

LOCAL EVALUATION FORM FOR 2024-2025

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.

NOTE: *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 (Department) provides a standardized form for local evaluations of the 21st Century Community Learning Center (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 15-19 are to be included in the data reporting for the previous school year. Reported data will be from the Summer of 2024 and the 2024-2025 School Year.

For assistance, contact:

Joe Collins, Iowa Department of Education - joe.collins@iowa.gov

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Local Evaluation

GENERAL INSTRUCTIONS: Table 1 lists the **nine (9)** required sections of the local evaluation as a checklist. Each section likewise includes a checklist of required items.

The completed form should be saved with the filename <[Grantee Name 21st CCLC Local Evaluation Form 2024-2025](#)>. The form must be completed and submitted in **Word format**.

NOTE: *Instructions and clarifications are shown in BLUE.*

Table 1: Required Sections Checklist

| 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

Table 2: General Information Required Elements Section Checklist

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

Table 3 Basic Information

| Item | Information |
|---|---|
| Date Form Submitted | 12/22/2025 |
| 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 | Tara Velez |
| Evaluator E-mail | tenelson22@gmail.com |
| Evaluator Phone | |
| Optional: Additional Information from Grantee | <i>This report 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> |

Table 4: Center Information

NOTE: If you are in Cohort 20, you will report your data next year, as we always report the previous year's data in the local evaluations.

| Cohort <i>If not in a cohort, leave the cohort info blank.</i> | Centers <i>Enter names of centers separated by commas. Include school level (i.e., Elementary, Middle, High School)</i> |
|---|--|
| Cohort 15 | |
| Cohort 16 | |
| Cohort 17 | |
| Cohort 18 | |
| Cohort 19 | Boys & Girls Club of Greater Dubuque (Primarily Audubon, Lincoln, and Marshall Elementary Schools) |
| Optional: Additional Information from Grantee | |

2. Introduction/Executive Summary

Table 5: Introduction/Executive Summary Section Checklist

| 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. St. Mark has served the community for the past 37 years with the mission to provide innovative programs and services that cultivate the educational and social-emotional growth of youth and families. This mission is put 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 2024-2025 grant year, 21st CCLC grant Cohort 19 supported an after school program for K-5 grade students. St. Mark collaborated with the Boys & Girls Club of Greater Dubuque to program programming at one location within their facility. Feeder schools in the approved grant included primarily three Title 1 elementary schools in Dubuque: Audubon, Lincoln, and Marshall Elementary. Additional schools also include Hoover, Irving and Prescott elementary schools. Since the award of the grant Hoover Elementary has closed starting in the 2025-2026 school year.

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: St. Mark assessed the need for programming collaboratively with Dubuque Community School District leadership, families, youth, and community partners. St. Mark gathered objective data from state and local sources, including Iowa School Performance Profiles, the Community Foundation of Greater Dubuque Equity Profile, U.S. Census data, and local surveys. Needs were clearly identified for the students attending high-poverty elementary schools in Dubuque. Schools targeted through Cohort 19, including Audubon, Lincoln, Marshall, Hoover, Irving, and Prescott show persistent achievement gaps in reading and math for low-socioeconomic-status students, Black/African American students, and students with IEPs. These findings reinforced the need for targeted after-school support.

Stakeholder engagement informed the need as well. Families were surveyed during planning for the new partnership location at the Boys & Girls Club, and their feedback demonstrated a strong preference for the program's safety, reputation, and accessibility. Youth input and staff observations further supported the need for enhanced academic support, social-emotional learning. Community partners contributed insights on needs related to food insecurity and child care access which contributed to St. Mark partnering with others to provide accessible transportation and meals for the program

There is a clear and present need for out of school time programs in Dubuque; made evident by the current student achievement gaps and the high concentration of poverty in the downtown area where 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 for students receiving free or reduced-priced lunch and by race. Across all three schools, proficiency patterns show a clear racial achievement gap, with white students outperforming the overall student population, indicating that students of color are achieving at lower rates.

| School | Overall School Performance Category | Building FRPL % (2024-2025) | Percent Proficient in English Language Arts (2024-2025) | Percent Proficient in Mathematics (2024-2025) |
|----------|-------------------------------------|-----------------------------|--|---|
| Audubon | Needs Improvement | 83.5% | FPRL Students: 42.2% proficient <i>(43.4% proficient for total school population)</i> White Students: 52% proficient <i>(make up 41% of total school population)</i> | FPRL Students: 41.7% proficient <i>(41% proficient for total school population)</i> White Students: 48% proficient <i>(make up 41% of total school population)</i> |
| Lincoln | Needs Improvement | 73.9% | FPRL Students: 46% proficient <i>(49% proficient for total school population)</i> White Students: 64.9% proficient <i>(make up 35.5% of total school population)</i> | FPRL Students: 43.2% proficient <i>(48% proficient for total school population)</i> White Students: 70.3% proficient <i>(make up 35.5% of total school population)</i> |
| Marshall | Acceptable | 66.1% | FPRL Students: 48.08% proficient <i>(58.8% proficient for total school population)</i> White Students: 53.7% proficient <i>(make up 71.1% of total school population)</i> | FPRL Students: 51.43% proficient <i>(58.8% proficient for total school population)</i> White Students: 51.85% proficient <i>(make up 71.1% of total school population)</i> |

Needs are assessed on an ongoing basis with a close partnership 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 and surveys with students, parents, staff, school day teachers, community partners, and other stakeholders to further determine needs and interests.

Development of Objectives: Program objectives for Cohort 19 were developed using the needs assessment findings and district academic data, and internal programming experience and student observations. St. Mark aligned all objectives with the three overarching program goals outlined in the grant application: (1) fostering engagement and a love of learning through enrichment, (2) supporting growth in reading and math, and (3) strengthening social-emotional skills at school and at home.

Objectives were drafted collaboratively by St. Mark leadership, program coordinators, and with feedback from an outside evaluator to ensure each measure is specific, measurable, and mission-aligned. All objectives meet the 21CCLC requirements for measures of effectiveness and support district goals. Measures incorporate student surveys, staff-reported progress, parent feedback, state and district assessment data, and the Devereux Student Strengths Assessment (DESSA). St. Mark will review objective results annually with stakeholders and refine goals as needed to target groups of students with the greatest needs.

Key People: The St. Mark after school program is led and supported by a multi-tiered staffing structure designed to ensure high-quality programming and alignment with school-day priorities. St. Mark's Executive Director and Associate Director provide organizational leadership, oversee budgeting and sustainability, and guide strategic direction and partnerships for the after-school program. The Director of Strategic Resources serves as the grant director and evaluation lead, managing 21CCLC compliance, reporting, and continuous improvement processes.

The Director of Programs supervises daily program quality, family engagement, curriculum integration, and partnership coordination. Full-time Program Coordinators oversee classroom environments and provide coaching, modeling, and ongoing support to part-time para-educators. Para-educators facilitate daily literacy, STEM, SEL, and enrichment activities, reinforce routines and expectations, and build strong relationships with students.

Additionally, St. Mark partners closely with the Boys & Girls Club of Greater Dubuque, Dubuque Community Schools, and numerous enrichment providers. Volunteers, including college students, senior volunteers, and service-learning groups, further extend capacity and enhance student engagement.

Program Description

St. Mark's after school program was held all at one site: The Boys and Girls Club of Greater Dubuque and reached students attending Audubon, Lincoln, and Marshall Elementary schools. Students attending Hoover, Irving, and Prescott Elementary may also participate in the program, though transportation was not available from these schools during this program year. The 2024-2025 year was the first year of the Cohort 19 grant.

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 attending Audubon, Lincoln, and Marshall elementary schools 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.

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.

Program days and hours: The program was held Monday-Friday from approximately 2:30 until 5:30. Each site meets the 60 hour/month minimum by offering 3 hours of programming a day for 5 days a week.

List of activities: Students rotate through a variety of learning centers each day, guided by weekly lesson plans that focus on literacy, STEM, arts, and social-emotional skill building. Daily activities include physical literacy time, dedicated reading and literacy games, and hands-on center rotations that incorporate STEM challenges, creative projects, and social-emotional learning. Evidence-based curricula and activities include sight-word games, Story-time STEM, yoga, mindfulness, and enrichment-based arts and science lessons. Community partners provided on-site enrichment at least once each week to provide enrichment activities. The program concludes each day with a full meal provided through the Boys & Girls Club of Greater Dubuque. Quarterly family engagement events aim to create a moment of

connection and provide tools and activities to families in the areas of literacy, STEM, and social emotional learning.

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 |
| 5:20-5:30 | Program wrap-up routines & Dismissal |
| 5:30-7:00 | Extended programming with Boys & Girls Club |

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 daily, full meals for students.

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: During the 2024-2025 program year, St. Mark Youth Enrichment hosted four family engagement events in addition to a mandatory parent information session required for enrollment. These events engaged a total of 242 cumulative participants, including students, parents, family members, and staff. The events were designed to foster family engagement, strengthen relationships, and build community connections in welcoming and accessible settings.

Family engagement highlights included a Fall Family Night, a Holiday Party with activities and a shared meal, a Fighting Saints hockey game experience, and a Miracle League Park family event supported by Wahlert High School service-learning students. Each event emphasized connection through shared experiences, meals, and activities that encouraged meaningful interactions among families, students, staff, and community partners.

Program Highlights:

The 2024-2025 program year demonstrated continued impact in student attendance, engagement, social-emotional learning, and strong collaboration with families and community partners.

- **Attendance and Engagement:** Students attended an average of 70% of program days, exceeding the recommended 21st CCLC benchmark of 60%. Additionally, 67% of students attended 270 or more hours, reflecting strong, sustained participation. Students also reported high levels of enjoyment of the program. Teacher survey data showed that 89% of students improved or maintained a high level of engagement in learning.
- **Academic Growth:** The program supported academic stability for students facing significant risk factors. Overall, 95% of students maintained or improved reading benchmarks, and 89% maintained or improved math benchmarks. One parent shared, *“My daughter’s reading i-Ready score went up 65 points!”*
- **Social-Emotional Development:** Social-emotional learning remained a core strength of the program. Based on DESSA data, 89% of students maintained or improved their social-emotional skills, with staff reporting growth across key areas including self-awareness, self-management, relationship skills, and responsible decision-making. 83% of parents reported seeing improvement in these skills, an increase from 69% in the 2023-2024 school year. Behavioral improvements were also indicated in reporting for GPRA measure 4. There was a reduction in office referrals for 58% of students. This is an increased reduction by 28% from the previous reporting year. Program staff observed these changes in daily interactions, noting for one child, *“Over the course of the year, he has shown growth academically and behaviorally. He has been making better choices with the help of St. Mark staff during the program in difficult situations.”*
- **Family Engagement:** St. Mark hosted four family engagement events and a mandatory parent information session, engaging 242 cumulative participants. Events such as a Holiday Party, Fighting Saints hockey game, and Miracle League Park family event fostered connection, trust, and shared experiences between families, staff, and community partners. One parent reflected on the program’s impact, stating, *“Every time I pick my guy up he has a smile on his face. The staff is personable and present with the kids.”*
- **Strong Partnerships and Collaboration:** Partnerships with the Boys & Girls Club of Greater Dubuque, Regional Transit Authority, Trolleys of Dubuque, local colleges, and enrichment providers supported program delivery through meals, transportation, volunteers, and enrichment opportunities. These collaborations enhanced accessibility, student engagement, and overall program quality. One partner commented the following, *“St. Mark staff are great at communicating and modeling behavior for students. They assist quickly when a student is in need of a break and ensure others can still continue the activity.”*
- **Dedicated Staff and Positive Program Climate:** Program staff and volunteers played a critical role in fostering a safe, welcoming environment where students felt supported and connected. Student, parent, and stakeholder feedback consistently highlighted strong communication, caring relationships, and a positive program culture as key program strengths.

3. Demographic Data

Table 6: Demographic Data Section Checklist

| Demographic Data Required Elements | Complete ? |
|--|------------|
| 2024-25 School Year Attendance Tables | X |
| • 2024-25 School Year Attendance Summary Table | X |
| • 2024-25 School Year Grade Level Table | X |
| • 2024-25 School Year Sex Table | X |
| • 2024-25 School Year Attendance Population Specific Table | X |
| • 2024-25 School Year Attendance Race/Ethnicity Table | X |
| Summer of 2024 Attendance Tables | NA |
| • Summer of 2024 Attendance Summary Table | NA |
| • Summer of 2024 Grade Level Table | NA |
| • Summer of 2024 Sex Table | NA |
| • Summer of 2024 Attendance Population Specific Table | NA |
| • Summer of 2024 Attendance Race/Ethnicity Table | NA |
| Attendance Discussion | X |
| Partnerships | X |
| • Partnerships Table | X |
| • Partnerships Discussion | X |
| Parent Involvement Information and Discussion | X |

2024-2025 School Year Attendance Tables

SECTION INSTRUCTIONS: Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2024 and the Spring of 2025. There are separate tables for the Summer of 2024. 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 happening for your program, please explain in the attendance discussion section.

Table 7: 21st CCLC Program 2024-25 School Year Attendance Summary
(Reflects the number of students.)

NOTE: This attendance data is based on total attendees. Please fill in the table using **total attendance**.

| Days/Hours | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Less than 15 Hours | | | | | 0 | 0 |
| More than 15, Less than 45 Hours | | | | | 0 | 0 |
| More than 45, Less than 90 Hours | | | | | 7 | 7 |
| More than 90, Less than 180 Hours | | | | | 4 | 4 |
| More than 180, Less than 270 Hours | | | | | 10 | 10 |
| More than 270 Hours | | | | | 42 | 42 |
| TOTAL | | | | | 63 | 63 |

Table 8: 21st CCLC Program 2024-25 School Year Attendance by Grade Level
(Reflects total number of students.)

| Days/Hours by Grade Level | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Prekindergarten | | | | | | |
| Kindergarten | | | | | 6 | 6 |
| 1st Grade | | | | | 10 | 10 |
| 2nd Grade | | | | | 15 | 15 |
| 3rd Grade | | | | | 9 | 9 |
| 4th Grade | | | | | 12 | 12 |
| 5th Grade | | | | | 11 | 11 |
| 6th Grade | | | | | | |
| 7th Grade | | | | | | |
| 8th Grade | | | | | | |
| 9th Grade | | | | | | |
| 10th Grade | | | | | | |
| 11th Grade | | | | | | |
| 12th Grade | | | | | | |
| TOTAL | | | | | 63 | 63 |

Table 9: 21st CCLC Program 2024-25 School Year Attendance by Sex
(Based on total attendance.)

INSTRUCTIONS: The School Year Attendance by Sex data is based on the total number of attendees. Please fill in the table using **total attendance**.

| Attendee | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| Male | | | | | 38 | 38 |
| Female | | | | | 25 | 25 |
| Not reported in Male or Female (<i>Students who are identified as nonbinary or another category that is not listed above.</i>) | | | | | | |
| Gender Data Not Provided | | | | | 63 | 63 |

Table 10: 21st CCLC Program 2024-25 School Year Attendance by Specific Population
(Based on total attendance.)

INSTRUCTIONS: The Attendance by Specific Population data is based on the total number of attendees. Please fill in the table using **total attendance**.

| Attendee | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|--|-----------|-----------|-----------|-----------|-----------|-------|
| Students who are English Learners (LEP) | | | | | 1 | 1 |
| Students who are economically disadvantaged (FRPL) | | | | | 59 | 59 |
| Students with disabilities | | | | | 4 | 4 |
| Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.) | | | | | 56 | 56 |

Table 11: 21st CCLC Program 2024-25 School Year Attendance by Race/Ethnicity
(Based on total Attendance.)

INSTRUCTIONS: The Attendance by Race/Ethnicity data is based on the total number of attendees. Please fill in the table using **total attendance**.

| Attendee | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|-------|
| American Indian/Alaska Native | | | | | 0 | 0 |
| Asian | | | | | 0 | 0 |
| Black or African American | | | | | 10 | 10 |
| Hispanic or Latino | | | | | 1 | 1 |
| Native Hawaiian or Pacific Islander | | | | | 0 | 0 |
| White | | | | | 46 | 46 |
| Two or more races | | | | | 6 | 6 |
| Data not provided | | | | | | |

Summer of 2024 Attendance Tables

SECTION INSTRUCTIONS: Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2024 **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.

Table 12: 21st CCLC Program 2024-25 Summer 2024 Attendance Summary
(Reflects the number of students.)

| Days/Hours | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-------|
| Less than 15 Hours | | | | | | |
| More than 15, Less than 45 Hours | | | | | | |
| More than 45, Less than 90 Hours | | | | | | |
| More than 90, Less than 180 Hours | | | | | | |
| More than 180, Less than 270 Hours | | | | | | |
| More than 270 Hours | | | | | | |
| TOTALS | | | | | | |

Table 13: 21st CCLC Program 2024-25 Summer 2024 Attendance by Grade Level
(Reflects total number of students.)

INSTRUCTIONS: The grade-level attendance data is based on total attendees. Please fill in the table using **total attendance**.

| Grade Level | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|-----------------|-----------|-----------|-----------|-----------|-----------|-------|
| Prekindergarten | | | | | | |
| Kindergarten | | | | | | |
| 1st Grade | | | | | | |
| 2nd Grade | | | | | | |
| 3rd Grade | | | | | | |
| 4th Grade | | | | | | |
| 5th Grade | | | | | | |
| 6th Grade | | | | | | |
| 7th Grade | | | | | | |
| 8th Grade | | | | | | |
| 9th Grade | | | | | | |
| 10th Grade | | | | | | |
| 11th Grade | | | | | | |
| 12th Grade | | | | | | |
| TOTALS | | | | | | |

Table 14: 21st CCLC Program 2024-25 Summer 2024 Attendance by Sex
(Based on total attendance.)

INSTRUCTIONS: The Attendance by Sex data is based on the total number of attendees. Please fill in the table using **total attendance**.

| Attendee | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | Total |
|--|-----------|-----------|-----------|-----------|-----------|-------|
| Male | | | | | | |
| Female | | | | | | |
| Not reported in Male or Female (<i>Students who are identified as nonbinary or another category that is not listed above.</i>) | | | | | | |
| Gender Data Not Provided | | | | | | |

Table 15: 21st CCLC Program 2024-25 Summer 2024 Attendance by Specific Population
(Based on total attendance.)

INSTRUCTIONS: The Attendance by Specific Population data is based on the total number of attendees. Please fill in the table using **total attendance**.

| Attendee | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | 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.) | | | | | | |
|--|--|--|--|--|--|--|

Table 16: 21st CCLC Program 2024-25 Summer 2024 Attendance by Race/Ethnicity
(Based on total Attendance.)

INSTRUCTIONS: The Attendance by Race/Ethnicity data is based on the total number of attendees. Please fill in the table using total attendance.

| Attendee | Cohort 15 | Cohort 16 | Cohort 17 | Cohort 18 | Cohort 19 | 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

Table 17: Attendance Discussion Required Elements Checklist

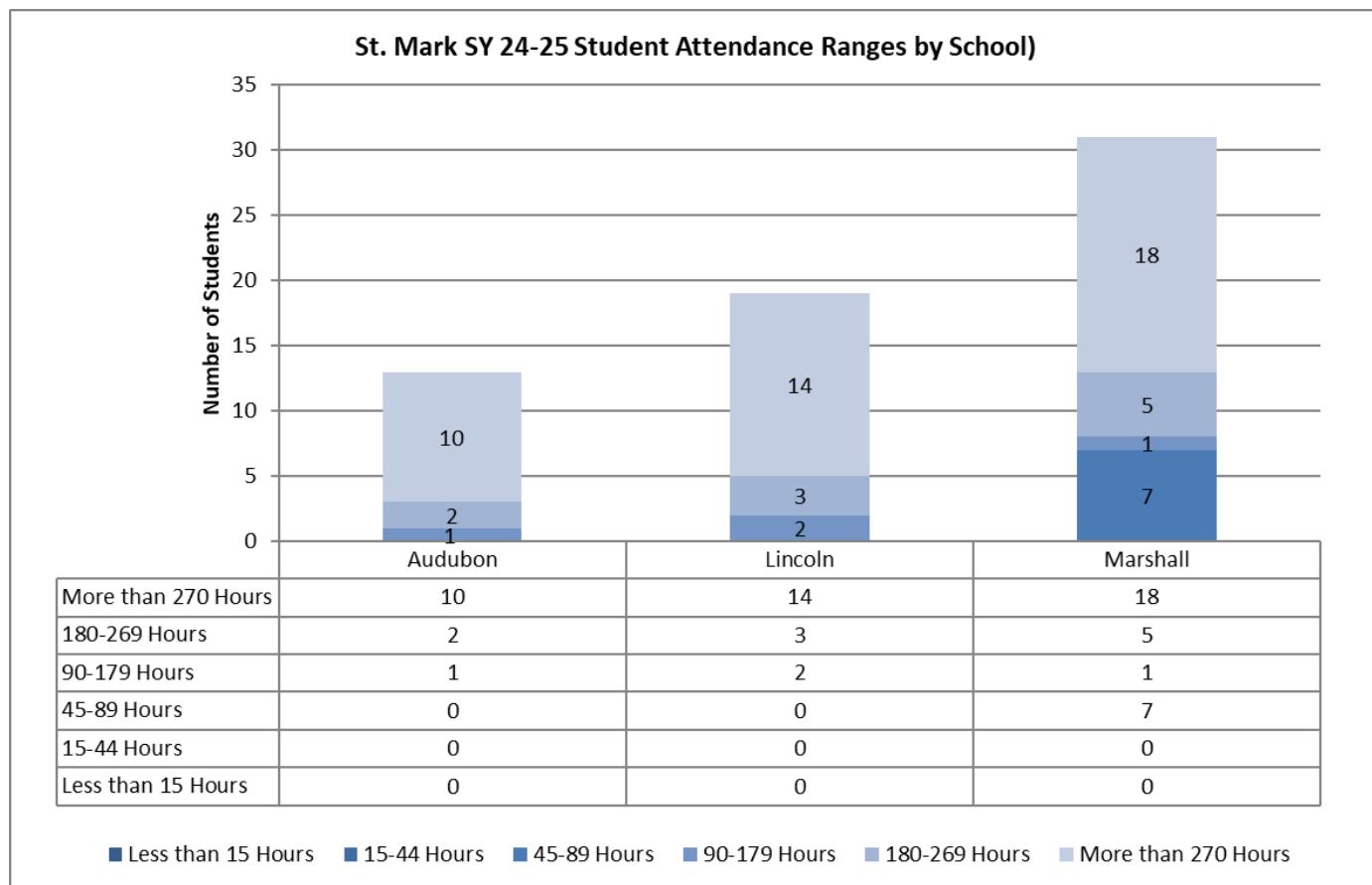
| Attendance Discussion Required Elements | Complete ? |
|---|------------|
| General discussion on attendance, including: | X |
| <ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to the total population | X |
| <ul style="list-style-type: none"> Percentage of attendees 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 the contact hours requirement is being met. <i>60 hours per month (3 hours per day multiplied by 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> | X |
| Explain why attendance met or did not meet grant goals. | X |

NOTE: 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.

Enrollment and Attendance Overview: During the 2024-2025 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. On average, students attended 70% of the total days the program was offered, which was a 5% increase from the 2023-2024 school year, and exceeded the recommended attendance goal of 60% of days offered (or 3 out of 5 days per week).

The distribution of attendance hours highlights that 42 students (67%) attended more than 270 hours, meeting the program's target attendance goal. This is an increase of 12 additional students hitting this attendance benchmark compared to the previous 2023-2024 school year. An additional 14 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 SY 24-25 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. For all schools most students (67%) attended more than 270 hours, or more than four months.



Percentage & Demographics of 21st CCLC attendance compared to the total population: A total of 63 students were enrolled in the after-school program. This represents approximately 8% of the total student population at the schools served (756 students).

The table '**St. Mark SY 24-25 Student Demographics by School**' below details the percent of students who reported to 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.

| St. Mark SY 24-25 Student Demographics by School | | | |
|--|--------------------------------|-------------------------|------------|
| | % Reported to qualify for FRPL | % Race other than white | % with IEP |
| All Sites Total | 94% | 25% | 6% |
| Audubon | 92% | 46% | 15% |
| Lincoln | 89% | 53% | 11% |
| Marshall | 97% | 3% | -- |

Students attending St. Mark programs are more diverse in comparison to the population of Dubuque. For all sites, an average of 25% 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 45.9% of students who are eligible for free and reduced priced lunch; while an average of 94% of St. Mark students reported to qualify.

Attendance Compared to Grant Goals: The 2024-2025 school year was the first year of the Cohort 19 grant, with an initial attendance goal of 100 students and an expectation to reach 70% of that goal, or 70 students, in Year 1. A total of 63 students attended the program, falling slightly below the Year 1 benchmark. This shortfall reflects ongoing challenges that began during the COVID-19 pandemic, including staffing shortages that limited St. Mark's ability to safely increase group sizes while maintaining appropriate staff-to-child ratios.

In response to these challenges, St. Mark implemented a new program model in 2023-2024 by relocating the after-school program to the Boys & Girls Club of Greater Dubuque. This transition strengthened the program by providing access to full meals, extended hours, and a seamless connection to youth programming beyond 5th grade. However, during the transition to this new model, transportation logistics and space considerations have temporarily limited enrollment capacity. St. Mark remains committed to refining the model, addressing barriers, and steadily rebuilding capacity in alignment with community needs and available resources.

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 84% 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 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.
- 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

SECTION INSTRUCTIONS: 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.

Contribution Types

NOTE: If 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

Table 18: 21st CCLC Program 2024-25 Partnerships Table

| Name of Partner | Vendor* Type‡: Full or Partial (Descriptions below) | Contribution Type (From list above) | Description of Contribution (Include staff provided) | Total In-kind Value (Monetary Value if unpaid partner) |
|-----------------------------------|---|--|--|--|
| Dubuque Community School District | Full | 1. Provide Evaluation Services | Ongoing collaboration on assessing and addressing student needs, and providing student evaluation data | \$ 900.00 |
| Tara Velez | Vendor | 1. Provide Evaluation Services | Annual summative evaluation and data analysis | \$ - |
| Challenge to Change Yoga | Full | 3. Provide Programming / Activity-Related Services | Ongoing enrichment activities | \$ 375.00 |
| Dubuque Police Department | Full | 3. Provide Programming / Activity-Related Services | Volunteering with enrichment activities & engagement with students | \$ 149.80 |
| Fighting Saints Hockey | Full | 3. Provide Programming / Activity-Related Services | Family engagement events | \$ 825.00 |
| ISU Extension & Outreach | Partial | 3. Provide Programming / Activity-Related Services | Ongoing enrichment activities | \$ 239.68 |
| Keystone AEA | Full | 3. Provide Programming / Activity-Related Services | Instructional materials and books | \$ 400.00 |

| | | | | |
|---|--------|--|---|--------------|
| National Mississippi River Museum & Aquarium | Full | 3. Provide Programming / Activity-Related Services | Ongoing enrichment activities | \$ 1,000.00 |
| Northeast Iowa Community College | Full | 3. Provide Programming / Activity-Related Services | Family literacy resources | \$ 5,000.00 |
| Scouting America: Northeast Iowa Council Scouts | Full | 3. Provide Programming / Activity-Related Services | Ongoing enrichment activities | \$ 420.00 |
| Regional Transit Authority | Full | 3. Provide Programming / Activity-Related Services | Transportation | \$ 870.00 |
| Rising Star Theatre | Full | 3. Provide Programming / Activity-Related Services | Ongoing enrichment activities | \$ 1,188.88 |
| 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 |
| Dubuque Optimists Club | Full | 6. Provide Volunteer Staffing | Volunteers to engage with students for enrichment and family events | \$ 1,498.80 |
| Loras College | Full | 6. Provide Volunteer Staffing | Regular programming volunteers to engage with students | \$ 3,115.84 |
| Volunteer Community Members | Full | 6. Provide Volunteer Staffing | Regular programming volunteers to engage with students and for special events | \$ 479.36 |
| 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 | \$ 1,867.84 |
| Boys and Girls Club of Greater Dubuque | Full | 8. Other: Space | Programming space and full meals for students. | \$ 10,875.00 |
| Steeple Square | Full | 8. Other: Space | Family engagement space and ongoing family resources supports | \$ 75.00 |
| St. John's Episcopal Church | Full | 8. Other: Space | Space for family engagement. | \$ 75.00 |

**Vendor – services are only provided at a cost to the program*

†Full – partner works with the local program at no cost to the program;

Partial – partner works with the local program by providing discounted costs/rates

Table 19: Partnerships Discussion Required Elements Checklist

INSTRUCTIONS: Make sure to discuss what partners do, the 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 the program serve students | X |

Summary of Partnerships Table: St. Mark has had a total of 22 partners throughout the 2024-2025 school year contributing in a variety of ways. The total estimated in-kind value of the contributions of all partners totaled \$30,405.20. The values of partners' contributions were calculated by the value of space, materials, and staff time. St. Mark used either a partner provided staff hourly rate or a standardized volunteer hourly value for the state of Iowa (\$29.96) according to the Independent Sector, then multiplied by the hours offered and number of sessions.

The majority of partners (82%) 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 24-25 Counts of Partner Contribution Types', provides the total counts for each contribution type:

| SY 24-25 Counts of Partner Contribution Types | |
|--|---------------------------|
| Contributions Types | Total Number of Partners: |
| 1. Provide Evaluation Services | 2 |
| 2. Raise Funds | 0 |
| 3. Provide Programming / Activity-Related Services | 12 |
| 4. Provide Food | 0 |
| 5. Provide Goods | 1 |
| 6. Provide Volunteer Staffing | 4 |
| 7. Provide Paid Staffing | 0 |
| 8. Other: Space | 3 |

| | |
|---|----|
| Total Number of Active Partners: | 22 |
|---|----|

Highlights of partnerships:

Boys & Girls Club of Greater Dubuque: St. Mark partnered with the Boys & Girls Club of Greater Dubuque to hold the after school program on site within their facility. This partnership benefitted students by providing access to classroom and gym spaces, a full evening meal, and opportunities for students to have extended hours within their programs and continue with a familiar program beyond elementary school.

Regional Transit Authority (RTA): The Dubuque Regional Transit Authority supported program accessibility by providing transportation for students to and from the after school program site at no cost to St. Mark. This partnership reduced barriers for families and supported consistent attendance for participating students.

Loras College: Loras College was a key partner by providing college student volunteers who supported daily programming. Volunteers assisted with academic support, enrichment activities, and relationship-building with students, strengthening student engagement and adding capacity to the program.

Partner recruitment: As an organization with a 35+ 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 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 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 24-25 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 the National Mississippi River Museum, Challenge to Change Yoga, and Rising Star Theatre 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.

NOTE: Be sure to include information on how the in-kind value was determined.

Parent Involvement Information and Discussion

Table 20: Parent Involvement Information and Discussion Required Elements Checklist

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

Table 21: 21st CCLC Program 2024-2025 Parent Involvement Table

INSTRUCTIONS: List all parent events held during the Summer of 2024 and the 2024-25 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: A minimum of four events (one per quarter) is a grant requirement.

| Name of Event | Cohorts Involved (List which Cohorts participated) | Number of Parents/Family Members Attending | Total Attendance (Include staff, students, etc.) | Short Description of Event |
|--|---|--|---|---|
| Fall Family Night: 10/23/24 | Cohort 19 | 14 | 22 | Families gathered for fall themed fun with activities, crafts, and a shared meal with other families. |
| Holiday Party: 12/16/24 | Cohort 19 | 27 | 40 | 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: 3/14/25 | Cohort 19 | 23 | 29 | The Dubuque Fighting Saints hockey team offered St. Mark families tickets to attend a game at no cost. |
| Miracle League Park Family Event: 4/28/25 | Cohort 19 | 34 | 53 | Families gathered at the Miracle League Park to enjoy the park, participate in activities and meals provided by the Wahlert Catholic High School service learning students. |

Family Engagement Events Overview: During the 2024-2025 program year, St. Mark Youth Enrichment held a total of 4 family events, as well as mandatory parent information sessions for all families to complete their enrollment process. These events were designed to foster family engagement, build community, and provide opportunities for education and connection. A total of 242 cumulative individuals attended these events. Each event provided a welcoming atmosphere, often featuring educational themes and shared meals to encourage family interaction.

Family Engagement Events Included:

- Fall Family Event (10/23/24): This event had families gathered for fun activities and crafts and a shared meal with 36 total individuals in attendance.
- Holiday Party (12/16/24): This celebration gathered 67 total participants, offering a shared meal, fun activities, and tickets to a local holiday light show. Families also had an opportunity to take home new, donated warm winter clothing and coats, books, and other household items.
- Fighting Saints Hockey Games (3/14/25): Families were invited to attend a local hockey game at no cost, with a total attendance of 52 attendees.
- Miracle League Park Family Event (4/28/25): This event brought 87 attendees together for a field trip to park with engaging activities and meals provided by Wahlert Catholic High School service learning students.

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

- Parent Information Sessions: 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 essential resources like warm winter clothing. End-of-year surveys revealed that 100% of parents who completed the survey agreed they received clear communication about program policies, procedures, goals, and attendance expectations.

St. Mark's communication approach and targeted efforts to engage families ensured strong parent participation and fostered a supportive family community.

NOTE: 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.

4. Total Academic Improvement

SECTION INSTRUCTIONS: 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 \(2023\)](#), which states, among other things “*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, which were 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 Language Arts and Mathematics Improvement.**

NOTE: This data uses the “Number of Students Needing Improvement” in the comparison.

Table 22: Reading/English Language Arts Improvement

| Grade Level | Number of Students Needing Improvement | Number of Students Who Improved | Percentage Improvement |
|--------------|--|---------------------------------|------------------------|
| Kindergarten | 0 | NA | NA |
| 1st Grade | 4 | 1 | 25% |
| 2nd Grade | 2 | 0 | 0% |
| 3rd Grade | 1 | 0 | 0% |
| 4th Grade | 5 | 0 | 0% |
| 5th Grade | 6 | 2 | 33% |
| 6th Grade | | | |
| 7th Grade | | | |
| 8th Grade | | | |
| 9th Grade | | | |
| 10th Grade | | | |
| 11th Grade | | | |
| 12th Grade | | | |
| Totals | | | |

Table 23: Mathematics Improvement

| Grade Level | Number of Students Needing Improvement | Number of Students Who Improved | Percentage Improvement |
|--------------|--|---------------------------------|------------------------|
| Kindergarten | 0 | NA | NA |
| 1st Grade | 0 | NA | NA |
| 2nd Grade | 3 | 2 | 67% |
| 3rd Grade | 5 | 3 | 60% |
| 4th Grade | 7 | 1 | 14% |
| 5th Grade | 3 | 0 | 0% |
| 6th Grade | | | |
| 7th Grade | | | |
| 8th Grade | | | |
| 9th Grade | | | |
| 10th Grade | | | |

| Grade Level | Number of Students Needing Improvement | Number of Students Who Improved | Percentage Improvement |
|-------------|--|---------------------------------|------------------------|
| 11th Grade | | | |
| 12th Grade | | | |
| Totals | | | |

Table 24: Total Academic Improvement Discussion Required Elements Checklist

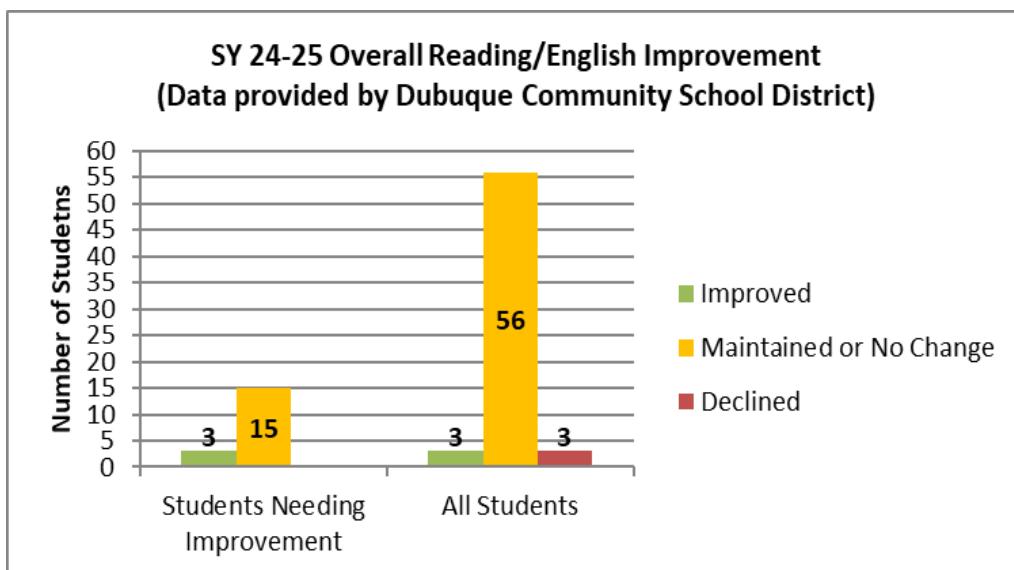
| Total Academic Improvement Discussion Required Elements | Complete? |
|--|-----------|
| Include what assessment(s) were used to determine improvement | X |
| Include a discussion of the highlights of improvement data, focusing on low and high-performing grade levels | X |
| Challenges to gathering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

The data reported in the Reading/English Language Arts 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.

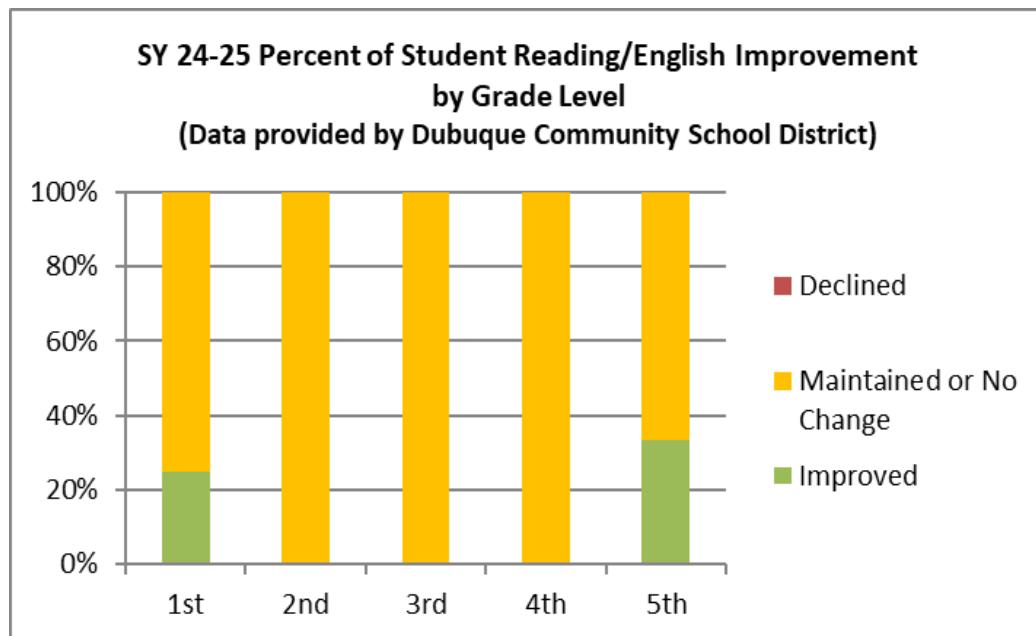
The determination of whether students needed improvement was for the students at either some risk or at risk benchmarks for the Fall 2024 scores. Improvement was determined by the improvement of the assessment benchmarks, i.e. going from some risk to low risk. General improvement in scores from fall to spring was not indicated in data provided by the school district.

Reading Improvement: There were a total of 18 students, grade K-5, who were indicated to be at some risk for their Fall 2024 reading scores. Of these students 3 students demonstrated an improvement in their benchmark, with the other 15 students maintaining at their starting benchmark. When considering all students with reading data (whether or not in need of improvement) 95% of students maintained or improved benchmarks, with the majority, 90%, having maintained their starting benchmark.

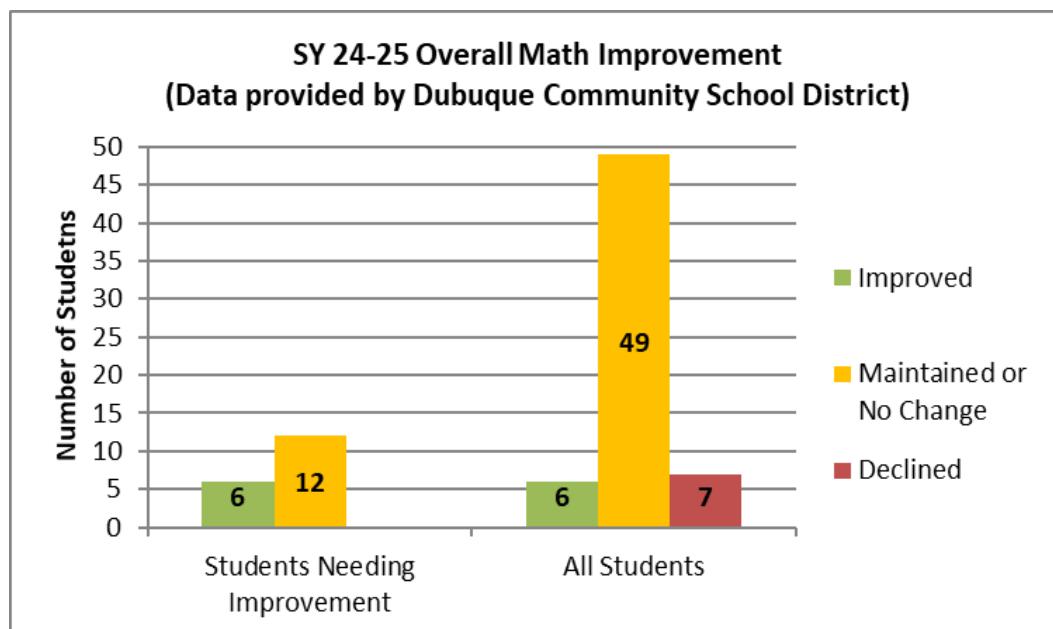
The chart 'SY 24-25 Overall Reading/English Improvement' demonstrates both the breakdown of the students' level of improvement for both the students where there was indicated a need to improve and all students.



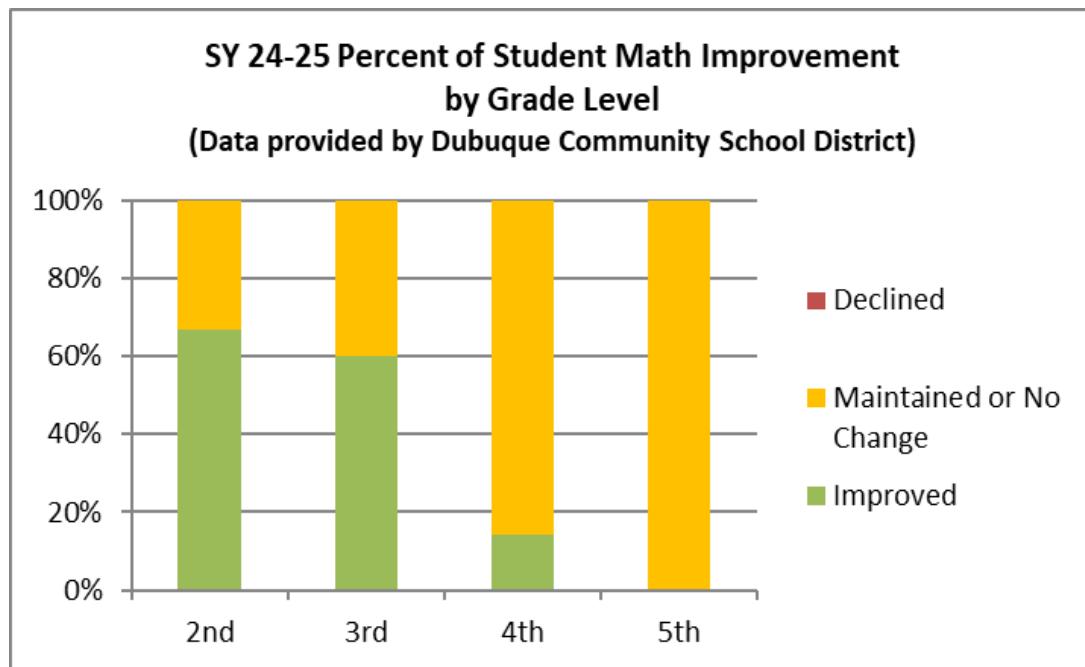
The chart '**SY 24-25 Percent of Student Reading/English Improvement by Grade Level**' shows the percentage breakdown of students' improvement, maintenance, or decline in reading by grade level (1st-5th grades). This is for students that were identified as in need of improvement by being at some risk or at risk benchmarks. In a previous reporting year 45% of the 4th and 5th grade students demonstrated declining in their benchmark category whereas in the 24-25 school year all students are maintaining or improving their starting benchmark.



Math Improvement: There were a total of 18 students who were indicated to be at some risk for their Fall 2024 math scores. 6 students improved their starting benchmark from fall to spring and 12 students maintained their starting benchmark. When considering all students with math data (not just those who were indicating a need for improvement), 89% of students demonstrated maintenance or improvement in math. Chart '**SY 24-25 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 24-25 Percent of Student Math Improvement by Grade' shows the percentage breakdown of students' improvement, maintenance, or decline in math by grade level (1st-5th grades). Data is for students who indicated a need for improvement. The distribution of students that demonstrated improvement declines within 4th and 5th grades.



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 for students' needs and interests and 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 a range of 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 quality and varied programming.

Challenges to gathering data: St. Mark received data from Dubuque Community Schools through an established data sharing agreement. While data was made available the level of assessment data detail can be challenging to ascertain level of improvement. Benchmarks are used instead of raw scores to simplify data, however there is not a way to indicate if a child improved in their score while maintaining a

benchmark. St. Mark will continue to refine the data sharing process with Dubuque Community School District.

5. GPRA Measures

SECTION INSTRUCTIONS: Starting in 2022-23, the U. S. Department of Education 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 2024-25 school year. **Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.**

NOTE: 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.

Table 25: GPRA Measures Required Elements Checklist

| 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 Measures Data Tables

Table 26: GPRA Measure 1A – Reading Progress

INSTRUCTIONS: 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:

| Reading Growth by Days/Hours Attended | 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 | | | 4 | 1 | 6 | 11 |
| Number of Attendees who exhibited growth | | | 2 | 0 | 0 | 3 |
| Percentage of Attendees who exhibited growth (<i>Calculated for each column.</i>) | | | 50% | 0% | 0% | 27% |

Table 27: GPRA Measure 1B – Math Progress

INSTRUCTIONS: 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:

| Math Growth by Days/Hours Attended | 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 | | | 4 | 1 | 6 | 11 |
| Number of Attendees who exhibited growth | | | 0 | 0 | 1 | 2 |
| Percentage of Attendees who exhibited growth (<i>Calculated for each column.</i>) | | | 0% | 0% | 17% | 18% |

Table 28: GPRA Measure 2 – Academic Achievement – GPA

INSTRUCTIONS: 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.

| GPA Improvement by Days/Hours Attended | 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 unweighted GPA of less than 3.0? | | | | | | |
| Percentage of Attendees who improved their GPA. (<i>Calculated for each column.</i>) | | | | | | |

Table 29: GPRA Measure 3 – School Day Attendance

INSTRUCTIONS: 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:

| School Attendance Improvement by Days/Hours Attended | 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 (2023-24)? | | | | | 1 | 2 |
| Of these students, how many demonstrated an improved attendance rate in the current school year (2024-25)? | | | | | 1 | 2 |
| Percentage of Attendees who improved their attendance rate. (<i>Calculated for each column.</i>) | | | | | 100% | 100% |

Table 30: GPRA Measure 4 – Behavior

INSTRUCTIONS: 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:

| Behavior Improvement by Days/Hours Attended | 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 (2023-24)? | | | 1 | | 6 | 12 |
| Of these students, how many experienced a decrease in in-school suspensions in the current school year (2024-25)? | | | 0 | | 4 | 7 |
| Percentage of Attendees with fewer in-school suspensions. (<i>Calculated for each column.</i>) | | | 0% | | 67% | 58% |

Table 31: GPRA Measure 5 – Teacher Survey

INSTRUCTIONS: 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:

| Increased School Engagement by Days/Hours Attended | 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? | | | 4 | 3 | 10 | 36 |
| Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning? | | | 4 | 3 | 8 | 32 |
| Percentage of Attendees who improved. (<i>Calculated for each column.</i>) | | | 100% | 100% | 80% | 89% |

GPRA Measures Discussion

Table 32: GPRA Measures Discussion Required Elements Checklist

| GPRA Measures Discussion Required Elements | Complete ? |
|--|------------|
| Please include, at a minimum, the following in your discussion of GPRA 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 the 21st CCLC Program based solely on GPRA Measures. | X |

Measurement Assessments & Tools: Data was provided through the Dubuque Community School District for GPRA measures 1A, 1B, 3, and 4.

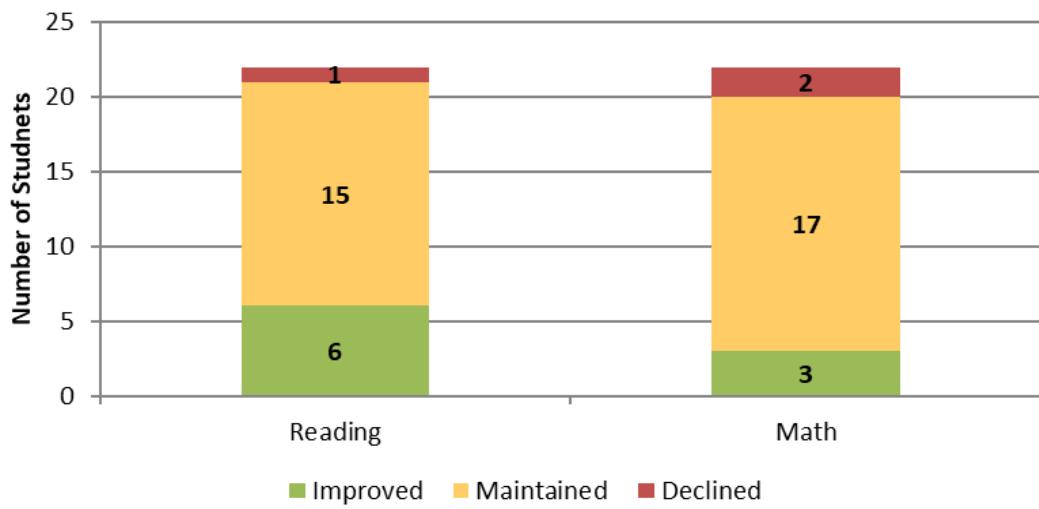
- Assessments 1A and 1B utilize data from Iowa Statewide Assessment of Student Progress (ISASP); data provided indicated whether students declined, maintained, or improved in scores.
- GPRA measure 2, growth in GPA, was not measured because St. Mark does not serve students in grade levels 7-8 and 10-12.
- GPRA measure 3 was measured using school day attendance rates for the 2023-2024 and 2024-2025 school years and comparing rates to indicate improvement.
- GPRA measure 4 is utilizing office referrals rather than in-school suspensions. The number of referrals was provided and compared for the 2023-2024 and 2024-2025 school years.
- St. Mark surveyed the after school program teaching staff for GPRA measure 5 to gauge student engagement in learning.

Discussion of high performing and low performing areas: The highest performing area was GPRA measure 3, improvement in school day attendance. A total of 3 students had an attendance rate at or below 90% in the 2023-2024 school year. 100% of these students had improved their attendance rate in the 2024-2025 school year. These students improved their attendance rate from a range of 6-15%, with an average attendance rate improvement size of 11%

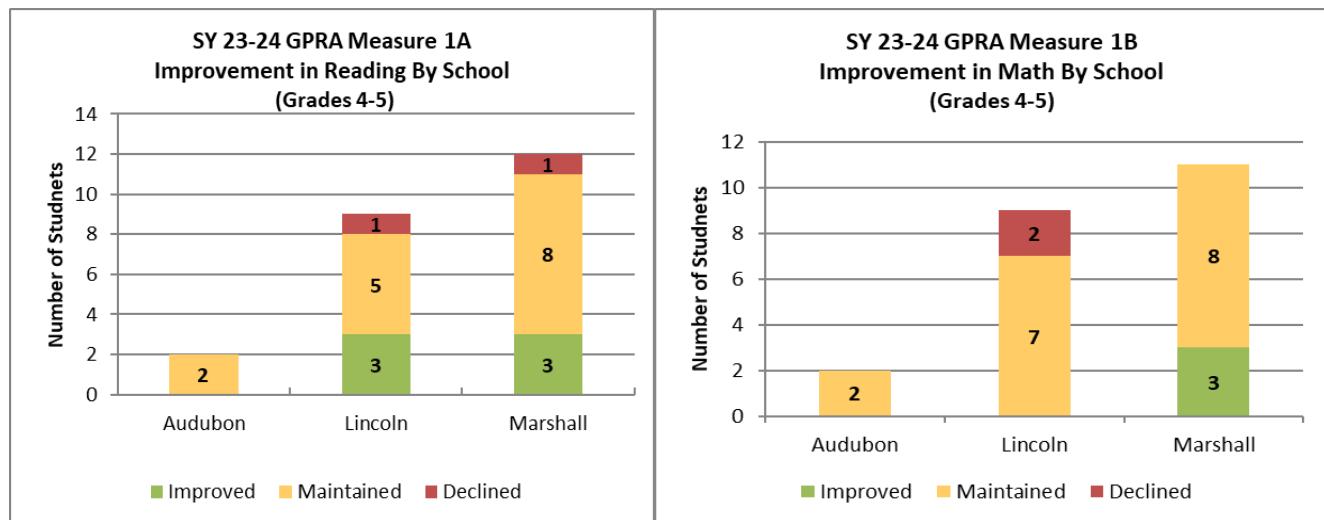
Another high performing area was students' growth in their engagement in learning as measured by teacher surveys. An end of year survey was assigned to the teaching staff where each individual student was evaluated on whether the student either, 1. Improved or maintained in a high level of engagement or 2. Needed improvement and did not improve. Teaching staff reported that 89% of students improved or maintained a high level of engagement in learning.

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 24-25 GPRA Measure 1A & 1B Improvement in Reading and Math (Grades 4-5)**'.

SY 24-25 GPRA Measure 1A & 1B
Improvement in Reading and Math (Grades 4-5)

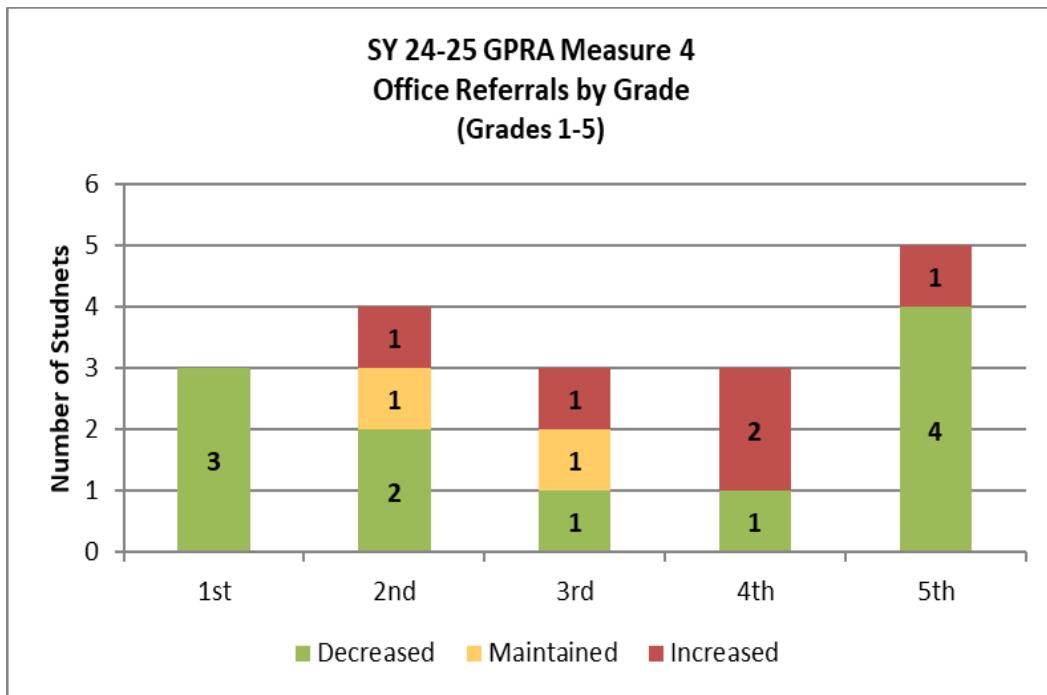


The following charts, 'SY 24-25 GPRA Measure 1A Improvement in Reading By School' and 'SY 24-25 GPRA Measure 1B Improvement in Math By School' break down the number of students who improved, maintained, or declined in reading and math by each school they attend. Students attending Marshall had the highest rate of improvement and maintaining scores for both reading and math.



For GPRA Measure 4, 19 total students had office referrals in the 2023-2024 year to be compared to the 2024-2025 school year. A total of 58% of students decreased in the number of office referrals; compared to 29% of students decreasing in the previous reporting years. For students who decreased in office referrals decreased by an average of more than 8 office referrals in 2024-2025. A total of 2 students had the same number of office referrals compared to the previous school year.

The chart 'SY 24-25 GPRA Measure 4 Office Referrals by Grade (Grades 1-5)' shows the number of office referrals decrease, maintenance, or increase by grade level. 5th grade students show the highest number of students that decreased in office referrals.



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 the 2025 reporting year at Audubon, Lincoln, and Marshall was 49% compared to the statewide average of 72% achieving in reading and math. This gap is even larger for students of color and students who qualify for free or reduced-priced lunch.

For GPRA measure 3, 100% of students with previous attendance issues (below 90% in 2023-2024) 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 11%.

Behavioral improvements (GPRA measure 4) are indicated by a reduction in office referrals for 58% of students. This is an increased reduction by 28% from the previous reporting year.

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 89% of students improving or maintaining a high level of engagement. This indicates the program creates an environment where students are motivated and actively involved in their learning.

6. Local Objectives

SECTION INSTRUCTIONS: 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 (5) 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 were 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.

Table 33: Local Objectives Required Elements Checklist

| Local Objectives Required Elements | Complete ? |
|---|------------|
| Local Objectives Data Tables | X |
| • No more than five (5) objectives per cohort | X |
| • Rating of each objective as listed above | X |
| • Full methodology used for measurement | X |
| • Justification for rating | X |
| Local Objectives Discussion | X |

Local Objectives Data Tables

Table 34: Cohort 15 Table

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

Table 35: Cohort 16 Table

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

Table 36: Cohort 17 Table

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

Table 37: Cohort 18 Table

| Cohort 18 Objectives | Objective Rating | Methodology/Justification for Rating |
|----------------------|------------------|--------------------------------------|
| • | | |
| • | | |
| • | | |
| • | | |
| • | | |

Table 38: Cohort 19 Table

| Cohort 19 Objectives | Objective Rating | Methodology/Justification for Rating |
|--|----------------------------------|---|
| 1. 75% of students will report liking the program and enjoying activities. | Met the stated objective. | This objective was measured by student surveys. 93% of students reported enjoying the program and the activities offered. |
| 2. 50% of staff will report that students demonstrated improvement in academics. | Met the stated objective. | This objective was measured by the end of year individual student reports completed by St. Mark teaching staff instead of general staff surveys. 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. 85% of students were reported to have demonstrated some level of improvement in reading and math. |
| 3. 50% of parents will report that their children demonstrated improvement in social emotional skills. | Met the stated objective. | This objective was measured by end of year parent/family surveys. An average of 83% of parents reported their child grew in areas such as respectfulness, appropriately expressing feelings, accepting responsibility, problem solving, and getting along with peers, etc. |
| 4. 50% of students will demonstrate growth in social emotional skills. | Met the stated objective. | This objective was measured by the Devereux Student Strengths Assessment (DESSA) based on staff observation of student behavior and social emotional skills demonstrated. 89% of students improved or maintained a high level of social emotional skills. |
| 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 | NA |
| • Clarification for objectives not measured | NA |

Overview & Analysis of Local Objective Ratings: All local objectives were met.

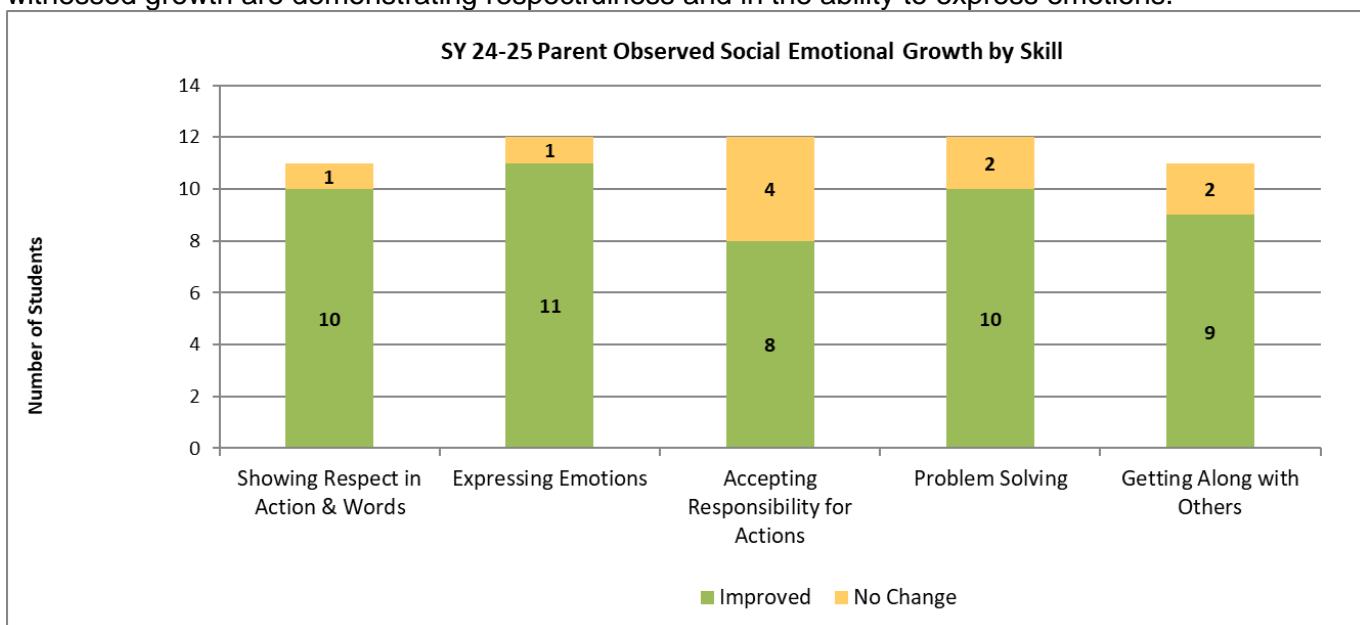
Local Objective 1, 75% of students will report liking the program and enjoying activities: This objective was exceeded with 93% of students reporting liking coming to the after school program and enjoying the program activities.

Local Objective 2, 50% of staff will report that students demonstrated improvement in academics: This objective was assessed using individual student reports completed by 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 that the staff witnessed showing improvement in academics, rather than the percentage of staff. This provides insight on broader observational improvements witnessed in addition to other academic and GPRA measures reported on.

The overall academic improvement was calculated by averaging the percentage of students who staff reported having shown improvement in both areas of reading and math, resulting in an overall 85% improvement rate. Reading improvement was reported at 86%, while math improvement was 84%.

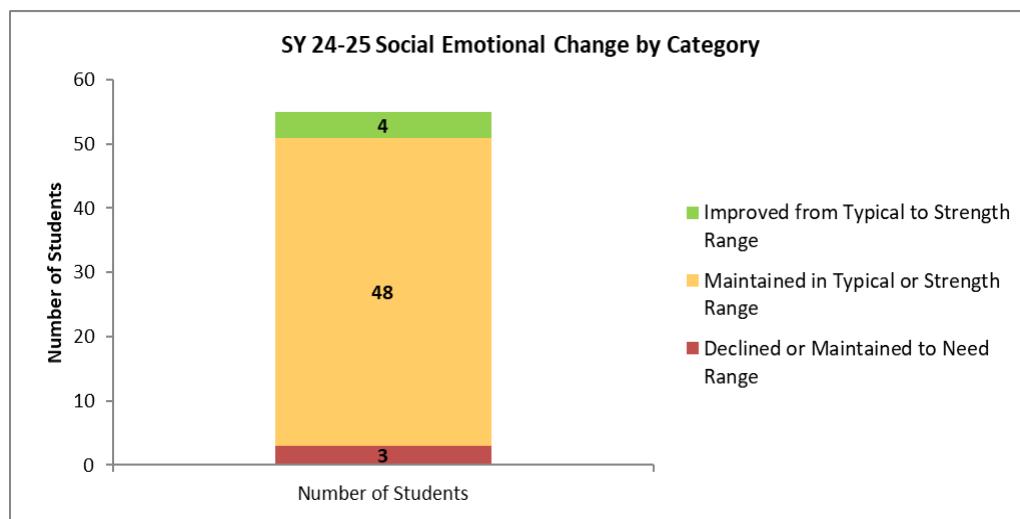
Local Objective 3, 50% of parents will report that their children demonstrated improvement in social emotional skill: This objective was measured through end-of-year parent/family surveys, where parents indicated whether they observed improvement, no change, worsening, or were unsure about various skills such as respectfulness, expressing feelings, accepting responsibility for actions, problem solving, and getting along with peers. On average, 83% of parents reported seeing improvement in these skills, an increase from 69% in the 2023-2024 school year. The majority of the remaining responses indicated "no change."

The chart, 'SY 24-25 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 demonstrating respectfulness and in the ability to express emotions.



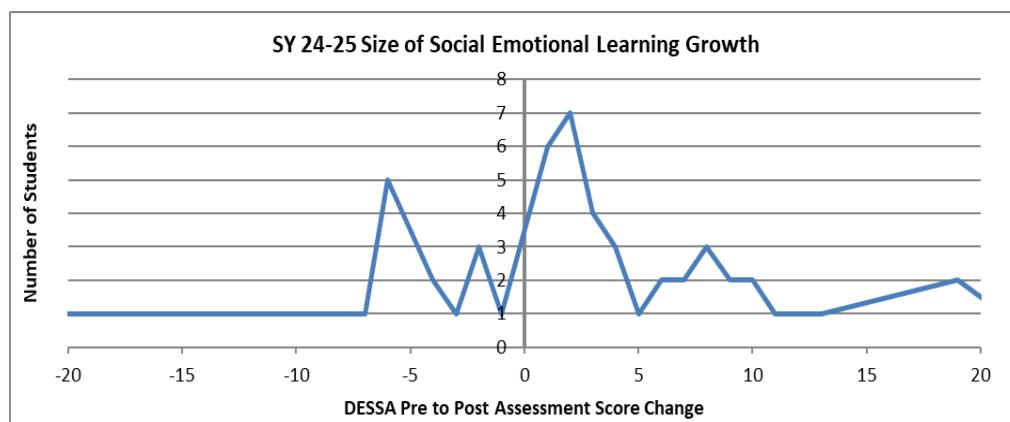
Local Objective 4, 50% of students will demonstrate growth in social emotional skills: This objective was measured by the Devereux Student Strengths Assessment (DESSA) based on staff observation of student behavior. The assessment is conducted 4 times throughout the school year. The following data represents the comparison from the 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 89% of students improved or maintained a high level of social emotional skills. The chart, '**SY 24-25 Social Emotional Change by Category**' 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, 4 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. Note that a decrease in score could still result in maintaining within one category.

The chart '**SY 24-25 Size of Social Emotional Learning**' is represented as a line graph to illustrate the proportionate growth in scores. Most students experienced only a 0-1 point change, but several showed positive growth with small to medium improvements throughout the year.



7. Anecdotal Data

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

Table 39: Anecdotal Data Required Elements Checklist

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

Success Stories

Table 40: Success Stories Required Elements Checklist

| 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 |

Marcus is a 5th grade student in St. Mark’s after school program whose experience reflects the program’s success in fostering positive relationships, social-emotional growth, and student leadership.

Through regular participation in the program since he was in 2nd grade, Marcus has developed strong connections with his peers and St. Mark staff and demonstrates consistent kindness and cooperation. Marcus shared that the program provides a place where he feels engaged and connected. He said, *“I like St. Mark’s because I get to hang out with my friends, do funny stuff, and do cool activities. It’s awesome.”*

Structured enrichment activities, including daily physical activity, provide opportunities for students to practice teamwork, communication, and positive behavior. Marcus highlighted gym time as a favorite, sharing, *“My favorite thing to do at St. Mark’s is gym because we play soccer sometimes. Sometimes teachers play, so it’s cool.”*

A key example of Marcus’s growth occurred during the local AFP Coloring Contest. Marcus’s artwork focused on kindness and unity, reflecting his understanding of community values. He explained, *“I submitted a heart to take care of our community. A smiley face so then we can agree on each other in the world... so then we can all agree on something.”*

After winning the contest, Marcus chose to donate his prize back to St. Mark. Marcus shared, *“I gave back to St. Mark’s because I really love them, and it’s just amazing. Because if they respect you, you should respect them back.”*

Program staff have observed Marcus consistently applying these skills during daily interactions. One teacher shared, *“Marcus does wonderful in the program. He gets along great with others and is always kind to all.”*

Marcus’s experience represents a successful outcome of St. Mark’s 21st CCLC program model, which emphasizes relationship-building, student voice, and social-emotional skill development. Since starting attend the St. Mark after school program in the 2nd grade Marcus began to more regularly attend the

program. His Devereux Student Strengths Assessment (DESSA) scores demonstrated growth in social-emotional competencies over the past several years, with his overall score increasing from the 62nd percentile to 96th percentile. This individual growth supports St. Mark's success in reaching local objectives 3 & 4, which focus on students' social-emotional skills development. During the 24-25 school year, 89% of students demonstrated growth or maintained typical strength-level social-emotional skills.

Marcus's story illustrates how intentional 21st CCLC programming can lead to meaningful student outcomes by providing a safe, engaging environment where students practice kindness, build relationships, and develop skills that support success in school and beyond.

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

Best Practices

Table 41: Best Practices Required Elements Checklist

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

Social-Emotional Learning as a Best Practice at St. Mark: At St. Mark, social-emotional learning (SEL) 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, and 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 our overall culture, training, curriculum, and daily activities to ensure students develop these essential competencies.

St. Mark fosters a culture of trust and accountability and is guided by SEL principles. In particular, we adopt an adult-first approach. By prioritizing adult learning and modeling of SEL skills such as emotional regulation, empathy, and respectful communication, we create a consistent environment where students

feel safe, supported, and are able to develop these skills themselves through daily interactions and relationship-based practices.

To sustain these practices we prioritize training our full-time staff to stay abreast to best practice techniques and models. The part-time staff supporting program implementation receive ongoing training through orientation and direct support and modeling of best practices.

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. Additionally, family engagement events reinforce SEL strategies to support learning both at home and during school hours.

St. Mark also implements 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, reinforce skill development.

Measurement of Success: St. Mark utilizes the Devereux Student Strengths Assessment (DESSA) to measure growth in SEL competencies. DESSA is conducted up to four times during the school year and evaluates the frequency of key behaviors, categorizing students into need, typical, or strength categories. These assessments, combined with annual surveys of parents, teachers, and staff, provide support for the impact St. Mark is making on these skills.

Impact on Attendance & Achievement: St. Mark's focus on social-emotional learning (SEL) creates an environment where students feel safe, connected, and supported, which directly contributes to consistent attendance and engagement. During the 2024–2025 school year, students attended an average of 70% of program days, exceeding the recommended 21st CCLC attendance benchmark. In addition, the majority of students, 67%, attended more than 270 hours, demonstrating strong, sustained participation.

SEL also supports positive behavior and readiness to learn. School-day attendance improved for 100% of students who previously struggled with attendance, and 58% of students decreased their number of office referrals. Teachers reported that 89% of students improved or maintained a high level of engagement in learning. Together, these outcomes show that St. Mark's SEL approach supports students to attend regularly, stay engaged, and make progress academically.

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

Pictures

INSTRUCTIONS: 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. Links to social media are not to be used here. Please add a caption for each picture describing what is happening.



Picture 1 St. Mark staff member working with child on a STEM building kit



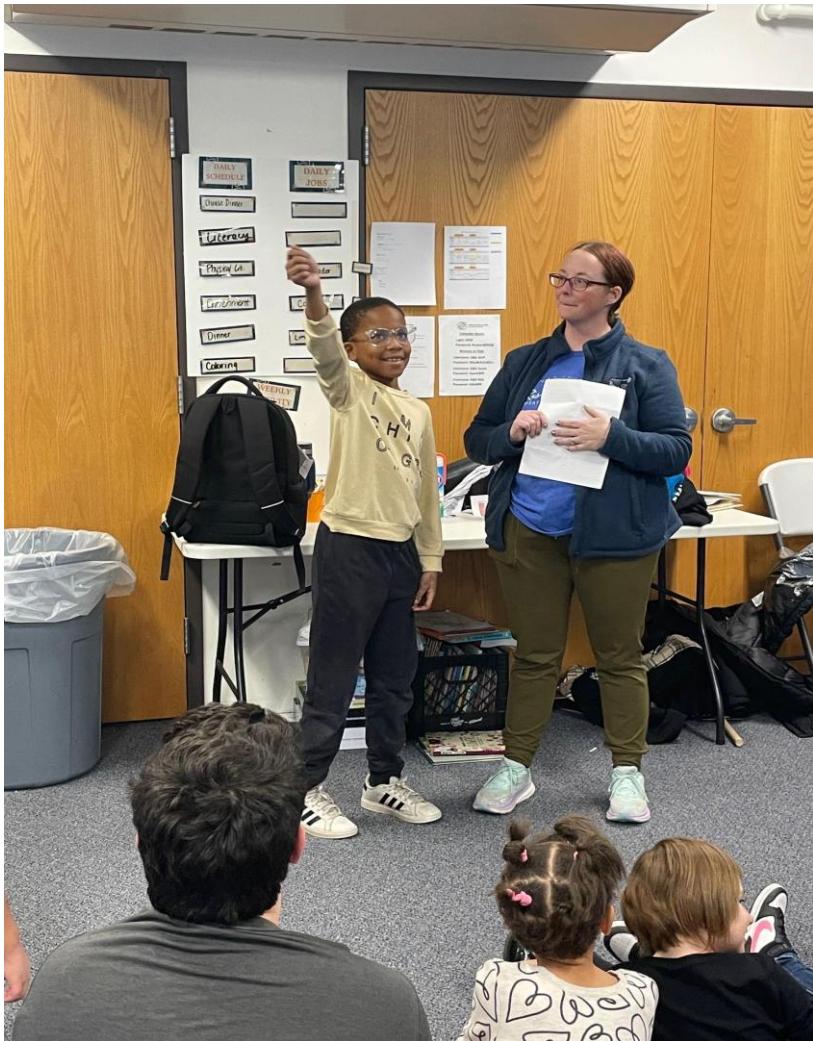
Picture 2 A St. Mark parent and 3 kids gathered during the St. Mark Family Holiday Party



Picture 3 Students on floor scooters in a gym for large motor and physical literacy time



Picture 4 Three students gathered around a coding mat for STEM time



Picture 5 Enrichment partner, Rising Star Theatre, standing in front of students while a student is putting on a performance

Student, Teacher, Parent, and Stakeholder Input

Table 42: Student, Teacher, Parent, and Stakeholder Input Required Elements Checklist

| Student, Teacher, Parent, and Stakeholder Input Required Elements | Complete ? |
|---|------------|
| Quotes from students, teachers, parents, partners, and stakeholders | X |
| Quotes should be attributed (titles can be used, but names only with permission) | X |
| Showcase the success of the program, especially for student attendance, behavior and academic success | X |

Quotes from Students:

Students were asked to share what they like about St. Mark, some students shared the following:

- “I like being here because the teachers are really kind and they help us a lot. It's really fun and safe and a comfortable place. I liked being in the art gym and being with a bunch of different kids and different ages, so I could meet different people in the school.”
- “My mom and dad have to work a little bit later and that's why we come here... It makes me feel happy.”

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:

- “Over the course of the year, he has shown growth academically and behaviorally. He has been making better choices with the help of St. Mark staff during the program in difficult situations.”
- “He has made great progress this year. He has learned ways to help calm himself down and has been better about keeping his hands to himself.”

Quotes from Parents:

Parents were invited to share their observations of any changes in their child's growth and comment on what's working well in the program:

- “My daughter's reading i-ready score went up 65 points!”
- When asked for three things going well one parent listed the following: “You maintain great communication. Every time I pick my guy up he has a smile on his face. The staff is personable and present with the kids.”

Quotes from Partners:

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

- “St. Mark staff are great at communicating and playing along with our program, modeling behavior for students. St. Mark embraces Rising Star's programming despite it sometimes getting “wild” because it's theatre! St. Mark staff assist quickly when a student is in need of a “break” and they move quickly to ensure others can still continue the activity.”

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

One Dubuque school connector staff identified three ways the partnership is succeeding:

- “Great Staff, Flexible, Awesome Communication & Support”

8. Sustainability Plans

Table 43: Sustainability Plans Required Elements Checklist

| Sustainability Plans Required Elements | Complete ? |
|---|------------|
| Discuss the formal sustainability plan from your original grant application, including how it has changed. | X |
| How the program will continue without 21st CCLC grant funding | X |
| How partnership contributions will help the program continue (refer to Table 18: 21st CCLC Program 2024-25 Partnerships Table from section 3) | X |

Original Sustainability Plan: St. Mark has experience sustaining and growing programs by effectively coordinating resources and cultivating long-term community support. St. Mark sustains partnerships with more than 50 community partners and actively seeks new partnerships that strengthen program sustainability. As outlined in the original grant application, key sustainability strategies include growing individual donor support through appeals and planned giving, increasing revenue from special events and fundraisers, and expanding fee-based programming in communities of means to help subsidize high-need programs. The 21st CCLC funds were identified as critical in supporting St. Mark to increase capacity, grow programs, and expand efforts through the newly piloted after-school program at the Boys & Girls Club.

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 included above, while fostering meaningful partnerships.

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 an important piece of St. Mark's sustainability efforts. St. Mark works with partners to provide 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.

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

9. Summary and Recommendations

Table 44: Summary and Recommendations Required Elements Checklist

| Summary and Recommendations Required Elements | Complete ? |
|---|------------|
| Summary of the program | X |
| Dissemination of local evaluation | X |
| Recommendations for local objectives | X |
| Recommendations on future plans for change | X |
| Unexpected Data | NA |

Summary of Program

Table 45: Summary of Program Required Elements Checklist

| Summary of Program Required Elements | Complete ? |
|--|------------|
| Reference the introduction section | X |
| Showcase the successes of the 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 provide meaningful after-school programming for K–5 students in Dubuque, Iowa, supporting students' motivation and engagement in learning, academic growth, and social-emotional development. In the 2024-2025 school year, the program served students primarily from Audubon, Lincoln, and Marshall Elementary Schools through a partnership to host the program on site at the Boys & Girls Club of Greater Dubuque. The program's impact is evident in student attendance, academic stability and growth, social-emotional outcomes, and strong collaboration with families, partners, and staff.

Program Successes: The program demonstrated notable successes during the 2024-2025 school year, particularly in attendance, engagement, and behavior and social-emotional learning:

- Attendance and Engagement: Students attended an average of 70% of program days, exceeding the recommended 21st CCLC benchmark. Additionally, 67% of students attended more than 270 hours, representing an increase of 12 students reaching this benchmark compared to the previous year.
- Academic Outcomes: Among students identified as needing improvement, the majority maintained or improved their reading and math benchmarks. Overall, 95% of students maintained

or improved reading benchmarks and 89% maintained or improved math benchmarks, demonstrating the program's role in supporting academic stability for students facing significant risk factors.

- Behavior & Social-Emotional Learning: Social-emotional outcomes remained a strong area of impact, with 89% of students improving or maintaining typical or strength-level SEL skills as measured by the Devereux Student Strengths Assessment (DESSA). Parents also supported witnessing improvement within their children with 83% of parents reported seeing improvement in these skill areas, an increase from 69% in the 2023-2024 school year.

Family engagement also brought families to connect and learn with one another. St. Mark hosted four family events and mandatory parent information sessions, engaging 242 cumulative participants. Events such as the Holiday Party, Fighting Saints hockey game, and Miracle League Park family event fostered meaningful connections among families, staff, and community partners.

Factors Contributing to Success:

Several key factors contributed to the program's success during the 2024-2025 school year:

- Dedicated Staff and Volunteers: Program coordinators, para-educators, and volunteers created a supportive, relationship-centered environment that promoted consistency, engagement, and student growth.
- Community Partnerships: Partnerships with the Boys & Girls Club of Greater Dubuque, Regional Transit Authority, Loras College, and other enrichment providers enhanced accessibility, programming quality, and student participation and learning.
- Focus on Social-Emotional Learning (SEL): Intentional integration of SEL best practices, including an adult-first approach, consistent routines, supported positive behavior, and more.

Exemplary Contributions: Many stakeholders shared their support and highlighted positive feedback on the program:

- School and community partners consistently highlighted the program's flexibility, communication, and responsiveness: "Great staff, flexible, awesome communication and support."
- Enrichment partners noted St. Mark staff's ability to model positive behavior and support students during programming: "St. Mark staff are great at communicating and modeling behavior for students... they move quickly to ensure others can still continue the activity."
- Program staff observed meaningful growth in students' academic and behavioral skills over the course of the year. One staff member shared: "Over the course of the year, he has shown growth academically and behaviorally. He has been making better choices with the help of St. Mark staff during the program in difficult situations."
- Parents shared that St. Mark's program has a meaningful impact on both their child's experience and family communication. One parent noted: "You maintain great communication. Every time I pick my guy up he has a smile on his face. The staff is personable and present with the kids."

Dissemination of Local Evaluation

Table 46: Dissemination of Local Evaluation Required Elements Checklist

| Dissemination of Local Evaluation Required Elements | Complete ? |
|---|------------|
| Exact URL where your 2024-25 local evaluation is posted (<i>required by U.S. Department of Education</i>). 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 |

NOTE: Posting the URL is required by the U.S. Department of Education. 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:

<https://stmarkyouthenrichment.org/wp-content/uploads/2025/12/St.-Mark-Youth-Enrichment-21st-CCLC-Local-Evaluation-Form-2024-2025.pdf>

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

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.

This report 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.

Recommendations for Local Objectives

Table 47: Recommendation for Local Objectives Required Elements Checklist

| Recommendations for Local Objectives Required Elements | Complete ? |
|--|------------|
| Objectives to be changed and reasons why. | X |
| Objectives to be added. | X |
| Include objectives not met. | NA |
| Include objectives not measured. | NA |

Local Objectives Measured and Met: St. Mark successfully measured and met all local objectives for the 2024-2025 school 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 avoid duplication with the newly implemented GPRA measures. At this time, no additional changes to local objectives are planned.

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

Recommendations on Future Plans for Change

Table 48: Recommendations on Future Plans for Changing Required Elements Checklist

| 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 the governing body | X |

Changes in Activities: St. Mark remains committed to continuously refining program activities to align with student needs, interests, and evaluation findings. While no major new activities are planned at this time, the program will continue to strengthen existing literacy, math, enrichment, and social-emotional learning (SEL) activities using student feedback, assessment data, and engagement trends.

Changes in Recruitment Efforts: Recruitment for students is closely tied to staffing capacity and the ability to maintain safe, high-quality programming. St. Mark will continue the staffing strategies implemented over the past year, including the shift toward more full-time leadership and coordinator roles to increase stability, strengthen program culture, and retain institutional knowledge. These changes have supported stronger integration of SEL practices and improved staff retention. Ongoing efforts will focus on maintaining competitive wages, providing professional development opportunities, and ensuring adequate staffing levels to support enrollment growth as capacity allows.

Changes in Partnerships: For the 2025-2026 school year, St. Mark has transitioned the after school program location to the Hoover Elementary School building. Hoover is no longer operating as an active school, however, the building is currently being used to temporarily house Irving Elementary students during renovations to their school. This transition is in response to the Boys & Girls Club of Greater Dubuque's need for additional space within their own facility. St. Mark will continue offering programming in a school-based setting that is familiar and accessible to families with added benefits of more outdoor space and being able to more easily offer programming to students from Irving Elementary.

Although the primary program site has moved, St. Mark will maintain its partnership with the Boys & Girls Club to continue providing daily meals for students. Transportation partnerships with the Regional Transit Authority (RTA) and Trolleys of Dubuque will continue to support student access. St. Mark will also sustain partnerships with community enrichment providers and volunteer organizations to deliver high-quality academic, enrichment, and social-emotional learning experiences. These ongoing collaborations remain essential to program accessibility, student engagement, and overall program quality.

Changes in Sustainability Plans: St. Mark remains focused on the gradual development of sustainable funding sources and increased community support, as outlined in the organization's strategic plan. Efforts will continue to diversify revenue streams, strengthen donor engagement, and build internal capacity to sustain programming as federal funding decreases.

Other Changes as Suggested by the Governing Body: St. Mark's board of directors has convened a dedicated committee to assess the long-term strategy of the after-school program and other St. Mark programs. This committee is charged with reviewing program data, surveying and assessing evolving community needs, and evaluating program models to inform future decisions. Areas of focus include the use of space, program location, partnerships, and the scope of program offerings. These efforts are intended to support thoughtful, data-informed decision-making that ensures the program remains responsive, sustainable, and aligned with community needs over time.

Other Evaluator Recommendations: St. Mark's external evaluator reviewed academic, attendance, behavior, and engagement data and provided several recommendations to strengthen program quality and evaluation practices. Key recommendations include prioritizing targeted strategies for students identified as "some risk" in reading and math, as these students showed stronger improvement trends than the overall population. The evaluator also recommended enhanced documentation of qualitative observations for students in the "need" category to inform individualized supports and clearer collaboration with school staff.

To improve data clarity, the evaluator suggested providing clearer explanations of how "maintenance" and "improvement" are calculated in academic reporting, incorporating median DESSA scores alongside averages, and ensuring comprehensive demographic tracking. Additional recommendations include refining survey tools for greater consistency, and continuing to examine how improvements in attendance and behavior relate to broader academic and social-emotional outcomes. St. Mark will use these recommendations to refine evaluation processes, strengthen reporting accuracy, and guide continuous program improvement

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

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 disasters.

NA