
American Indian/Alaska Native						
Asian						
Black or African American						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or more races						
Data not provided						

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	X
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	X
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	X
<ul style="list-style-type: none"> Recruitment efforts. 	X
<ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>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)</i> <i>Explain WHY attendance met or did not meet grant goals.</i> 	X

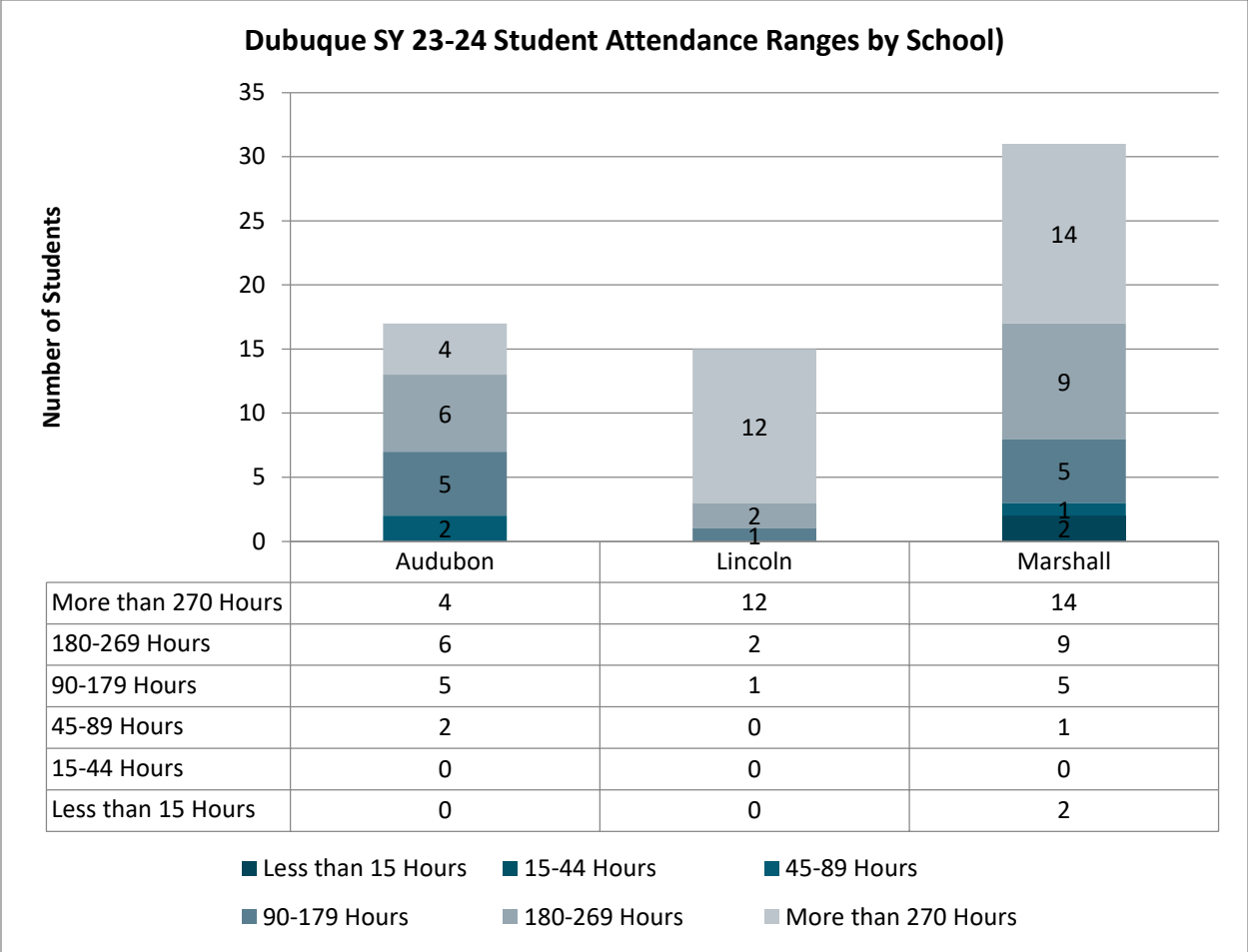
Type or copy and paste Attendance Discussion here.

Please do not reference the old regular (30 days or more) attendance goal from the old APR. This is no longer applicable. Instead, discuss the new APR measures, especially the over 270 hours band.

Enrollment and Attendance Overview: During the 2023-2024 school year, St. Mark served students across participating schools, Audubon, Lincoln, and Marshall Elementary, with a total of 63 students enrolled in the after-school program. This represents approximately 8% of the total student population at the schools served. On average, students attended 65% of the total days the program was offered, exceeding the recommended attendance goal of 60% of days offered (or 3 out of 5 days per week).

The distribution of attendance hours highlights that 30 students (48%) attended more than 270 hours, meeting the program's target attendance goal. An additional 28 students attended between 90 and 270 hours. This attendance data demonstrate that most participants engaged regularly in programming, meeting or exceeding best practice attendance benchmarks.

The chart '**Dubuque (Cohort 14) SY 23-24 Student Attendance Ranges by Site**' below breaks down the number of students for each attendance range: Less than 15 hours, 15-44 hours, 45-89 hours, 90-179 hours, 180-269 hours, and More than 270 hours.



Attendance Compared to Grant Goals: The 2023-2024 school year was the fifth, and final, year of the Cohort 14 grant. The original grant attendance goal was 110 students, with the expectation to meet 80% by the third year, or 88 students. A total of 63 students attended the after school program which is 57% of the grant goal, and does not meet the 80% goal. The year prior to the COVID-19 pandemic St. Mark exceeded the grant goal with 113 students, or 102% of the grant goal. The Dubuque programs have still been significantly impacted by COVID-19 and staffing shortages resulted in challenges to keep appropriate staff to child ratios to safely offer programs for an increased number of students. To address these challenges St. Mark piloted a new approach to the after school offering by offering the program at The Boys and Girls Club for more streamlined programming facilitation and also to enhance the program with a full meal and connections to a program beyond 5th grade. However, due to initial transportation and overall capacity with changes in place St. Mark had to limit enrollment. We anticipate the after school program will grow in coming years.

Demographic Comparisons: The table ‘**Dubuque (Cohort 14) SY 23-24 Student Demographics by Site**’ 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 (Cohort 14) SY 23-24 Student Demographics by Site			
	% Qualify for FRPL	% Race other than white	% with IEP
All Sites Total	92%	37%	6%
Audubon	94%	65%	-
Lincoln	80%	73%	7%
Marshall	97%	3%	10%

Students attending St. Mark programs are more diverse in comparison to the population of Dubuque. For all sites, an average of 37% 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. The district has an average of 37% of students who are eligible for free and reduced priced lunch; while 92% of St. Mark students qualify. There were some population shifts with the students St. Mark worked compared to the previous school year. For example, the percent of students of color enrolled from Lincoln increased from 54% to 73%.

Recruitment and Attendance Efforts: St. Mark recruits students primarily through a combination of direct outreach to returning families and referrals from schools. Returning participants make up a significant portion of enrollment, with 73% of families citing previous program participation. Referrals from schools and word-of-mouth recommendations also contribute to recruitment efforts.

St. Mark continues to prioritize attendance by tailoring enrichment activities to student interests, addressing individual barriers, and ensuring consistent communication with families. These efforts include personalized follow-ups with families of students with lower attendance and leveraging partnerships with schools to support ongoing recruitment and retention.

To maintain high attendance rates, St. Mark employs the following strategies:

- Monitoring attendance monthly and contacting families if attendance drops below 50% to address barriers or offer support.
- Monthly advisory committee meetings with school personnel to identify attendance challenges and coordinate follow-ups with families.
- Motivating students with engaging enrichment activities and fostering positive program culture.

Contact Hours: All sites successfully met the grant-required 60 hours per month of programming, providing 3 hours of after-school activities daily, Monday through Friday.

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.*

NOTE: If type 8, Other, is used, please provide details in the Description of Contribution column.

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 2023-2024 Partnerships Table

Name of Partner (Enter name of Partner)	Type*: Full/ Partial/ Vendor (descriptions below)	Contribution Type (From list above)	Description of Contribution (Include staff provided)	Total In-kind Value (Monetary Value if unpaid partner)
Boys and Girls Club of Greater Dubuque	Full	8. Other: Space	Programming space and full meals for students.	\$ 10,875.00
Carnegie Stout Public Library	Full	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities and family resources	\$ -
Challenge to Change Yoga	Full	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities	\$ 388.80
Clarke University	Full	6. Provide Volunteer Staffing	Volunteers for special event	\$ 123.52
Community Foundation of Greater Dubuque	Full	8. Other: Networking/Resources	Networking and collaboration opportunities in effort for collective, community impact	\$ -
Community Partners Protecting Children	Full	8. Other: Networking/Resources	Networking and collaboration opportunities in effort for collective, community impact	\$ -
Dubuque Community School District	Full	1. Provide Evaluation Services	Ongoing collaboration on assessing and addressing student needs, and	\$ 900.00

			provides student evaluation data	
Dubuque County Conservation	Full	3. Provide Programming / Activity-Related Services	Enrichment activities	\$ 571.56
Dubuque Every Child Reads	Full	8. Other: Networking/Resources	Networking and collaboration opportunities in effort for collective, community impact	\$ -
Dubuque Optimists Club	Full	6. Provide Volunteer Staffing	Volunteers to engage with students for enrichment and family events	\$ 2,138.40
Dubuque Police Department	Full	3. Provide Programming / Activity-Related Services	Enrichment activities	\$ 144.40
Fighting Saints Hockey	Full	3. Provide Programming / Activity-Related Services	Family engagement events	\$ 4,500.00
Hempstead Career Class	Full	6. Provide Volunteer Staffing	Regular programming volunteers to engage with students	\$ 4,332.00
Hillcrest Family Services	Full	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities	\$ 269.40
ISU Extension & Outreach	Vendor	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities	\$ 231.04
Keystone AEA	Full	3. Provide Programming / Activity-Related Services	Instructional materials and books	\$ 400.00
Loras College	Full	6. Provide Volunteer Staffing	Regular programming volunteers to engage with students	\$ 4,216.48
Mosaic Lodge No. 125	Full	8. Other: Space (parking)	Space for family engagement events and daily parking for staff	\$ 2,107.50
National Mississippi River Museum & Aquarium	Full	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities	\$ 1,225.00
Northeast Iowa Community College	Full	3. Provide Programming / Activity-Related Services	Family literacy resources	\$ 5,000.00
Northeast Iowa Council Boy Scouts	Full	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities	\$ 585.00
Rachel Daack	Vendor	1. Provide Evaluation Services	Annual summative evaluation and data analysis	\$ -
Regional Transit Authority	Full	3. Provide Programming / Activity-	Transportation	\$ 870.00

		Related Services		
Rising Star Theatre	Full	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities	\$ 1,324.16
St. John's Episcopal Church	Full	8. Other: Space	Family engagement space and ongoing family resources supports	\$ 75.00
Trolleys of Dubuque	Vendor	3. Provide Programming / Activity-Related Services	Transportation	\$ -
Two by Two	Vendor	3. Provide Programming / Activity-Related Services	Ongoing enrichment activities and curriculum	\$ -
United Way of Dubuque Area Tri States	Full	5. Provide Goods	Online volunteering portal	\$ 1,050.00
University Dubuque	Full	6. Provide Volunteer Staffing	Volunteers for special event	\$ 478.08
Volunteer Community Members	Full	6. Provide Volunteer Staffing	Regular programming volunteers to engage with students and for special events	\$ 9,143.41
Wahlert Catholic High School: Service Learning Group	Full	6. Provide Volunteer Staffing	Regular programming volunteers to engage with students and provide enrichment and family engagement experiences	\$ 1,809.52
			In-Kind Total:	\$ 52,758.27

**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.

Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
• Summary of partnerships table.	X
• Total Partners by Type	X
• How in-kind value was determined	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

Summary of Partnerships Table: St. Mark has had a total of 31 partners throughout the 2023-2024 school year contributing in a variety of ways. The total estimated in-kind value of the contributions of all partners totaled \$52,758.27. 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 (\$28.88) according to the Independent Sector, and then multiplied by the hours offered and number of sessions.

Website used from Independent Sector for hourly volunteer value: [website: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://independentsector.org/wp-content/uploads/2024/04/is-vovt-report-2024_v2.pdf](https://independentsector.org/wp-content/uploads/2024/04/is-vovt-report-2024_v2.pdf) (unless the rate was provided by the partner)

The overwhelming majority of partners (87%) are full partners that provide services or goods at no cost to St. Mark. Most partners are providing enrichment activities for students and fall within the "Providing Programming / Activity-Related Services" category.

The table, '**SY 23-24 Counts of Partner Contribution Types**', provides the total counts for each contribution type:

SY 23-24 Counts of Partner Contribution Types	
Contributions Types	Total Number of Partners:
1. Provide Evaluation Services	3
2. Raise Funds	0
3. Provide Programming / Activity-Related Services	12
4. Provide Food	0
5. Provide Goods	1
6. Provide Volunteer Staffing	5

7. Provide Paid Staffing	0
8. Other: Space	7
8. Other: Networking/Resources	5
Total Number of Active Partners:	33

Highlights of partnerships:

- Wahlert Catholic High School: A partnership with Wahlert’s service learning class has grown and developed over the last years. They engaged with St. Mark students throughout the year by writing to students as pen pals, visiting the program monthly to engage with students, and hosting a field trip and family event at a Miracle League park that neighbors the high school.
- Boy Scouts of America: The local Boy Scouts of America Northeast Iowa Council provided ongoing enrichment opportunities on-site at the Dubuque after school programs. Additionally, they provided packaged lessons for all after school programs to be carried out by the St. Mark staff to continually support students’ learning.
- Boys & Girls Club of Greater Dubuque: The Boys & Girls Club of Greater Dubuque provided critical programming space and meals for students, enhancing program delivery and efficiency. This collaboration also allowed for extended hours and seamless connections to after-school opportunities beyond 5th grade, creating a comprehensive support system for families.
- Local Colleges: Within the city of Dubuque and the tristate area there are many colleges and universities that partner with St. Mark annually provides interns, social work field placements, and program volunteers. In particular, Loras College and The University of Wisconsin-Platteville have consistently provided volunteers that support engagement with students.

Partner recruitment: As an organization with a 36 year history in our community St. Mark has successfully cultivated strong long-term partnerships within the local school districts and with many community organizations. St. Mark participates in more than 15 community boards and committees to better the work we do and to network and develop new partnerships. St. Mark has program coordinators with the specialty focus area in working closely with other local nonprofits and other industries that can offer enrichment experiences as well as maintain 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 programs serve students: As identified in the table, ‘**SY 23-24 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. Partners like Hillcrest Family Services, Rising Star Theatre, Challenge to Change Yoga, and Iowa State University Extension schedule consistent sessions

for school year programs that provide literacy and STEM activities that consecutively build upon one another. Additionally, volunteer groups from the community and local colleges support students' learning and development. The primary role for volunteers is to engage with students and motivate participation in the program and lessons.

Missing in-kind information: Partners under the “Other: Networking/Resources” contribution type did not provide services or goods for a monetary contribution to be calculated. Instead these partners convene in networks to discuss community issues or provide general support of St. Mark programs.

Be sure and include information on how in-kind value was determined.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Parent Involvement Table	X
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Parent Involvement Table.

List all parent events held during the Summer of 2023 and the 2023-2024 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

Note that a minimum of four events (one per quarter) is a grant requirement.

21st CCLC Program 2023-2024 Parent Involvement Table

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Short Description of Event
St. Mark & Boys and Girls Club Block Party & Welcoming Event: 8/15/23	Dubuque After School Cohort 14	14	54	St. Mark welcomed registered families to a celebration to tour the new programming location spaces with the in partnership to use Boys and Girls Club facilities for the after school program.
Fighting Saints Hockey Game: 10/14/23	Dubuque After School Cohort 14	16	42	The Dubuque Fighting Saints offered St. Mark families tickets to attend a game at no cost.
Fighting Saints Hockey Game: 11/9/23	Dubuque After School Cohort 14	14	34	The Dubuque Fighting Saints offered St. Mark families tickets to attend a

				game at no cost.
Holiday Party: 12/18/23	Dubuque After School Cohort 14	44	116	Dubuque families gathered together to celebrate the holiday, share a meal, engage in a variety of fun activities, and also receive tickets for the local holiday light show.
Fighting Saints Hockey Game: 2/2/24	Dubuque After School Cohort 14	20	48	The Dubuque Fighting Saints offered St. Mark families tickets to attend a game at no cost.
Fighting Saints Hockey Game: 3/29/24	Dubuque After School Cohort 14	19	38	The Dubuque Fighting Saints offered St. Mark families tickets to attend a game at no cost.
Fighting Saints Hockey Game: 4/13/24	Dubuque After School Cohort 14	15	34	The Dubuque Fighting Saints offered St. Mark families tickets to attend a game at no cost.
Miracle League Park Family Event: 4/22/24	Dubuque After School Cohort 14	31	99	Families gathered at the Miracle League Park to enjoy the park, participate in activities and meals provided by the Wahlert High School service learning students.

Type or copy and paste Parent Involvement Discussion here.

Include a description of the events and how well they were attended.

Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

Family Engagement Events Overview: During the 2023-2024 program year, St. Mark Youth Enrichment hosted a total of 8 family events, as well as a mandatory parent information session. These events were designed to foster family engagement, build community, and provide opportunities for education and connection. A total of 465 cumulative individuals attended these events, including 173 family members. Each event provided a welcoming atmosphere, often featuring educational themes and shared meals to encourage family interaction.

Family Engagement Events Included:

1. **St. Mark & Boys and Girls Club Block Party & Welcoming Event (8/15/23):** This event introduced families to the program's new location in partnership with the Boys and Girls Club with 54 total individuals in attendance.

2. **Fighting Saints Hockey Games (Multiple Dates):** Families were invited to attend seven hockey games throughout the year, with total attendance per game ranging from 34 to 48 attendees.
3. **Holiday Party (12/18/23):** This celebration gathered 116 total participants, offering shared meals, fun activities, and tickets to a local holiday light show.
4. **Miracle League Park Family Event (4/22/24):** This event brought 99 attendees together for engaging activities and meals, supported by Wahlert High School service learning students.

Communication with Parents

St. Mark maintained robust communication with parents throughout the year, employing multiple strategies to ensure clear and consistent messaging:

- **Parent Information Session:** After online registration, all parents were required to attend an information session as the final step in enrollment. During this session, 100% of families received a comprehensive program overview, handbooks, and expectations, while also discussing any specialized student needs and completing mandatory paperwork.
- **Daily and Weekly Updates:** Parents received program updates through a mix of communication methods, including: e-mail, text messages, monthly electronic newsletters, paper communications (e.g., flyers), and verbal communication during program hours and pick up times.
- **Behavioral Support Communication:** Tools such as incident reports were used to keep parents informed about their child's behavior. These reports required a parent's signature, allowing for guided conversations and collaborative problem-solving.

Efforts to Increase Parental Involvement: Parental involvement was framed as an expectation during the parent information process, particularly when addressing challenges or student progress. To further boost participation, St. Mark introduced several incentives for family events, including fun activities, meals, and items to take home like warm winter clothing. End-of-year surveys revealed that 97% of parents who completed the survey agreed they received clear communication about program policies, procedures, goals, and attendance expectations.

St. Mark's multi-faceted communication approach and targeted efforts to engage families ensured strong parent participation and fostered a supportive, transparent community.

4. Total Academic Improvement

This requirement for the Iowa 21st CCLC Local Evaluations provides the data needed to meet **Section F-1 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003**, which states,

These indicators and measures must—

- **Be able to track student success and improvement over time;**

The Iowa 21st CCLC Program has been tracking progress in reading and math for all 21st CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, The Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English and Mathematics Improvement.**

Note that this data uses the “Number of Students Needing Improvement” in the comparison.

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	1	1	100%
1			
2	2	1	50%
3	7	3	43%
4	3	0	0%
5	2	0	0%
6			
7			
8			
9			
10			
11			
12			
Totals	15	5	33%

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	3	2	67%
1	1	1	100%
2	2	0	0%
3	4	0	0%
4	5	2	40%
5	2	1	50%
6			
7			

8			
9			
10			
11			
12			
Totals	17	6	35%

Total Academic Improvement Discussion.

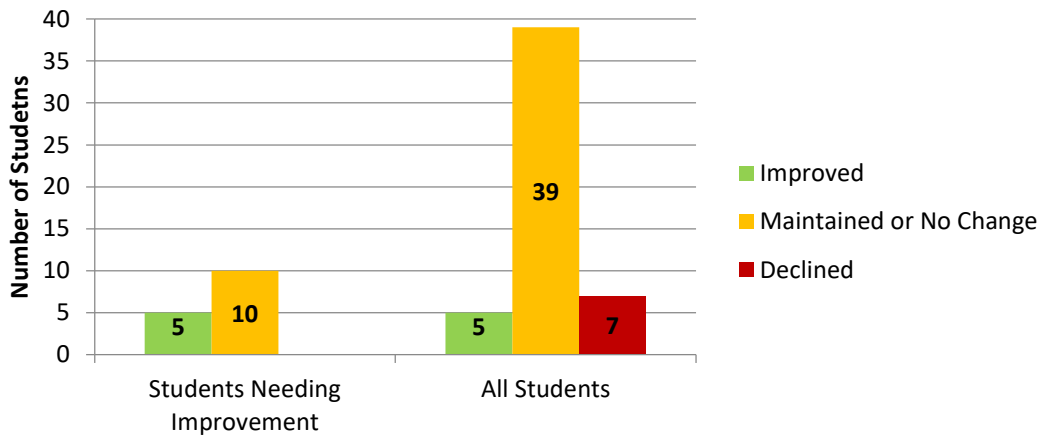
Total Academic Improvement Discussion Required Elements	Complete?
Include what assessment(s) were used to determine improvement.	X
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

The data reported in the Reading/English and Mathematics Improvement Tables was obtained from school districts local assessment: Formative Assessment System for Teachers (FAST). Dubuque schools provided the data indicating benchmarks of either low risk, some risk or at risk. The determination of whether students needed improvement was for the students at either some risk or at risk benchmarks. Improvement was determined by the improvement of assessment benchmarks. General score improvement within a given benchmark from fall to spring was not indicated in data provided by the school district.

Reading Improvement: There were a total of 15 students, grade K-5, who were indicated to be at some risk for their fall 2023 reading scores. Of these students 5 students demonstrated an improvement in the benchmark placement, with the 10 maintaining at their starting benchmark. When considering all students with reading data (whether or not in need of improvement) 100% of students maintained or improved benchmarks, with the majority, 76%, maintained their starting benchmark.

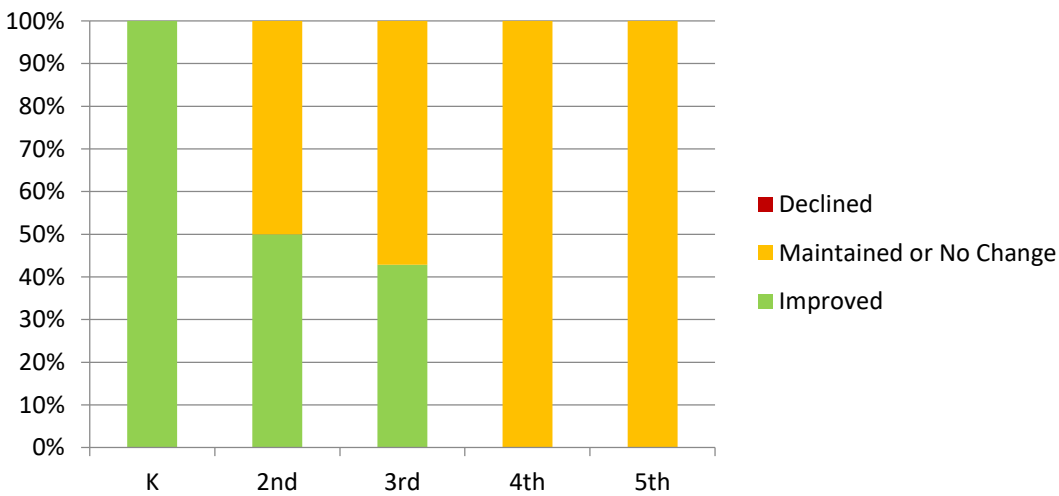
The chart '**SY 23-24 Overall Reading/English Improvement**' demonstrates both the breakdown of the students' level of improvement for both the students where there was indicated a need to improve and all students.

SY 23-24 Overall Reading/English Improvement
 (Data provided by Dubuque Community School District)

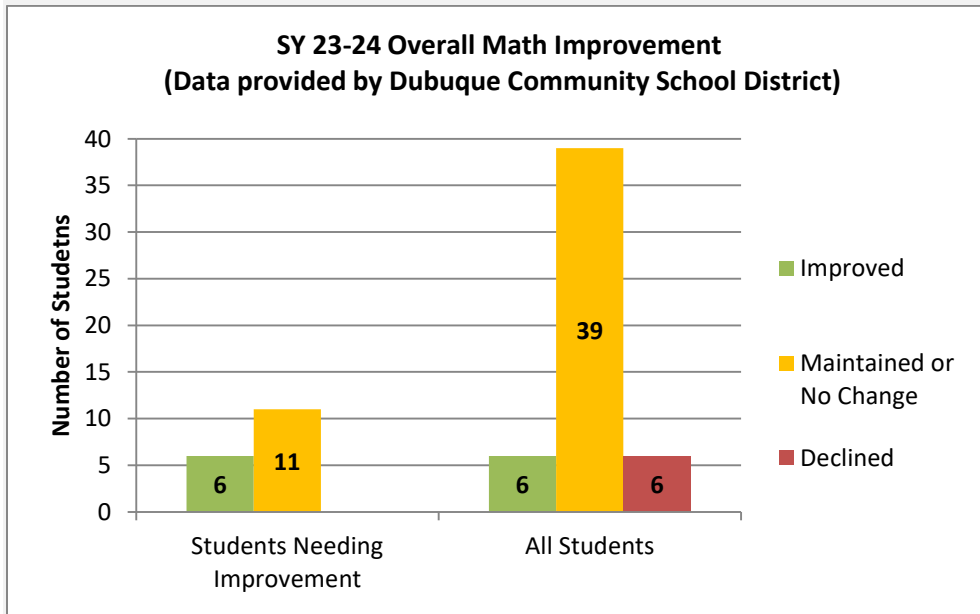


The chart ‘SY 23-24 Percent of Student Reading/English Improvement by Grade Level’ shows the percentage breakdown of students' improvement, maintenance, or decline in reading by grade level. This is for students that were identified as in need of improvement by being at some risk or at risk benchmarks. The distribution of students that demonstrated improvement declines within 4th and 5th grades. This is consistent with 22-23 data. However, in the previous year 45% of the 4th and 5th grade students demonstrated declining scores whereas in the 23-24 school year all students are maintaining at their starting benchmark.

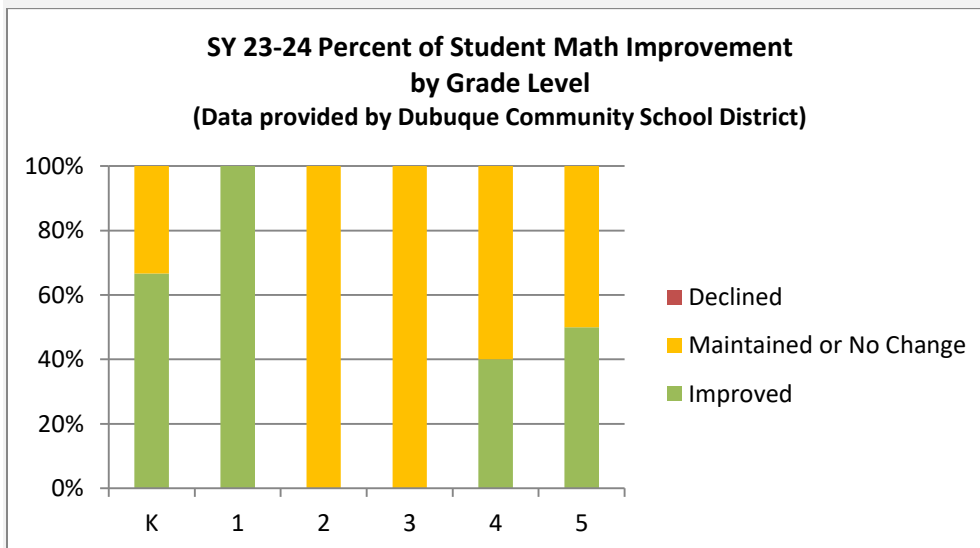
SY 23-24 Percent of Student Reading/English Improvement by Grade Level
 (Data provided by Dubuque Community School District)



Math Improvement: There were a total of 17 students who were indicated to be at some risk for their fall 2023 math scores. 6 students improved their starting benchmark from fall to spring and 11 students maintained their starting benchmark. When considering all students with math data (not just those who were indicating a need for improvement), 88% of students demonstrated maintenance or improvement in math. Chart ‘**SY 23-24 Overall Math**’ shows the breakdown of the students’ level of improvement for both the students where there was indicated a need to improve and all students.



The chart ‘**SY 23-24 Percent of Student Math Improvement by Grade**’ shows the percentage breakdown of students’ improvement, maintenance, or decline in math by grade level. Data is for students who had need for improvement.



Efforts to increase student performance: Many students in the Dubuque community face challenges in reading and math proficiency. The after-school program provides a wide range of opportunities tailored to students' needs and interests to support their learning. Each day includes dedicated time for literacy development with group reading, individual reading, and literacy based enrichment activities. For early readers, engaging in at least 15 minutes of reading beyond school hours has been shown to significantly enhance their reading abilities and foster a greater interest in reading.

The after school program incorporates daily learning center rotations featuring diverse activities and topics. These centers integrate literacy with STEM and the arts through various hands-on curricula and interactive games. Literacy skills are embedded into all activities, reinforcing essential skills such as decoding, segmenting, and comprehension within the context of engaging lessons.

Examples of curricula used to support academic growth at St. Mark include:

- Dolch & Fry sight words
- Literacy and phonics games
- The Walking Classroom
- Write Brain Books
- Mindworks STEM
- Story-time STEM, Pint Size Science, and other curricula endorsed by the Iowa Governor's STEM Advisory Council (Scale-Up STEM)
- Hand2Mind: STEM in Action

This holistic approach ensures that students not only strengthen foundational academic skills but also cultivate creativity and critical thinking through a quality and varied programming.

5. GPRA Measures

Starting in 2022-2023, the US DOE changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to the current school year is the 2023-2024 school year. **Please note that the data tables for each GPRA Measure mirrors the APR data entry tables. Please do not change any of the tables.**

Note that this data uses the “Number of Attendees for whom you have outcome Data to report” in the comparison. This can result in GPRA data not matching the Total Academic Improvement data.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Tables	X
• GRPA Measure 1A – Reading Progress	X
• GRPA Measure 1B – Math Progress	X
• GRPA Measure 2 – Academic Achievement GPA	NA
• GRPA Measure 3 – School Day Attendance	X
• GRPA Measure 4 – Behavior	X
• GRPA Measure 5 – Teacher Survey	X
GPRA Measures Discussion	X

GPRA Measure 1A – Reading Progress.

Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments. **If you have no data to report for GPRA Measure 1A – Reading Progress, provide an explanation here:**

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.				1	7	6
Number of Attendees who exhibited growth.				0	2	2
Percentage of Attendees who exhibited growth. Calculated for each column.				0%	29%	33%

GPRA Measure 1B – Math Progress.

Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments. **If you have no data to report for GPRA Measure 1B – Math Progress, provide an explanation here:**

GPRA Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.				1	7	6
Number of Attendees who exhibited growth.				0	1	2
Percentage of Attendees who exhibited growth. Calculated for each column.				0%	14%	33%

GPRA Measure 2 – Academic Achievement - GPA.

Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

If you have no data to report for GPRA Measure 2 – Academic Achievement - GPA, provide an explanation here: St. Mark does not offer programming for grades 7-8 or 10-12 and therefore have no data to report for GPRA Measure 2.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report and who had a prior year unweighted GPA of less than 3.0?						
For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?						
Percentage of Attendees who improved their GPA.						

Calculated for each column.						
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GPRA Measure 3 – School Day Attendance.

Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. **If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2022-2023)?				2	3	2
Of these students, how many demonstrated an improved attendance rate in the current school year (2023-2024)?				2	3	2
Percentage of Attendees who improved their attendance rate. Calculated for each column.				100%	100%	100%

GPRA Measure 4 – Behavior.

Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year. **If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2022-2023)?				1	4	9
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2023-2024)?				0	0	4
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.				0%	0%	44%

GPRA Measure 5 – Teacher Survey.

Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?				6	17	25
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?				6	16	22
Percentage of Attendees who improved. Calculated for each column.				100%	94%	88%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	X
Include what assessment(s) were used to determine improvement for Measures 1A and 1B.	X
Discussion of high performing and low performing areas.	X
Discussion of issues with any GPRA Measure.	X
Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

Measurement Assessments & Tools: All assessment data was provided through the Dubuque Community School District for GPRA measures 1A, 1B, 3, and 4. Assessments 1A and 1B utilize data from Iowa Statewide Assessment of Student Progress (ISASP). Improvement was determined by change in benchmarks: Not-Yet-Proficient, Proficient, and Advanced. GPRA Measure 4 is utilizing office referrals rather than in-school suspensions.

St. Mark surveyed the after school program teaching staff for GPRA measure 5 to gauge student engagement in learning.

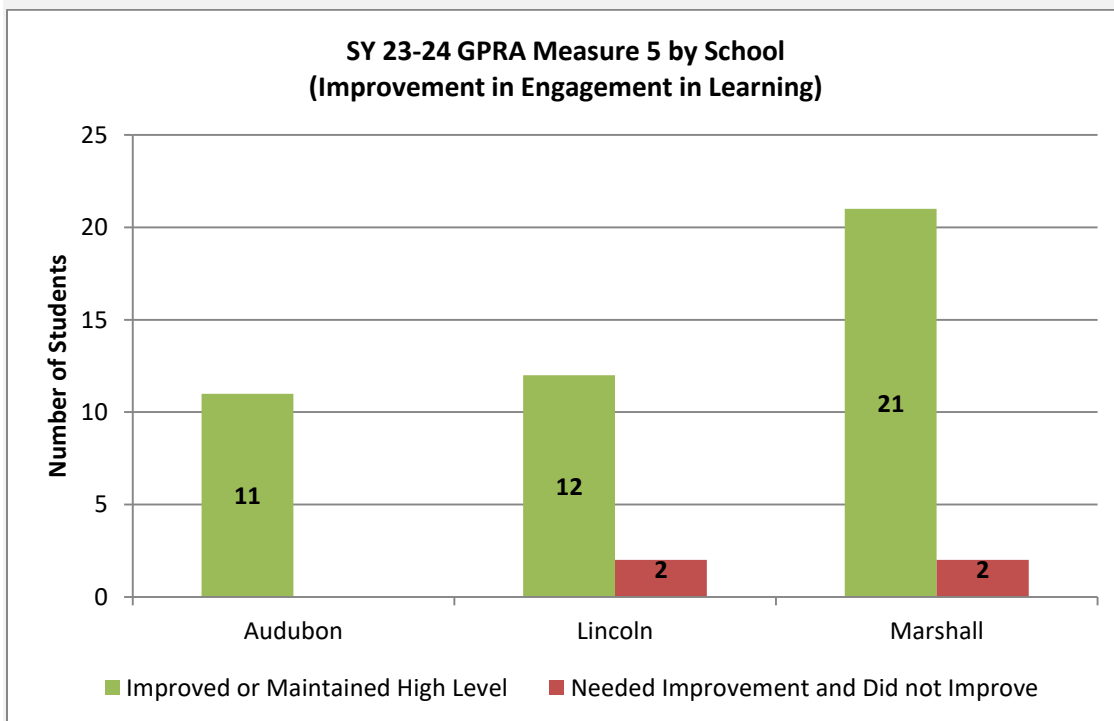
GPRA measure 2, growth in GPA, was not measured because St. Mark does not serve students in grade levels 7-8 and 10-12.

Discussion of high performing and low performing areas: The highest performing area was GPRA measure 3, improvement in school day attendance. A total of 7 students had an attendance rate at or below 90% in the 2022-2023 school year. 100% of these students had

improved their attendance rate in the 2023-2024 school year. These students improved their attendance rate from a range of 5-12%, with an average attendance rate improvement size of 8%

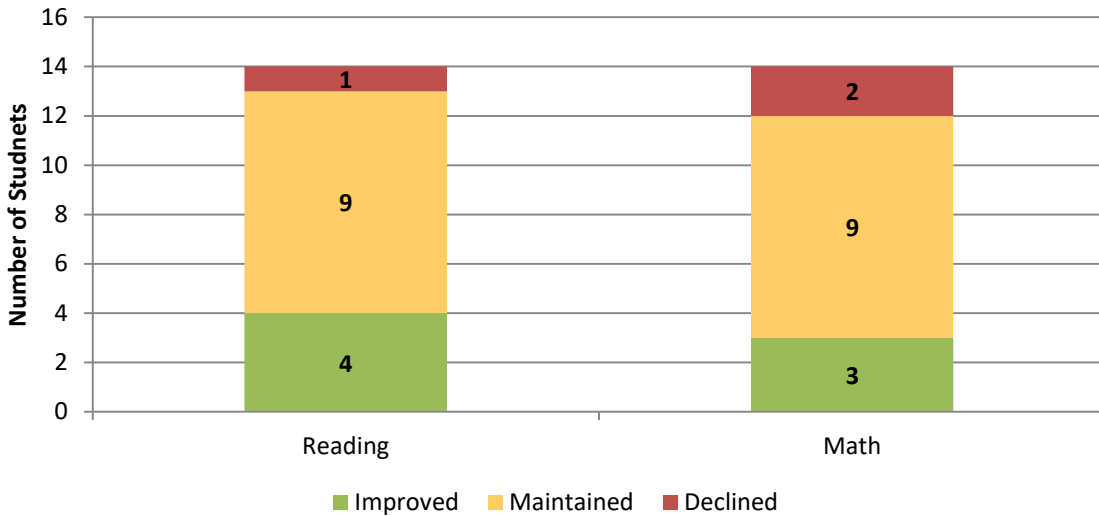
Another high performing area was students' growth in their engagement in learning as measured by teacher surveys. An end of year survey was assigned to the teaching staff of each St. Mark program site and the lead teaching staff considered each student and indicated whether the student 1. Improved or maintained in a high level of engagement or 2. Needed improvement and did not improve. Teaching staff reported that 92% of students improved or maintained a high level of engagement in learning.

The chart '**SY 23-24 GPRA Measure 5 by School (Improvement in Engagement in Learning)**' below breaks down the number of students who improved or didn't improve by each program site.



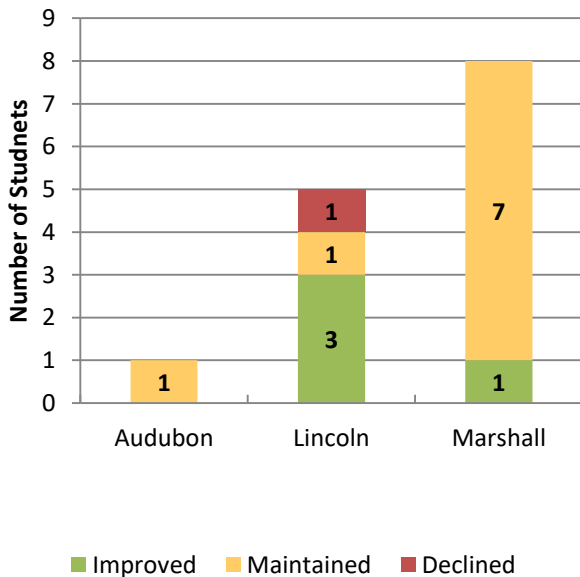
Students also showed improvement in reading and math as reported in GPRA measures 1A and 1B. Only 4th and 5th were reported for the data provided in the GPRA table. Most students demonstrated maintaining their starting benchmarks as shown in chart '**SY 23-24 GPRA Measure 1A & 1B Improvement in Reading and Math (Grades 4-5)**'.

**SY 23-24 GPRA Measure 1A & 1B
Improvement in Reading and Math (Grades 4-5)
(Data provided by Dubuque Community School District)**

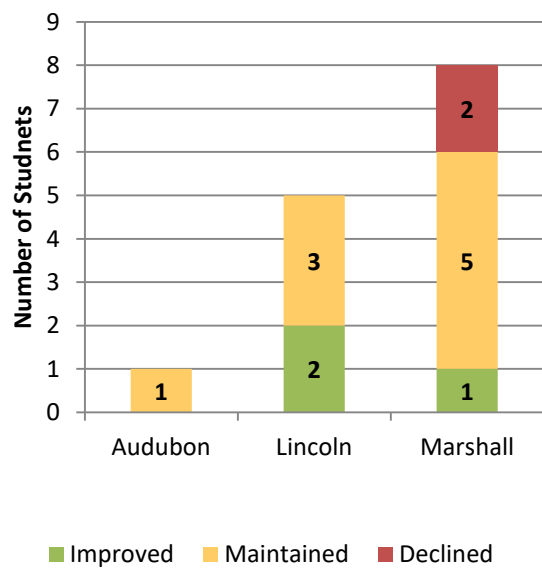


The following charts, ‘SY 23-24 GPRA Measure 1A Improvement in Reading By School’ and ‘SY 23-24 GPRA Measure 1B Improvement in Math By School’ break down the number of students who improved, maintained, or declined in reading and math by each program location..

**SY 23-24 GPRA Measure 1A
Improvement in Reading By School
(Grades 4-5)
(Data provided by Dubuque Community School District)**

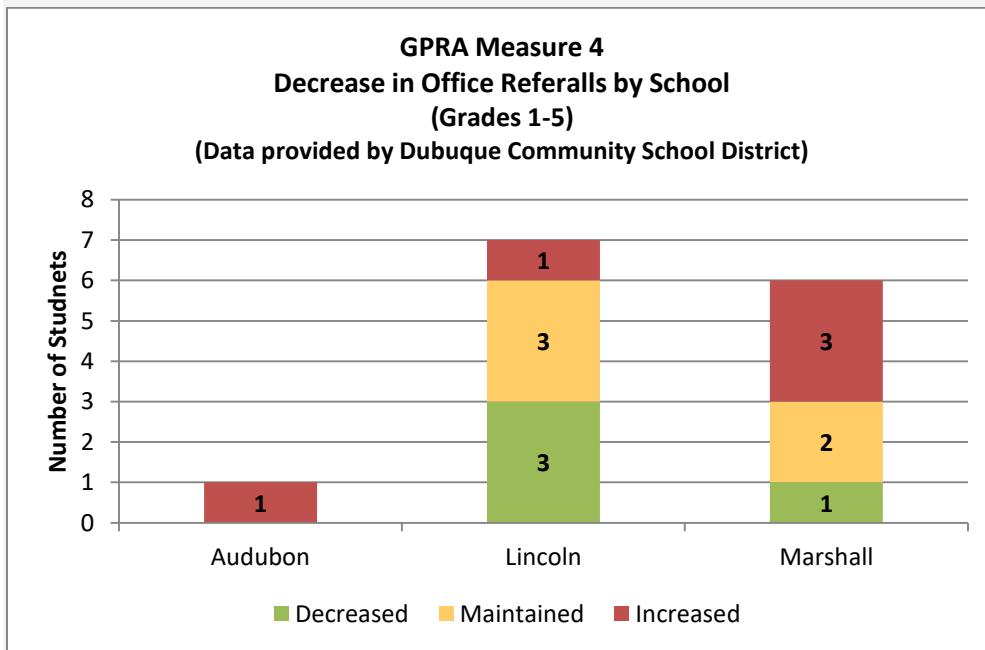


**SY 23-24 GPRA Measure 1B
Improvement in Math By School
(Grades 4-5)
(Data provided by Dubuque Community School District)**



For GPRA Measure 4, 14 total students had data from the 2022-2023 to compare to the 2023-2024 school year and 29% of these students decreased the number of office referrals. On average had 1.5 fewer office referrals compared to the previous year.

5 students, or 36% of students had the same number of office referrals compared to the previous school year and 4 of these students had just 1 total office referral during the entirety of the school year.



Assessment of 21st CCLC Program based solely on GPRA Measures: The GPRA measures do indicate St. Mark’s school year programs are making a positive impact in the lives of children. The majority of students maintained or improved in all areas.

The program helps address academic needs by supporting students struggling with reading and math. GPRA measures 1A and 1B show that most students maintained their benchmarks. Although in math and reading a smaller proportion of students made gains the schools served have significant achievement needs and maintaining also means students are not falling further behind.

From the Iowa Schools Report cards the average percent of students meeting reading and math achievement in 2023 at Audubon, Lincoln, and Marshall was 44%; which is even larger for students who qualify for free or reduced-priced lunch.

For GPRA measure 3, 100% of students with previous attendance issues (below 90% in 2022-23) improved their attendance. This reflects the program’s ability to foster consistency in school participation, a key factor in academic success. Furthermore, these students improved their attendance by an average of 8%, indicating success in reducing absenteeism.

Behavioral improvements (GPRA measure 4) are indicated by a reduction in office referrals for 29% of students, demonstrating the program’s positive influence on conduct.

Also students notably improved in engagement in learning. High engagement is foundational for learning, and GPRA measure 5 confirms the program is successful in engaging students with 92% of students improved or maintained high level of engagement. This indicates the program creates an environment where students are motivated and actively involved in their learning.

6. Local Objectives

GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than five Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should NOT mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. 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.)
 - c. 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.)
 - d. 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.)
5. Data will be from the Summer and Fall of 2023 and the Spring of 2024.
- 6.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
<ul style="list-style-type: none"> • No more than FIVE Objectives per Cohort. 	X
<ul style="list-style-type: none"> • Rating of each Objective as listed above. 	X
<ul style="list-style-type: none"> • Full Methodology used for measurement. 	X
<ul style="list-style-type: none"> • Justification for Rating 	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
<p>1. 75% of St. Mark staff will report improvement in engagement in learning.</p>	<p>Met the stated objective.</p>	<p>This objective was measured by end of year teacher surveys.</p> <p>Staff reported that 93% of students improved in their level of engagement (this varies slightly from the number reported for GPRA/APR measures because it includes Kindergarten students).</p>
<p>2. 50% of staff will report that students demonstrated improvement in academics.</p>	<p>Met the stated objective.</p>	<p>This objective was measured by the end of year individual student reports completed by St. Mark staff. This resulted in the reported information being the % of students reported to have improved, rather than the % of staff reporting improvement. This change was made due to the low response rate to the end of year staff survey.</p> <p>83% of students were reported to have demonstrated some level of improvement in reading and math.</p>
<p>3. 50% of parents will report that their children demonstrated improvement in social emotional skills.</p>	<p>Met the stated objective.</p>	<p>This objective was measured by end of year parent/family surveys.</p> <p>An average of 69% of parents reported their child grew in areas such as appropriately expressing feelings, accepting responsibility, problem solving, and getting along with peers, etc.</p>

<p>4. 50% of students will demonstrate growth in social emotional skills.</p>	<p>Met the stated objective.</p>	<p>This objective was measured by the Devereux Student Strengths Assessment based on staff observation of student behavior and social emotional skills demonstrated.</p> <p>95% of students improved or maintained a high level of social emotional skills.</p>
<p>5.</p>		

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 18 Table

Cohort 18 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		

3.		
4.		
5.		

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
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

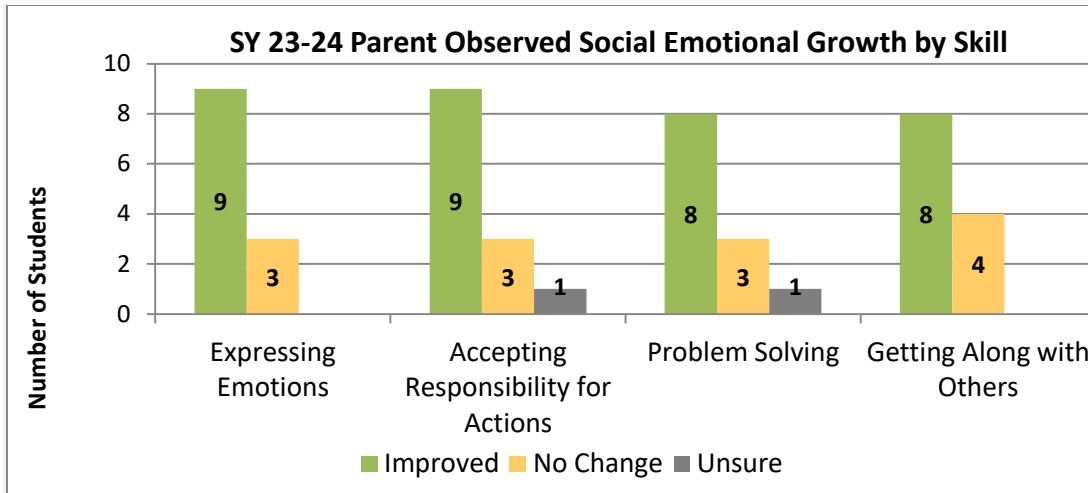
All local objectives were met and outcomes improved compared to the previous 2022-2023 school year.

Local Objective 1, 75% of St. Mark staff will report improvement in engagement in learning: This objective was assessed using individual student surveys completed by designated teaching staff, rather than end-of-year staff surveys, due to low response rates of staff. Consequently, the data was adjusted to reflect the percentage of students showing improvement in their engagement in learning, rather than the percentage of staff reporting overall improvement in student engagement. This approach aligns with the methodology used in 2022-2023. In the current reported year, 93% of students demonstrated improved engagement, up from 90% in the previous year. Note that this outcome differs slightly from the figures reported in the APR and GPRA measures, as it includes data for Kindergarten students.

Local Objective 2, 50% of staff will report that students demonstrated improvement in academics: This objective was measured using individual student reports completed by St. Mark staff. The overall academic improvement was calculated by averaging the percentage of students who showed improvement in both reading and math, resulting in an 83% improvement rate. This marks an increase from the previous school year's rate of 80%. Reading improvement was reported at 87%, while math improvement was 78%.

Local Objective 3, 50% of parents will report that their children demonstrated improvement in social emotional skill: This objective was measured through end-of-year parent/family surveys, where parents indicated whether they observed improvement, no change, worsening, or were unsure about various skills such as respectfulness, expressing feelings, and accepting responsibility. On average, 69% of parents reported seeing improvement in these skills, an increase from 65% in the 2022-2023 school year. The majority of the remaining responses indicated "no change."

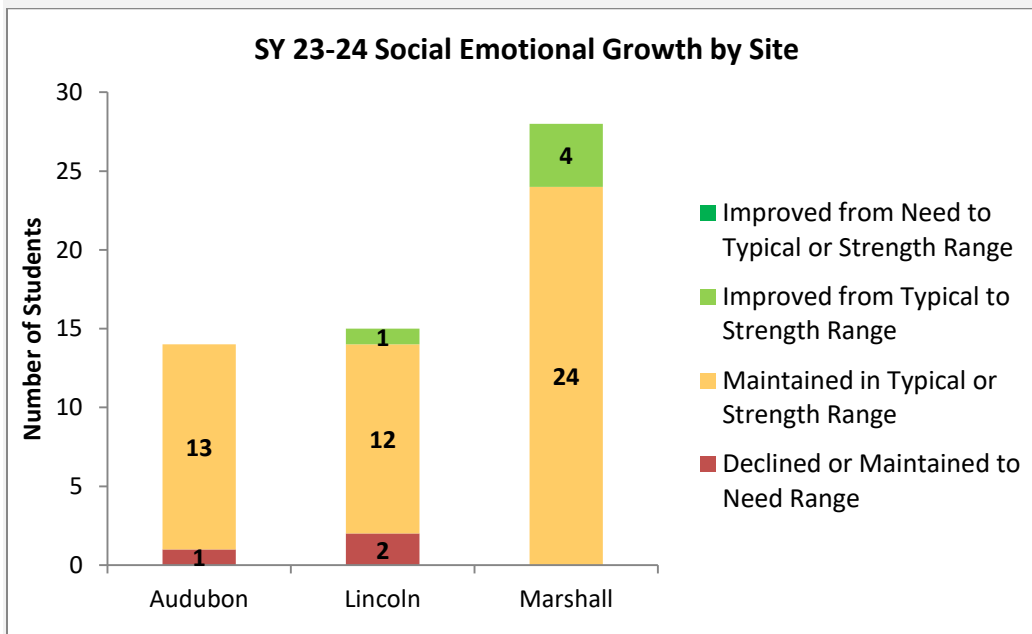
The chart, 'SY 23-24 Parent Observed Social Emotional Growth by Skill' breaks down parent responses on their child's level of improvement by each skill. The highest performing areas that parents witnessed growth are in the ability to express emotions and getting along with others.



Local Objective 4, 50% of students will demonstrate growth in social emotional skills:

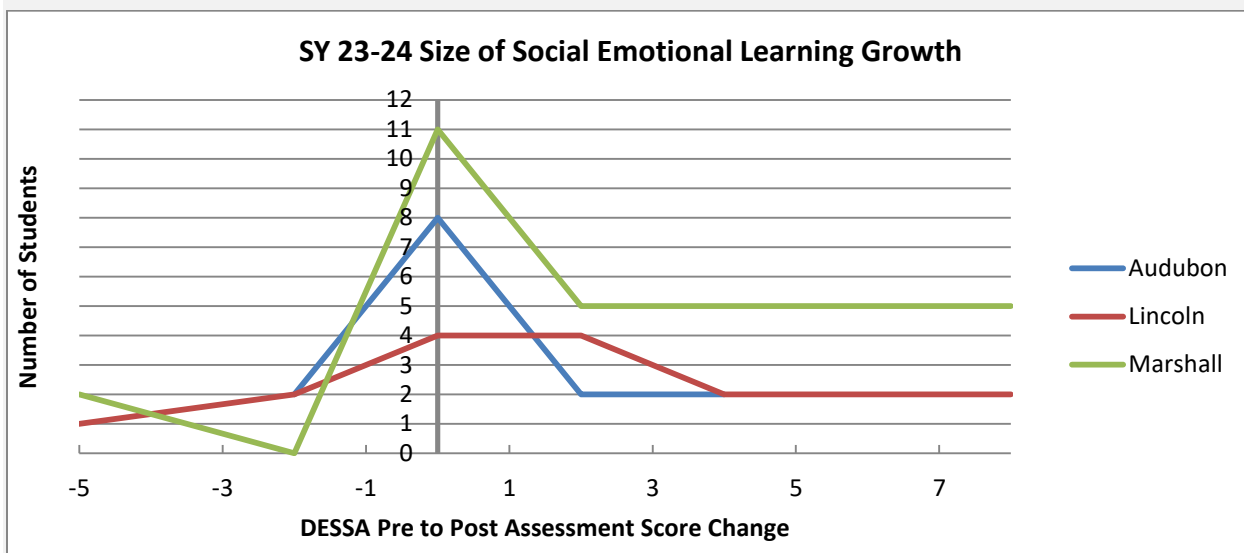
This objective was measured by the Devereux Student Strengths Assessment (DESSA) based on staff observation of student behavior. The assessment is conducted 4 times throughout the school year. The data represents the comparison from first available assessment to the last assessment completed. The DESSA measures behavioral change in areas like respect, listening skills, resolving conflict, and positive communication with peers; these areas align with CASEL’s five social emotional competencies. The assessment results indicate whether students’ skills are within a need for instruction, typical, or strength range.

An average of 95% of students improved or maintained a high level of social emotional skills. The chart, ‘SY 23-24 Social Emotional Growth by Site,’ identifies the number of students that ended the year within three skill categories: need (for improvement), typical, and strength. The largest proportion of students maintained scores within the typical and strength ranges. Additionally, five students showed significant improvement, moving from the typical range to the strength range by the end of the year.



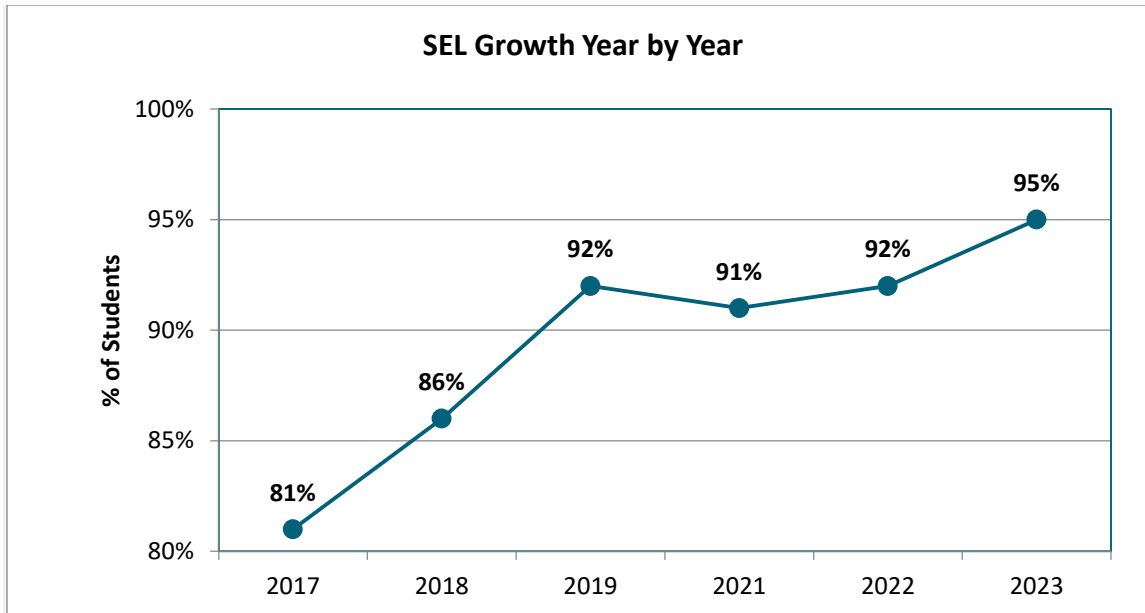
To provide a clearer picture of student progress, we also examine the overall change in DESSA assessment scores by the end of the year, beyond just whether students improved from one range to another. The Devereux Student Strengths Assessment categorizes score changes as follows: 0-1 points as no change, 2-4 points as a small change, 5-7 points as a medium change, and 8 or more points as a large change. The chart ‘**SY 23-24 Size of Social Emotional Learning**’ is represented as a line graph to illustrate the proportionate growth in scores at each school. The data compares pre- and post-assessment scores, and represents the size of the score change within the categories.

Most students experienced only a 0-1 point change, but several showed positive growth, with small to medium improvements throughout the year.



The line chart, ‘**SEL Growth Year by Year,**’ illustrates the percentage of students who either improved or maintained their social-emotional skills within the typical to strength ranges. The data for 2020 is excluded due to the inability to conduct post-assessments during the pandemic.

Since 2017, the percentage of students maintaining or improving their social-emotional skills has increased by more than 10%. This steady upward trend reflects the consistent effectiveness of the program, showing that students continue to make progress year after year. The increase in the rate of improvement suggests that the strategies implemented are having a positive and sustained impact on students' social-emotional development.



7. Anecdotal Data

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

Remember to include Anecdotal Data (Interviews, Observations, Comments). Be specific. Try to avoid general comments like “Parents seem pleased with the program.”

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

Remember to include a student success story. Be as personal as possible.

Last year St. Mark shared about the growth of Mykerra. A year later, we’ve continued to see her growth and skills shine. One staff member had shared,

“MyKerra has completely blown my mind. When I think of a student who has made incredible progress, she is one that really sticks out. For example, I used to get a consistent response from

her that an activity we'd be doing was "going to be so stupid." She was very pessimistic a year ago and it took a lot of time for her to trust. She has learned to trust and build relationships where people show they care, and in return she wears a smile on her face SO much more"

We also sat down with Mykerra's mom, Lenisha who shared more on what the St. Mark program has meant to their family:

"When we came out here it was just me, my husband, my oldest daughter, and Mykerra. We've had two babies since we've moved here and those two are now in the St. Mark's program. I wouldn't send them anywhere else. I can't take them away from St Mark's because we came here with no family but us, and St. Mark has become our family over these last four years. St. Mark matters to me as a parent because my children see the people who are in this program with them every day of their week.

For my kids to be somewhere where they feel as safe as they are at home, that means the world to me... I'm comfortable with the people at St. Marks and my kids are too. You are a family outside of family."

Lenisha's comments reflect the connection and community provided by St. Mark's programming. The after school program has become a cornerstone of many families' lives, which demonstrates the invaluable role of providing not just educational opportunities but also a sense of safety, belonging, and support.

Mykerra's progress exemplifies the success of our program in fostering social-emotional development. According to the Devereux Student Strengths Assessment (DESSA), Mykerra's social-emotional skills have improved significantly over the past three years, increasing from the 21st percentile to the 34th percentile. This year, staff also observed noticeable growth in her listening, self-awareness, and self-management skills.

This individual success aligns with the broader impact of our program, as evidenced by the achievement of Local Objective #4: 50% of students will demonstrate growth in social-emotional skills. Remarkably, 95% of students either improved or maintained a high level of social-emotional skills this year.

St. Mark's program consistently fosters gradual improvement across all students. For example, in 2017, 81% of participants either maintained or improved their SEL (social-emotional learning) scores. Today, that number has risen to 95% of students achieving typical or strength levels in SEL skills.

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

Remember to include a few best practices that you observed or that were reported to you.

Social-Emotional Learning as a Best Practice at St. Mark

At St. Mark, social-emotional learning (SEL) is not just a program component—it is the cornerstone of our approach. SEL serves as the foundation for creating an environment based on safety, connection, and belonging where students can thrive academically, socially, and emotionally. This holistic approach recognizes that students must first feel secure and supported to reach their full potential as learners and individuals.

Why Social-Emotional Learning is Essential

Research underscores the critical importance of SEL in fostering student success. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core competencies that SEL develops: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are fundamental to resilience, well-being, and lifelong achievement.

The Aspen Institute's National Commission on Social, Emotional, and Academic Development has documented that students who receive SEL support show an 11-percentage-point gain in academic performance (grades and test scores) compared to their peers without SEL programs. Additionally, a meta-analysis of SEL programs conducted by Durlak et al. (2011) found that students participating in SEL programs demonstrated:

- Improved classroom behavior by 57%.
- A 27% decrease in conduct problems.
- A 24% increase in emotional well-being.

These findings affirm that integrating SEL into every aspect of St. Mark's programming is a best practice that directly contributes to measurable student outcomes.

Implementation of SEL at St. Mark

St. Mark incorporates SEL into its culture, training, curriculum, and daily activities to ensure students develop these essential competencies.

1. Organizational Culture and Staff Development:

- St. Mark fosters a culture of trust, authenticity, and accountability, guided by SEL principles. The adoption of the 6 Types of Working Genius model in 2021-2022 exemplifies this commitment, training leadership to integrate SEL practices across all organizational levels.
- Hiring and retaining skilled staff is prioritized, equipping them with techniques to support relationship-building and student empowerment. Staff receive ongoing training through orientations, professional development sessions, and direct support and modeling of best practices.

2. Intentional Program Structure and Family Engagement

- Clear and consistent expectations are set for students and families to create a cohesive SEL-aligned environment.
- Monthly advisory meetings with school leadership ensure alignment between SEL strategies and academic goals.
- Family engagement events reinforce SEL strategies to support learning both at home and during school hours.

3. Evidence-Based Curricula and Enrichment Activities

- St. Mark employs evidence-based SEL curricula, such as Conscious Discipline, MindUP, and Six Seconds, which focus on self-regulation, conflict resolution, and mindfulness.
- Enrichment activities, including yoga, nature exploration, and health and wellness programs, connect students to their community, offering experiences that foster hope, resilience, and a sense of belonging.

4. Community Connections

- Off-site enrichment opportunities expose students to new environments, breaking down social and economic barriers while helping them envision a brighter future.

Measurement of Success

St. Mark utilizes the Devereux Student Strengths Assessment (DESSA) to measure growth in SEL competencies. Conducted up to four times annually, the DESSA evaluates the frequency of key behaviors, categorizing students into "need," "typical," or "strength" percentiles. These assessments, combined with annual surveys of parents, teachers, and staff, provide a comprehensive picture of SEL impact.

Recent data highlights the program's effectiveness:

- 95% of students in the program either improved or maintained high SEL skill levels in the past year.
- Since 2017, the percentage of students achieving "typical" or "strength" levels in SEL skills has grown from 81% to 95%.

Impact of SEL Integration

The integration of SEL creates a safe, inclusive environment where students feel heard and valued. This supportive culture promotes regular attendance and engagement, key factors in long-term success. By fostering consistent expectations, daily family meetings, and individualized attention, St. Mark minimizes behavioral challenges and empowers students to resolve conflicts constructively.

Through SEL, St. Mark not only prepares students for academic success but also equips them with the life skills needed to navigate challenges and achieve their greatest potential.

Pictures

Insert pictures here.

Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage of pictures. Links to social media are not to be used here.



Picture 1 Students engaging with Rising Star Theater Enrichment



Picture 2 Students reading with a buddy!



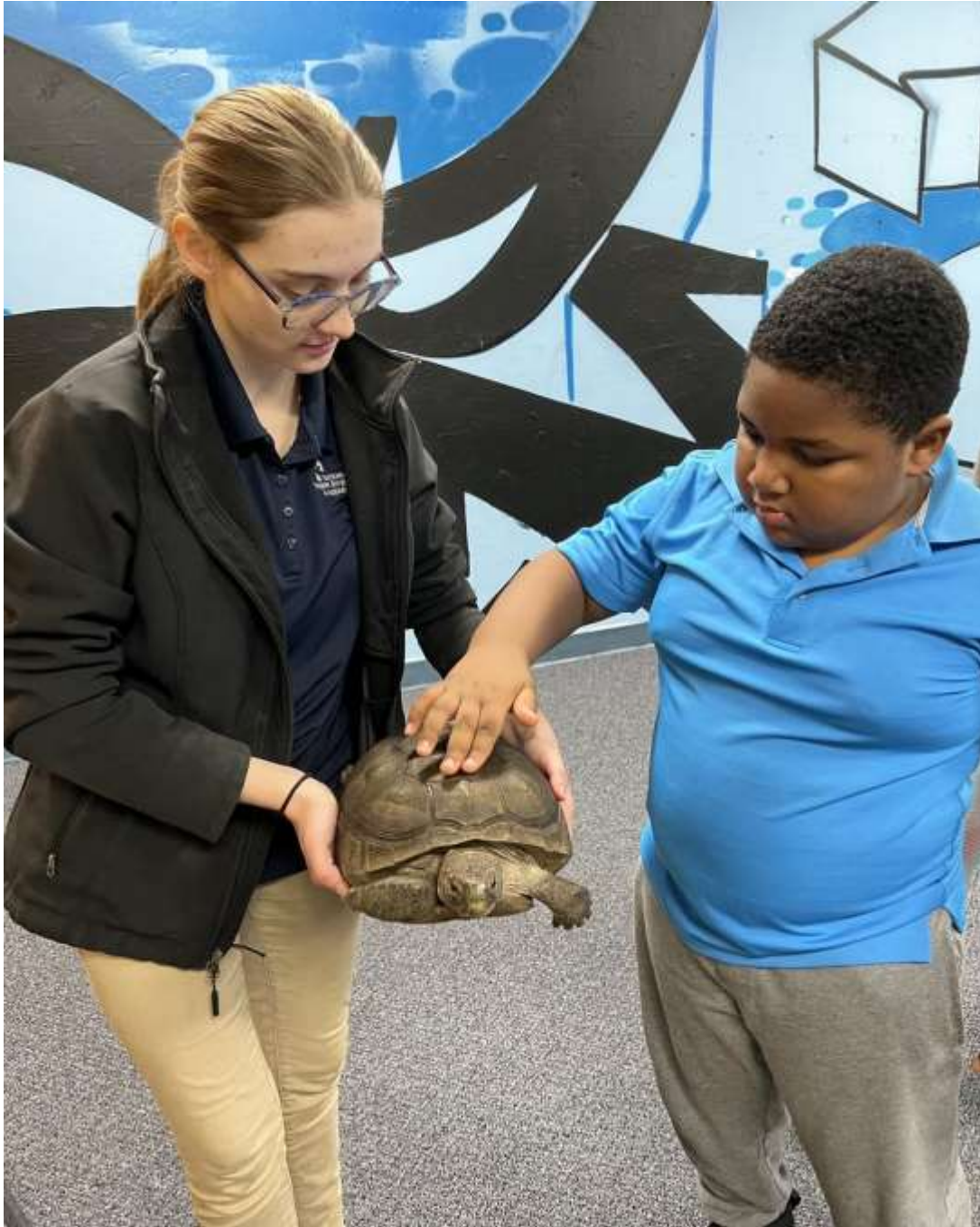
Picture 3 Students actively reading with St. Mark staff



Picture 4 Students in active enrichment with Dubuque Police Department



Picture 5 Students intently reading a book with St. Mark staff



Picture 6 Hands on learning and interaction with animals with National Mississippi River Museum



Picture 7 Students working on a collective project



Picture 8 Challenge to Change Yoga incorporating literacy during enrichment visit

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, partners, and stakeholders.	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

Type or copy and paste student, teacher, parent and stakeholder input here.

Quotes from Students:

Mykerra, who's success was highlighted in earlier in the success story narrative, shared a message of gratitude for being able to participate in the after school program, "Thank you for everything. Thank you for being there for us and supporting us and thank you letting me be here."

Quotes from Teachers:

Teachers shared their observations on each student's growth over the course of this year. Here are some of their comments about individual students:

- "Overall, [he] has done really well this school year! He has made a lot of progress throughout the St. Mark program both emotionally and academically.
- "[She] made some good growth throughout this school year. At times, she has some big emotions which can be hard for her. Staff has continued to work with her about appropriate things she can do when she experiences these big emotions."
- "He showed great growth in his auditory skills and enunciation of his words. St. Mark impacted this growth and helped him feel more confident when using his words."

Quotes from Parents:

Parents were invited to share their observations of any changes in their child's academics, attitude, or behavior since participating St. Mark's program this year. Here are some of their responses:

- "[They] Listen better, older sister reads to little sister all the time now, seem to have better attitudes also
- 'They both love the program and love how they get to play with kids in their school. Also love the boys and girls club this year.'

Quotes from Partners:

When asked how St. Mark serves as a successful program partner, partner organizations highlighted the following:

- "Good staffing, flexible, staff do a great job of reinforcing the concepts learned during enrichment lessons."

- “St. Mark’s staff has been nothing less than phenomenal to work with this school year. The communication was A++ which is imperative especially when kiddos are involved! We look forward to continuing our partnership with St. Marks in the future and if there are additional services we can assist with, please don't hesitate to call.”

Quotes from other Stakeholders (Administrators, Counselors, etc.):

The Dubuque school administration identified additional ways in which the St. Mark after school program is achieving success:

- “Great communication kind & wonderful staff our students love the program!”
- “Serving our families and students in great need. Providing transportation and meals. Increasing student engagement in safe and inclusive after school programming.”

8. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Discuss formal sustainability plan from your original grant application including how it has changed.	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

Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.

Original Sustainability Plan: St. Mark’s sustainability plans, as outlined in previous grant applications, focused on maximizing and securing diverse sources of funding to ensure the program's long-term viability. These funding sources include:

- Federal, State, and Local Grant Funds: These provide a stable foundation to support specific program elements and guide decisions on allocating other resources (~49% of the budget).
- Donations: Secured by cultivating new donors and engaging existing ones, with contributions from individuals, non-profits, community partners, and enrichment providers (~24% of the budget).
- Fundraising Events: Hosted annually in the spring and winter to raise funds and increase community support (~14% of the budget).
- Community Outreach Initiatives: Programs such as providing school supplies to over 3,600 students and warm winter clothing to more than 200 children annually (~5% of the budget).
- Nominal Program Fees: Fees collected from non-21st CCLC sites (~8% of the budget).

Current Sustainability Efforts: St. Mark’s annual budget has grown from \$71,000 to over \$1,000,000 over the last 10 years, reflecting significant organizational growth, expansion into new communities, and an increase in the number of students served. This growth has been

supported by 21st CCLC funding and enhanced efforts in securing diverse funding sources, as outlined above, while fostering meaningful partnerships.

In 2019, St. Mark completed a strategic planning process with the Board of Directors and staff, emphasizing sustainability as a primary goal. This process resulted in a strategic plan with specific goals and actionable steps to achieve sustainability through donor engagement, communication strategies, and other initiatives, with goals set through 2024. While challenges arose due to the COVID-19 pandemic, St. Mark has maintained a focus on strategic funding and organizational growth, which remained a top priority through 2024.

Another critical aspect of St. Mark's sustainability efforts involves building and maintaining a culturally healthy organization to retain talented and committed staff. These efforts include:

- Investing in professional development opportunities and leadership training.
- Implementing social-emotional practices and culturally positive models across all teams, from administration to program sites.
- Increasing the number of full-time positions to address staffing shortages often experienced with part-time roles. Offering competitive wages for these full-time positions is central to sustaining programming and increasing fundraising efforts to meet evolving needs.

Program Continuity Without 21st CCLC Funding: St. Mark has a demonstrated ability to operate and sustain programs without reliance on 21st CCLC funding. Current non-21st CCLC programs serve as evidence of the organization's ability to grow and serve more students independently. The strategic plan emphasizes expanding support from individual donors and local businesses to fill funding gaps as 21st CCLC funds decrease. These efforts aim to ensure sustainable growth and program continuation.

Partnerships and Sustainability: Community partnerships and networks remain a cornerstone of St. Mark's sustainability efforts. St. Mark works with more than 30 partners, who provide financial and in-kind support, enhance the organization's visibility, foster collaboration, and share resources that directly benefit families and programming.

Key examples of partnership contributions include:

- Facility Space: The Boys and Girls Club provide program space at no cost, significantly reducing operational expenses.
- Program Activities and Enrichment: As outlined in the partnerships table, most partners deliver enrichment activities at no cost, enabling St. Mark to offer engaging, high-quality programming without added financial burden.

St. Mark will continue to prioritize building and strengthening partnerships to secure the resources necessary for long-term sustainability. Feedback from stakeholders, advisory committees, and partner surveys is used to refine processes and strengthen collaborations, ensuring the program remains a vital resource for the community even as federal funding decreases.

9. 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
Unexpected Data	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

St. Mark Youth Enrichment continues to deliver meaningful after-school programming for K-5 students in Dubuque, Iowa, fostering academic growth, social-emotional development, and family engagement. Building on its mission to support vulnerable populations, the program's impact during the 2023-2024 school year is evident in its academic outcomes, family engagement events, and collaborative efforts with dedicated partners and staff.

Program Successes: The program achieved significant successes this year, particularly in academic improvement, attendance, and social emotional skills:

- **Reading Improvement:** Among 15 students identified as "some risk" in reading, 33% improved their benchmarks, while the remaining 67% maintained their levels, resulting in 100% stability or improvement. For older students in grades 4 and 5, declines observed in the previous year were mitigated, with all students maintaining their benchmarks in 2023-2024.
- **Math Improvement:** Of 17 students identified as "some risk" in math, 35% improved their benchmarks, and 88% of all students with math data either maintained or improved their performance.
- **Staff observations:** St. Mark teaching staff reporting witnessing 83% of students having demonstrated some level of improvement in reading and math.
- **Improved School Attendance:** All students with attendance rates at or below 90% in the 2022-2023 school year improved their attendance in 2023-2024, achieving an average increase of 8%. The average attendance rate for the program was 65%, exceeding the best practice benchmark of 60%. This demonstrates the program's success in encouraging regular school attendance and supporting student consistency.
- **All local objectives were met with improved outcomes compared to the 2022-2023 school year.** Highlights include 93% of students demonstrating improved engagement in learning (up from 90%), 83% showing academic improvement in reading and math (up from 80%), and 69% of parents reporting growth in their child's social-emotional skills (up from 65%).

Additionally, 96% of students improved or maintained high levels of social-emotional competencies, with notable progress reflected in DESSA assessments. These results demonstrate the program's ongoing effectiveness in fostering academic, social-emotional, and engagement growth.

Family engagement was another key success, with eight family events and a mandatory parent information session drawing over 465 participants. Events such as the Holiday Party, Fighting Saints hockey games, and the Miracle League Park event fostered strong connections between families, staff, and the community, providing shared educational and social experiences.

Factors Contributing to Success: Several key factors contributed to the program's successes:

1. **Dedicated Staff and Volunteers:** Full-time program coordinators and trained volunteers created a nurturing and supportive environment for students. These individuals worked tirelessly to ensure academic and personal growth through hands-on activities and meaningful connections.
2. **Community Partnerships:** Partnerships with organizations like the Boys and Girls Club of Greater Dubuque, Rising Star Theatre, and local colleges enhanced programming by providing resources, space, and unique enrichment opportunities.
3. **Focus on Social-Emotional Learning (SEL):** Integrating SEL strategies across activities helped create a safe and inclusive environment that supported students' overall well-being.

Exemplary Contributions

- Partnerships played a pivotal role in the program's success during the 2023-2024 school year. The Boys and Girls Club of Greater Dubuque provided critical programming space and meals, supporting a welcoming environment for students. Other key partners, such as Rising Star Theatre, Loras College, and the Mississippi River Museum, enriched programming with an array of activities and resources. Altogether, 31 partners contributed a total in-kind value of \$52,758.27, with 87% providing services or goods at no cost. These collaborations extended St. Mark's reach and enhanced its ability to offer high-quality, engaging experiences for students.
- **Volunteer Impact:** Volunteers from local colleges, including Loras College and Wahlert Catholic High School, engaged directly with students, providing mentorship and support. A Wahlert service learning group was instrumental in hosting a family event at the Miracle League Park, fostering connections and offering unique learning opportunities for students and their families.
- The success of St. Mark's programming was reflected in feedback from stakeholders:
 - "St. Mark's staff has been nothing less than phenomenal to work with this school year. The communication was A++ which is imperative especially when kiddos are involved! We look forward to continuing our partnership with St. Marks in the future and if there are additional services we can assist with, please don't hesitate to call."
 - "Good staffing, flexible, staff do a great job of reinforcing the concepts learned during enrichment lessons."

- “For my kids to be somewhere where they feel as safe as they are at home, that means the world to me... I'm comfortable with the people at St. Marks, and my kids are too. You are a family outside of family.”

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2023-2024 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste the exact URL where your 2023-2024 local evaluation is/will be posted.

Posting the URL is **required by US DOE. The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

If the Local Evaluation will be posted once it is finalized, please indicate that here.

Local Evaluation URL: The local evaluation can be found at the St. Mark webpage:
<https://stmarkyouthenrichment.org/program-outcomes/>

A posted pdf. file URL will be accessible once finalized and will be sent via email.

Dissemination: 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 the release of the evaluation. A summary of outcomes has been shared with all stakeholders including staff, parents, principals and school day teachers, and community partners through flyers and email notification.

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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

Remember to include an evaluator discussion on how the program met or did not meet the local objectives.

Local Objectives Measured and Met: St. Mark successfully measured and met all local objectives for the 2023-2024 program year. This demonstrates the program’s ability to align its activities and outcomes with stated goals effectively.

Local Objective Changes: In 2022, St. Mark revised its local objectives to streamline and reduce the number, and avoiding duplication with the newly implemented GPRA measures. At this time, no additional changes to local objectives are planned.

Evaluator Feedback and Recommendations: St. Mark’s local evaluator reviewed the current objectives and commended their alignment with program goals and measurement processes. The evaluator offered a key recommendation for ongoing St. Mark to consider as an internal practice for ongoing improvement:

- It was suggested that St. Mark refine its objectives annually to focus on specific groups of students who are not making as much progress. This targeted approach could provide a more substantial and precise measure of the program’s impact on these groups. St. Mark plans to incorporate this recommendation by analyzing data year over year to identify underperforming groups and using this insight to tailor programming efforts to their needs.

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

Remember to include an evaluator discussion of what can be done to improve the program

Changes in Activities: St. Mark is committed to continuously improving program activities to align with students’ interests and needs. While no specific new activities are planned at this time, the organization will focus on refining current offerings based on student feedback, assessment data, and engagement levels. Efforts will include prioritizing social-emotional learning, exploring new enrichment opportunities through partnerships, and ensuring activities are inclusive and accessible for all students. These ongoing improvements aim to enhance both academic and personal growth for students.

Changes in Recruitment Efforts: A notable challenge in recruitment has been maintaining adequate staffing to ensure appropriate student-to-staff ratios and sustain the quality of programming. In response, St. Mark has implemented proactive strategies to address nationwide staffing shortages, including: Establishing a dedicated board committee focused on staff retention, recruitment, and resources; shifting staffing models to include more full-time positions, allowing for greater stability and continuity within the team; and increasing wages and offering professional development opportunities to attract and retain high-quality staff.

The transition to full-time leadership and coordinator roles has proven effective in retaining staff, deepening the integration of social-emotional strategies, maintaining a positive program culture, and sustaining institutional knowledge of best practices.

Changes in Partnerships: St. Mark has further strengthened its partnership with the Boys and Girls Club of Greater Dubuque, as well as with RTA and Trolleys of Dubuque, to facilitate program delivery at the Boys and Girls Club site. This collaboration provides access to additional resources, including transportation and expanded facilities, enhancing the overall program experience.

In addition to these partnerships, St. Mark continues to foster new collaborations to address emerging needs and support program enrichment, demonstrating a commitment to leveraging community resources for the benefit of students and families.

Changes in Sustainability Plans: St. Mark remains focused on the gradual development of sustainable funding sources and increased community support as outlined in the strategic plan.

Evaluator Recommendations: St. Mark's local evaluator reviews data from internal and external assessments and surveys with various stakeholders. Recommendations are centered on efforts to improve program quality with more refined and robust evaluation practices.

The evaluator recommends focusing on students identified as "some risk" in reading and math, as these groups demonstrated higher rates of improvement compared to the overall population. Targeted strategies for these vulnerable groups may yield better outcomes. Additionally, St. Mark should prioritize documenting qualitative insights for students in the "Need" category to better understand individual challenges and tailor interventions. Developing explicit goals and collaborating with school staff to support these students is critical.

To strengthen data clarity, the evaluator suggests providing clear explanations of how maintenance and improvement are calculated, particularly for reading and math data, and incorporating median DESSA scores alongside averages for a more balanced analysis. Ensuring demographic tracking is comprehensive and clarifying data related to parent permissions will also improve reporting. Finally, St. Mark should evaluate how attendance and suspension improvements relate to broader academic and social-emotional outcomes, considering additional metrics or larger datasets to enhance trend analysis. These adjustments will help refine programming and better support student success.

Unexpected Data

Unexpected data would include unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other. Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced because of natural disaster(s).

NA