



**Iowa 21st CCLC Local Evaluation Form
Reporting Data for the 2016-2017 School Year**

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Cohorts 7-11 are to be included for reporting data for the 2016-2017 school year (Cohort 12 will report data next year). **Reported data will be from Fall 2016 and Spring 2017. Data will also be reported for Summer 2016.** The checklist, below, serves as a list of required elements and provides a tracking tool for completion. See the Iowa 21st CCLC Local Evaluation Form Instructions 2017 for assistance in completing this form. The completed form should be saved with the filename <Grantee Name 21st CCLC Local Evaluation Form 2016-2017>. The form must be completed and submitted in **Word** format.

Local Evaluation Element	Complete?
1. Title (Grantee Name) and File Saved with Correct Nomenclature	<input checked="" type="checkbox"/>
2. General Information	<input checked="" type="checkbox"/>
<i>a. Basic Information Table</i>	<input checked="" type="checkbox"/>
<i>b. Center Information Table</i>	<input checked="" type="checkbox"/>
3. Introduction/Executive Summary	<input checked="" type="checkbox"/>
4. Demographic Data	<input checked="" type="checkbox"/>
<i>a. Attendance Summary Table (2016-2017 School Year and Summer 2016)</i>	<input checked="" type="checkbox"/>
<i>b. Attendance Discussion</i>	<input checked="" type="checkbox"/>
<i>c. Partnerships Summary Table</i>	<input checked="" type="checkbox"/>
<i>d. Partnerships Discussion</i>	<input checked="" type="checkbox"/>
<i>e. Parent Involvement</i>	<input checked="" type="checkbox"/>
5. Objectives	<input checked="" type="checkbox"/>
<i>a. GPRA Measures Data Table</i>	<input checked="" type="checkbox"/>
<i>b. GPRA Measures Discussion</i>	<input checked="" type="checkbox"/>
<i>c. Objective Summary Tables (all Cohorts)</i>	<input checked="" type="checkbox"/>
<i>d. Objectives Discussion (including Statistical Analysis)</i>	<input checked="" type="checkbox"/>
6. Anecdotal Data	<input checked="" type="checkbox"/>
<i>a. Success stories</i>	<input checked="" type="checkbox"/>
<i>b. Best Practices</i>	<input checked="" type="checkbox"/>
<i>c. Pictures</i>	<input checked="" type="checkbox"/>
<i>d. Student, teacher, parent, and community input</i>	<input checked="" type="checkbox"/>
7. Sustainability plans	<input checked="" type="checkbox"/>
<i>a. Formal sustainability plan, if available</i>	<input checked="" type="checkbox"/>
<i>b. Discussion on steps to be taken for the future of the program</i>	<input checked="" type="checkbox"/>
8. Summary and recommendations	<input checked="" type="checkbox"/>
<i>a. Short summary of the program.</i>	<input checked="" type="checkbox"/>
<i>b. Dissemination of local evaluation.</i>	<input checked="" type="checkbox"/>
<i>c. Recommendations for objectives.</i>	<input checked="" type="checkbox"/>
<i>d. Recommendations on future plans for change.</i>	<input checked="" type="checkbox"/>

2. General Information

a. *Basic Information Table*

Required Information	Entered Information
Date Form Submitted	November 27, 2017
Grantee Name	YouthPort
Program Director	Crystal Hall
E-mail	chall@ypniowa.org
Phone	319-364-8909
Evaluator Name	Dr. Miriam Landsman
E-mail	miriam-landsman@uiowa.edu
Phone	319-335-4934
Additional Information from Grantee (optional)	Please note that my email has changed to chall@ypniowa.org

b. *Center Information Table*

Cohort	Centers
Cohort 7	Enter Names of Centers, separated by commas
Cohort 8	Enter Names of Centers, separated by commas
Cohort 9	Enter Names of Centers, separated by commas
Cohort 10	Enter Names of Centers, separated by commas
Cohort 11	Taylor Elementary School, Hoover Elementary School
Additional Information from Grantee (optional)	Click here to enter text.

NOTE: Cohort 12 will report data next year.

3. Introduction/Executive Summary

YouthPort's afterschool program served 140 children at Hoover and Taylor elementary schools in Cedar Rapids over the 2016-2017 academic year. The program included a broad range of activities designed to strengthen academic success and social, emotional and behavioral development. YouthPort also provided family-strengthening and literacy programming to parents of participating youth.

Primary program objectives centered on: participation in academic programming, improvements in youth social and emotional skills and their behavior, upgrading staff knowledge and parent literacy. Student participants represented a diverse, primarily low-income population. All children were regular attendees, suggesting a high level of participation and engagement. Results from attendance records, test scores, and surveys administered to teachers, staff and parents demonstrated strong academic progress. All students participated in STEM activities, and 84% of students improved in math and 89% improved in reading over the academic year. With regard to social, emotional and behavioral development, the majority of students demonstrated progress: 63% of students improved in homework

completion, 69% improved in class participation, and 64% improved in classroom behaviors. Staff training activities resulted in high levels of self-reported knowledge gain. Parents who participated in literacy activities similarly reported high levels of improvement or maintenance of their literacy skills.

Parent involvement was an important component of 21CCLC programming. Family events were held at least twice a year at each school. These events focus primarily on literacy, but also include holiday dinners and enrichment activities. Based on parent surveys, those who participate in these activities found them to be valuable and enjoyable. Moreover, parents reported that the 21CCLC program helped their child to grow academically, emotionally and behaviorally.

Community partnerships are vital to YouthPort's 21CCLC program at Hoover and Taylor Elementary Schools. Partners provided staffing and volunteer support, financial support, food and program supplies, professional development opportunities, and transportation. The Cedar Rapids Community School District as a whole and leadership at both Hoover and Taylor Elementary Schools have been particularly key to the program's success. YouthPort is able to offer high quality programming because the district and both principals value these contributions.

YouthPort has already used data gathered over the 2016-2017 academic year to make program enhancements in the current academic year. To strengthen gains in students' social, emotional and behavioral development, 21CCLC/Club is now implementing Zones of Regulation, a curriculum designed to promote self-regulation, personal control, and safety. To further strengthen students' academic progress, 21CCLC has hired an Education Specialist to work with teachers in developing academic and enrichment activities during out of school time programming. In Summer 2017, YouthPort began implementation of a summer program. |

4. Demographic Data

a. Attendance Tables including disaggregated data

2016-2017 School Year Attendance

Enter data in the appropriate fields as required in the tables below. **Data will be from Fall 2016 and Spring 2017. There are separate tables for Summer 2016.**

Cohort	Attendees	Attendance		Sex	
		<i>Enter #</i>	<i>Enter #</i>	<i>Male</i>	<i>Female</i>
7	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
9	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
10	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
11	All	140		78	62
	Regular*	140		78	62

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

Cohort		Ethnicity					
		<i>White</i>	<i>Hispanic/ Latino</i>	<i>American Indian/ Alaska Native</i>	<i>Black/ African American</i>	<i>Asian/ Pacific Islander</i>	<i>Unknown Race</i>
7	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
9	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
10	All	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
	Regular*	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
11	All	55	6	1	57	1	20

Regular*	55	6	1	57	1	20
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*Regular Attendees have attended the program for 30 or more days.

** Please note: Students indicated with Unknown Race are multi-racial. There was no category for multi-racial in the table. Data on race and ethnicity were provided for all students in the program.

Cohort		Special Needs		
		LEP	FRPL	Special Needs
7	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
8	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
9	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
10	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
11	All	34	132	21
	Regular*	34	132	21

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

Summer of 2016 Attendance

Enter data in the appropriate fields as required in the tables below. **Data will be from the Summer 2016 only. Data from the 2016-2017 school year should be provided in the tables above.**

Please note that YouthPort, while in Cohort 11, did not receive a contract for services until Fall 2016; therefore, no Summer programming was supported by grant dollars.

Cohort	Attendees	Sex		
		Attendance	Male	Female
7	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
8	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
9	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
10	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #

11	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #

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

YouthPort 21 st CCLC Program Attendance by Ethnicity Table Summer 2016							
Cohort		Ethnicity					
		White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
7	All	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
8	All	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
9	All	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
10	All	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
11	All	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #	Enter #	Enter #	Enter #

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

YouthPort 21 st CCLC Program Attendance by Special Needs Table Summer 2016				
Cohort		Special Needs		
		LEP	FRPL	Special Needs
7	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
8	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
9	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
10	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #
11	All	Enter #	Enter #	Enter #
	Regular*	Enter #	Enter #	Enter #

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

b. Attendance Discussion

Program numbers indicate that children who enroll in the program like it and remain engaged. Of the 140 total enrolled youth, 140 (100%) attended at least 30 days of programming and 126 attended 90 days or more. Staff believe the primary reasons youth came to programming were: 1) they enjoyed the activities, 2) they needed a safe place to be after school, 3) youth and their families had positive relationships with staff, and 4) nightly dinner services eliminated a huge barrier for families.

Examining the demographic composition of regularly attending students, the gender distribution was 55.7% male and 44.3% female. The racial and ethnic composition was predominantly African-American (40.7%) and Caucasian (39.3%); 14.3% of students were bi-racial. One student identified as American Indian/Native Alaskan and one student as Asian or Pacific Islander. Six students (4.3%) identified as of Hispanic ethnicity. The large majority of students (94%) received free/reduced price lunches; 24.3% were English language learners, and 15% were identified with special needs. Data show that participating students at Hoover and Taylor represent a diverse low-income population. |

Partnerships Summary Table

Enter data in the appropriate fields as required in the table below. **Data will be from Fall 2016, Spring 2017 and Summer 2016.**

YouthPort 21 st CCLC Program Partners for 2016-2017			
Total Number of Partners = 31			
Contribution Type*	# of Paid Partners	# of Unpaid Partners	
Provide Evaluation Services	1	0	
Raise Funds	0	3	
Provide Programming / Activity-Related Services	3	15	
Provide Food	1	1	
Provide Goods	0	3	
Provide Volunteer Staffing	0	4	
Provide Paid Staffing	3	3	
Other	1	7	

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

c. Partnerships Discussion

Partnerships are critical to the success of YouthPort's 21CCLC program at Hoover and Taylor elementary schools. YouthPort relies on partners to provide staffing and volunteer support (i.e., program management, enrichments, and volunteer management), financial program support (i.e., all three agencies that form YouthPort engage in grant seeking to sustain programming), food and program supplies (i.e., the Cedar Rapids School District's school lunch program provides a nightly meal and various local businesses provide snacks and meals for special events as well as program supplies),

professional development opportunities (i.e., Mercy Hospital provides in-kind staff time for training), and transportation (i.e., access to school buses for large group transportation needs). Additionally, YouthPort has been able to explore partnerships with local colleges and universities to meet needs connected to adult high school completion and English language learning supports as well as program enrichments and work study programs. |

d. Parent Involvement

Parents were involved in the 21CCLC program through Ready to Read Family Literacy events. Five events were held at Taylor and five at Hoover over the academic year, which served 223 youth. More than 376 books were distributed by the program. 21CCLC promoted pre-literacy skills with young children (0-5) as well as continued literacy support for school-age youth. At the Ready to Read events, trained volunteers worked with families to instruct them on literacy building skills, how to incorporate peer modeling, and to include an activity connected to the story for better cognitive connections. Surveys completed by 50 parents indicate that 85% reported the sessions helped to improve their knowledge of literacy tactics, exceeding the program objective of 80%. Qualitative comments offered by parents included "She has done a very good job reading and illustrating the books," "Very helpful," "It was fun and my child got involved in something great," "We loved doing activities while reading," and "Great books!" Parents' comments indicate that they read to their child "every night" and "bedtime & mornings." Challenges emerging from parents' comments were "couldn't hear instructions," "smaller space so we can hear better," "low on supplies at first," and "Spanish speaking mentors."

Parents were also surveyed about their perceptions of the 21CCLC program during the 2016-2017 academic year. Twenty-five Hoover parents and 11 Taylor parents completed the survey that asked their opinions about family night activities, communication with staff, as well as improvement in their child's school performance and social and emotional development. Results from the parent surveys found that 94% (34 out of 36) strongly agreed or agreed that they enjoyed family night and activities planned during the year; 100% felt that program staff talked openly with the parent about the child's behavior, overall progress, and involvement in club activities; 100% felt staff were helpful and thorough about their child's needs; and 97% agreed or strongly agreed that their child enjoyed their time at 21CCLC. When asked how often the parent reads to or with their child, 11 out of 28 respondents (39%) said they read 15 minutes per week and 17 out of 28 (61%) read 30 minutes per week.

In addition to the promotion of events on site hosted or co-hosted by YouthPort, the program staff also promotes positive family events that occur in the community. This decision was based on survey feedback. These families indicated that they were looking for free or affordable things to do with their families in addition to requesting access to supports like transportation services or education to improve their work status /advancement. Four parents sit on the YouthPort 21CCLC Advisory Committee. This group meets formally four times per year (quarterly, hosted twice by each site), and is available electronically or through pen and paper for participants to give immediate feedback. |

5. Objectives

NEW FOR 2016-2017.

To follow 21st CCLC Guidelines, grantee organizations are required to measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). **This is the same data reported online to the APR Data System.**

a. *GPRA Measures Data Table*

Enter data in the appropriate fields as required in the tables below. The following table collects the data needed for these measures. Provide numbers and percentages as indicated. **Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead.** If your program does not include attendees in either elementary or middle/high school, leave the cells pertaining to those grade levels blank. **Data will be from Summer and Fall 2016 and Spring 2017.**

GPRA Measures Data Table for 2016-2017			
Item/GPRA Measures 1-6	Number of Regular Attendees Needing Improvement	Number of Students Who Improved.	Percentage of Students Who Improved
GPRA Measures 1-3 - Improvement in Mathematics. Enter Assessment Tool Used Below			
<i>Assessment Tool: District Math Score</i>			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	140	118	84.3
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.	NA	NA	NA
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	140	118	84.3%
GPRA Measures 1-3 - Improvement in English. Enter Assessment Tool used in cell below			
<i>Assessment Tool: FAST Assessment</i>			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	140	125	89.3%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.	NA	NA	NA

6. The number of all 21st Century regular program participants who improved in English from fall to spring.	140	125	89.3%
Item/GPRA Measures 7-8	Number of Regular Attendees Not Proficient	Number of Students Who Improved to Proficient	Percentage of Students Who Improved to Proficient
GPRA Measures 7-8 - Improvement in Proficiency. Enter Assessment Tool used in cell below. <i>Assessment Tool: FAST Assessment</i>			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	78	9	11.5%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	NA	NA	NA
Item/GPRA Measures 9-14	Number of Regular Attendees Needing Improvement	Number of Students Who Improved.	Percentage of Students Who Improved
GPRA Measures 9-11 - Homework and Class Participation			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	38 homework 39 participation	24 27	63.2% 69.2%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	NA	NA	NA
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	38 homework 39 participation	24 27	63.2% 69.2%
GPRA Measures 12-14 - Student Behavior			
12. The number of elementary 21st Century regular participants with teacher-reported improvements in student behavior.	44	28	63.6%
13. The number of middle/high school 21st Century regular participants with teacher-reported improvements in student behavior.	NA	NA	NA
14. The number of all 21st Century regular participants with teacher-reported improvements in student behavior.	44	28	63.6%

b. *GPRA Measures Discussion*

Students who attended 21CCLC demonstrated improvement in math (84.3%) and English (89.3%). With regard to proficiency in reading, although a small percentage of students improved to the level of proficiency for their grade (11.5%), they made substantial growth: at Taylor the average rate of growth in reading was 31%, with the highest at 57%; at Hoover, the average rate of growth in reading was 43%, with the highest increase 129%. With regard to proficiency in math, at Taylor the average rate of growth in math was 30%, with the highest 63%; at Hoover, the average rate of growth in math was 40%, with the highest at 68%. Thus although there is room for improvement in reaching the proficiency levels, students demonstrated progress.

GPRA measures on homework completion and class participation indicate that 63.2% of students who needed to improve in homework completion did so, and 69.2% who needed to improve in class participation did so. Student behavior improved for 63.6% of students whose teachers rated them as needing improvement. These data indicate progress toward improved classroom behavior and participation for most students, yet there is room for growth.]

c. *Objective Summary Tables (all Cohorts)*

STARTING JULY 1, 2017, GPRA MEASURES WILL BE THE OFFICIAL OBJECTIVES. Additional local objectives may be added to help your local organizations better serve your community. However, these local objectives will be considered anecdotal. **Data will be from Summer and Fall 2016 and Spring 2017.**

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. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

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

Cohort 7 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter	Click here to enter rating for	Click here to enter methodology and

objective.	objective.	justification for rating.
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Cohort 8 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

Cohort 9 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

Cohort 10 Table

Objective	Objective Rating	Methodology/Justification for Rating
Click here to enter objective.	Click here to enter rating for objective.	Click here to enter methodology and justification for rating.

Cohort 11 Table

Objective	Objective Rating	Methodology/Justification for Rating
100% of youth enrolled in STEM programming will receive hands-on learning through STEM activities	Met the stated objective	Based on attendance records, 100% of youth were involved with STEM programming as regular program participants. Similarly, 100% of youth participated in Power Hour for math and reading. 84.3% showed improvement in math and 89.3% demonstrated improvement in reading over the academic year
85% of youth in programming will show progress in social, emotional and behavioral development	Did not meet but made progress toward stated objective	Surveys were administered to teachers at the end of the academic year. The survey asked about students' progress in specific behaviors. Results show that 62% of students who were assessed as needing improvement in getting along well with other students improved over the academic year; 68% of students who were assessed as needing improvement in behaving well in class improved; 72% of students who needed improvement in coming to school ready to learn improved; and 69% of students who were assessed as needing improvement in volunteering (i.e., extra credit, more

80% of staff will increase knowledge from trainings	Met the stated objective	responsibilities) improved. These numbers, while demonstrating progress, fall short of the 85% objective. Surveys were administered to staff following training activities. Out of 19 staff completing the surveys, 17 (89%) reported gaining knowledge and also feeling supported in their role. This exceeds the objective of 80%.
80% of parents will increase or maintain knowledge of literacy skills	Met the stated objective	Surveys addressing a variety of literacy tactics were completed by 50 parents, with each item rated on a 1-5 scale (with 5 as the highest). The percentage of parents rating their knowledge of literacy tactics at a "4" or "5" (85%) exceed the objective (80%).

NOTE: Cohort 12 will begin reporting data next year.

d. Objectives Discussion (including Statistical Analysis)

Primary program objectives centered on: 1) participation in academic programming, 2) improvements in youth social and emotional skills and their behavior, 3) upgrading staff knowledge and 4) parent literacy opportunities. Data sources used to evaluate the achievement of objectives included attendance records, test scores, and surveys of teachers, staff and parents. Progress toward each of the program objectives during the 2016-2017 academic year is described below:

The stated objective for academic programming was met; 100% of participating youth were involved in STEM educational activities. Furthermore, 84.3% of youth improved in math and 89.3% improved in English over the academic year. Participation in STEM activities has been assessed through attendance, as STEM activities are a consistent part of program activities. YouthPort is considering exploring whether there is an available measure that could be feasibly used to assess youths' progress in STEM.

The stated objective for progress in social, emotional, and behavioral development was not met, though progress was demonstrated over the academic year. Surveys administered to teachers at the end of the school year showed that with respect to students assessed as needing improvement, 62% improved in getting along with other students; 68% improved in behaving well in class; 72% improved in coming to school ready to learn, and 69% improved in volunteering. In addition to teacher surveys of student development, pretest and post-test assessments were conducted for 23 students served in Expressive Arts. Results found that 78% improved in being positively connected and engaged with at least one person in the group; 70% improved in the demonstrated ability to regulate self; 74% improved in positively expressing self; 70% improved in appearing to feel good about themselves and that they are capable and count in this world, and 70% improved in having good social skills and getting along with others. These statistics fall short of the objective that 85% of students would improve, though these results do show that most students improved.

The stated objective for staff knowledge gain was met. Based on surveys completed by staff following training sessions, 89% reported gaining knowledge and also feeling supported in their role. This exceeds the objective of 80%.

The stated objective for parent literacy was met. Based on surveys of parents participating in literacy activities, 85% rated their knowledge of literacy tactics at the highest levels (rated as "4" or "5"). This exceeds the stated objective that 80% of parents would improve or maintain knowledge of literacy skills.

6. Anecdotal Data

a. Success Stories

Hoover Club implemented a new STEM program last year (2016/2017). This program is based around the "Snap Circuits" Kit. At the beginning of the year (2016) the Club had only 5 kids willing to learn this new STEM program. By the end of the year (2017), the club had 20 kids in the program. The returning youth will be implementing a Snap Circuit enrichment that will be offered to Hoover School. This enrichment will start in March of 2018.

"C" came to us in the beginning of the school year as a kindergarten not being able to recognize his alphabet at all or write his name. At least three times a week he would go over his letters and how to spell his names through games and practice with staff. "C" is the youngest of 6 and really struggles to stay focused if he is not interested in the topic. Staff worked hard to build a relationship to help him understand how to use his knowledge in everyday things. "C" can now write his name and point out all of his letters without missing a beat.

Steve, chair of the Taylor Area Neighborhood Association (TANA) shared that having a 21CCLC site at Taylor has had a ripple effect in the neighborhood. "Families are making more and better connections to the school and the community. The block parties and other neighborhood events are being attended which is great because these kids need to know their neighborhood supports them."

b. Best Practices

All youth participated in programming designed to bolster academic performance including: Snap Circuits, Chess Club, App Inventor, Coding Club, and Imagination Foundation. These programs have the benefits of being connected to STEM learning approaches as well as aligning with school day goals and outcomes in math and literacy.

All youth participated in or had the opportunity to participate in service learning activities and programs including Boy Scouts and Girls Scouts, Culture Club, Student Council, Strong Stories: Strong Girls, Hoover Harmony, Mentoring Club, and Rainbows for All Children. The following partners engaged youth as well: The Eastern Iowa Arts Academy, Go Daddy, True Green, Toyota Financial Services, and US Cellular. Service learning is a vital component to the overall development of a child and aligns with both 21CCLC goals ("Serving the Whole Child") as well as building employment skills and strong citizenship skills.

All youth participated in or had the opportunity to participate in programming designed to address the prevention of risky behaviors. Activities and guest speakers included: Scouting, Good News Club, programming from Mount Mercy University's Social Work Department. We know that when youth have strong caring individuals in their lives partnered with skills to resist high risks choices, they are empowered to make the best possible decisions.

All youth participated in programming designed to provide daily physical activity and education to improve healthy lifestyles. Activities and guest speakers included: Triple Play, basketball, soccer, running club, HyVee's Dietician Program, Garden Club, and engaged partners through volunteer coaches as well as the Eichhorn Recreation Group, Jefferson JayHawks Basketball, Solon Basketball, school based intramurals, NBA Junior, and United Healthcare. By participating in programs such as these, youth are laying the foundation to become healthy and productive adults.

c. Pictures





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

Earlier we reported results from parent surveys that indicated high levels of satisfaction with the program and staff, positive perceptions that their child's academic performance, behavior and affect had improved, and positive perceptions that their child enjoyed participating in program activities.

Results from spring surveys of teachers showed that 98.6% of 21CCLC parents attended their fall parent/teacher conference, and 100% attended their spring conference. This indicates a high level of parent engagement among 21CCLC students.

7. Sustainability Plans

- a. *Sustainability Plan.* Provide a summary of plans for sustaining the afterschool program after the end of the 21st CCLC grant.
- a. end of the 21st CCLC grant.

YouthPort has made sustainability a priority. The afterschool program will continue if funding from the 21CCLC ends by implementing four main supports of sustainability: community partnerships, school/community partnerships, volunteer contributions, and summer collaborations. YouthPort's Marketing and Development Committee continues to seek other sustainable funding sources such as foundations and private donors.

Community partnerships are vital to overall success of the program. YouthPort is a community collaborative consisting of three long-standing community organizations. It recognizes that the in-kind value associated with other partners that support programming, provide space/goods/materials, and volunteer assistance, is priceless. During the 2016-2017 school year, YouthPort utilized 15 agencies, businesses, faith-based organizations, health care providers, and governmental entities to support 21CCLC programming.

YouthPort's 21CCLC program would not be possible if it were not for the strength based partnership that has been developed with the Cedar Rapids Community School District as a whole and both Hoover and Taylor Elementary Schools on a building level. In short, YouthPort is able to offer high quality programming because the district and both building principals value what the program can provide to the youth and families served.

Volunteers offer the best of themselves for the sake of improving the quality of a young person's life. YouthPort is able to access volunteers in a number of different ways including academic supports and program enrichments. The expansion of volunteer program support is critical to long term success.

Summer poses a different set of obstacles and YouthPort is confident that ongoing partnerships with the district and programs like Kids on Course University, a provider with whom the program partnered during Summer 2017, will make future endeavors positive for youth and meaningful for families. |

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. Contributions should be one of the following.

- Provide Evaluation Services
- Raise Funds
- Provide Programming / Activity-Related Services
- Provide Food
- Provide Goods
- Provide Volunteer Staffing
- Provide Paid Staffing
- Other

Partner Contribution Table for Sustainability Plan 2016-2017				
Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Boys & Girls Club	Provide Paid Staffing Raise Funds Provide Programming/Activity Related Services Provide Food Provide Goods Provide Volunteer Support Provide Professional Development Opportunities	The 21CCLC grant pays for 2 Site Directors and 2 part-time or summer staff. Additionally, 15 staff support 21CCLC programming, but are paid via another funding stream. (school year and summer)	\$50,000	Hoover and Taylor

Tanager Place	Provide Paid Staffing Raise Funds Provide Programming/Activity Related Services Provide Food Provide Goods Provide Volunteer Support Provide Professional Development Opportunities	The 21CCLC grant supports the offering of the Expressive Arts program that is staffed by Tanager Place.	\$1000.00	Hoover and Taylor
YPN	Provide Volunteer Staffing To Support Programming Raise Funds Provide Programming/Activity Related Services Provide Food Provide Goods Provide Volunteer Support Provide Professional Development Opportunities	The 21CCLC grant supports the Program Director	\$4900.00	Hoover and Taylor
Hoover Elementary School	Provide Paid Staffing Provide Programming/Activity Related Services Provide Goods Provide Professional Development Opportunities	Hoover elementary provides staff support for this grant via general program support, data collection, and Advisory Committee	\$3000.00	Hoover
Taylor Elementary School	Provide Volunteer Staffing To Support Programming Provide Programming/Activity Related Services Provide Goods Provide Professional Development Opportunities	Taylor elementary provides staff support for this grant via general program support, data collection, and Advisory Committee	\$3000.00	Taylor
Cedar Rapids Community School District	Provide Volunteer Staffing To Support Programming Provide Programming/Activity Related Services Provide Food Provide Goods Provide Professional Development Opportunities	CRCSO provides staff support for this grant via general program support, data collection, and Advisory Committee	\$18,900.00	Hoover and Taylor

Dr. Miriam Landsman	Provide Evaluation Services	Provide Evaluation Services	\$2000.00	Hoover and Taylor
Cedar Rapids Daybreak Rotary	Raise Funds Provide Volunteer Staffing To Support Programming Provide Programming/Activity Related Services Provide Food Provide Goods	Provides volunteers and general programming support to YouthPort and all its programs	\$5000.00	Hoover and Taylor
Cedar Rapids Public Library	Provide Volunteer Staffing Provide Goods	Provides staff support for Family Literacy Events including books	\$5000.00	Hoover and Taylor
Kids on Course – Summer University	Provide Programming/Activity	Provides no staffing, but works collaboratively with YouthPort for summer programming coverage	\$44,667.50	Hoover and Taylor
Neighborhood Associations – TANA and WANA	Provide Volunteer Staffing Provide Programming Activity Provide Goods	Provides volunteer staffing for literacy and other events; provides backpacks and other material needs.	\$2000.00	Hoover (WANA) and Taylor (TANA)

8. Summary and Recommendations

a. *Short summary of the program.*

During the 2016-2017 school year YouthPort provided afterschool programming to 140 children at Hoover and Taylor elementary schools. Beginning in Summer 2017 the program initiated summer programming as well. The program included a broad range of activities designed to strengthen academic success and social, emotional and behavioral development. YouthPort also provided family-strengthening and literacy programming to parents of participating youth. YouthPort's program involved a high level of collaboration with community partners that provided time and resources, and support from the school district and leadership at Hoover and Taylor elementary schools were instrumental to the program's success. Results from the 2016-2017 school year showed that the majority of students improved in reading and math as well as in various measures of social, emotional and behavioral

development. Teacher surveys indicate that most children who needed to improve in classroom behavior, participation, and homework completion did so, and that parent participation in parent/teacher conferences was exceptionally high. Parents reported high levels of satisfaction with the program and with their children's progress, both academically and behaviorally. |

b. Dissemination of local evaluation.

|Local evaluation data will be shared with stakeholders in a number of different ways including: posting the link on the YouthPort website, posting on all three partner agencies' websites and/or social media platforms, making hard copy summary sheets available on site, and presenting results at a parent meeting. The link for reporting can be found at www.youthport.org. |

c. Recommendations for objectives.

|YouthPort has already been using and analyzing data gathered over the 2016-2017 academic year to make program improvements in the current academic year. To strengthen gains in students' social, emotional and behavioral development, 21CCLC/Club is now implementing Zones of Regulation. The schools are using this approach during the school day; extending this to the Afterschool program is intended to provide continuity and reinforce students' progress in self-regulation, coping skills, and getting along with others. To strengthen students' academic progress, 21CCLC has hired an Education Specialist to work with teachers in developing enrichment activities. YouthPort will also strive to collect more feedback from parents through a better system of engagement and data collection. |

d. Recommendations on future plans for change.

|YouthPort is taking the data and anecdotal evidence from the 2016-2017 school year to make improvements to out of school time programming. These improvements include the implementation of the Zones of Regulation curriculum, the expansion of academic program support through the hiring of the Education Specialist position, a better system to collect parent feedback, and will continue to evaluate how Expressive Arts programming works to meet the needs of youth who are experiencing levels of trauma.

Moving into the next year, strengthening the focus on sustainability and collaborating with community partners towards that end will be helpful in planning for the future. YouthPort has also implemented a Program Evaluation Committee designed to uplift program needs in a more consistent fashion. |