

Local Evaluation for *Grantee Name*
Iowa 21st CCLC for 2017-2018

Overview

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 8-12 are to be included for reporting data for the 2017-2018 school year. Reported data will be from the Fall of 2017 and the Spring of 2018. Data will also be reported for the Summer of 2017. The table below lists the eight required sections of the local evaluation. Each section includes a checklist of required items to include. The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2017-2018>. The form must be completed and submitted in Word format. *(Note: Instructions for clarifications are shown in RED.)*

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

1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	11/27/18
Grantee Name	YouthPort
Program Director Name	Crystal Hall
Program Director E-mail	chall@ypniowa.org
Program Director Phone	319-364-8909
Evaluator Name	Dr. Miriam Landsman
Evaluator E-mail	miriam-landsman@uiowa.edu
Evaluator Phone	319-335-4934
Additional Information from Grantee (optional)	

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas)</i>
Cohort 8	
Cohort 9	
Cohort 10	
Cohort 11	Taylor Elementary School, Hoover Elementary School
Cohort 12	
Additional Information from Grantee (optional)	

2. Introduction/Executive Summary

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

Type or copy and paste Introduction/Executive Summary here.

YouthPort is a collaboration among three non-profit organizations dedicated to the success of children and families. YouthPort participates in assessing the needs of families served through multiple data collection points including but not limited to: math and reading scores, office referrals, school absences, tools designed to capture the state of a child's mental health status, tools designed to identify family needs, tools designed to support staff working with children and families, and general program satisfaction surveys. Additionally, YouthPort accesses and supports local data collections in a broader sense that identified larger community needs such as unemployment, housing needs, food insecurity, transportation concerns, and so on.

Key members to this initiative include all three partner organizations – Boys & Girls Club, Tanager Place, and YPN as well as Hoover and Taylor Elementary Schools, the Cedar Rapids Community School District, and various other organizations and individuals. This grant is governed by an Advisory Committee consisting of representation from all three YouthPort organizations, the schools, the district, parents, and staff.

Programming is offered at:

Hoover Elementary School	and	Taylor Elementary School
4141 Johnson Ave. SW		720 7 th Ave. SW
Cedar Rapids, IA 52405		Cedar Rapids, IA 52404

Programming is offered to youth 5 days per week from 3:45-6:00 with additional hours offered in the evening or on weekends. Both Taylor and Hoover meet the monthly minimum of 60 hours of programming per month with consistency. Activities offered at these sites include:

- Academic supports through Power Hour, homework help, and tutoring
- Enrichment opportunities based on student needs and interests
- Physical fitness activities

- Community service learning
- Arts & cultural experiences
- Drug and violence prevention program
- Family literacy events
- Other programming as identified.

Enrolled youth and their families are asked to commit to high levels of attendance for the best possible outcome.

YouthPort's afterschool program served 134 children at Hoover and Taylor elementary schools in Cedar Rapids over the 2017-2018 academic year and 139 during the summer of 2017. 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 32.8% of students improved in math and 62.4% improved in reading over the academic year. According to the GPRA measures, 27.4% of students improved in homework and class participation, and 41.7% improved in classroom behaviors. With regard to local program objectives for social, emotional and behavioral development, the majority of students assessed by their teachers as needing improvement demonstrated progress over the academic year: 71.9% improved in getting along with other students; 85.4% improved in behaving well in class; 82.4% improved in coming to school ready to learn, and 60.8% improved in volunteering. 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.

3. Demographic Data

Demographic Data Required Elements	Complete?
2017-2018 School Year Attendance Tables	
• 2017-2018 School Year Attendance Summary Table	X
• 2017-2018 School Year Attendance Ethnicity Table	X
• 2017-2018 School Year Attendance Special Needs Table	X
Summer of 2017 Attendance Tables	
• Summer of 2017 Attendance Summary Table	X
• Summer of 2017 Attendance Ethnicity Table	X
• Summer of 2017 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2017-2018 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2017 and the Spring of 2018. There are separate tables for the Summer of 2017. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2017-2018 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	134	78	56
	Regular*	134	78	56
12	All			
	Regular*			

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

21 st CCLC Program 2017-2018 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All						
	Regular*						

9	All						
	Regular*						
10	All						
	Regular*						
11	All	36	7	0	72	0	19*
	Regular*	36	7	0	72	0	19*
12	All						
	Regular*						

*Unknown race shows that respondents entered a response of more than one race.

21 st CCLC Program 2017-2018 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	39	134	17
	Regular*	39	134	17
12	All			
	Regular*			

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

Summer of 2017 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2017 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2017 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	169	103	66
	Regular*	169	103	66
12	All			
	Regular*			

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

21 st CCL Program Summer 2017 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All						
	Regular*						
9	All						
	Regular*						
10	All						
	Regular*						
11	All	46	1	1	95	0	0
	Regular*	46	1	1	95	0	0
12	All						
	Regular*						

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

21 st CCLC Program Summer 2017 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
8	All			
	Regular*			
9	All			
	Regular*			
10	All			
	Regular*			
11	All	0	133	11
	Regular*	0	133	11
12	All			
	Regular*			

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

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• Percentage of 21 st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X

- | | |
|---|---|
| <ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> | X |
|---|---|

2018-2018 Data from the Cedar Rapids Community School District indicates that Taylor Elementary had a total enrollment of 215 youth and Hoover 375. YouthPort served 138 youth during the school year or 23.3% of the total enrollment at those sites.

During the 2017-2018 school year, all participating students were regular attendees (30 or more days). There were a total of 134 participants: 58.2% male, 41.8% female. FRPL students accounted for 100% of the attendees. In terms of ethnicity, there were 53.7% Black/African American, 26.8% white, and 5.2 % Hispanic/Latino. 14.1% reported being Two or More Races, which is listed here under the category of Unknown Race. There were no American Indians/Alaska Natives or Asian/Pacific Islanders. There were 29.1% students identified with limited English language proficiency and 12.6% with special needs

During summer 2017 there were a total of 169 participants: 60.9% male, 39.1 female. FRPL students accounted for over 78.6% of attendees. In terms of ethnicity, there were 40.8% Black/African American, 27.2% white, and less than 1 % Hispanic/Latino or American Indian/Alaska Native. There were no summer students reported as being Two or More Races or Asian/Pacific Islanders. There were no students identified with limited English language proficiency, and less than 1% with special needs.

YouthPort works with the schools as well as families and partner organizations to offer high quality programming that is both academically beneficial but also fun for the youth. This mission allows the program to continue to serve a population in need while following criteria established by the grant (ex. FRPL, children in academic need, high risk populations). Currently, 82% of youth attend regularly and there is a waiting list of 45-50 individuals.

YouthPort sites adhere to the 60 hour per month requirement for funding by offering daily programming that is partnered with additional evening or weekend hours. During the 2017-2018 school year, additional program offerings allowed programs to be open a total of 1227 hours between the two sites.

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

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

21 st CCLC Program 2017-2018 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Paid/ Unpaid	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Boys & Girls Club	Paid	Provide paid staffing Raise funds Provide programming/activity related services Provides food Provides goods Provides volunteer support Provide professional development	The 21CCLC grant pays for 2 Site Directors and 2 part-time or summer staff. Additionally, 15 staff support the 21CCLC program but are paid via another funding stream (school year and summer)	\$50,000	Hoover and Taylor
Tanager Place	Paid	Provide paid staffing Raise funds Provide programming/activity related services Provides goods Provide professional development	The 21CCLC grant supports the offering of the Expressive Arts program that is staffed by Tanager Place.	\$1,000	Hoover and Taylor
YPN	Paid	Provide paid staffing Provide evaluation services Raise funds Provide programming/activity related services Provides food Provides goods Provides volunteer support Provide professional development	The 21CCLC grant supports the Program Director	\$5,000	Hoover and Taylor

Hoover Elementary School	Unpaid	Provide volunteer staffing to support programming Provide programming/activity related services Provides food Provides goods Provide professional development	Hoover elementary provides staff support for this grant via general program support, data collection, and Advisory Committee	\$3,000	Hoover
Taylor Elementary School	Unpaid	Provide volunteer staffing to support programming Provide programming/activity related services Provides food Provides goods Provide professional development	Taylor elementary provides staff support for this grant via general program support, data collection, and Advisory Committee	\$3,000	Taylor
Cedar Rapids Community School District	Unpaid	Provide volunteer staffing to support programming Provide programming/activity related services Provides food Provides goods Provide professional development	The CRCSD provides staff support for this grant via general program support, data collection, and Advisory Committee	\$19,000	Hoover and Taylor
Dr. Miriam Landsman	Paid	Provide Evaluation Services	Provides evaluation services	\$3,000	Hoover and Taylor
Cedar Rapids Daybreak Rotary	Unpaid	Raise funds Provide volunteer staffing to support programming Provides Programming/Activity Related Services Provides food Provides goods	Provides volunteers and general programming support to YouthPort and all its programs.	\$5,000	Hoover and Taylor
Cedar Rapids Public Library	Unpaid	Provides volunteer staffing to support programming Provides goods	Provides staff support for Family Literacy Events including books.	\$5,000	Hoover and Taylor

Kids on Course-Summer University	Unpaid	Provides Programming/Activities related to services	Provides no staffing but works collaboratively with YouthPort for summer programming coverage.	\$46,000	Hoover and Taylor
Neighborhood Associations: TANA and WANA	Unpaid	Provides volunteer staffing Provide programming/Activities related to services Provides goods	Provides volunteer staffing for literacy and other events; provides backpacks and other material needs.	\$15,000	Hoover and Taylor
Taylor CAN (Community Action Network)	Unpaid	Provide programming/Activities related to services Provides goods	Acts as a referral base for program supports for families in the community.	\$10,000	Taylor

Partnerships Discussion.

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

Type or copy and paste Partnerships Discussion here.

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.

Currently YouthPort utilizes four paid partners (Boys & Girls Club, Tanager Place, YPN, and Dr. Landsman) and seven unpaid partners to provide services.

YouthPort is constantly working to build partnerships that will benefit the children and families as well as the overall mission of the project. These partnerships are made through YouthPort's involvement with groups like Taylor CAN (Community Action Network) which works to build up neighborhood and school supports through a network of support for families and residents.

Parent Involvement Information and Discussion.

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

Type or copy and paste Parent Involvement Information and Discussion here.

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 52 parents indicate that 94% reported the sessions helped to improve their knowledge of literacy tactics, exceeding the program objective of 80%. Qualitative comments offered by parents included "The (site word) flash cards are so helpful" "I love the ways you build in easy to do skills like rhyming or capital vs. lower case letters" Challenges emerging from parents' comments were "I wish there was a way to incentivize every day reading with my child." "I don't read that well and I'm embarrassed."

Parents were also surveyed about their perceptions of the 21CCLC program during the 2017-2018 academic year. Fourteen parents (five from Hoover and nine from Taylor) 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. The parents unanimously agreed that their children enjoyed the 21CCLC/Club and that their children's reading, math and writing skills increased. The parents also unanimously agreed that the communications they received from the staff were helpful, they were satisfied with the schedule, the staff spoke openly with them, and that overall, their children's mood and positivity improved since participating in the program.

Ten parents indicated that they attended the Family Night and agreed with the statement, "The Family Night Programs were helpful to me." Six parents reported that their children received transportation assistance from the 21CCLC/Club. All six agreed with the statement, "I was satisfied with the busing provided by 21CCLC/Club."

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. All events and activities are communicated via flyer and supported by staff discussion and verbal reminders.

4. GPRA Measures

For 2017-2018, the US DOE has indicated that 21st CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> Name of Assessment Tools Used for Each Measure. Data Entered for all Applicable Measures. 	X
GPRA Measures Discussion	X

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: District Math Tests			
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.	134	44	32.8%
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring.			
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring.	134	44	32.8%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: District FAST Scores			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.	85	53	62.4%
5. The number of middle/high school 21st Century regular program participants who improved in English from fall to spring.			
6. The number of all 21st Century regular program participants who improved in English from fall to spring.	85	53	62.4%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: District FAST Scores			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.	85	53	62.4%
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.			
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: DOE Teacher Survey			
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	84	23	27.4%
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	84	23	27.4%
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: DOE Teacher Survey			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
12. The number of elementary 21 st Century regular program participants with teacher-reported improvements in student behavior.	84	35	41.7%
13. The number of middle/high school 21 st Century regular program participants with teacher-reported improvements in student behavior.			
14. The number of all 21 st Century regular program participants with teacher-reported improvements in student behavior.	84	35	41.7%

GPRA Measures Discussion.

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

All the students met Regular Attendance criteria. There were measurable improvements in all of the school year appropriate performance GPRA indicators. The greatest success could be found in the percentage of elementary 21st Century regular program participants who improved from not proficient to proficient or above in English/reading: 62.4%. In addition, 32.8% of participants bettered their math skills. There was also a 41.7% improvement in teacher-reported student behavior and a 27.4% rise in teacher-reported homework completion and class participation.

The data collection tool for these inputs include District/School provided data from reading scores, math assessments, report cards, and teacher surveys.

One GPRA Measure that might be more difficult to track in the future is connected to math as the District is changing the way they collect that data.

5. Local Objectives

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

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

Local Objectives Data Tables.

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

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

Cohort 8 Table

Cohort 8 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 9 Table

Cohort 9 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 11 Table

Cohort 11 Objectives	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. In terms of the number of students needing improvement, 32.8% demonstrated improvement in math and 62.4% showed improvement in reading/writing skills over the academic year.
85% of youth members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores	Met the stated objective	As a result of participating in the Expressive Arts program, 100% of students expressed an increase in feelings of self-worth, ability to regulate emotions, and feeling socially connected to others.

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating
85% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming	Met the stated objective for behaving well in class, and made progress toward the other stated objectives.	Teachers were surveyed at the end of the academic year about students' progress in specific behaviors. Results show among students whose behavior teachers assessed as needing improvement: 71.9% improved in getting along with other students; 85.4% improved in behaving well in class; 82.4% improved in coming to school ready to learn, and 60.8% improved in volunteering.
80% of staff will increase knowledge from trainings	Met the stated objective	Staff members were given a free-response survey that asked about their experiences and recommendations. The staff reported that they felt well prepared thanks to the various staff training opportunities during the year. 92% of staff reported an increase in knowledge after participating in trainings over the course of the school year.
80% of parents will increase or maintain knowledge of literacy skills	Met the stated objective	The program collected 52 parent surveys and 49 (94%) reported an increase in growth/knowledge in literacy.

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Local Objectives Discussion.

Local Objectives Discussion Required Elements

Complete?

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

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 2017-2018 academic year is described below:

The stated objective for academic programming was met; 100% of participating youth were involved in STEM educational activities. Furthermore, 32.8% of youth improved in math and 62.4% 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 continues to explore whether there is an available measure that could be feasibly used to assess youths' progress in STEM. This score was maintained from year one of data collection.

The stated objective for progress in social, emotional, and behavioral development was not completely 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, 71.9% improved in getting along with other students; 85.4% improved in behaving well in class; 82.4% improved in coming to school ready to learn, and 60.8% improved in volunteering. In addition to teacher surveys of student development, pretest and post-test assessments were conducted for 41 students served in Expressive Arts. Results found that 93% improved in being positively connected and engaged with at least one person in the group; 88% improved in the demonstrated ability to regulate self; 100% improved in appearing to feel good about themselves and that they are capable and count in this world, and 92% improved in having good social skills and getting along with others. These statistics met the stated objective that 85% of students would improve. These scores have increased compared to data from year one.

The stated objective for staff knowledge gain was met. Based on surveys completed by staff following training sessions, 92% reported gaining knowledge and also feeling supported in their role. This exceeds the objective of 80%. These scores increased compared to year one data.

The stated objective for parent literacy was met. Based on surveys of parents participating in literacy activities, 94% 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. These scores increased compared to data from year one.

6. Anecdotal Data

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

Success Stories

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

Over the course of the last year, Hoover's 21CCLC program has had many successes. The biggest success is STEM programming. Over the course of the school year, all youth participated in STEM activities, which occurred weekly and included a variety of activities. The program also had a very successful partnership with US Cellular. US Cellular volunteers would visit weekly during the summer program and participated in STEM activities. Youth members completed roughly 4,000 hours of STEM activities during the 2017-2018 school year and summer.

There was a substantial increase in participation in the Chess Club program. Chess Club was added to the summer program and opened up to include 2nd-5th grades.

21CCLC had a very successful summer of DEAR: **Drop Everything And Read**, that partnered well with YouthPort's Lunch & Literacy program. All youth completed 60 minutes of reading per week, in addition to their partnered reading during the Lunch & Literacy time.

Taylor's 21CCLC program also had some wonderful successes including the addition of the service learning Yarn Club through which youth learned to knit and made hats for themselves and for those in need. While there was specific data collected for this program, some teachers claimed that youth exhibited more patience when dealing with a tough situation in the classroom – and they credited the skills learned in Yarn Club. One young man shared that, "I love Yarn Club. I made a hat for my mom and one for myself in my favorite color. Some boys made fun of me for learning to knit until they saw my cool camouflage hat, now they want to join. It was also cool to give the hats and scarves to the shelter."

Taylor also implemented some fantastic programming that focused on reading, math and STEM. YouthPort's Lunch & Literacy program also benefited the youth at Taylor by partnering the youth with reading mentors over the lunch hour.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X

Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

All youth participated in programming designed to bolster academic performance including: Reading and Math Centers, Snap Circuits, Chess Club, App Inventor, Coding Club and Tutoring/Homework Help. 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. Direct results from participation in these programs can be seen in the growth made by students from fall to spring and by the high daily attendance rate for youth.

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. Direct results from participating in these activities can be seen in student report of high satisfaction rates for enjoyment and through high daily attendance rate for youth.

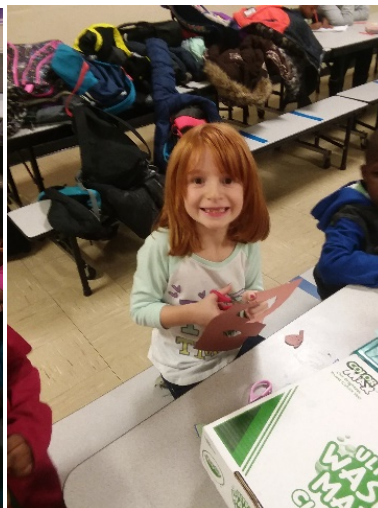
All youth participated in or had the opportunity to participate in programming designed to address the prevention of risky behaviors. Activities and guest speakers included: Scouting, Good News Club, programming from Mount Mercy University's Social Work Department. We know that when youth have strong caring individuals in their lives partnered with skills to resist high risks choices, they are empowered to make the best possible decisions. Direct results from participating in these activities can be seen in the number of reduced trips to the office for behavioral issues and by the high daily attendance rate for youth.

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 NBA Junior, school based intramurals, and United Healthcare. By participating in programs such as these, youth are laying the foundation to become healthy and productive adults. Direct results from participating in these activities can be seen in the high rate of daily dinner attendance and participation in these extracurricular activities.

The success of these programs is gauged through both formal processes (ex. reading and math scores) as well as informal (point in time feedback, satisfaction surveys, interest inventories). YouthPort's 21CCLC's Program staff then uses the data collected to identify, resource, and implement programming and supportive activities for the children enrolled in programming. Additional supports are offered to families when needed.

Pictures

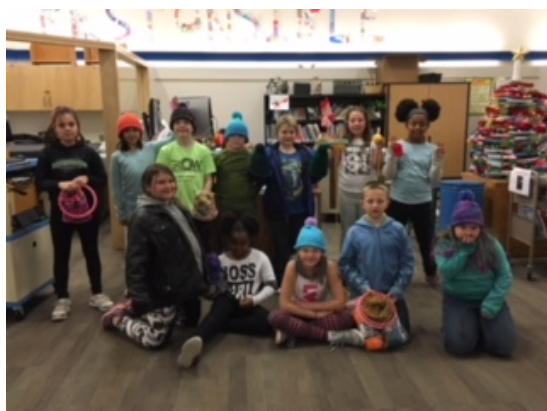
Math and Reading Fun



STEM fun

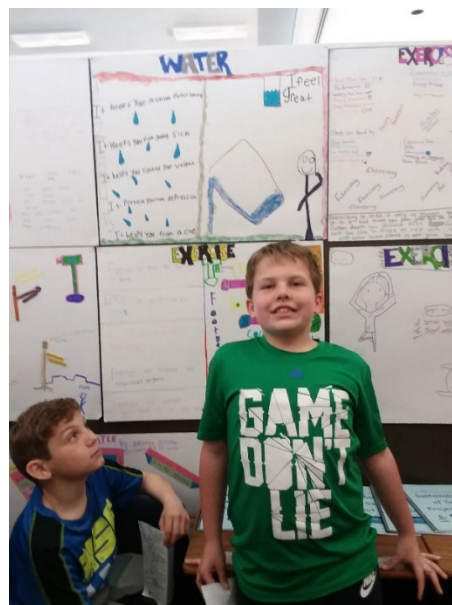


Service Learning



Clubs and Enrichments, Arts & Crafts, Physical Fitness



Other events, supports and services (including Family Literacy):**Student, teacher, parent, and stakeholder input**

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

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

Surveys were distributed to students, parents, staff, and teachers involved with the 21CCLC program. Students responded to Likert-type items about school, skills, and how they got along with others. Parents were asked both Likert-type items and open-ended questions about the program. Staff were asked open-ended questions about their experiences and recommendations. The teacher survey asked specifically about changes in students' attendance, academic performance, and behavior. Below we summarize key results from each stakeholder group. For parents and staff, examples of direct quotes are included to illustrate program successes.

Students:

Students were generally positive about their own skills. More than 91% said they tried hard in school, more than 79% said they do well in language arts, more than 85% said they do well in math, and more than 85% said they do well in school and indicate they expect to graduate from high school.

Parents:

The parents positively perceived the program as well. One hundred percent of the respondents agreed that their children: enjoyed the 21CCLC program, their reading, and math and writing skills are better, and their mood and positivity has improved. The parents also unanimously said that the program staff communicated openly with them about their children's behavior, overall progress, and involvement in activities.

"Just keep up the great interaction with all the children and staff. One on one playing games, helping with school work. Like the fact kids get dinner and a staff member sits down with children as if it's a family dinner. Staff is either one on one or 3 to 4 or more children interacting."

"I love the program and am happy that you are here for us."

"I am thankful that he was able to participate and hope this will be avail next year."

"My kids love the 21CCLC/Club so very much and I am thankful for the help and support they provide to my kids."

"Like the children-staff interaction-playing games, helping with homework."

"He has learned so much for social interaction." "Everything went well for my kids, they are satisfied with the program."

Teachers:

Teachers reported that most students improved in terms of classroom comportment and academics. Among the students that needed help the teachers saw a noteworthy rise in children behaving well in class, being attentive in class, coming to school motivated, participating in class, volunteering, academic performance, turning in homework on time, completing homework satisfactorily, and getting along with other students.

Staff:

The staff praised the program's activities, felt supported in their roles, and found their training helpful.

When asked what went well, they said:

"All activities and plans went smooth(ly)"

"Having planned structured activities that are appropriate for age groups"

"The different activities, the kids' behaviors, amount of staff"

"Programming and field trips"

"How creative our activities were / How kids responded to activities we did"

In terms of support, the staff reported:

"Always supported by my boss & staff."

"I knew I would be backed up about my decisions."

"_____ has been very supportive and understanding."

"The staff at Taylor all help and support each other."

"Staff listened and understood what was happening for that day's activities to make things run smooth"

"We work well together."

"All staff stands with each other always. Encouraging place to work."

As for their training, the staff indicated:

"There weren't many things/situations I didn't feel prepared for."

"Various staff trainings throughout the year-supervisors always gave advice throughout the year-never left to do something I was uncomfortable with."

"Good training opportunities this year"

"I had a great leader."

Partners: "I appreciate how this location provides a consistent, stable, safe and loving environment for our kids. (James) is much needed second father/older brother/wise adult friend. (James) encourages the kids while giving them a sense of place/identity in an otherwise chaotic world. He and the other staff are there for the kids, even going out of the way to support them in making other healthy connections in the community. I think that when the children are adults they will be more successful that they would have had not been for (James) and the staff at the Boys and Girls Club"

One University professor said "YouthPort's programming is impressive—with a broad range of enrichment activities provided by dedicated staff and community partners. Student participation is strong and kids are making progress in academics as well as social development. And parents report that the program is making a positive difference for their children."

Sustainability Plans

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

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 2017-2018 school year, YouthPort utilized 23 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 the summers of 2017 and 2018, will make future endeavors positive for youth and meaningful for families.

7. Summary and Recommendations

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

Summary of Program

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

YouthPort is a collaboration among three non-profit organizations dedicated to the success of children and families. YouthPort participates in assessing the needs of families served through multiple data collection points including but not limited to: math and reading scores, office referrals, school absences, tools designed to capture the state of a child's mental health status, tools designed to identify family needs, tools designed to support staff working with children and families, and general program satisfaction surveys. Additionally, YouthPort accesses and supports local data collections in a broader sense that identified larger community needs such as unemployment, housing needs, food insecurity, transportation concerns, and so on.

Key members to this initiative include all three partner organizations – Boys & Girls Club, Tanager Place, and YPN as well as Hoover and Taylor Elementary Schools, the Cedar Rapids Community School District, and various other organizations and individuals. This grant is governed by an Advisory Committee consisting of representation from all three YouthPort organizations, the schools, the district, parents, and staff.

YouthPort's afterschool program served 134 children at Hoover and Taylor elementary schools in Cedar Rapids over the 2017-2018 academic year and 139 during the summer of 2017. 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. 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. Surveys administered to teachers at the end of the school year showed considerable improvement in students getting along with others, classroom behavior, coming to school ready to learn, and volunteering.

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.

Feedback from key stakeholders, including students, parents, teachers, staff members, and community partners, indicates that programming offered through YouthPort is successful in engaging students and parents, as well as facilitating students' academic progress and social and behavioral development.

Dissemination of Local Evaluation.

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

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

Recommendations for Local Objectives.

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

YouthPort has identified and met all but one of the stated local objectives for the grant. The one local objective that was unmet is, "85% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming." This year 41.7% of youth identified by teachers as needing improvement made progress towards their goal which falls short of the 85% benchmark. At this time, the program is exploring ways to improve this objective that include continuing to support program implementations made last year (ex. Zones of Regulation and the addition of an Education Specialist) but also identifying other supports as well as the possibility of making a subset of objectives. YouthPort continues to collect more feedback from parents and partners.

Recommendations on Future Plans for Change.

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

YouthPort believes that while programming is meeting multiple needs of those served, there is always room for improvement. Data, feedback, and assessments will continue in an effort to offer interesting and needed programming. Recruitment and wait lists will continue to be evaluated to ensuring serving the identified population with the best possible services. YouthPort will continue to strengthen collaborations community partners and solidify a sustainability plan to support ongoing education and programming for youth, with ongoing feedback provided by the Advisory Committee of the grant. During FY18 YouthPort implemented a Program Evaluation Committee designed to uplift program needs in a more consistent fashion, resulting in a stronger mechanism to collect data which can be leveraged for additional funds as part of a larger sustainability plan.