

**St. Mark Youth Enrichment**  
**Iowa 21<sup>st</sup> CCLC Local Evaluation Form**  
**2015-2016 School Year**

**Overview**

To assist grantees with meeting the local evaluation requirements, for the 2015-2016 School Year the Iowa DOE is implementing a standardized form for local evaluations of the 21<sup>st</sup> CCLC Programs. Each grantee is required to complete the local evaluation form with the most current information. Cohorts 6-10 are to be included for 2015-2016. The checklist, below, serves as a list of required elements and provides a tracking tool for completion. See the Iowa 21<sup>st</sup> CCLC Local Evaluation Form Instructions for assistance in completing this form. The completed form should be saved with the filename <Grantee 21st CCLC Local Evaluation Form 2015-2016>.

Local Evaluation Element	Complete?
• <b>Title (Grantee Name) and File Saved with Correct Nomenclature</b>	☒
• <b>General Information</b>	☒
<i>a. Basic Information Table</i>	☒
<i>b. Center Information Table</i>	☒
• <b>Introduction/Executive Summary</b>	☒
• <b>Demographic Data</b>	☒
<i>a. Attendance Summary Table</i>	☒
<i>b. Attendance Discussion</i>	☒
<i>c. Partnerships Summary Table</i>	☒
<i>d. Partnerships Discussion</i>	☒
<i>e. Parent Involvement</i>	☒
• <b>Objectives</b>	☒
<i>a. Objective Summary Tables (all Cohorts)</i>	☒
<i>b. Objectives Discussion (including Statistical Analysis)</i>	☒
• <b>Anecdotal Data</b>	☒
<i>a. Success stories</i>	☒
<i>b. Best Practices</i>	☒
<i>c. Pictures</i>	☒
<i>d. Student, teacher, parent, and community input</i>	☒
• <b>Sustainability plans</b>	☒
<i>a. Formal sustainability plan, if available</i>	☒
<i>b. Discussion on steps to be taken for the future of the program</i>	☒
• <b>Summary and recommendations</b>	☒
<i>a. Short summary of the program.</i>	☒
<i>b. Dissemination of local evaluation.</i>	☒
<i>c. Recommendations for objectives.</i>	☒
<i>d. Recommendations on future plans for change.</i>	☒

## 2. General Information

### a. *Basic Information Table*

Required Information	Entered Information
Date Form Submitted	11/30/2016
Grantee Name	St. Mark Youth Enrichment
Program Director	Amanda Avenarius
E-mail	aavernarius@stmarkyouthenrichment.org
Phone	563-582-6211 ext. 105
Evaluator Name	Kaitlin Kellogg
E-mail	kkellogg@stmarkyouthenrichment.org
Phone	563-590-7551
Additional Information from Grantee (optional)	Click here to enter text.

### b. *Center Information Table*

Cohort	Centers
Cohort 6	Enter Names of Centers, separated by commas
Cohort 7	Enter Names of Centers, separated by commas
Cohort 8	Enter Names of Centers, separated by commas
Cohort 9	Audubon Elementary, Lincoln Elementary, Marshall Elementary
Cohort 10	St. Mark Center, Dyersville Elementary
Additional Information from Grantee (optional)	Click here to enter text.

## 3. Introduction/Executive Summary

### School Year (Cohort 9):

St. Mark's before and after school programs, funded by 21<sup>st</sup> CCLC, are provided at Audubon, Lincoln, and Marshall Elementary schools. These three schools, located in downtown area of Dubuque, have higher concentrations of students in poverty, racial minorities, and all qualify as a School In Need of Assistance. For the school year 2015-2016 the free/reduced-priced lunch rate for the program participants was at these schools was 83%. St. Mark addresses the needs of these schools by offering innovative programming that supports student's academic and social-emotional growth.

The before school program, Early Risers, is offered Monday-Friday from 7:00 a.m. until approximately 8:30 (varies by school), with extended program on Fridays for the district-wide late starts for school-day staff professional development opportunities. The after school program, Step Up, is offered Monday-Friday from approximately 3:30 (varies by school) until 5:30. Both the before and after school programs are provided on-site at Audubon, Lincoln, and Marshall Elementary schools. Enrollment opens first for

students that have participated in St. Mark's program in the summer or in the previous year. Registration is then open to all students attending the school (K-5), most of whom are referred to our programs by the school day administration.

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

Early Risers Before School		Step Up After School	
7:05	Program Begins	3:00	Program Begins
7:10	Site Family Time; Review Routine	3:05	Snack
7:15	Rotate through Reading, Homework, STEAM, Physical Literacy Activities and/or Enrichment activities provided by community partners.	3:30	Site Family Time; Review Routine
		3:45	Physical Literacy/Large Motor
		4:15	Homework
7:45	Breakfast	4:45	Rotate through Reading, STEAM, Physical Literacy Activities, and/or Enrichment activities provided by community partners.
8:05	Students Dismissed for Start of School	5:30	End of Program

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

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

123 students were served in the before school program, and 112 students were served in the after school program.

82.4% of St. Mark staff reported improvement in student's reading skills. One parent stated, "Staff makes her feel valued and she keeps active. Help with homework is always appreciated."

Community partners are crucial to the success of providing enriching learning environments. Partners included Boy & Girl Scouts, Prudential, Mediacom, Dubuque Museum of Art, Nat'l Mississippi River Museum, Swiss Valley Nature Center, Molly Schreiber of Challenge to Change, Hillcrest, ISU Extension, Green Iowa, Bethany Home, Sunnycrest, & many more!

Students had opportunities for enrichment beyond academics that focused on social and emotional growth. Experiences that provide a sense of well-being are invaluable; 75% of staff saw growth in students' social-emotional skills such as respect towards others and expressing their emotions. Developing social-emotional skills empowers students to focus on their academic skills leading to lifelong success.

### Summer (Cohort 10):

St. Mark Youth Enrichment Heroes Summer Academy serves both the Dubuque and Dyersville communities. The Dubuque site is located at St. Mark's own center, but also partners with other community organizations for additional space. For example, classroom space was provided by the neighboring Masonic Temple, and lunches were provided to all grade levels by the Boys and Girls Club, located on the same block as St. Mark's center.

The St. Mark Heroes Summer Academy was offered for 7 weeks, Monday through Friday. In total the program was held for 34 days; there was no program held on July 3rd. Each day students attended program for 4 hours, in total students were engaged in up to 136 hours of literacy instruction and STEAM enrichment in the summer.

The Dubuque program offered a Kindergarten morning class from 8:00 a.m.-12:00 p.m. The end of program includes lunch, where the Kindergarten students would dismiss from the Boys and Girls Club. The afternoon program would then begin at 12:00 p.m. with lunch for the 1st-6th grade students, and dismiss at 4:00 p.m. St. Mark also offered an aftercare option from 4:00 p.m.-5:30 p.m. The Dyersville program served K-5 in the morning from 8:00 a.m.-12:00 p.m.

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

A.M. Heroes Summer Academy		P.M. Heroes Summer Academy	
8:00	Program Begins: <ul style="list-style-type: none"> <li>• Community Meeting</li> <li>• Attendance</li> <li>• Schedule of the Day</li> <li>• Two by Two/Conscious Discipline</li> </ul>	12:00	Program Begins: <ul style="list-style-type: none"> <li>• Community Meeting</li> <li>• Attendance</li> <li>• Schedule of the Day</li> <li>• Two by Two/Conscious Discipline</li> </ul>
8:20	Literacy Rotations:	12:15	Lunch

	<ul style="list-style-type: none"> <li>• PWIM</li> <li>• Guest Readers</li> <li>• Fluency</li> <li>• Other literacy, reading, etc.</li> </ul>	12:45	Literacy Rotations: <ul style="list-style-type: none"> <li>• PWIM</li> <li>• Guest Readers</li> <li>• Fluency</li> <li>• Other literacy, reading, etc.</li> </ul>
9:15	Snack		
9:30	Physical Literacy <ul style="list-style-type: none"> <li>• Traveling skills</li> <li>• Object Control Skills</li> <li>• Balance Movement</li> </ul>	1:30	Physical Literacy <ul style="list-style-type: none"> <li>• Traveling skills</li> <li>• Object Control Skills</li> <li>• Balance Movement</li> </ul>
10:00	STEAM Rotation	2:00	Snack
11:00	Enrichment	2:15	Enrichment/STEAM
11:30	Lunch	4:00	Dismissal/End of Program
12:00	Dismissal/End of Program	5:30	Aftercare option

Each classroom was led by a certified teacher and supported with multiple para -educators, maintaining 1:10 ratios. The classroom teachers developed lesson plans each week following the structure developed by the Education Coordinator. The curriculum for each day was structured to include a reading block, STEAM (Science, Technology, Engineering, Arts, Math, and Music) block, physical literacy, and snack. Teachers and paras were trained to utilize PWIM (Picture Word Induction Model) which aims to increase students' skills in reading, vocabulary, phonics, and comprehension. Literacy blocks would include a rotation of time designated to implementing this model.

Summer 2015 was a success with 112 students attending the Dubuque site, and 55 at the Dyersville location. In Dubuque and Dyersville 95% of students maintained or increased their literacy skills over the 7 weeks. Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).

Nearly every day students are engaged in various enrichment activities offered by community partners. In 2015 partners included Bell Tower Theatre, Boys & Girls Club, Catfish Charlie's Riverboat Rides, Carnegie Stout Public Library, Iowa State University Ext, Nat'l Mississippi River Museum, Selser Schaefer Architects, Swiss Valley Nature Center, & many more!

#### 4. Demographic Data

##### a. Attendance Summary Table including disaggregated data

Enter data in the appropriate fields as required in the table below.

St. Mark Youth Enrichment 21 <sup>st</sup> CCLC Program Attendance Summary Table													
Cohort	Attendees		Sex		Ethnicity						Special Services		
		Attendance	Male	Female	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race	LEP	FRPL	Special Needs
6	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#
7	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#
8	All	#	#	#	#	#	#	#	#	#	#	#	#
	Regular*	#	#	#	#	#	#	#	#	#	#	#	#
9	All	145	72	73	84	8	1	38	4	10	#	117	#
	Regular*	125	65	60	75	8	1	30	3	8	#	98	#
10	All	167	79	88	110	#	1	36	3	17	#	101	#
	Regular*	92	35	57	61	#	1	15	3	12	#	51	#

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

##### b. Attendance Discussion

Attendees for both school year, before and after school programs and summer programs are disproportionately receiving free/reduced-priced lunch (FRPL) and identify as a racial minority.

##### School Year (Cohort 9):

A total of 145 students were enrolled in the before and after school programs at Audubon, Lincoln, and Marshall Elementary schools during the 2015-2016 school year. Overall the before school program, Early Risers, had 96 students enrolled, and the after school program, Step Up, had 112 students enrolled. Approximately 43% of families have their child enrolled in both the before and after school program, while others utilize only before or only after school programming.

86.2% of students attended 30 days or more. Those that attended less than 30 were mostly removed from program due to low attendance, parent choice (i.e schedule changes, moving, etc.), behavioral challenges, or were added late in the school year. St. Mark has a 50% attendance policy to accommodate parents and also encourage school attendance.

The rate of FRPL enrolled in before and after school programs was 80.7% during the 2015-2016 school year compared to the Dubuque Community School District's average rate of 36.9% eligible for FRPL.

Additionally 42% of students are non-white compared to the whole Dubuque community with only 8.3% of residents being racial minorities, according to the 2010 U.S. Census.

### Summer (Cohort 10):

At the Dubuque and Dyersville locations there were a total of 167 students enrolled. 112 attended at the Dubuque site held at the St. Mark Center, and 55 attended at the Dyersville Elementary location. 92 of all students attended 30 days or more. Program ran a total of 34 days, therefore, the number of “regular” attendees defined by the 30 days or more is much lower compared to the school year. However, on average students attended 84% of the time for both the Dubuque and Dyersville sites. Dyersville had a higher average number of days attended with 29.5 days compared to Dubuque with an average of 27.75 days attended.

The Dubuque site, located at St. Mark’s center, serves students from several feeder schools beyond the three Title 1 schools served during the school year, however, the rate of FRPL enrolled in before and after school programs is still disproportionately higher than Dubuque Community School District. The average rate of FRPL for the Dubuque site was 69.6% compared to the Dubuque Community School District’s average rate of 36.9% eligible for FRPL for the following school year. Additionally 34% of students were non-white compared to the whole Dubuque community with only 8.3% of residents being racial minorities, according to the 2010 U.S. Census.

Similarly, the Dyersville site serves a similar population that a higher rate of those receiving FRPL and non-white students than the Western Dubuque Community School District, and communities overall reflect. For example, the FRPL rate for the Dyersville site was 41.8% compared to the Western Dubuque Community School District rate of 31.1%. Additionally 9% of students are non-white compared to the whole Dyersville community with only 2% of residents being racial minorities, according to the 2010 U.S. Census.

#### c. Partnerships Summary Table

Enter data in the appropriate fields as required in the table below.

St. Mark Youth Enrichment 21 <sup>st</sup> CCLC Program Partners for 2015-2016		
Total Number of Partners = #		
Contribution Type*	# of Paid Partners	# of Unpaid Partners
Provide Evaluation Services	1	Enter #
Raise Funds		16
Provide Programming / Activity-Related Services	6	41
Provide Goods	3	6
Provide Volunteer Staffing		5
Provide Paid Staffing	4	2
Other		5

\*Note: A partner can provide more than one type of service.

#### d. Partnerships Discussion

St. Mark concentrates on building strategic partnerships with a core group of community leaders focused on how we can collectively improve student achievement. St. Mark is engaged in many community networks and initiatives including Inclusive Dubuque, My Brother's Keeper networks, Dubuque and Dyersville's Campaign for Grade Level Reading. St. Mark staff actively engages in school site council and PBIS teams, best practice and advocacy work groups, neighborhood associations, youth and family wellbeing, advisory committees, and leadership networks.

St. Mark programs are integrated in many local college's class syllabi. This ranges from students volunteering to help tutor all the way to class projects to develop and implement engaging literacy activities with students and their families. AmeriCorps members are trained in literacy strategies and dispersed throughout the district during the school year and then bring their knowledge and experience to students in our Dubuque Summer Heroes Academy. As a lead partner in the Grade Level Reading efforts, St. Mark focuses at least an additional five hrs/week in out-of-school time literacy enrichment and tutoring for more than 400 at-risk students, producing real results for reluctant and struggling readers. Sharing ideas, resources, and data not only benefits our students, families, and schools, it is essential for the economic development of the Dubuque community.

St. Mark has extensively partnered with Dubuque Community School District since 1988 to provide excellent programs. We hire staff from the district and train their future employees by placing college education and social work students in our programs to provide struggling students with the highest quality educational enrichment. We also work with partners such as Leisure Services to streamline services for our families, Bell Tower Theater to facilitate family field trips, and engage students in sustainability efforts through partnerships with community gardens, Scouts, Go Green Iowa, Swiss Valley Nature Center, and the National Mississippi River Museum and Aquarium.

#### School Year (Cohort 9):

Partner Name	Services Provided	Type	Paid?
Almost Home (Homeless Shelter)	Service Learning Enrichment	Non-Profit	
Bee Branch Flood Mitigation	Enrichment	Business	
Bethany Home	Service Learning Enrichment	Business	
Big Apple Bagels	Funding (donation bagels)	Business	
Boy Scouts	Enrichment (ongoing throughout school year)	Non-Profit	
Challenge to Change Yoga	Enrichment (yoga)	Business	Yes
City of Dubuque	Funding (school year staff)	Local Gov't.	
Clare Cares	Service Learning Enrichment	Non-Profit	
Crescent Community Health	Enrichment	Non-Profit	
Dick Landis	Enrichment (Chinese language and culture)	Individual	
Dr. Viner	Enrichment (gardening)	Individual	
Dubuque Art Museum	Enrichment (field trips to museum)	Non-Profit	
Dubuque Campaign for Grade Level Reading	Community Network	Network	
Dubuque Community School District	Space and staffing (gym and classroom space for Audubon, Lincoln, and Marshall Elementary)	Non-Profit	
Dubuque Humane Society	Enrichment (animal safety and education)	Non-Profit	
Dubuque Rescue Mission	Service Learning Enrichment	Non-Profit	



Dubuque Trolleys	Transportation	Business	Yes
Fighting Saints Hockey	Enrichment (guest readers)	Non-Profit	
Girl Scouts	Enrichment (ongoing throughout school year)	Non-Profit	
Green Iowa AmeriCorps	Enrichment	Non-Profit	
Health from Within Chiropractic	Enrichment (health/fitness)	Business	
Hilcrest Family Services	Enrichment (health/wellness/drug prevention)	Non-Profit	
Hy-Vee	Meals (family events)	Business	Yes
Inclusive Dubuque	Community Network	Network	
ISU Extension	Enrichment (STEM)	Non-Profit	Yes
Jim Jelinske	Enrichment (bullying-prevention presentation)	Non-Profit	Yes
John Deere	Enrichment	Business	
Leisure Services	Space and Enrichment (sharing of space and students participate in LS sports programs)	Non-Profit	
Loras College	Enrichment, staffing, volunteers (family nights, and college students volunteer, or are referred for employment by faculty)	Non-Profit	Yes
Masonic Temple	Space and funding (parking for admin)	Non-Profit	Yes
Matter Creative Center	Enrichment (field trips, ceramics, painting, Legos)	Non-Profit	Yes
McDonough Foundation	Funding	Non-Profit	
Michael Jelinske	Enrichment (balloons for holiday family event)	Individual	
Mississippi River Museum	Enrichment (ongoing throughout the school year)	Business	
My Brother's Keeper	Community Network	Network	
Mystique Ice Center	Enrichment	Business	
Prudential Financial	Funding and volunteers (funding for staff, t-shirts, service projects and volunteers to assist at program)	Business	
Sunny Crest	Service Learning Enrichment (bingo with residents)	Business	
SWE (Society of Women Engineers) branch of John Deere	Enrichment (engineering)	Business	
Swiss Valley Nature Center	Enrichment (field trips)	Non-Profit	
The Grand Opera House	Enrichment (family engagement events)	Business	
Theisen's	Funding	Business	
University of Dubuque	Enrichment, staffing and volunteers (theatre enrichment with students college students volunteer, or are referred for employment by faculty)	Non-Profit	
UW Platteville	Volunteers	Non-Profit	
Variety the Children's Charity	Funding (Write Brain Books curriculum)	Non-Profit	
VNA	Enrichment (health)	Business	
Wahlert Foundation	Funding	Non-Profit	
YAPPERS	Funding (Bullying Prevention)	Non-Profit	

**Summer (Cohort 10):**

Partner Name	Services Provided	Type	Paid?
African American Museum	Enrichment	Business	Yes
American Trust	Funding (Dyersville only)	Business	
Americorps	Staffing	Non-Profit	
Bell Tower Theater	Enrichment (performed play for students)	Business	
Black Hills Energy	Funding (Summer snack)	Business	

Boy Scouts	Enrichment (ongoing throughout summer)	Non-Profit	
Boys and Girls Club	Meals	Non-Profit	
Carnegie Stout Library	Enrichment (students participated in library scheduled activities and summer reading log program)	Non-Profit	
Catfish Charlies	Enrichment (field trip and meal)	Business	
City of Dyersville Bike Cops	Enrichment (Dyersville only)		
City of Dyersville Park & Rec.	Space (motor activities)	Non-Profit	
Clare Cares	Service Learning Enrichment	Non-Profit	
Crescent Community Health	Enrichment (gardening)	Non-Profit	
Dollar General	Funding (Summer technology)	Business	
Downtown Neighborhood Association	Funding (summer staff)	Non-Profit	
Dr. Viner	Enrichment (gardening)	Individual	
Dubuque Campaign for Grade Level Reading	Community Network	Network	
Dubuque Racing Association	Funding (Dyersville Barton curriculum)	Business	
Dubuque Trolleys	Transportation	Business	Yes
DuTrac Community Credit Union	Funding (Dyersville only, books)	Business	
Dyersville Campaign for Grade Level Reading	Community Network	Non-Profit	
Farm Tech	Enrichment (Dyersville only, hydroponics)	Business	
Fenelon Place Elevator	Enrichment (field trips)	Business	
Fighting Saints Hockey	Enrichment (guest readers)	Non-Profit	
Girl Scouts	Enrichment (ongoing throughout summer)	Non-Profit	
Green Iowa AmeriCorps	Enrichment	Non-Profit	
Inclusive Dubuque	Community Network	Network	
ISU Extension	Enrichment (STEM)	Non-Profit	Yes
James Kennedy Library	Enrichment (Dyersville only)	Non-Profit	
Lowes	Enrichment (birdhouses)	Business	
Marine Lance Corporal	Enrichment (service dog)	Individual	
Masonic Temple	Space (parking for admin and summer classrooms)	Non-Profit	Yes
Matter Creative Center	Enrichment (field trips, ceramics, painting, Legos)	Non-Profit	Yes
My Brother's Keeper	Community Network	Network	
Northeast Iowa Community College	Curriculum (Dyersville only, Sue Barton curriculum and tutors)	Non-Profit	
Prudential Financial	Funding and volunteers (funding for staff, t-shirts, service projects and volunteers to assist at program)	Business	
Swiss Valley Nature Center	Enrichment (field trips)	Non-Profit	
Toy Museum	Enrichment (Dyersville only, scavenger hunt)	Business	
Tri-State Independent Blind Society	Enrichment	Non-Profit	
University of Dubuque Heritage Center	Enrichment and Community Events	Business	Yes
Victory Ford	Outreach Activities	Business	
Western Dubuque Community School District	Space, Staffing	Non-Profit	

*e. Parent Involvement*

Both for school year and summer programs a parent information session is required for enrollment. These sessions last from 15-30 minutes depending on whether done in a large group or individual setting and whether the parent has had their child participate in any St. Mark programs in previous years. During this time St. Mark's administrative team would discuss the parent handbook, program expectations, policies and procedures, and in the summer provide information on the weekly reading logs. Beyond the mandatory orientation parents were invited to attend the various field trip offerings and also volunteer during program. Having this in-person contact with families has been beneficial to gain a welcoming and inclusive environment for parents and caregivers and keep open communication throughout program.

**School Year (Cohort 9):**

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

Beyond the parent sessions and ongoing communication multiple family events were held throughout the school year. Parents were notified of upcoming events through e-mail, flyers, social media, and verbally at site. A meal is provided for each family event. The events that took place during the school year 2015-2016 are below with the attendance:

- September Literacy Night with Loras College. Education Students attending Loras College set up literacy themed stations with various activities that students rotate through.
  - 19 parents/guardians attended
  - 23 students attended
- October Halloween Night with Conscious Discipline. Students engaged in Halloween themed art and literacy activities and parents were given some tips and tricks on implementing Conscious Discipline strategies at home.
  - 5 parents/guardians attended
  - 10 students attended
- December Holiday Celebration. This event is the most well attended each year. Families share a meal and have several Holiday themed activities available and take a trolley ride through Reflections in the Park, a holiday light show.
  - 41 parents/guardians attended
  - 50 students attended

- February Literacy Night with Loras College. Education Students attending Loras College set up literacy themed stations with various activities that students rotate through.
  - 7 parents/guardians attended
  - 10 students attended
- March Science Night for Audubon Families. Families of Audubon Elementary students participated in various STEM and sensory activities provided by ISU Extension.
  - 5 parents/guardians attended
  - 20 students attended
- May Science Night for Lincoln Families. Families of Lincoln Elementary students participated in various STEM and sensory activities provided by ISU Extension.
  - 4 parents/guardians attended
  - 14 students attended

Additionally, thanks to generous partners small groups of families are given opportunities to attend special community events. During the 2015-2016 school year three families were given tickets to a Harlem Globetrotters show that took place in Dubuque.

### **Summer (Cohort 10):**

General communication on program updates is provided via e-mail, paper communication such as flyers, or verbal with program staff communicating directly to parents. To resolve or work through behavioral challenges communication tools such as incident reports are to keep parent informed of how their child is doing in program. Parents are required to sign these incident reports so that the staff can have guided conversations about what occurred and ways to address with the parent/guardian's feedback.

Family events were not held outside of the hours of program during the summer. However, parents were invited to the weekly field trips offered. Each week the upcoming activities and field explorations were provided to parents through a flyer. Parent attendance was not captured for these scheduled field exploration activities, but a few families regularly attended the American Lady Boat ride, Snow White play at Bell Tower Theater, and the most parent-attended field trip is to the water parks, both to Lost Island and Grand Harbor.

## **5. Objectives**

### *a. Objective Summary Tables (all Cohorts)*

For each cohort table, Grantee will enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. To add a row to the table, press tab while in the last cell of the table and a new row will be added. Objective will be rated as one of four ways:

- Met the stated objective.
- Did not meet but made progress toward the stated objective.
- Did not meet and no progress was made toward the stated objective.
- Unable to measure the stated objective.

Cohort 6 Table

Objective	Objective Rating	Methodology/Justification for Rating
<a href="#">Click here to enter objective.</a>	<a href="#">Click here to enter rating for objective.</a>	<a href="#">Click here to enter methodology and justification for rating.</a>

Cohort 7 Table

Objective	Objective Rating	Methodology/Justification for Rating
<a href="#">Click here to enter objective.</a>	<a href="#">Click here to enter rating for objective.</a>	<a href="#">Click here to enter methodology and justification for rating.</a>

Cohort 8 Table

Objective	Objective Rating	Methodology/Justification for Rating
<a href="#">Click here to enter objective.</a>	<a href="#">Click here to enter rating for objective.</a>	<a href="#">Click here to enter methodology and justification for rating.</a>

Cohort 9 Table

Objective	Objective Rating	Methodology/Justification for Rating
<b>: 75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark</b>	Did not meet but made progress toward the stated objective.	St. Mark does not have data from DCSD assessments to measure proficiencies. However, program staff was surveyed about their observation of overall improvement of all students' progress in reading skills for the whole school year.  82% of St. Mark staff suggested that overall students improved in reading skills.  Further progress needs to be made on accessing and/or collecting more detailed data from to consistently measure this objective.
<b>75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark</b>	Did not meet but made progress toward the stated objective.	St. Mark does not have data from DCSD assessments to measure proficiencies. However, program staff was surveyed about their observation of overall improvement of all students' progress in math skills for the whole school year.

<b>All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis.</b>	Met the stated objective.	70.6% of St. Mark staff suggested that overall students improved in math skills.  Further progress needs to be made on accessing and/or collecting more detailed data from to consistently measure this objective.  This objective is measured by the average frequency of enrichment offerings of per week.  On average nearly two enrichment activities provided by community partners for the students to engage in on any given week. Additionally, students are able to participate in Leisure Services' sports program which included 4 weekly games in volleyball, tennis, and basketball during the 2015-2016 school year. Site leads also incorporated Conscious Discipline into curriculum outside of these enrichment offerings.
<b>At least 75 % of enrolled students will regularly attend program and school.</b>	Met the stated objective.	This is measured by daily attendance collected by the program staff for both before school program and after school program.  St. Mark has a requirement of 50% attendance. For the school year 2015-2016 77% of enrolled students attended at this rate, or higher. However, 86.2% of students attended 30 days or more.
<b>School day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom.</b>	Did not meet but made progress toward the stated objective.	The school-day teachers were surveyed at the end of the year and asked to provide feedback and assess growth on each individual student that is enrolled in St. Mark's programs. These teachers are specifically asked to assess the changes and progress of the student's motivation to learn and participate throughout 2015-2016 school year.

		The school teachers indicated that for students that with improvement need, 39% demonstrated improvement in their motivation to learn, and 50% demonstrated improvement in participation in the classroom.
<b>When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult.</b>	Did not meet but made progress toward the stated objective.	Students in the before and after school survey complete a brief survey. They are asked whether they agree, don't know, or disagree to feeling safe at program and feel that program staff cares about their wellbeing.
<b>75% of parents will participate in literacy engagement activities.</b>	Did not meet but made progress toward the stated objective.	On average, 69.6% agreed that they feel safe and cared for at program. St. Mark offered various family literacy nights that engage the parents in reading and learning strategies that they can take home with them. The attendance of parents was recorded for these events and used to measure the objective.
<b>75% of parents will report reading to child at home and checking homework.</b>	Met the stated objective.	The number of parents attending family events is 81 which is an increase from prior years. Parents were surveyed and reported their agreement to the statements, "I read to my child at home." and "I check my child's homework."
		100% of parents that completed the survey reported reading to their child at home. 35.3% of which agreed strongly that they read at home. 100% of parents that completed the survey reported checking their child's homework, 41% of which agreed strongly that they do this.
<b>When surveyed, 75% of parents will identify two positive character skills that are practiced at home.</b>	Did not meet but made progress toward the stated objective.	Parents were surveyed and asked to name up to two skills their child practices at home, and also to rate their children's improvement for the

2015-2016 school year for character skills like respecting other adults and children, and getting along with other students.

Only 47% of families responded to this question fully. The most common character skill given was respect.

Cohort 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
<b>75% of students in St. Mark summer program will increase/maintain literacy skills.</b>	Met the stated objective.	<p>The St. Mark teaching staff was trained to evaluate the students with Quick Phonics Screening (QPS) assessment tool. Pretests were completed the first week of program, and posttests were completed the last week of program. The pre and post tests are able to indicate an increase, maintenance, or loss of literacy skills for the duration of the program.</p> <p>Results from the completed QPS assessment demonstrated that 95% of the students in Dubuque and Dyersville increased or maintained their skills. In Dubuque, 86% (76) increased their skills and in Dyersville, 98% (53) increased their skills.</p>
<b>100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips).</b>	Met the stated objective.	<p>The participation in daily independent guided or group reading can be measured by teachers' lesson plans.</p> <p>100% of teachers consistently included 20-35 minute reading blocks each day of program. Teachers' lesson plans followed a template that required designated blocks of time for reading.</p>
<b>100% of enrolled students will receive academic</b>	Met the stated objective.	This is measured by teachers' lesson plans.



<b>support to actively learn and practice new literacy skills in small group and one-on-one settings.</b>	Met the stated objective.	100% of students of students participated in the daily academic and literacy activities.
<b>100% of enrolled students will build their home libraries with leveled reading books.</b>		St. Mark has added weekly books to take home as a part of the program expectations.
		St. Mark was successful in providing students one book each week, resulting in students adding 7 new books to their home library by the end of program.
<b>St. Mark will encourage reading outside of program; 70% of families of enrolled students will complete weekly reading log.</b>	Unable to measure the stated objective.	The reading log program is offered through St Mark's partner, the Carnegie Stout Library. There were some difficulties recording completion of the reading logs. As the completed logs were returned to the library students from St. Mark's program were not differentiated which impacts the measurability of this objective.
<b>100% of parents/caregivers will attend summer program orientation.</b>	Met the stated objective.	As a requirement for program participation parents and caregivers attended an orientation. This was an opportunity to share program expectations with parents as well as familiarize them with Conscious Discipline and the weekly reading logs.
		For all students that participated in program, St. Mark was successful in having 100% of parents attend orientation.
<b>70% of parents/caregivers will attend at least one of St. Mark's family literacy activities.</b>	Did not meet but made progress toward the stated objective.	Separate family literacy events were not offered this summer. However, St. Mark invited parents and caregivers to be involved by volunteering in various program activities including field trips. Parent attendance at events was self-reported in the end of summer survey.
		Dubuque: The cumulative number of parents that attended events is 56.

<b>Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis.</b>	Met the stated objective.	<p>The average parent attendance for these activities was 8; 10% of parents attending these events regularly.</p> <p>Dyersville: The cumulative number parents that attended events is 52. The average parent attendance for these activities was 10; 24% of parents attending these events regularly.</p>
<b>100% of enrolled students will engage in regular physical literacy activities.</b>	Met the stated objective.	<p>The number and frequency of scheduled community-provided enrichment will be utilized to measure the success of this objective.</p> <p>Over 60 different enrichment activities were provide by partners in Dubuque and Dyersville programs; with an average of around 4-5 activities each week at both programs.</p> <p>This objective is measured by the integration of physical literacy in teacher’s lessons and enrichment offerings that were available to students in summer 2015.</p>
<b>By the end of summer program, 75% of students will be able to identify one breathing technique and three of the five steps used in Conscious Discipline “Safe Place” self-regulation process.</b>	Met the stated objective.	<p>100% of teachers incorporated different physical literacy activities within the 30 minutes of motor and physical activity that was a requirement of their lesson plans.</p> <p>Students were assessed at the end program and asked to demonstrate the 4 breathing techniques (S.T.A.R., Balloon, Drain, and Pretzel) that are utilized in the Conscious Discipline curriculum, they were also asked to identify as many steps of the “Safe Place” as they could recall. These steps are: I am, I calm, I feel, I choose, and I solve.</p> <p>In Dubuque 100% of students identified at least one breathing technique and 98% identified three of the five steps of the “Safe Place.”</p>

<p><b>100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.)</b></p>	<p>Met the stated objective.</p>	<p>In Dyersville 100% of students identified at least one breathing technique and 3 of the five “Safe Place” steps.</p> <p>Student’s engagement in physical literacy is measured by the teacher’s lessons plans.</p> <p>Each day, all students participated in various physical literacy activities. A block of physical literacy was built into the structure of teacher’s lesson plans.</p>
<p><b>75% of students will identify summer program as a caring, safe support system when surveyed at end of program.</b></p>	<p>Did not meet but made progress toward the stated objective.</p>	<p>Student surveys will be used to measure this objective. The students rated whether they liked the teachers, whether they have friends in the summer program, and whether they like going to summer program on a scale of “No”, “Yes, sometimes”, and “Yes, a lot/almost always”.</p> <p>On average in Dubuque students 95% of students, and in Dyersville 96% responded they like their teachers, have friends in summer program, and like program from sometimes to always, with the majority responding always.</p>
<p><b>75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at end of program.</b></p>	<p>Did not meet but made progress toward the stated objective.</p>	<p>Student surveys will be used to measure this objective. The students rated whether they respect their classmates, teachers, family, neighbors, etc. on a scale of “No”, “Yes, sometimes”, and “Yes, a lot/almost always”.</p> <p>In Dubuque 36% agreed that they respect others sometimes, and 60% agreed that they always respect others. 35% of Dyersville students agreed that they respect others sometimes, and 64% stated they always respect others.</p>

*b. Objectives Discussion (including Statistical Analysis)*

**School Year (Cohort 9):**

***Goal 1: All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics.***

*Objective 1A: 75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark*

- St. Mark does not have data from DCSD assessments to measure proficiencies. However, program staff was surveyed about their observation of overall improvement of all students' progress in reading skills for the whole school year.
- 82% of St. Mark staff suggested that overall students improved in reading skills.

*Objective 1B: 75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark*

- St. Mark does not have data from DCSD assessments to measure proficiencies. However, program staff was surveyed about their observation of overall improvement of all students' progress in math skills for the whole school year.
- 70.6% of St. Mark staff suggested that overall students improved in math skills.

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

*Objective 2A: All actively enrolled students will participate in wellness activities and character building enrichment activities on a weekly basis.*

- All students that regularly attended St. Mark's before and after school programs were offered various forms of enrichment on a weekly basis. All students were able to participate in these wellness and character building activities. In total there were 163 different scheduled enrichment activities where different community partners came in to provide enrichment. On average nearly two enrichment activities provided by community partners for the students to engage in on any given week. Additionally, students are able to participate in Leisure Services' sports program which included 4 weekly games in volleyball, tennis, and basketball during the 2015-2016 school year. Site leads also incorporated Conscious Discipline into curriculum outside of these enrichment offerings.
  - Audubon: 2.3 per week (Audubon had a higher frequency of enrichment activities due a project done by University of Dubuque students involving social-emotional practices/benefits.
  - Lincoln: 1.8 per week
  - Marshall: 1.8 per week

*Objective 2B: At least 75 % of enrolled students will regularly attend program and school.*

- St. Mark has a requirement of 50% attendance. For the school year 2015-2016 77% of enrolled students attended at this rate, or higher. Although, 86.2% of students attended 30 days or more. The table below shows the differing rates between sites and programs. Lincoln has lower rate of attendance due to higher mobility of students, and the morning program was did not have a waiting list for the 2015-2016 school year so students falling below the 50% were allowed to remain in program, yet still encouraged to attend more frequently.

	Audubon		Lincoln		Marshall	
	Total	% Attending Regularly	Total	% Attending Regularly	Total	% Attending Regularly
Before School	25	68%	23	35%	47	94%
After School	38	92%	30	83%	41	88%

*Objective 2C: School day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom.*

- School day teachers were asked to indicate student's level of improvement since the start of the 2015-2016 school year in demonstrating a motivation to learn and participation. Teachers returned 67 individual reports on students attending Audubon, Lincoln, and Marshall Elementary.
- Motivation to learn: Teachers indicated that 33% of students did not need improvement. Therefore, for students that needed improvement 39% demonstrated improvement, and 45% demonstrated no change. 16% showed some decline according to teachers.
- Participation in classroom: Teachers indicated that 21% of students did not need improvement. Therefore, for the students they indicated needed improvement 50% demonstrated improvement, and 46% demonstrated no change. 4% showed some decline according to teachers.

*Objective 2D: When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult.*

- 69.6% (80) of students agreed that teachers and paras care about them.
  - 16.5% selected "I don't know"
- 69.6% (78) of students agreed they feel safe at program
  - 17% selected "I don't know"

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

*Objective 3A: 75% of parents will participate in literacy engagement activities.*

- The number of parents attending family events is 81 which is great improvement compared to prior years. During the school year 2014-2015 a total of only 22 parents attended.

*Objective 3B: 75% of parents will report reading to child at home and checking homework.*

- 100% of parents that completed the survey reported reading to their child at home. 35.3% of which agreed strongly that they read at home.
- 100% of parents that completed the survey reported checking their child's homework, 41% of which agreed strongly that they do this.

*Objective 3C: When surveyed, 75% of parents will identify two positive character skills that are practiced at home.*

- Only 47% of families responded to this question fully. The most common character skill given was respect. Other skills given included deep breathing, patience, kindness, and caring. The responses to the parent survey was very low. However, in both the parent and student surveys there is indication that respect towards teachers, paras, and peers was the highest rated.

### **Summer (Cohort 10):**

#### **Goal 1: Increase or Maintain Reading Proficiency**

*Objective 1A: 75% of students in St. Mark summer program will increase/maintain literacy skills.*

- Results from the completed QPS assessment demonstrated that 95% of the students in Dubuque and Dyersville increased or maintained their skills. In Dubuque, 86% (76) increased their skills and in Dyersville, 98% (53) increased their skills.
- Also, at the end of the summer the classroom teachers reviewed each student's development in academic areas and assessed whether each individual student demonstrated improvement or decline over the course of summer. All teachers and paras also provided feedback on general student growth. They were asked rate whether there was improvement amongst all students, with few exceptions. Their responses tell at a general level whether most students demonstrated growth during the summer program.
- Dubuque teachers suggest that 70.43% (50) of students demonstrate slight to significant improvement in their academic performance. Dyersville teachers suggest that 94.45% (51) of students demonstrate slight to significant improvement in their academic performance.
- A total of 23 staff gave feedback on the level of general improvement for all students in reading skills. 87.5% Dubuque staff rated that overall students improved somewhat or notably in their reading skills.
- Also, 87.5% of Dyersville staff rated that overall of students improved somewhat or notably in their reading skills.

*Objective 1B: 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips).*

- 100% of teachers consistently included 20-35 minute reading blocks each day of program.
- 93.8% of Dubuque staff and Dyersville staff agreed to strongly agreed that the majority of students were successful in working on their reading and writing skills through the use/work of daily literacy activities.

*Objective 1C: 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings.*

- 100% of students of students participated in the daily academic and literacy activities.
- Academic and literacy support came in many different forms over the summer. Teachers and paras were trained to use PWIM (Picture Word Induction Model) during their literacy rotations.
- The teaching staff also developed their own lessons incorporating literacy skill building throughout.
- The improved QPS scores indicate that new literacy skills are being learned through the support that our teaching staff provides.

*Objective 1D: 100% of enrolled students will build their home libraries with leveled reading books.*

- St. Mark was successful in providing students one book each week, resulting in students adding 7 new books to their home library by the end of program. St. Mark received support from local businesses to provide the total of 1,141 books given away during the summer. Dutrac Community Credit Union provided funds to purchase all the books for the Dyersville site and the Prudential Foundation funded the books for Dubuque students. The books were reading level appropriate for each grade level and revolved around the weekly themes.
- Of the parents that completed surveys 100% reported that at home their children read the books that they received at program, for Dyersville this was 81.8% of parents.
- A mandatory orientation was required in order to enroll students into the summer program. St. Mark offered a free book for parents to attend which built the student's home library as well as added incentive to attend the orientation.
- In addition to providing books for St. Mark's attendees, St. Mark was able to support the local Back to School Bash event by giving away free books to the students that attended. The event was organized by several Dubuque non-profits including the Dubuque's Black Men's Coalition's.

**Goal 2: Involve Family/Caregiver in Summer Learning Opportunities**

*Objective 2A: St. Mark will encourage reading outside of program; 70% of families of enrolled students will complete weekly reading log.*

- Students in the summer mark each day they read with their parents for at least 30 minutes. The more days students accomplish the bigger their prizes are. The reading logs were either kept at St. Mark's programs or parents would take them home and bring them to program to get check by their teacher. Completion would be considered crossing off all 28 icons on the log, representing the 28 days (4 weeks) of reading.
- There were some difficulties recording completion of the reading logs. As the completed logs were returned to the library students from St. Mark's program were not differentiated which impacts the measurability of this objective. St. Mark will continue to coordinate with the library to improve the recording of completed reading logs for summer 2016. Although,

St. Mark was unable get data from the library for the number of completed logs turned in, staff observed consistent levels of students returning to program with their reading logs.

*Objective 2B: 100% of parents/caregivers will attend summer program orientation.*

- *Program orientation was held at three different times for our Dubuque and Dyersville families, with additional individual orientations held to accommodate some families.*
- *In total St. Mark had 143 students register for summer program, however, 31 families ended up not attending. 17 registrations were removed due to families not attending parent information sessions, although several attempts were made to offer individual sessions if they could not attend the large group orientations. These families could have chosen other summer options or changed their plans.*
- *For all students that participated in program, St. Mark was successful in having 100% of parents attend orientation. The importance of having the contact with parents before program started was recognized and was then incorporated as a mandatory step for enrollment. During orientation parents received a parent handbook that outlines the expectations of the summer program*

*Objective 2C: 70% of parents/caregivers will attend at least one of St. Mark's family literacy activities.*

- *Attendance to field-trip activities are seen to be better attended. Some family literacy activities included special presentations at the Carnegie-Stout Library, the Snow White play at Bell Tower Theater, and a field trip to Matter Creative.*
- *Dubuque: The cumulative number of parents that attended events is 56. The average parent attendance for these activities was 8; 10% of parents attending these events regularly.*
- *Dyersville: The cumulative number parents that attended events is 52. The average parent attendance for these activities was 10; 24% of parents attending these events regularly.*

**Goal 3: Reinforce the Value of Learning and Reading through Enrichment Activities**

*Objective 3A: Engage 100% of enrolled students in fun, hands-on activities to promote literacy on a daily basis.*

- *All students in all grade levels had a variety of different interactive and engaging enrichment activities.*
- *St. Mark partners with close to 50 community organizations and community providers to engage students in various forms of enrichment activities in summer 2015. Over 60 different enrichment activities were provide by partners in Dubuque and Dyersville programs; with an average of around 4-5 activities each week at both programs. Some of these activities included learning about architecture from Selser Schaefer Architects, learning about Dubuque history from Loras College, creek stomping at Swiss Valley Nature Park, animal safety with the Humane Society and Marine Corporal Chris Billmeyer, learning what it might be like to blind with the Independent Tri-State Blind Society, and many more.*

*Objective 3B: 100% of enrolled students will engage in regular physical literacy activities.*



- Teachers incorporated different physical literacy activities within the 30 minutes of motor and physical activity that was a requirement of their lesson plans. Beyond this time many enrichment opportunities incorporate movement skills. For example students went on field trip to Swiss Valley to go creek stomping that incorporated many types of physical movement while learning.

**Goal 4: Inform and Model Healthy Lifestyles and Active, Responsible Citizenship**

*Objective 4A: By the end of summer program, 75% of students will be able to identify one breathing technique and three of the five steps used in Conscious Discipline “Safe Place” self-regulation process.*

- In Dubuque 100% of students identified at least one breathing technique and 98% identified three of the five steps of the “Safe Place.” In Dyersville 100% of students identified at least one breathing technique and 3 of the five “Safe Place” steps. Many of the students in summer program are introduced to these social-emotional tools for the first time but by the end of program have gained skills to identify and manage their emotions and problem solve with one another.

*Objective 4B: 100% of classrooms will participate in 30 minutes of daily physical activity (outside of weekly field trips, if they are motor driven.)*

- Each day students participated in various physical literacy activities. A block of physical literacy was built into the structure of teacher’s lesson plans. This would include group games and play outside or in a gym, provided by the Boys and Girls Club. Movement and physical activity was also incorporated into several classroom activities and enrichment.

*Objective 4C: 75% of students will identify summer program as a caring, safe support system when surveyed at end of program.*

- On average in Dubuque students 95% of students, and in Dyersville 96% responded they like their teachers, have friends in summer program, and like program from sometimes to always, with the majority responding always.
- 73% of Dubuque parents that completed surveys selected safety as one of the reasons they enrolled their child. Also, between Dubuque and Dyersville 94% of parents agreed that they feel their child is valued and treated with respect by St. Mark staff, with the other 6% stating they were “unsure.”

*Objective 4D: 75% of students will agree they respect other people (classmates, teachers, family, neighbors, etc.) when surveyed at the end of program.*

- In Dubuque 36% agreed that they respect others sometimes, and 60% agreed that they always respect others. 35% of Dyersville students agreed that they respect others sometimes, and 64% stated they always respect others.

**6. Anecdotal Data**

*a. Success Stories*

**School Year (Cohort 9):**

So much of learning is being able to give yourself the chance to learn. The use of self-regulation is a key component to our success with the students at St Mark Youth Enrichment. One of our students who is part of our school year programs and summer program shared with the staff and his mom that he needed to know where his “think spot” will be and if we had all the things in the bucket he needed. He was so excited to know that the “tools” he uses to regulate himself would be here for him to use. As a first grader, our student is the leader in teaching other children in self-regulation. So when you see him struggling with new words or math problems or just struggling with all the distractions around him, you will see him grab the bucket and start his breathing techniques with the pinwheel or blow up like a balloon. You will see him rub “cranky cream” (lotion) on his hands and start to regulate his breathing. Calming himself down. He may not know it now, but what he is doing is setting himself up to succeed when times are tough. The growth he makes in the social-emotional area of his life will greatly impact his academic growth.

Having engaging before and after school programs is an important part of maintaining regular school day attendance. St. Mark requires students to attend at least 50% of the time, but most students attend far more because they don’t want to miss any of the enrichment opportunities or activities the other members of their School Family are doing. Students will make sure they are present on enrichment days. For example, the girls at Marshall Elementary look forward to having Miss Danielle come to do gymnastics with them, the boys at Lincoln look forward to having Boy Scouts bi-weekly, and all the students at Audubon eagerly anticipate the UD students coming in to teach them mindfulness skills.

Having a dynamic program filled with experiential learning opportunities means that students do not want to miss even one day. If a student is absent, the rest of their School Family notices their absence, and wishes them well. When Jeremy transferred schools part way through the school year, his School Family made him cards and had them mailed to his new school so he knew that he was missed and wished well.

Katie, a Kindergarten student at Marshall, was either absent from school or late to school frequently because her mom struggled to find transportation when the weather was not conducive to walking or when Katie’s baby sister was sick and couldn’t be outside for Katie’s mom to walk her to and from school. By joining St. Mark’s before and after school program, Katie’s attendance improved because her mom had a larger window of time each morning and afternoon to walk her to and from school. If the weather was too severe to walk, Katie’s mom was able to wait for a neighbor to give her a ride to pick up Katie from school, or wait for her father to get off work to give Katie a ride home. Katie also enjoys the socialization with her friends in program, and all the fun enrichment opportunities and other learning activities, and looks forward to the day her sister can join her at program.

St. Mark had six Family Nights during the 2015-16 school year, and each one contained a literacy component. Each child who comes to a St. Mark Family Night takes home a book to build their home library, enjoys a meal, and has fun engaging in hands on learning with their family members. In September, 23 students and 19 adults gathered at St. Mark Community Center for interactive literacy activities provided by Loras College students. There were stations based on popular children’s books that students rotated through with their parents and siblings to enjoy reading together, making crafts,

doing experiments, and playing games. In October, students brought their parents and siblings back to the St. Mark Community Center to engage in learning Conscious Discipline skills. Students presented to their families what they were learning at sites, and told their parents that connection is the key to willingness. Each child chose a book to take home so their parent could spend time at home reading with them and connecting. In December, we had 50 children and 41 adults gather for a Holiday Family Night that included stories, a meal, a visit from Santa, and riding the Trolley to see the Lights in the Park as a family unit. In February, Loras College students returned again to host a Family Night called, "Readers on the Go," and students enjoyed several literacy activities with their families. In March, Iowa State University Extension and Outreach hosted a Science and Literacy Family Night at Audubon Elementary School with stations that included rockets, sensory activities, and eco-bots. The students and families had so much fun that Iowa State Extension came back in May to do the same Family Night at Lincoln Elementary School!

Rhonda's son has grown up and moved out on his own. He has three children who live with him three to four days per week in a shared custody arrangement. He works second shift, so Rhonda is the one who picks the kids up from school, feeds them dinner, helps them get their homework done, and tucks them into bed most nights. Rhonda's grandchildren attend a school that does not have St. Mark programming during the school year, but Rhonda supports the mission and values of St. Mark, and brings her grandchildren to every Family Night St. Mark offers. She says that the opportunity to attend Family Nights has helped her be a better grandmother to her son's children, and helped her realize the importance of reading and doing homework with them. She is thankful to St. Mark for providing her family with quality programs at no cost, and giving her a place to bring her grandchildren where they can have fun and relax together as a family.

**Summer (Cohort 10):**

Raychel is going into the second grade, and she loves to read. Her Christmas list every year includes chapter books, and more times than not, she chooses to read when she has free time. Raychel's dad is one of the licensed teachers during summer program, and Raychel had the opportunity to come to program several times to serve as a guest reader and mentor in the Kindergarten class. She helped students sound out words and talk about what was happening in the story as they looked at the pictures together. She worked with students one to one and in small groups. Raychel is a big sister so she knows all about being an inspiration to younger children, helping them to dream about all the things they will get to do when they are older. Having Raychel at program gave students something to look forward to and set their hopes on because in Kindergarten, students get their first taste of learning in a structured environment where they have to sit at desks, walk in lines, and follow rules. 2nd graders have mastered the routine of the school day, and the privileges they get (such as taking care of a Two-By-Two pet, or picking their own seats at lunch) become goals for the students in younger grades. "When I can read the directions on the box, my mom is going to let me make a cake!" says one Kindergarten student. "When I get to 2nd Grade and can tie my own shoes, I can go skating with my brother," says another student. For a five-year-old, the task of organizing all those letters into words and making meaning from them is daunting. When Raychel came to program, students just beginning that work got a chance to see what the payoff is just two years down the road, and it was priceless. Raychel benefited from the experience

as much as the students as she gained new skills and understanding, working out how to teach concepts to the younger students, and taking her own literacy skills to the next level.

Wolfe is a child who learns best when he is able to move his body. Doing hands-on learning activities and projects allows him to use both sides of his brain, and to stay engaged in the learning process.

When he has to sit still and read quietly, he struggles to stay focused. Right now he is below grade level for reading, but soars above grade level when it comes to math and science. Hands-on activities such as constructing robots out of recycled materials and performing skits with his friends allow Wolfe to engage in fun activities where he feels a sense of accomplishment, and also to practice skills in areas where he struggles. Wolfe found the more he was able to move his hands while he was struggling with a difficult reading passage, the faster he was able to sound out the words, and the longer he remembered what he had read. Scientists who study the brain are finding that there is a direct correlation to movement and learning. Heroes Academy includes daily hands-on learning activities to help stimulate every area of the brain, and to reach all students.

Eddie, a rising 4th grader, was chosen to complete an on-camera interview with KWWL to talk about My Brother's Keeper, and how important St. Mark is in his life. My Brother's Keeper is a collaboration of a community of networks, focusing on providing young men with resources and mentors from cradle to career. Eddie is eager for a connection with a positive male role model since his dad passed away from cancer, and he is on the waiting list to receive a mentor. He partnered with St. Mark staff to write and practice his speech, and was so proud to contribute to his community by being a spokesperson for My Brother's Keeper and St. Mark. Despite the loss in his life, Eddie is kind and resilient, committed to spreading joy to those around him. He relies on support from St. Mark staff and other adults in his life to help him stay caught up in school and connected to his community.

*b. Best Practices*

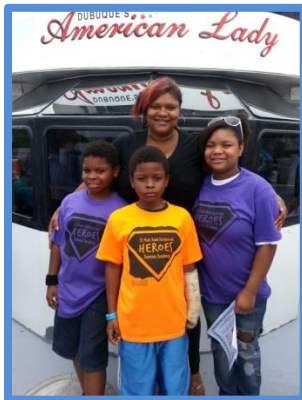
St. Mark implements a researched based classroom management curriculum, Conscious Discipline. One of the most fundamental concepts of Conscious Discipline is that adults and children must be calm and regulated in order to solve problems. When we are upset, our brain is not able to logically address conflicts. The Safe Place is an area in every Conscious Discipline classroom where students can go to use their self-regulation tools. There are five official steps to using The Safe Place effectively:

1. I Am: When a child is triggered, that is a signal for him to go to the Safe Place.
2. I Calm: The child chooses one of the four breathing strategies to help him calm down.
3. I Feel: The child identifies his current feeling.
4. I Choose: The child chooses an activity from a pre-determined set of I Solve: Now that the child is calm, he can problem solve solutions for next time he is upset.

By using the Safe Place on a regular basis during program, students have the opportunity to learn and practice their self-regulation skills daily. Over time, these skills generalize, and children use them at home and other places outside of program. Gavin is a rising 3rd grader, and he struggles with verbal outbursts at times when he is expected to be still and quiet. He feels things intensely, and can be triggered when working in groups with other children. He is also very wiggly, and his body prefers to

move rather than sit still. Gavin was interested in the Safe Place and learning the different ways he could breathe right away. He recognized that taking a deep breath released the tension he was holding in his body, and relaxed his muscles. Even after taking some breaths, however, his body still often felt wiggly. He also didn't like leaving what he was doing with his friends to go to the Safe Spot because it made him feel like he was missing out. Staff noticed that his body continued to wiggle even after he breathed, and that his wiggling could be distracting to his friends. Staff made Gavin a special "fidget ball" out of some fabric, and filled it so it was squishy. Gavin kept it in his pocket, and when he felt wiggly or triggered, he would reach his hand in and squeeze his fidget ball. It made Gavin feel safe to know that Staff cared about him, and made him something special to help him stay calm. Gavin was relieved to be able to stay with his friends and participate in activities without being a distraction or having to sit by himself.

*c. Pictures*



*d. Student, teacher, parent, and community input*

**School Year (Cohort 9):**

The opportunities they have offered. They have allowed my family to do things we were never able to do before and keep my son on track with reading over the summer where he would have fallen further behind in reading (he has difficulty in reading). I have also said that if I ever win the lottery, St. Mark's would get a big amount of money.

-Stacy (parent)

Going to the before school program has helped Barrett get into a routine. He thrives when he is on a routine. Thanks for working with him. You guys are wonderful!

- School day teacher

### **Summer (Cohort 10):**

"Thank you for giving me the opportunity to work at St. Marks this summer. I experienced and learned a lot about management, student relationship, behaviors (mild and explosive), and learned more about myself as a future teacher. I also loved the Two by Two program! I hope to see you again next summer."

-Summer Teacher

"It was a great summer. I am always drained after leaving St. Mark, but so excited to go back the next day. Seeing the students so excited to learn during the summer is wonderful! I also think working in aftercare benefits me because I am able to build relationships with students in every grade, as well as understand students in my own class better and what works for them that I might not have noticed when were in class together. I am looking forward to next year!"

-Summer Teacher

## **7. Sustainability Plans**

*a. Original sustainability plan (from your application).*

### **School Year (Cohort 9):**

St. Mark continues to demonstrate its ability to sustain programming for hundreds of children annually. Over the past 25 years, St. Mark's annual budget has grown from \$16,000 to approximately \$600,000 and has continued to operate academic programs and community outreach initiatives with a profitable financial record. St. Mark received 21<sup>st</sup> CCLC funding from 2003-2007 and from 2009-2014 and is able to financially sustain four additional programs at Prescott and Fulton elementary schools. These programs are considered "permanent" St. Mark services. St. Mark continues to work towards program sustainability in all five schools it serves. Major financial support continues to grow through a variety of initiatives. Outcomes achieved as a result of sustainability efforts include: Two major gifts secured through local family foundations, including one multi-year pledge; an increased focus on legacy gifts with three major bequests in the past two years; expansion of St. Mark annual fundraiser and addition of two annual fundraising events; a renewed three-year funding agreement with the City of Dubuque; more than 10 private and foundation grants; and an expansion of community outreach/leadership through the Dubuque Mentoring Partnership and 3<sup>rd</sup> Grade Reading Initiative. St. Mark has grown its

reputation as the leader in expanded learning programming. In 2012, St. Mark was awarded a grant from the American Advertising Federation of Dubuque to undergo a re-brand process in order to best represent the organization in the Dubuque community and share the message of St. Mark's critical service. Part of this process included an organizational name change to "St. Mark Youth Enrichment" to better represent the services St. Mark provides. This process continues to enhance St. Mark's prominence and leadership in the community and builds upon fundraising/sustainability efforts with a clean, dynamic, updated brand.

### **Summer (Cohort 10):**

St. Mark continues to demonstrate a forward-thinking, collaborative ability to sustain programming for more than 350 students annually in 11 programs. Over the past 25 years, St. Mark's annual budget has grown from \$16,000 to approximately \$600,000 and has continued to operate academic programs and community outreach initiatives with a profitable financial record. St. Mark received 21st CCLC funding from 2003-2007, from 2009-2014 and is currently receiving a 21st CCLC continuation grant to fund three after-school program sites. St. Mark continues to financially sustain two additional programs at Prescott and Fulton elementary schools. These programs are considered permanent St. Mark services. Beginning in 2013, St. Mark answered a call from WDCSD to expand programming into rural Dubuque County. In this, we continue to foster and secure new donors and funding streams for vital expanding services. St. Mark works towards program sustainability in all six schools it serves. Major financial support continues to grow through the following initiative:

- Donations. Development team members engage in at least 10 donor visits/month, with cash and in-kind donations from individuals, non-profits, community partners and enrichment providers making up 38% of St. Mark's annual budget. With the organization's long history, planned giving is a key focus. St. Mark has received three major bequests in the past three years.
- Grants. 21st CCLC grant funding has made up approximately 26% of the annual budget, with an additional 17% received from additional grants including 15K/year for the past six years from the City of Dubuque; \$75,000 from family foundations in the past three years, more than \$100,000 from the Dubuque Racing Association over the past 15 years, and new partnerships with corporate foundations including a \$20,000 gift from the John Deere Foundation (through United Way) in 2014.
- Fundraising. Special events net approximately \$40,000/annually, with an additional \$50,000 from two annual appeals, making up 13% of the budget.
- Friend-raising. St. Mark facilitates several community outreach initiatives including the Apples for Students program, providing 1500 local students with school supplies every fall; and the Sponsor Angels program, providing warm winter clothing to more than 100 children in need. St. Mark also invites community members to utilize our community center for meetings, offers monthly "lunch and learns," and is engaged in 40 hours of community outreach annually.
- In 2012, St. Mark was awarded a grant from the American Advertising Federation of Dubuque to undergo a re-brand process in order to best represent the organization in the Dubuque community and share the message of St. Mark's critical service. Part of this process included an organizational name change to "St. Mark Youth Enrichment" to better represent the services we provide. This process continues to enhance St. Mark's prominence and leadership in the community and builds upon fundraising/sustainability efforts with a clean, dynamic, updated brand.

- b. *Partner Contributions.* For each partner, enter the requested information into the text boxes in the table below. To add a row to the table, press tab while in the last cell of the table and a new row will be added.

Partner Contribution Table for Sustainability Plan

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served

- c. *Prepare for Comprehensive Site Visit.* This visit requires a meeting with Community Partners and an updated Sustainability Plan to guide you through 2 years of additional funding at 75%.

Input your preliminary plan to sustain the level of programming for children despite a 25% reduction in years 4 and 5. Questions to answer include: How will you reorganize? What changes will you make? What new community partners have been added? What community partners have dropped off? What additional funding sources will you have?

St. Mark works towards program sustainability with effective strategies that include a diverse funding base, strong and dependable community partnerships, strategic networking, results based accountability, dynamic leadership at all levels, and a culture of innovation and inclusion.

Major financial support continues to grow through:

- maximizing federal, state, and local dollars to improve and expand our programs. These grant funds make up 49% of our budget and provide a stable base to support specific elements of program that helps inform decisions on allocating other resources.
- donations secured by cultivating new and engaging existing donors. Funding and in-kind support from individuals, non-profits, community partners, and enrichment providers make up 24% of our budget.
- fundraising events hosted annually in the spring and winter account for 14% of our budget.
- community outreach initiatives that provide school supplies to 1400 students and warm winter clothing to more than 100 children in need each year makes up 5% of our budget.
- nominal program and center rental fees account for the remaining 8% of our budget.

Community partnerships and networks are nurtured to help build our capacity and open doors to sustainability for St. Mark. We benefit from financial and in-kind support, visibility, stronger collaborations, and sharing resources that benefit us and our families.

Using a results based accountability model sets the stage for collecting data that supports sharing our story of success in making a meaningful difference in the lives of those we serve. Being able to demonstrate our impact enhances our ability to create sustainable programs. St. Mark reports



outcomes to all stakeholders and welcomes their input on what is working well and what could be working better.

In alignment with accountability, our leadership at all levels infuses a culture where creative thinking and doing are encouraged. Our dynamic, innovative, and inclusive environment attracts those who are best suited to help us put our mission into action, whether they are funders, partners, networks, program participants, or staff.

St. Mark is committed to our mission and is therefore strategic when analyzing opportunities for funding, partnerships, networking, and program expansion. We do not change our focus or programming to meet the needs of specific funding, but rather allocate resources to those that align with our efforts. We work hard to reduce expenses and restructured our team to be streamlined and efficient while still ensuring outcomes are met.

## **8. Summary and Recommendations**

### *a. Short summary of the program.*

#### **School Year (Cohort 9):**

St. Mark's before and after school programs, funded by 21<sup>st</sup> CCLC, are provided at Audubon, Lincoln, and Marshall Elementary schools. These three schools, located in downtown area of Dubuque, IA, have higher concentrations of students in poverty, racial minorities, and qualify as a School In Need of Assistance.

Below are the overarching goals that guide program and a summary of the progress made during the 2015-2016 school year:

*Goal 1: All students enrolled in St. Mark programs will demonstrate increased proficiency in reading and mathematics.*

St. Mark program staff report that 82% of students improved reading skills, and 70.6% of students improved their math skills.

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

St. Mark students were offered, on average, two wellness and character building enrichment activities each week. These offerings are provided by community partners that engage the students with hands on, experiential activities that get students excited about learning. Creating an inclusive environment where learning is fun is used to motivate students to attend regularly. 77% of students attended program regularly. Teachers reported that 50% of students needing improvement, demonstrated improvement in motivation to learn and participation in the classroom, and 46% demonstrated no change. An average of 69.6% of students reported feeling safe and connected to a trusting adult.

*Goal 3: Families of students enrolled in St. Mark programs will demonstrate active engagement in the academic and social-emotional health of their children.* 100% of parents that completed the survey reported reading to their child at home and checking their child's homework. 47% of families that responded to the survey gave character skills that are practiced at home. The most common character skill given was respect. Other skills given included deep breathing, patience, kindness, and caring.

### **Summer (Cohort 10):**

St. Mark Youth Enrichment Heroes Summer Academy serves both the Dubuque and Dyersville communities. The Dubuque site is located at St. Mark's own center, but also partners with other community organizations for additional space. For example, classroom space was provided by the neighboring Masonic Temple, and lunches were provided to all grade levels by the Boys and Girls Club, located on the same block as St. Mark's center.

Below are the overarching goals that guide program and a summary of the progress made during the Summer 2015:

Below are the overarching goals that guide program and a summary of the progress made during Summer 2015.

#### *Goal 1: Increase or Maintain Reading Proficiency*

St. Mark students demonstrated improvement in literacy over the course of the 7 week summer program. Most notably in the Quick Phonics Screener assessment, with 95% of the students in Dubuque and Dyersville increased or maintained their skills. In Dubuque, 86% (76) increased their skills and in Dyersville, 98% (53) increased their skills. St. Mark was also successful in having 100% students regularly participate in reading and literacy skill building activities due to the structure that the teachers followed to create their lessons. Additionally, all students gained at least 7 books to add to their home libraries, many received additional books at parent information sessions, and community events like Back to School Bash.

#### *Goal 2: Involve Family/Caregiver in Summer Learning Opportunities*

For all students that participated in program, St. Mark was successful in having 100% of parents attend orientation. The importance of having the contact with parents before program started was recognized and was then incorporated as a mandatory step for enrollment.

- Dubuque: The cumulative number of parents that attended events is 56. The average parent attendance for these activities was 8; 10% of parents attending these events regularly.
- Dyersville: The cumulative number parents that attended events is 52. The average parent attendance for these activities was 10; 24% of parents attending these events regularly.

#### *Goal 3: Reinforce the Value of Learning and Reading through Enrichment Activities*

Summer was filled with enrichment activities, with on average, 4-5 activities each week at both programs. Teachers incorporated different physical literacy activities within the 30 minutes of motor and physical activity that was a requirement of their lesson plans.

*Goal 4: Inform and Model Healthy Lifestyles and Active, Responsible Citizenship*

Students demonstrated growth in Conscious Discipline skills 100% of student in Dubuque and Dyersville identified at least one breathing technique by the end of program, and 99% on average between Dubuque and Dyersville could identify three of the five self-regulation steps that are a part of the Conscious Discipline curriculum.

A block of physical literacy was built into the structure of teacher's lesson plans.

On average in Dubuque students 95% of students, and in Dyersville 96% responded they like their teachers, have friends in summer program, and like program from sometimes to always, with the majority responding always.

*b. Dissemination of local evaluation.*

The local evaluation will be reviewed internally and the St. Mark admin team will meet to discuss the outcomes along with the feedback provided with the Executive Summary that the outside evaluator has created. The local evaluation will be shared with all stakeholders including staff, parents, principals and school day teachers, and community partners via e-mail notification. The evaluation will be posted on the St. Mark website at the following URL: <http://www.stmarkyouthenrichment.org/evaluation>

*c. Recommendations for objectives.*

**School Year (Cohort 9):**

Below are the following objectives that measurement or data collection can be improved upon for upcoming school years:

*Objective 1A: 75% of enrolled students will demonstrate proficiency in annual literacy assessments conducted by DCSD and St. Mark and Objective 1B: 75% of enrolled students will demonstrate proficiency in annual mathematics assessments conducted by DCSD and St. Mark*

- St. Mark has not received data of annual assessments from the District for the last two years. Separating the St. Mark students and finding the number that increased proficiency, rather than number that are proficient in the spring has been challenging. St. Mark has also considered the difficulty to attribute student's proficiency to the before and after school programming without a comparison group. St. Mark will aim to create pre and post testing of reading and math skills of students in program and will continue to work with the District to find more streamlined data reporting methods.

Objective 2B: At least 75 % of enrolled students will regularly attend program and school.

- St. Mark's program attendance data is strong, but accessing student's school day attendance rates or would support the measurement of this objective.

*Objective 2C: School day teacher surveys will report 75% of St. Mark enrolled students demonstrate a motivation to learn and participate in the classroom.*

- To improve measurement an adjustment to surveys could be made, as school day teachers were asked to indicate student's level of improvement rather than demonstrating motivation and participation.

*Objective 2D: When surveyed, 90% of St. Mark students will report feeling safe and connected to a trusting adult.*

- Two questions were added to the 2015-2016 end-of-year student surveys to measure this, however, a low rate of students reported positively, and many selected "I don't know." Increasing the options beyond "yes", "I don't know" and "no" can give St. Mark more information on this objective.

*Objective 3A: 75% of parents will participate in literacy engagement activities.*

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*Objective 3C: When surveyed, 75% of parents will identify two positive character skills that are practiced at home.*

- An open-ended question was added to the 2015-2016 end-of-year parent surveys that asked parents to share up to two character skills, however, very few parents provided responses. Parents may have not been able to readily identify skills, so providing a list of examples of what is focused on in program or a check list to select from may better assist parents in answering this question.

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### **Summer (Cohort 10):**

There are several objectives that measurement can improve upon. For example, disaggregating data of what the reading block participation consists of and how much time students are engaged in these activities. As well as the reading logs, although parents are reporting that they are reading at home, completion of the reading logs can be better measured. Below are the following objectives that measurement or data collection can be improved upon for upcoming summers:

*Objective 1B: 100% of enrolled students will participate in daily independent guided or group reading during classroom time (outside of weekly field trips).*

- St. Mark hopes to improve the detail of which we can measure this objective. We will have tools in place to have a greater disaggregated data of what the reading block participation consists of and how much time students are engaged in these activities.

*Objective 1C: 100% of enrolled students will receive academic support to actively learn and practice new literacy skills in small group and one-on-one settings.*

- Improvement can be made on the level of detail of how we measure the objective. St. Mark knows that all students are being offered academic support and literacy support and all students participate in the offered activities, but not necessarily how they are being impacted by those offerings.

*Objective 1D: 100% of enrolled students will build their home libraries with leveled reading books.*

- Getting books and resources in the hands of families that may not have the means is very important. However, we can always grow in educating and emphasizing the importance of reading to our families. Information on how much students are reading outside of our program would help us to understand the greater impact that providing books and encouraging reading has.

*Objective 2A: St. Mark will encourage reading outside of program; 70% of families of enrolled students will complete weekly reading log.*

- There were some difficulties recording completion of the reading logs. As the completed logs were returned to the library students from St. Mark's program were not differentiated which impacts the measurability of this objective. St. Mark will continue to coordinate with the library to improve the recording of completed reading logs for summer 2016. Although, St. Mark was unable get data from the library for the number of completed logs turned in, staff observed consistent levels of students returning to program with their reading logs.

*Objective 2C: 70% of parents/caregivers will attend at least one of St. Mark's family literacy activities.*

- Parent involvement in summer and school year has been an area to improve for a few consecutive years. St. Mark does offer monthly family literacy nights during the school year and will work on providing more opportunities to engage with families in the summer. Similar to school year, family literacy events could be held to promote reading at home and other literacy focused activities. St. Mark also aims to engage with parents and caregivers on a weekly basis to serve as a check in with parents and caregivers. This is a response to feedback from a parent survey that requested more information on the progress of their child during summer.

*Objective 3B: 100% of enrolled students will engage in regular physical literacy activities.*

Progression was made toward this objective; however, St. Mark can better measure the specific activities that bring in physical literacy components.

*Objective 4C: 75% of students will identify summer program as a caring, safe support system when surveyed at end of program.*

Although St. Mark did not ask students to rate safety we can see that they have positive connections to the social experiences at program. Moving forward we will add additional ways to capture whether students feel supported during programs. Parent surveys suggest that they choose St. Mark's programs because of safety as well as their child being valued and respected. St. Mark always strives for inclusiveness all students and their families.

*d. Recommendations on future plans for change.*

### **In-kind value of partners**

Collecting data of the total in-kind contributions of enrichment providers and partners for both school year and summer program will be a necessary change. Currently, there are no methods in place to know the exact value a partner contributed in a year based on the rate they are paying their staff to implement enrichment at St. Mark programs, or the value of the materials that they are utilizing to do activities with students, etc. St. Mark will plan on requesting this general information from partners in order to calculate their total contribution based on the number of enrichments offered each year.

### **School Year (Cohort 9):**

St. Mark's attendance data revealed that Lincoln Elementary had a much lower rate of attendance compared to Audubon and Marshall (see table below).

	Audubon		Lincoln		Marshall	
	Total	% Attending Regularly	Total	% Attending Regularly	Total	% Attending Regularly
Before School	25	68%	23	35%	47	94%
After School	38	92%	30	83%	41	88%

Targeted efforts for 2016-2017 school can aim to increase attendance rates with students. A greater emphasis of the 50% attendance expectation and more frequent contact with parents and guardians falling below 50% attendance are strategies that will support increasing attendance rate at Lincoln.

### **Summer (Cohort 10):**

25-40% of Dubuque families participated in family activities. 23-59% of Dyersville families attended. St. Mark will create a meaningful and reasonable goal about what percentage of families you would like to attend family events and then compare attendance with the goal. A family suggested having something like conferences or an open house midway through program so families could see the progress their students are making.