

Grantee: YouthPort
21st CCLC Local Evaluation for 2022-2023

Overview

The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of *21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003*.

What are the local evaluation requirements?

Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation.

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

To assist grantees with meeting the local evaluation requirements, the Iowa 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 13-17 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2022 and the 2022-2023 School Year.

The table below lists the nine required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**YouthPort 21st CCLC Local Evaluation Form 2022-2023**>. The form must be completed and submitted in Word format.

(Note: Instructions and clarifications are shown in RED.)

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

1. General Information

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

Basic Information Table

Item	Information
Date Form Submitted	01/02/24
Grantee Name	YouthPort
Program Director Name	Briana Ingwersen
Program Director E-mail	bingwersen@tanagerplace.org
Program Director Phone	319-365-9165, ext. 277
Evaluator Name	Dr. Miriam J. Landsman
Evaluator E-mail	Miriam-landsman@uiowa.edu
Evaluator Phone	319-335-1257
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) INCLUDE SCHOOL LEVEL (i.e., Elementary, Middle, High School)</i>
Cohort 13	
Cohort 14	
Cohort 15	
Cohort 16	
Cohort 17	Hoover Elementary, Taylor Elementary
Additional Information from Grantee (optional)	

Note: If you are in Cohort 18, you will report your data next year (We always report the previous year's data in the local evaluations).

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• 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
• Details on Parent Events and Parent involvement.	X
• Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)	X
Program Highlights	X

Type or copy and paste Introduction/Executive Summary here.

YouthPort is an innovative collaboration between three nonprofit agencies in Cedar Rapids: Boys & Girls Clubs of the Corridor, Tanager, and YPN (Young Parents Network). Each YouthPort partner agency has specific and unique experience in providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of students. The collaborative approach consists of an afterschool program structure that goes beyond academics to address social-emotional needs, physical wellness, and literacy and education needs of the larger family unit.

Programming is offered five days a week, Monday through Thursday 3:45-6:00 and Fridays 2:20-6:00, with additional hours offered in evenings or weekends to ensure the monthly minimum hours are met throughout the year. The summer program runs June through August for over 40 days per year. The summer session operates daily Monday through Friday from 8:30-5:30pm. Sites are located at Hoover Elementary School (4141 Johnson Ave SW, Cedar Rapids) and Cedar River Academy at Taylor Elementary School (720 7th Ave SW, Cedar Rapids).

Program governance involves several key stakeholders: the executive directors of YouthPort's partner organizations, the project director, site directors, and YouthPort's programming and training committee. The project director manages budgeting, oversees data collection, and provides support to site directors. Site directors are responsible for data collection and day-to-day program activities at their respective sites. The executive directors offer strategic direction and support. The programming and training committee provides ongoing program evaluation and professional development opportunities. Decisions are made collaboratively, although site directors have autonomy in running their sites based on their specific needs. The project director maintains regular meetings with every stakeholder, guaranteeing thorough and consistent information exchange among all involved parties.

As part of programming, YouthPort offers an afternoon snack and a full hot meal to each participating child daily. Before this program was started, lunch was often the last meal of the day for many children who attend Hoover and Taylor Elementary Schools. Offering a snack and dinner contributes to better health and overall better learning progress. Meals are provided in partnership with the participating schools and Boys & Girls Clubs of the Corridor, and follow nutrition guidelines for the National School Lunch Program of the USDA.

Based on the Youth Needs Assessment, YouthPort found that many participating youth lack the skills, resources, and ability to problem solve without resorting to violence or risky behavior, leading to office referrals and other delinquent behaviors. To address this, YouthPort incorporates a variety of enrichment activities including physical fitness programming, expressive arts therapy, drug and violence prevention, and a variety of community engagement activities, including field trips to arts and cultural venues and community service learning.

Key program activities include the following:

Power Hour: provides homework assistance for students needing additional support. Volunteers and staff work with students in a supervised and structured setting to complete assignments and understand material presented to them during the school day.

Tutoring: provides additional academic support for students who need extra help from teachers and volunteers. Tutors use various additional tools to help students achieve their academic goals, including online educational tools and individualized curriculum. Power Hour and tutoring are directly designed to address the significant need for increasing reading proficiency.

STEM: STEM learning activities are based on a variety of classroom curriculum solutions that meet Iowa CORE Standards. They incorporate relevant hands-on activities delivered via student-focused learning processes. STEM activities prepare students to be the next generation of innovators and problem solvers. YouthPort collaborates with the Collins Aerospace Retiree Volunteers group to provide additional instructional support for STEM-related activities. This partnership also incorporates senior-

level volunteers in a meaningful way. Incorporating STEM activities directly addresses the math proficiency issues at Hoover and Taylor elementary schools.

Expressive Arts: YouthPort partners with Tanager to provide regular expressive arts therapy activities. Licensed therapists work with the students through visual art and music therapy to explore their feelings and express their emotions. While this provides engaging activities that are often enjoyed by participants, it also helps them increase self-awareness, communication skills, and coping techniques.

Triple Play: YouthPort partners with Boys & Girls Clubs of the Corridor to implement their Triple Play program. This comprehensive health and wellness program strives to improve overall youth health by increasing their daily physical activity, teaching proper nutrition, and helping to develop healthy relationships. It incorporates regular physical activities and serves as the primary recreational aspect of the YouthPort program. This program has demonstrated results on a national level, and it has proven effective within our own community.

SMART Moves (Skills Mastery and Resilience Training): YouthPort incorporates the SMART Moves program in partnership with the Boys & Girls Clubs of the Corridor. This prevention program uses a team approach that involves program staff, volunteers, mentors, parents, and other community representatives to address issues such as drug and alcohol usage and premature sexual activity. Activities are designed to develop resilience and refusal skills, assertiveness, strengthened decision-making skills and ability to recognize peer and media influence.

Additionally, YouthPort incorporates opportunities for youth to engage in the community, including arts and cultural events as well as community service engagement. Many of these opportunities take place on Saturdays during the school year. These activities are frequently offered in partnership with local arts and culture institutions through free admission, and they are tailored to fit the interests of the kids in the program.

Program objectives: The overall goal of the academic activities is to provide academic support through afterschool programming, especially boosting the ability of students to become proficient in reading and math. YouthPort has an additional objective of ensuring students are receiving adequate STEM educational opportunities: at least 75% of all enrolled students will participate in STEM activities at least weekly.

The overall goal of the enrichment activities is to introduce youth to concepts of service learning, enhancing social, emotional and behavioral development. Objectives include: 85% of youth members in programming will show progress in social/emotional development; more than 50% of youth in programming will show progress in social, emotional, and behavioral development in the classroom and during programming; and youth will engage in physical activity daily and receive nutritional education to promote a healthy lifestyle. The main objective of the family literacy component is that 80% of parents will increase or maintain knowledge of literacy skills.

3. Demographic Data

Demographic Data Required Elements	Complete?
2022-2023 School Year Attendance Tables	
• 2022-2023 School Year Attendance Summary Table	X
• 2022-2023 School Year Grade Level Table	X
• 2022-2023 School Year Sex Table	X
• 2022-2023 School Year Attendance Population Specific Table	X
• 2022-2023 School Year Attendance Race/Ethnicity Table	X
Summer of 2022 Attendance Tables	
• Summer of 2022 Attendance Summary Table	X
• Summer of 2022 Grade Level Table	X
• Summer of 2022 Sex Table	X
• Summer of 2022 Population Specific Table	X
• Summer of 2022 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2022-2023 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2022 and the Spring of 2023. There are separate tables for the Summer of 2022. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 School Year Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort	Cohort	Cohort	Cohort	Cohort	Total
	13	14	15	16	17	
Less than a week <i>(Less than 15 Hours)</i>					0	0
More than a week <i>(More than 15, Less than 45 Hours)</i>					3	3
More than a Month <i>(More than 45, Less than 90 Hours)</i>					3	3
More than two Months <i>(More than 90, Less than 180 Hours)</i>					11	11
More than three Months <i>(More than 180, Less than 270 Hours)</i>					46	46
More than four Months <i>(More than 270 Hours)</i>					41	41
TOTALS					104	104

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

21st CCLC Program 2022-2023 School Year Attendance Grade Level Table
Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>					13	13
<i>How many 1st Grade</i>					22	22
<i>How many 2nd Grade</i>					17	17
<i>How many 3rd Grade</i>					24	24
<i>How many 4th Grade</i>					14	14
<i>How many 5th Grade</i>					14	14
<i>How many 6th Grade</i>						
<i>How many 7th Grade</i>						
<i>How many 8th Grade</i>						
<i>How many 9th Grade</i>						
<i>How many 10th Grade</i>						
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
TOTALS					104	104

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

21st CCLC Program 2022-2023 School Year Attendance Sex Table
Based on Total Attendance

	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Male</i>					42	42
<i>Female</i>					60	60
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>					0	0
<i>Gender Data Not Provided</i>					2	2

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

**21st CCLC Program 2022-2023 School Year Attendance Population Specific Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)					9	9
Students who are economically disadvantaged (FRPL)					24	24
Students with disabilities					18	18
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)					105	105

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

**21st CCLC Program 2022-2023 School Year Attendance Race/Ethnicity Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native					1	1
Asian					0	0
Black or African American					42	42
Hispanic or Latino					14	14
Native Hawaiian or Pacific Islander					2	2
White					14	14
Two or more races					23	23
Data not provided					8	8

Summer of 2022 Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2022 ONLY. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 Summer 2022 Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>Less than a week (Less than 15 Hours)</i>					0	0
<i>More than a week (More than 15, Less than 45 Hours)</i>					1	1
<i>More than a Month (More than 45, Less than 90 Hours)</i>					3	3
<i>More than two Months (More than 90, Less than 180 Hours)</i>					33	33
<i>More than three Months (More than 180, Less than 270 Hours)</i>					36	36
<i>More than four Months (More than 270 Hours)</i>					17	17
TOTALS					90	90

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

21st CCLC Program 2022-2023 Summer 2022 Attendance Grade Level Table
Reflects Total Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>How many Prekindergarten</i>						
<i>How many Kindergarten</i>					11	11
<i>How many 1st Grade</i>					20	20
<i>How many 2nd Grade</i>					15	15
<i>How many 3rd Grade</i>					20	20
<i>How many 4th Grade</i>					13	13
<i>How many 5th Grade</i>					11	11
<i>How many 6th Grade</i>						
<i>How many 7th Grade</i>						
<i>How many 8th Grade</i>						
<i>How many 9th Grade</i>						
<i>How many 10th Grade</i>						
<i>How many 11th Grade</i>						
<i>How many 12th Grade</i>						
TOTALS					90	90

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Sex Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male					36	36
Female					52	52
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)					0	0
Gender Data Not Provided					2	2

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Population Specific Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)					7	7
Students who are economically disadvantaged (FRPL)					24	24
Students with disabilities					16	16
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)					45	45

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

**21st CCLC Program 2022-2023 Summer 2022 Attendance Race/Ethnicity Table
Based on Total Attendance**

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native					1	1
Asian					0	0
Black or African American					32	32
Hispanic or Latino					13	13
Native Hawaiian or Pacific Islander					2	2
White					13	13
Two or more races					21	21
Data not provided					8	8

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
• 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
<i>Explain WHY attendance met or did not meet grant goals.</i>	

Type or copy and paste Attendance Discussion here.

Data from the Cedar Rapids Community School District indicates that Taylor Elementary had a total enrollment of 297 youth and Hoover 387, during the 2022-2023 academic year. YouthPort served 104 youth during the school year or 15% of the total enrollment at those sites. During summer 2022, YouthPort served 90 students.

During the 2022-2023 school year, a large percentage of students (84%, n= 87) participated in 180 hours/three months of instruction or more. During the summer, attendance was more variable, but 77% of students (n=69) attended at the fourth or fifth highest categories of attendance.

Both during the academic year and the summer, YouthPort served students from all grades K-5. There were slightly more female students (59% academic year, 58% summer) than males. The largest percentage of students were Black/African American (40%), 22% were students of two or more races, 13.5% were white and 13.5% were Hispanic or Latino. Two students were Native Hawaiian or Pacific Islander, one was American Indian/Alaska Native, and for eight students, race/ethnic data were not provided. During summer 2022, Black/African American students comprised 36% of participants, students of two or more races, 23%; white students and Hispanic/Latino students, 14% each. The same numbers of American India/Alaska Native (n=1) and Native Hawaiian/Pacific Islanders (n=2) participated, and data were not available for eight students.

By parent report, approximately 23% of students participating during the academic year were eligible for FRPL; in the summer, about 27% of students were FRPL eligible. These data may understate the proportion of students actually eligible for FRPL. At the school level, 88.1% of Taylor Elementary and 79.8% of Hoover Elementary school children qualify for FRPL. English language learners comprised 9% of students during the academic year and 8% in the summer program. During the academic year and summer 17-18% of participant were students with disabilities.

YouthPort collaborates with both elementary schools, partner organizations and families to offer high quality programming that is both academically focused and fun for the youth. Both schools continue to have a waitlist of children wanting to attend programming, indicating that recruitment strategies are successful.

Programming is offered five days a week, Monday through Thursday 3:45-6:00 and Fridays 2:20-6:00, with additional hours offered in evenings or weekends to ensure the monthly minimum of 60 hours are met throughout the year. The summer program runs June through August for over 40 days per year. The summer session operates daily Monday through Friday from 8:30-5:30pm.

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*

21st CCLC Program 2022-2023 Partnerships Table

Name of Partner (Enter name of Partner)	Type*: Full/ Partial/ Vendor (descriptions below)	Contribution Type (From list above)	Staff Provided (Describe if applicable)	In-kind Value (Monetary Value if unpaid partner)
Tanager	Partial	2,3,7	The 21CCLC grant supports the offering of the Expressive Arts program that is staffed by Tanager.	\$720
YPN	Partial	2,3,7,8	YPN provided staff to run some literacy programming at the Taylor site. They also provided staff to manage marketing of the program.	\$2,000
Boys & Girls Clubs of the Corridor	Partial	2,3,4,5,6,7, 8	Program staff	\$5,000
St. Mark's	Vendor	8		
Marantha Bible Church	Vendor	8		
US Cellular	Full	3		\$800
Hoover Elementary	Full	3,4,5,6	Hoover Elementary provides staff to support the grant via programming and data collection.	\$3,000

Cedar River Academy at Taylor Elementary	Full	3, 4, 5, 6	Cedar River Academy provides staff to support the grant via programming and data collection.	\$3,000
Cedar Rapids Library	Full	3	Library staff host programming in the community near our sites during the summer.	\$300
Cedar Rapids Police	Full	8	Provided staff to facilitate professional development opportunities.	\$300
Iowa BIG	Full	3,6	Provided youth volunteers to assist with programming.	\$100
Cedar Rapids Community School District	Full	3, 4, 5, 6	The Cedar Rapids Community School District provides staff to support the grant via program support and data collection.	\$19,000
Dr. Miriam Landsman	Vendor	1	Provides evaluation services.	

**Full – partner works with local program at no cost to the program.*

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

Vendor – services only provided with a cost to the program.

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

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

Type or copy and paste Partnerships Discussion here.

Community partnerships are vital to YouthPort's 21CCLC program at Cedar River Academy at Taylor Elementary school and Hoover Elementary school. Partners provided staffing and volunteer support (i.e., program management, enrichments, and volunteer management), financial 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 meals. various local businesses provide snacks and meals for special events as well as program supplies), professional

development opportunities, and transportation (i.e., access to school buses for large group transportation needs). YPN provided office space for the program director. Boys & Girls Clubs of the Corridor provided professional development opportunities for program staff. The Cedar Rapids Police provided a professional development opportunity for program staff. St. Mark's and Marantha Bible Church rent out spaces where programming is facilitated. The Cedar Rapids Community School District as a whole and leadership at both Cedar River Academy at Taylor Elementary school and Hoover 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 utilizes three partial partners (Boys & Girls Clubs of the Corridor, Tanager, and YPN), three paid partners (Dr. Landsman, Marantha Bible Church and St. Marks's), and seven unpaid partners to provide services. YouthPort is continuously 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), WANA (Westside Area Neighborhood Association), and Daybreak Rotary.

To calculate the value of in-kind contributions, the number of volunteer hours was multiplied by the national volunteer rate of \$32 per hour.

Parent Involvement Information and Discussion.

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

Parent Involvement Table. List all parent events held during the Summer of 2022 and the 2022-2023 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

21st CCLC Program 2022-2023 Parent Involvement Table

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Additional Information if needed
Hoover Family Literacy Night	17	30	70	
Summer Kick Off Meeting	17	45	100	
Hoover Holiday Dinner	17	60	125	
Hoover Family Literacy Night	17	15	35	

Taylor Family Night	17	45	70	
Taylor Thanksgiving Dinner	17	55	100	
Taylor Christmas Dinner	17	55	100	
Taylor Family Night	17	45	70	

Parent Involvement Discussion.

Type or copy and paste Parent Involvement Discussion here. Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

Parents were involved in the 21CCLC program through family engagement events held at both schools. Various methods of communication were used to engage families, including flyers, emails, face-to-face contacts, and text messaging.

Three types of events were held for families: Family Literacy Night, the "Summer Kickoff" meeting, and Holiday Dinners. Hoover held two Family Literacy Nights, attended by a total of 30 and 15 parents/family members, respectively, and total attendance of 70 and 35 people, respectively. Taylor offered two family night events, each attended by 45 family members and 70 individuals in total. Hoover provided one holiday dinner attended by 60 family members and 125 individuals total. Taylor provided two holiday dinners, each attended by 55 family members and 100 individuals. These attendance numbers indicate a high level of family engagement.

In addition, Hoover Elementary requires all parents and children to attend their "Summer Kickoff" family engagement event. Hoover recently started to offer goodie bags for families that attend as an incentive to increase participation. Taylor does not have a comparable event.

At Hoover Elementary, a survey was distributed to parents regarding their perceptions of the 21CCLC program during the 2022-2023 school year. Four Hoover parents completed the survey that asked their opinions about family night activities, communication with staff, as well as their improvement in their child's school performance and social and emotional development. Results from the surveys found that 100% of parents that attended family night events agreed that the programs were helpful; 100% were satisfied with transportation services provided; 100% felt that program staff talked openly with the parent about the child's behavior, overall progress, and involvement in club activities; and 100% agreed or somewhat agreed that their child enjoyed their time at 21CCLC. Qualitative comments offered by parents regarding what went well during programming included "Everything went well," "Family night," and "Everything is good - the field trips and the lock in." No feedback was provided regarding how programming could be improved for the following year. Due to turnover in the project director, no surveys were distributed at Taylor Elementary.

4. Total Academic Improvement. (New state priority).

Total Academic Improvement and Discussion Required Elements	Complete?
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

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

These indicators and measures must—

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

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

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	4	2	50%
1	10	10	100%
2	12	10	83%
3	13	13	100%
4	8	8	100%
5	6	6	100%
6			
7			
8			
9			
10			
11			
12			
Totals	53	49	92%

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	4	1	25%
1	11	11	100%
2	12	9	75%
3	14	10	71%
4	9	8	89%
5	6	4	67%
6			
7			
8			
9			
10			
11			
12			
Totals	56	43	77%

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

For the 2022-2023 academic year, 53 students were assessed as needing improvement in Reading/English and 56 students in Math. Overall, based on FAST scores, 92% of those needing to improve in Reading/English did so, and 77% of those needing to improve in math demonstrated gains. The lowest percentage was found among kindergarteners—but data were available for only a small number of students at this grade level.

Gathering data for this item was challenging this year, as a new Program Director assumed this position in the fall and this new data element was not clearly defined or included in the program's data request to the school district. We found that in examining the FAST data from 2021-2022 and 2022-2023, the school district did not provide FAST data from either or both years for a significant number of students. Thus, these numbers may not be a reliable indicator of the number of students who needed to improve and/or who did improve in the Reading/English and math.

YouthPort uses numerous strategies to improve students' academic performance, including the Power Hour (an hour of literacy and math skills), STEM programming, and homework help.

5. GPRA Measures

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

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

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

GPRA Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.			1	1	2	12
Number of Attendees who exhibited growth.			1	1	2	11
Percentage of Attendees who exhibited growth. Calculated for each column.			100%	100%	100%	92%

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

GPR Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.			1	1	2	13
Number of Attendees who exhibited growth.			1	1	0	12
Percentage of Attendees who exhibited growth. Calculated for each column.			100%	100%	0%	92%

GPR Measure 2 – Academic Achievement - GPA. Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

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

If you have no data to report for GPR Measure 2 – Academic Achievement - GPA, provide an explanation here: GPA is not used for children in elementary school, therefore this is not applicable.

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

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

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2020-2022)?			1	1	10	30
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?			1	1	9	27
Percentage of Attendees who improved their attendance rate. Calculated for each column.			100%	100%	90%	90%

GPRA Measure 4 – Behavior. Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year.

If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2021-2022)?					1	4
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?					0	3
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.					0%	75%

GPRA Measure 5 – Teacher Survey. Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning. **If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:**

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?					9	20
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?					9	18
Percentage of Attendees who improved. Calculated for each column.					100%	90%

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	
• Discussion of high performing and low performing areas.	X
• Discussion of issues with any GPRA Measure.	X
• Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

Type or copy and paste GPRA Measures Discussion here.

The Iowa Statewide Assessment of Student Progress was used by the Cedar Rapids Community School District were used to measure proficiency in English/Reading and Math.

GPRA Measure 1A – Reading Progress: Among 16 students 4th grade or higher for whom outcome data were available, 92% exhibited improvement in reading. Most of the students who improved attended 270 hours or more of programming.

GPRA Measure 1B – Math Progress: Among 13 students 4th grade or higher for whom outcome data were available, 92% exhibited improvement in math. Again, most of the students who improved attended 270 hours or more of programming.

GPRA Measure 2 – Academic Achievement – GPA. Grade Point Average is not used for children in elementary school, therefore this measure is not applicable.

GPRA Measure 3 – School Day Attendance: Among 42 students from all grade levels who had a school day attendance rate at or below 90% in the 2021-2022 school year, 90% improved in their school attendance in 2022-2023.

GPRA Measure 4 – Behavior: Of the 5 students who had in-school suspensions in the 2021-2022 school year, 75% experienced a decrease in in-school suspensions in the 2022-2023 school year.

GPRA Measure 5 – Teacher Survey: Out of 29 students in grades 1-5 for whom outcome data were available, 90% demonstrated an improvement in teacher-reported engagement in learning during the school year.

All GPRA measures applicable to these elementary school students demonstrate a high level of performance, with achievement of 90% or higher. The exception (75% decrease in in-school suspensions) is based on only five children, one of whom did not improve. We note that most of the improvement occurs with higher levels of attendance/participation. However, since some of the measures were only applicable to students in the 4th or 5th grade, it is difficult to assess this program solely based on GPRA measures. Thus, we look to the measures of local objectives for a more complete understanding of the program's effectiveness.

6. Local Objectives

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

- 1. Enter no more than five Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.**
- 2. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.**
- 3. Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:**
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)**
 - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)**
 - c. Did not meet and no progress was made toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)**
 - d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)**
- 4. Data will be from the Summer and Fall of 2020 and the Spring of 2022.**

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
• No more than FIVE Objectives per Cohort.	X
• Rating of each Objective as listed above.	X
• Full Methodology used for measurement.	X

• Justification for Rating	X
Local Objectives Discussion	X

Local Objectives Data Tables.**Cohort 13 Table**

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 15 Table

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

Cohort 16 Table

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

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1. 75% of all enrolled students will participate in STEM activities at least weekly	Met the stated objective.	Based on program attendance records, 100% of enrolled youth participated in STEM programming at least weekly.
2. 85% of youth will show progress in social/emotional development as measured by pretest-posttest survey	Met the stated objective.	Due to turnover in the Project Director, pretest-posttest surveys were not administered in 2022-2023. To measure the objective this year, we used an item from the parent survey "I feel my child's mood and overall positivity has improved". Four parents completed this survey. Three parents agreed with this statement and one parent somewhat agreed.
3. More than 50% of youth will show progress in social, emotional and behavioral development in the classroom and during programming	Met the stated objective.	This objective was measured by two items on the teacher survey: "student completes homework on time AND participates in class" and "Student behaves well in class." Teachers reported that 87.5% improved in homework completion and class participation, and 90.6% improved in classroom behavior.
4. 80% of parents will increase or maintain knowledge of literacy skills	Did not meet but made progress toward the stated objective.	The Ready-to-Read program was not offered in the 2022-2023 school year, and in the past surveys from this program have been used to measure the objective. This year, we used an item on the parent survey "the Family Night Programs were helpful to me." Out of four respondents, all parents who attended a program responded "agree."

5. All staff connected/supported by 21CCLC program will receive 12 hours of continuing education throughout the school year	Met the stated objective	Based on continuing education records, all staff connected with 21CCLC received 12 hours of continuous education throughout the school year.
---	--------------------------	--

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.	NA
• Details on methodology and ratings as needed.	X
• Additional Objectives not in Local Objective Tables.	NA
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Remember to include a Local Objectives discussion.

Type or copy and paste Local Objectives discussion here.

Objective 1: 75% of all enrolled students will participate in STEM activities at least weekly.

This objective was met. Based on program attendance records, 100% of enrolled youth participated in STEM programming at least weekly. This objective has been achieved over multiple years.

Objective 2: 85% of youth will show progress in social/emotional development as measured by pretest-posttest survey.

This objective was met, although the method used to measure this was different than the method planned. Due to turnover in the Project Director, pretest-posttest surveys were not administered in 2022-2023. To measure the objective this year, we used an item from the parent survey "I feel my child's mood and overall positivity has improved." Four parents completed the survey. Three parents agreed with this statement and one parent somewhat agreed.

Objective 3: More than 50% of youth will show progress in social, emotional and behavioral development in the classroom and during programming.

This objective was met. This objective was measured by two items on the teacher survey: "student completes homework on time AND participates in class," and "Student behaves well in class." Among 32 students needing to improve in homework completion and class participation, 28 (87.5%) were assessed by their teacher as having improved. Among 32 students needing to improve in classroom behavior, 29 (90.6%) were assessed by their teaching as having improved over the school year.

Objective 4: 80% of parents will increase or maintain knowledge of literacy skills.

This objective was not met, though the data indicates some progress. The Ready-to-Read program was not offered in the 2022-2023 school year, and in the past surveys from this program have been used to measure the objective. This year, we used an item on the parent survey “The Family Night Programs were helpful to me” to obtain some measure of the family literacy activities’ helpfulness to parents. Of the four parent respondents, all three who attended a family night responded “agree” to this item; one parent did not attend an event. Although this is not a direct measure of increasing or maintaining knowledge of literacy skills, attending the family night activities is one step toward that objective; thus, we rated this as the objective not met, but indicating some progress.

Objective 5: All staff connected/supported by 21CCLC program will receive 12 hours of continuing education throughout the school year.

This objective was met. Based on continuing education records, all staff connected with 21CCLC received 12 hours of continuous education throughout the school year. This objective has been achieved over multiple years, as continuing education is built into the staff support system and tracked.

7. Anecdotal Data

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

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

Reports from teachers, feedback from parents, observations from staff as well as agency and community partners all indicate that the 21CCLC program has been a valuable resource for the community, helping students to develop academically, socially, emotionally, and behaviorally. These observations are validated by the data that demonstrate growth in academic performance, improved engagement in classroom learning and improved classroom behavior, and improvements in mood and attitude noted by parents.

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.	N/A

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

In the summer of 2022, a 5th-grade student joined our Hoover Unit's programming but faced challenges in sustaining participation due to recurrent negative behaviors. Throughout the subsequent school year, he exhibited commendable determination, actively displaying positive conduct by adhering to instructions, contributing to programming activities, and taking responsibility for his actions. In the summer of 2023, his notable progress was evident through marked behavioral improvements, significantly enhancing his contributions and invaluable assistance during programming sessions.

At the onset of the 2022 school year, a fourth-grade student enrolled in our Taylor Unit program, facing behavioral challenges and struggling with accountability in school. We diligently addressed his behavior and nurtured his leadership capabilities. Presently, he demonstrates accountability for his actions and actively contributes to club programs during designated hours. His ongoing progress displays remarkable improvement, transforming him into the exemplary leader and role model he aspires to become.

Best Practices

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

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

All youth participated in programming designed to strengthen academic performance including: math and reading centers, snap circuits, chess club, STEM activities, 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. High daily attendance shows active participation from all youth.

All youth participated in programming designed to provide daily physical activity and education to improve healthy lifestyles. Activities included: Triple Play, Wanna Play?, basketball, soccer, and football, Girls on the Run, Boys on the Run and Chef's Club. By participating in programs such as these, youth are laying the foundation to become healthy, productive, and knowledgeable adults. Direct results from participating in these activities are evident in the high rate of daily attendance and participation in these extracurricular activities.

All youth participated in or had the opportunity to participate in Expressive Arts programming. These programs foster self-expression, promote emotional well-being, and the nurturing of mental health. Participation in these activities has shown correlation with reduced stress, increased self-esteem, and a sense of belonging. Direct results from participating in these programs are evident in the high rate of daily attendance, alongside observed improvements in behavior, mood, and overall positivity recorded through surveys.

All youth participated in or had the opportunity to participate in programming designed to address the prevention of risky behaviors. When youth have strong caring individuals in their lives partnered with skills to resist high-risk choices, they are empowered to make the best possible decisions. Direct results from participating in these activities are evident in the high daily attendance rate, which shows active participation from youth.

Pictures



Youth engaging in a game to increase math skills.



Youth engaging in a game to increase math skills.



Youth are engaging in a game to increase math skills.



Youth engaging in a game to increase literacy skills.



Youth created slime during a STEM activity.



Youth reading during Drop Everything And Read time.

Student, teacher, parent, and stakeholder input

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

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

Quotes from Students: By exhibiting positive conduct throughout the school day, diligently participating in academic activities, and fostering pro-social behaviors during programming, the youth qualified for trips to the various activities indicated below.

(What was your favorite thing we did?)

We went to Lost Island

Playing basketball

Go to the pool

Laser tag

Tournaments

Go to the park

Ice cream

Splash pad

Played games

Adventureland

Being here on birthday

Nerf gun

Lock-in

Quotes from Teachers:

"The students absolutely love going every day after school! They know that it is a safe and fun environment where they can get needed help with academics or just hang out and participate in fun organized activities with trusted adults. Teachers are extremely thankful to program staff. They are willing to work together to help students be respectful and responsible and they give them a sense of belonging." – Hoover teacher

"The Boys & Girls Club/21st Century program is as important to my students as the time they spend in my classroom. I mean that. The consistency and support my students get by going to Club after school, and during the summer, definitely puts them at an advantage to students who do not attend. The kids do well because they are excited to share their successes with program staff and have been encouraged by the staff to work toward greatness. As a teacher, I always know the program staff have my back and will do anything to help support their kids academically and socially. Kids that attend programming can be easily picked out of my classroom during the day, because these are the students who can play games cooperatively, who have problem solving life skills, who show respect to all adults and have great attendance." – Hoover teacher

Quotes from Parents:

"It's a great program. My son enjoys it a lot. I'm so glad he's involved." – Hoover Parent

"Everything went well (with programming)." – Hoover Parent

Quotes from Partners:

"I highly regard YouthPort's capacity to magnify our influence on families and children. Through our collaboration, we leverage our distinct strengths to deeply impact our participants." – YPN Executive Director

"I feel that my decisions are always backed up or acknowledged by the other staff." – Program staff

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

"The Boys & Girls Club has long been an essential part of what makes Hoover such a special place for our students. The care that James and his staff demonstrate for our students, along with the collaboration he has demonstrated when necessary, with staff, have led to success for our students both academically and emotionally. Boys & Girls Club is a rock that our kids can depend on and is a huge part of what makes our work as a community-based school such a success. The support that James and his staff provide to our students and their families is crucial to their success." – Hoover Principal

"For some of our students, Boys & Girls Clubs is the consistency they need as their parents work 2nd and 3rd shift and without club they might be home after school alone. When our kids have a great day or get a positive note from school, they can't wait to show it to James. Our teachers know if there are worries or celebrations that reaching out to Club, in addition to parents, will have a positive impact on future behavior." – Hoover facilitator

8. Sustainability Plans

Sustainability Plans Required Elements	Complete?
--	-----------

Discuss formal sustainability plan from your original grant application including how it has changed.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

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

The collective knowledge and experience held by the three YouthPort partner agencies in sustaining community programming is extensive and thorough. Sustainability efforts are particularly important to building community support to sustain the program over time, avoiding supplanting of federal funding and making good use of taxpayer resources.

The partner agencies have strong track records of financially sustaining successful youth programming through contributed revenue and grant funding. The partnership with these agencies ensures added knowledge and fundraising backgrounds to support YouthPort in sustainability efforts. Community partnerships are vital to the long-term sustainability of youth programming.

There is tremendous value associated with in-kind contributions and programming support offered by partners, such as space, goods, materials, volunteer assistance, etc. During the last school year, YouthPort partnered with agencies, businesses, faith-based organizations, health care providers, and governmental entities to support 21CCLC programming. These partnerships, along with funding from the 21CCLC grant, other secured contributions and grants, and supplemental funding from its three main partner agencies, allowed YouthPort to build sustainable programming through its first five years. With the current 21CCLC funding, the afterschool program will continue these efforts by implementing four main pillars of sustainability: community partnerships, school partnerships, volunteer contributions, and summer collaborations.

YouthPort will continue to pursue sustainable funding sources by building relationships with local foundations and private donors. These efforts have allowed YouthPort to incrementally grow its partnerships, securing cash and in-kind donations to help the program move toward sustainability. The partnership with the Cedar Rapids Community School District is instrumental because the district administration and school principals value what the program provides to youth and family served. YouthPort has established ongoing partnerships with the district and other community programs to sustain summer programming long term. Finally, volunteers are critical to improving the lives of young people in the community. Not only do they offer logistical and educational support, but they help maintain a sense of community within the children and families in the program.

Summary and Recommendations

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

Summary of Program

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

Type or copy and paste Summary of Program here.

YouthPort is an innovative collaboration between three nonprofit agencies in Cedar Rapids: Boys & Girls Clubs of the Corridor, Tanager, and YPN (Young Parents Network). Each YouthPort partner agency has specific and unique experience in providing educational and related activities that complement and enhance the academic performance, achievement, and positive youth development of students. The collaborative approach consists of an afterschool program structure that goes beyond academics to address social-emotional needs, physical wellness, and literacy and education needs of the larger family unit.

Programming is offered five days a week, Monday through Thursday 3:45-6:00 and Fridays 2:20-6:00, with additional hours offered in evenings or weekends to ensure the monthly minimum hours are met throughout the year. The summer program runs June through August for over 40 days per year. The summer session operates daily Monday through Friday from 8:30-5:30pm. Sites are located at Hoover Elementary School (4141 Johnson Ave SW, Cedar Rapids) and Cedar River Academy at Taylor Elementary School (720 7th Ave SW, Cedar Rapids).

Program governance involves several key stakeholders: the executive directors of YouthPort's partner organizations, the project director, site directors, and YouthPort's programming and training committee. The project director manages budgeting, oversees data collection, and provides support to site directors. Site directors are responsible for data collection and day-to-day program activities at their respective sites. The executive directors offer strategic direction and support. The programming and training committee provides ongoing program evaluation and professional development opportunities. Decisions are made collaboratively, although site directors have autonomy in running their sites based on their specific needs. The project director maintains regular meetings with every stakeholder, guaranteeing thorough and consistent information exchange among all involved parties.

As part of programming, YouthPort offers an afternoon snack and a full hot meal to each participating child daily. Before this program was started, lunch was often the last meal of the day for many children who attend Hoover and Taylor Elementary Schools. Offering a snack and dinner contributes to better health and overall better learning progress. Meals are provided in partnership with the participating schools and Boys & Girls Clubs of the Corridor and follow nutrition guidelines for the National School Lunch Program of the USDA.

Based on the Youth Needs Assessment, YouthPort found that many participating youth lack the skills, resources, and ability to problem solve without resorting to violence or risky behavior, leading to office referrals and other delinquent behaviors. To address this, YouthPort incorporates a variety of enrichment activities including physical fitness programming, expressive arts therapy, drug and violence

prevention, and a variety of community engagement activities, including field trips to arts and cultural venues and community service learning.

Key program activities include the following:

Power Hour: provides homework assistance for students needing additional support. Volunteers and staff work with students in a supervised and structured setting to complete assignments and understand material presented to them during the school day.

Tutoring: provides additional academic support for students who need extra help from teachers and volunteers. Tutors use various additional tools to help students achieve their academic goals, including online educational tools and individualized curriculum. Power Hour and tutoring are directly designed to address the significant need for increasing reading proficiency.

STEM: STEM learning activities are based on a variety of classroom curriculum solutions that meet Iowa CORE Standards. They incorporate relevant hands-on activities delivered via student-focused learning processes. STEM activities prepare students to be the next generation of innovators and problem solvers. YouthPort partners with the Collins Aerospace Retiree Volunteers group to provide additional instructional support for STEM-related activities. This partnership also incorporates senior-level volunteers in a meaningful way. Incorporating STEM activities directly addresses the math proficiency issues at Hoover and Taylor elementary schools.

Expressive arts: YouthPort partners with Tanager to provide regular expressive arts therapy activities. Licensed therapists work with the students through visual art and music therapy to explore their feelings and express their emotions. While this provides engaging activities that are often enjoyed by participants, it also helps them increase self-awareness, communication skills, and coping techniques.

Triple Play: YouthPort partners with Boys & Girls Clubs of the Corridor to implement their Triple Play program. This comprehensive health and wellness program strives to improve overall youth health by increasing their daily physical activity, teaching proper nutrition, and helping to develop healthy relationships. It incorporates regular physical activities and serves as the primary recreational aspect of the YouthPort program. This program has demonstrated results on a national level, and it has proven effective within our own community.

SMART Moves (Skills Mastery and Resilience Training): YouthPort incorporates the SMART Moves program in partnership with the Boys & Girls Clubs of the Corridor. This prevention program uses a team approach that involves program staff, volunteers, mentors, parents, and other community representatives to address issues such as drug and alcohol usage and premature sexual activity. Activities are designed to develop resilience and refusal skills, assertiveness, strengthened decision making skills and ability to recognize peer and media influence.

Additionally, YouthPort incorporates opportunities for youth to engage in the community, including arts and cultural events as well as community service engagement. Many of these opportunities take place on Saturdays during the school year. These activities are frequently offered in partnership with local arts and culture institutions through free admission, and they are tailored to fit the interests of the kids in the program.

Program successes this year included a high level of participation by family members in Family Literacy Nights and Holiday Dinners. Among children assessed as needing improvement in academics, overall 92% of participants demonstrated improvement in Reading/English and 77% demonstrated improvement in Math. On teacher-reported engagement in learning, 90% of students demonstrated improvement over the school year. Regarding local objectives, all children participated in weekly STEM activities and all staff involved with 21CCLC received 12 hours of continuing education during the school year. All parents who completed the parent survey either agreed or somewhat agreed that their child's mood and overall positivity improved. Teacher surveys noted improvement in homework and class participation for 87.5% of students and improvement in classroom behavior for 90.6% of students.

The strong collaboration among organizational partners, engagement with community organizations and businesses who contribute both tangible resources and in-kind support, and the reputation that YouthPort has developed over a numbers of years of afterschool and summer programming have all contributed to the high level of participation in the 21CCLC program and its successful outcomes for children.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2022-2023 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste exact URL where your **2022-2023** local evaluation is/will be posted (**required by US DOE**). **The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

Type or copy and paste other methods of Dissemination of Local Evaluation here.

The local evaluation will be posted at: <https://www.youthport.org/> and <https://www.facebook.com/CedarRapidsYouthPort/>

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, sharing with the YouthPort Board, and presenting results at a parent meeting.

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.	NA
Include objectives not measured.	NA

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

Type or copy and paste Recommendations for Local Objectives here.

No recommendations are being made for changing local objectives, as YouthPort is starting a new grant cycle and has a new Program Director overseeing the 21CCLC grant. Despite some lapses in data collection attributable to staff turnover, we note that YouthPort met all but one of the stated objectives in 2022-2023. For the objective that was not met but did demonstrate some progress, this was due to suspension of the Ready-to-Read program. YouthPort is implementing this program once again with the new grant cycle.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.	
• 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
• Based on the data, recommendations for improving program quality.	X

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

Type or copy and paste Recommendations on Future Plans for Change here.

YouthPort is now starting a new grant cycle, and already has plans underway for future changes. An opportunity lies in reintroducing the Ready-to-Read program, a previously successful initiative that wasn't carried out in the 2022-2023 period due to changes in school staff. The transfer of the preschool teacher from Hoover Elementary and unsuccessful parent involvement at Cedar River Academy led to its discontinuation. Another area of improvement is to reinvigorate the Advisory Committee. The COVID pandemic had diminished the vitality of this committee, and it had never picked back up since then. One of the goals for the coming year is to strengthen the advisory committee, important for community buy-in and increasing partnerships, which ultimately contribute to sustainability of the program.

Another area for improvement will be data collection. As noted earlier, some of the data collection activities had not occurred this year due to the change in program director and transition time. Systematic collection of data from various constituencies (students, parents, teaches, staff, other

stakeholders) will provide more reliable data on areas of program strength and areas in need of improvement.

YouthPort is executing concise school-based initiatives, such as a short-term STEM club for youth that are not currently a part of the program, aimed at expanding the number of youths served, amplifying their school engagements, and enhancing recruitment endeavors. Specifically focusing on recruitment, YouthPort aims to establish a streamlined procedure for smoothly transitioning incoming kindergartners from their partnering organization YPN's programs to the 21st Century sites. Based on the data, program quality is high, as evidenced by student progress in academics, school behavior, and social-emotional development.

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

Type or copy and paste Unexpected Data input here.

The change in project director had a number of impacts on the program in the 2022-2023 school year. A number of data collection activities (such as student pretest-posttests, parent surveys at Taylor) did not happen. The previous project director made substantial contributions to math and literacy initiatives, notably the Power Hour. Their departure noticeably affected programming as they played a key role in structuring lessons and activities that harmonized with the school day. Consequently, the academic aspects of the program lacked the previous level of organization, resulting in reduced effectiveness.