

LOCAL EVALUATION FORM FOR 2023-2024

Grantee: YouthPort**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 14-18 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2023 and the 2023-2024 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 <**Grantee Name 21st CCLC Local Evaluation Form 2023-2024**>. 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	12/16/2024
Grantee Name	YouthPort
Program Director Name	Briana Ingwersen
Program Director E-mail	bingwersen@tanagerplace.org
Program Director Phone	319-640-4577
Evaluator Name	Miriam 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 14	
Cohort 15	
Cohort 16	
Cohort 17	Hoover – Elementary, Taylor – Elementary
Cohort 18	Roosevelt – Middle, McKinley – Middle, South – Elementary
Additional Information from Grantee (optional)	

Note: If you are in Cohort 19, you will report your data next year (We always report the previous year's data in the local evaluations).

Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
<ul style="list-style-type: none"> Needs Assessment Process 	X
<ul style="list-style-type: none"> Key People Involved 	X
<ul style="list-style-type: none"> Development of Objectives 	X
Program Description	
<ul style="list-style-type: none"> Program days and hours 	X
<ul style="list-style-type: none"> List of activities 	X
<ul style="list-style-type: none"> Location of centers 	X
<ul style="list-style-type: none"> Attendance requirements 	X
<ul style="list-style-type: none"> Governance (board, director, etc.) 	X
<ul style="list-style-type: none"> Details on Parent Events and Parent involvement. 	X
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	X
Program Highlights	X

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 at all locations. Roosevelt's school year hours are Monday through Thursday from 2:50 - 5:30 pm, and Fridays from 1:50 - 5:30 pm. At other locations,

programming runs Monday through Thursday from 3:45 - 6:00 pm and Fridays from 2:20 - 6:00 pm. During the summer, Roosevelt and McKinley operate for 30 days, from 8:00 am to 3:00 pm. The remaining sites offer a summer program that runs for over 40 days, from June through August, with hours from 8:30 am to 5:30 pm, Monday through Friday. Additionally, evening or weekend programming may be available to ensure the required monthly hours are met throughout the year. Sites are located at St. Mark's Methodist Church (4700 Johnson Avenue NW, Cedar Rapids), Olivet Presbyterian Church (7 237 10th St NW, Cedar Rapids), First Congregational United Church of Christ (361 17th St SE, Cedar Rapids), Roosevelt Creative Corridor Business Academy (300 13th St NW, Cedar Rapids), and McKinley STEAM Academy (620 10th St SE, 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 provides an afternoon snack and a full hot meal to each participating child daily. However, a meal is not provided to Roosevelt students during the school year. Before this program started, lunch was often the last meal of the day for many children attending Hoover, Taylor, McKinley STEAM Academy, Roosevelt Creative Corridor Business Academy, and Johnson STEAM Academy. Offering a snack and dinner has contributed to improved health and overall better learning progress. Meals are provided in partnership with the participating schools and Boys & Girls Clubs of the Corridor, following USDA National School Lunch Program nutrition guidelines.

Based on the Youth Needs Assessment, YouthPort found that many participating youth need stronger skills, resources, and ability to problem solve without resorting to risky behaviors that often lead to office referrals and delinquent activities. 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.

2. Demographic Data

Demographic Data Required Elements	Complete?
2023-2024 School Year Attendance Tables	
• 2023-2024 School Year Attendance Summary Table	X
• 2023-2024 School Year Grade Level Table	X
• 2023-2024 School Year Sex Table	X
• 2023-2024 School Year Attendance Population Specific Table	X
• 2023-2024 School Year Attendance Race/Ethnicity Table	X
Summer of 2023 Attendance Tables	
• Summer of 2023 Attendance Summary Table	X
• Summer of 2023 Grade Level Table	X
• Summer of 2023 Sex Table	X
• Summer of 2023 Population Specific Table	X
• Summer of 2023 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2023-2024 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2023 and the Spring of 2024. There are separate tables for the Summer of 2023. Leave blank any cohorts that do not apply.*

The yearly 21st CCLC grant requirement is for the local program to provide at least 60 hours of contact per month. Over the nine months of the program, a minimum of 480 hours of contact would occur. The goal for attendance is that all students would attend more than 270 hours. If this is not occurring for your program, please provide an explanation in the attendance discussion section.

21st CCLC Program 2023-2024 School Year Attendance Summary Table						
Reflects Number of Students						
Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Less than 15 Hours					1	1
More than 15, Less than 45 Hours				1	2	3
More than 45, Less than 90 Hours					4	4
More than 90, Less than 180 Hours				2	35	37
More than 180, Less than 270 Hours				44	46	90
More than 270 Hours				42		42
TOTALS				89	88	177

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

21st CCLC Program 2023-2024 School Year Attendance <i>Grade Level</i> Table						
Reflects Total Number of Students						
Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
How many Prekindergarten						
How many Kindergarten				11	4	15
How many 1st Grade				7	5	12
How many 2nd Grade				11	11	22
How many 3rd Grade				22	14	36
How many 4th Grade				20	7	27
How many 5th Grade				18	7	25
How many 6th Grade					40	40
How many 7th Grade						
How many 8th Grade						
How many 9th Grade						
How many 10th Grade						
How many 11th Grade						
How many 12th Grade						
TOTALS				89	88	177

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

21st CCLC Program 2023-2024 School Year Attendance <i>Sex</i> Table						
Based on Total Attendance						
	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Male				47	49	96
Female				42	38	80
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)						
Gender Data Not Provided					1	1

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

21st CCLC Program 2023-2024 School Year Attendance Population Specific Table						
Based on Total Attendance						
	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Students who are English Learners (LEP)				10	14	24
Students who are economically disadvantaged (FRPL)				87	59	146
Students with disabilities				8	22	30
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)						

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

21st CCLC Program 2023-2024 School Year Attendance Race/Ethnicity Table						
Based on Total Attendance						
	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
American Indian/Alaska Native						
Asian						
Black or African American				54	42	96
Hispanic or Latino				1	4	5
Native Hawaiian or Pacific Islander				2		2
White				12	18	30
Two or more races				20	19	39
Data not provided					5	5

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.*

Due to the length of a Summer Program, it is not expected that any attendees will exceed more than 90 hours.

21st CCLC Program 2023-2024 Summer 2023 Attendance Summary Table						
Reflects Number of Students						
Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Less than 15 Hours					1	1
More than 15, Less than 45 Hours					7	7
More than 45, Less than 90 Hours					10	10
More than 90, Less than 180 Hours				1	33	34
More than 180, Less than 270 Hours				20	52	72
More than 270 Hours				38	29	67
TOTALS				59	132	191

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

21st CCLC Program 2023-2024 Summer 2023 Attendance Grade Level Table						
Reflects Total Number of Students						
Days/Hours	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
How many Prekindergarten						
How many Kindergarten				5	5	10
How many 1st Grade				6	5	11
How many 2nd Grade				9	8	17
How many 3rd Grade				13	13	26
How many 4th Grade				15	7	22
How many 5th Grade				11	6	17
How many 6th Grade					16	16
How many 7th Grade					44	44
How many 8th Grade					28	28
How many 9th Grade						
How many 10th Grade						
How many 11th Grade						
How many 12th Grade						
TOTALS				59	132	191

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

21st CCLC Program 2023-2024 Summer 2023 Attendance Sex Table						
Based on Total Attendance						
	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Male				31	58	89
Female				28	73	101
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)					1	1
Gender Data Not Provided						

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

21st CCLC Program 2023-2024 Summer 2023 Attendance Population Specific Table						
Based on Total Attendance						
	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
Students who are English Learners (LEP)				7	13	20
Students who are economically disadvantaged (FRPL)				52	106	158
Students with disabilities				2	41	43
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)						

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

21st CCLC Program 2023-2024 Summer 2023 Attendance Race/Ethnicity Table						
Based on Total Attendance						
	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
American Indian/Alaska Native						
Asian						
Black or African American				37	89	126
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White				13	26	39
Two or more races				9	16	25
Data not provided					1	1

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• Percentage of 21 st CCLC attendance.	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. **Please do not reference the old regular (30 days or more) attendance goal from the old APR. This is no longer applicable. Instead, discuss the new APR measures, especially the over 270 hours band.**

Data from the Cedar Rapids Community School District indicates that Taylor Elementary School had a total enrollment of 286 youth, Hoover Elementary School had 395, Roosevelt Middle School had 528, McKinley Middle School had 409, and Johnson STEAM (South) had 343 students during the 2023-2024 academic year. YouthPort served 177 youth during the school year or 9% of the total enrollment at those sites. During summer 2023, YouthPort served 191 students.

During the academic year, 146 out of 177 students (82.5%) were eligible for Free and Reduced-Price Lunch. During the summer session, 158 out of 191 participants (82.7%) were eligible for FRPL. These data indicate that the before and after school program is reaching a high need population.

Data on attendance show that during the 2023-2024 school year, 24% of students (n=42) participated in 270 or more hours of programming, and that 75% of students (n=132) participated in at least 180 hours of programming. During the summer, 35% of students (n=67) students participated in 270 hours or more of programming, and 73% of students (n=139) participated in at least 180 hours.

YouthPort collaborates with elementary and middle 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 at all locations. Roosevelt's school year hours are Monday through Thursday from 2:50 - 5:30 pm, and Fridays from 1:50 - 5:30 pm. At other locations, programming runs Monday through Thursday from 3:45 - 6:00 pm and Fridays from 2:20 - 6:00 pm. During the summer, Roosevelt and McKinley operate for 30 days, from 8:00 am to 3:00 pm. The remaining sites offer a summer program that runs for over 40 days, from June through August, with hours from 8:30 am to 5:30 pm, Monday through Friday. Additionally, evening or weekend programming may be available to ensure the required monthly hours are met throughout the year.

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.*

NOTE: *If type 8, Other, is used, please provide details in the Description of Contribution column.*

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

21st CCLC Program 2023-2024 Partnerships Table				
Name of Partner (Enter name of Partner)	Type*: Full/ Partial/ Vendor (descriptions below)	Contribution Type (From list above)	Description of Contribution (Include staff provided)	Total In-kind Value (Monetary Value if unpaid partner)
HACAP	Partial	4	Provided locally donated food, USDA product, and some discounted purchased food.	\$33,852.56
YPN	Partial	2,6,8	Provided staff to manage marketing of the program and members of the advisory group. Also provided office space for 21 st Century program director.	\$7,500
Tanager	Partial	2,3,7	Provided staff to facilitate Expressive Arts program, administrative support for two sites and fiscal accounting support.	\$71,000
Boys & Girls Clubs of the Corridor	Partial	2,3,4,5,6,7,8	Provided staff to facilitate programming, materials, and employee benefits for program staff.	\$92,000
St. Mark's	Vendor	8	Provided space for programming.	

First Congregational Church	Vendor	8	Provided space for programming.	
First Presbyterian	Vendor	8	Provided space for programming.	
Cedar Rapids Community School District	Full	3,4,5,6	Provides staff to support the grant via program support and data collection. Provides daily meal for all sites. Provides program space for some sites.	\$99,000
Iowa BIG	Full	3,6	Provided youth volunteers to assist with programming.	\$100
Cedar Rapids Library	Full	3	Library staff host programming in the community near our sites during the summer.	\$300
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.

Be sure and include information on how in-kind value was determined.

YouthPort values the community partnerships that have developed over the years. The Partnerships Table identifies the eleven organizations that contributed effort, resources, and space for YouthPort's activities in 2023-2024. The three partner agencies that form YouthPort contributed by providing staffing and volunteer support for program management and activities, space for conducting program activities, and engaged in grant seeking to sustain programming. The Cedar

Rapids Community School District provided staff to support programming and data collection. The district also provided daily meals for all sites and program space for some sites. The Hawkeye Area Community Action Program (HACAP) provided food, including locally donated food, USDA products, and some discounted purchased food. Iowa BIG provided youth volunteers to assist with programming. During the summer, Cedar Rapids Library staff host programming in the community near the program sites.

Four of the collaborating organizations are partial partners that work with YouthPort at discounted costs. These include the three agencies that form YouthPort (Young Parents Network, Tanager Place, and the Boys and Girls Clubs of the Corridor), as well as HACAP. Three partners are full partners that provide resources at no cost to the program: The Cedar Rapids Community School District, Iowa BIG, and the Cedar Rapids Library. YouthPort also used four vendors: St. Mark's, First Congregational Church, and First Presbyterian that provided space for various program activities, and Dr. Miriam Landsman for evaluation services.

When applicable, to calculate the value of in-kind contributions, the number of volunteer hours was multiplied by the national volunteer rate of \$32 per hour. Volunteer hours were contributed by Young Parents Network, Boys and Girls Clubs of the Corridor, the Cedar Rapids Community School District, and Iowa BIG.

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 community action networks and neighborhood associations. Each of YouthPort's constituent organizations also brings their own networks to strengthen this partnership.

The combined contributions of these partner organizations make YouthPort a quality program that meets the educational, social-emotional, developmental, and resource needs of the children and families that participate in YouthPort's programs.

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 2023 and the 2023-2024 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

Note that a minimum of four events (one per quarter) is a grant requirement.

21st CCLC Program 2023-2024 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>	Short Description of Event
October Family Literacy Night	17	5	60	Provided books for students and family members
Holiday Dinner	17	95	210	Provided informational flyers to families and a meal
February Family Literacy Night	17	0	32	Handed out 25 books
Summer Programming	17	65	110	Handed out information regarding community resources
Family Bingo	18	100	148	Handed out educational supplies and personal hygiene items
Beat the Parents	18	25	37	Students played games against their family members. Handed out information regarding healthy lifestyles.
Lego Night	18	69	129	Showcased students work in Lego Club. Handed out information

				regarding housing, rental and food resources.
Family Movie Night	18	73	121	Handed out mental health resources

Type or copy and paste Parent Involvement Discussion here.

Include a description of the events and how well they were attended.

Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

Parents were involved in the 21CCLC program through a variety of family engagement events held at both schools. For Cohort 17, parent events included a family literacy night in October and February, a holiday dinner in December, and a summer programming night. These events were held at both program sites. For Cohort 18, parent events were held at the South site but included children and families from all three schools. These activities included Family Bingo, Beat the Parents, Lego night, and Family movie night. All of the parent events are designed to both engage families in programming as well as involve some form of literacy enhancement. As shown in the table, each parent involvement event included the activity as well as distribution of reading materials and other resources. For example, at the Family Literary events, books were distributed. At the Beat the Parents night, information about healthy lifestyles was handed out during the program. At Lego Night, information about housing, rental and food resources was distributed.

Family events were well attended. The holiday dinner had the largest number of attendees, with 95 parents and a total attendance of 210. Family Bingo was second in overall attendance, with 100 parents and 148 participants in total. Lego Night, Family Movie Night, and Summer Programming also attracted substantial numbers of parents and children.

Various methods of communication were used to engage families, including flyers, emails, face-to-face contacts, and text messaging.

Parents were surveyed about their perceptions of the 21CCLC program during the 2023-2024 school year. Thirty-three parents completed the survey that asked their opinions about various aspects of programming. The survey asked about the quality of the program, the safety of the site for their child, helpfulness and timeliness of communication from the program, convenience of the schedule, and the helpfulness of transportation services, meals and snacks. Questions also asked about the balance between structure and fun, whether the program allows their child to be supported and challenged, and whether the program teaches their child to make good decisions. Responses to these survey questions were overwhelmingly positive.

3. Total Academic Improvement

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.**

Note that this data uses the “Number of Students Needing Improvement” in the comparison.

Reading/English Improvement			
Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1	5	4	80
2	11	8	73
3	20	11	55
4	23	20	87
5	21	17	81
6	40	28	70
7	14	11	79
8	22	11	50
9			
10			
11			
12			
Totals	156	110	71

Mathematics Improvement			
Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K			
1			
2			
3			

4	23	20	87
5	21	19	90
6	36	28	78
7	17	15	88
8	14	7	50
9			
10			
11			
12			
Totals	111	89	80

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Include what assessment(s) were used to determine improvement.	X
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

Type or copy and paste Total Academic Improvement Discussion here.

To assess improvement in Reading, IReady scores were used for grades K-3. The state FAST assessment was used for grades 4-8. To assess improvement in Math, IReady scores were not provided by the school district for grades K-3. The FAST assessment was used to measure progress in Math for students in grades 4-8.

For the 2023-2024 academic year, 156 students were assessed as needing improvement in Reading/English and 111 students in Math. Overall, 71% of those needing to improve in Reading/English (grades 1-8) did so, and 80% of those needing to improve in math (grades 4 – 8) demonstrated gains. The highest levels of improvement in reading were noted at the 1st and 4th grades (80% and 87%, respectively). In math, 4th, 5th, and 7th grades showed high levels of improvement (87%, 90%, 88%, respectively). The lowest percentage improvement was found among students in the 8th grade (50% improved in reading and 50% improved in math).

There were challenges to gathering data from the school district due to personnel changes. As noted, we were not able to obtain IReady data on math scores for children in grades K-3. Thus, we are unable to assess improvement in math for these students.

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

4. GPRA Measures

Starting in 2022-2023, the US DOE changed the Government Performance and Results Act (GPRA) Measures. This is the same data reported online to the APR Data System. Note that any reference to the current school year is the 2023-2024 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.**

Note that this data uses the “Number of Attendees for whom you have outcome Data to report” in the comparison. This can result in GPRA data not matching the Total Academic Improvement data.

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	X
• 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	2	4	22	31	38
Number of Attendees who exhibited growth.	0	2	3	14	26	34
Percentage of Attendees who exhibited growth. Calculated for each column.	0	100	75	64	84	89

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	3	7	35	34	38
Number of Attendees who exhibited growth.	1	3	5	22	27	33
Percentage of Attendees who exhibited growth. Calculated for each column.	100	100	71	63	79	87

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 at the elementary school level and the school district was not able to provide GPAs for the middle school students.

	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 (2022-2023)?		1	2	8	10	22
Of these students, how many demonstrated an improved attendance rate in the current school year (2023-2024)?		1	1	5	6	13
Percentage of Attendees who improved their attendance rate. Calculated for each column.		100	50	63	60	59

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 (2022-2023)?			3	5	3	8
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2023-2024)?			1	0	1	8
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.			66	0	33	100

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?					20	79
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?					15	71
Percentage of Attendees who improved. Calculated for each column.					75	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.	
Include what assessment(s) were used to determine improvement for Measures 1A and 1B.	X
Discussion of high performing and low performing areas.	X
Discussion of issues with any GPRA Measure.	X
Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

Type or copy and paste GPRA Measures Discussion here.

The Iowa State Assessments were used by the Cedar Rapids Community School District to measure proficiency in English/Reading and Math.

GRRA Measure 1A – Reading Progress: Among 98 students 4th grade or higher for whom outcome data were available, 81% exhibited improvement in reading. Overall, students attending 180 or more hours of 21CCLC programming demonstrated the most improvement.

GPRA Measure 1B – Math Progress: Among 118 students 4th grade or higher for whom outcome data were available, 77% exhibited improvement in math. Again, students demonstrating improvement were concentrated in the higher levels of attendance (180 or more hours or more).

GPRA Measure 2 – Academic Achievement – GPA. Grade Point Average is not used for children in grades K-8; therefore, this measure is not applicable.

GPRA Measure 3 – School Day Attendance: Among 43 students from all grade levels who had a school day attendance rate at or below 90% in the 2022-2023 school year, 60% improved in their school attendance in 2023-2024.

GPRA Measure 4 – Behavior: Of the 19 students who had in-school suspensions in the 2022-2023 school year, 53% experienced a decrease in in-school suspensions in the 2023-2024 school year.

GPRA Measure 5 – Teacher Survey: Out of 99 students in grades 1-5 for whom outcome data were available, 87% demonstrated an improvement in teacher-reported engagement in learning during the school year.

All GPRA measures applicable to these students demonstrate improvement, though the percentage of students who improved are not as high as in the previous year. We note that academic improvement is clustered in the higher levels of attendance/participation. We also note that data were not available for some students in the previous year, so the GPRA measures are not a complete measure of progress for students in the 21CCLC program. With incomplete data it is difficult to assess this program solely based on GPRA measures. Thus, we look to the measures of local objectives for a deeper understanding of the program's effectiveness.

5. 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. **Local Objectives should NOT mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.**
3. **There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.**
4. **Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:**
 - a. **Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)**
 - b. **Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria 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.)**
5. **Data will be from the Summer and Fall of 2023 and the Spring of 2024.**

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
<ul style="list-style-type: none"> No more than FIVE Objectives per Cohort. 	X
<ul style="list-style-type: none"> Rating of each Objective as listed above. 	X
<ul style="list-style-type: none"> Full Methodology used for measurement. 	X
<ul style="list-style-type: none"> Justification for Rating 	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 14 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 15 Table

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

Cohort 16 Table

Cohort 14 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 a parent survey	Met the stated objective.	This objective was measured by on a parent survey which asked whether their child's behavior at home, behavior at school, and ability to make friends had improved over the year. Out of 22 surveys completed, 19 parents (86%) indicated that their child had improved in at least one of these areas of social/emotional development
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 84% improved in homework completion and class participation, and 78% improved in classroom behavior.
4. 80% of parents will increase or maintain knowledge of literacy skills	Unable to measure the stated objective.	The Ready-to-Read program has not been offered since the 2021-2022 school year. In the 2022-2023 school year, we sought to measure this objective through a parent survey item: "the Family Night Programs were helpful to me." This year the parent survey did not include this item and given that the Ready-to-Read program is no longer able to be offered, this objective could not be measured.
5. All staff connected/supported by	Met the stated objective	Based on continuing education records, all staff connected with

21CCLC program will receive 12 hours of continuing education throughout the school year		21CCLC received 12 hours of continuous education throughout the school year.
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Cohort 18 Table

Cohort 18 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 a parent survey	Did not meet but made progress toward the stated objective.	This objective was measured by on a parent survey which asked whether their child's behavior at home, behavior at school, and ability to make friends had improved over the year. Out of 11 surveys completed, 7 parents (64%) indicated that their child had improved in at least one of these areas off social/emotional development
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 60% improved in homework completion and class participation, and 73% improved in classroom behavior
4. 80% of parents will increase or maintain knowledge of literacy skills	Unable to measure the stated objective.	The Ready-to-Read program has not been offered since the 2021-2022 school year. In the 2022-2023 school year, we sought to measure this objective through a parent survey item: "the Family Night Programs were helpful to me." This year the parent survey did not include this item and given

		that the Ready-to-Read program is no longer able to be offered, this objective could not be measured.
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.	X
• Details on methodology and ratings as needed.	X
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

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 a parent survey.

This objective was met in cohort 17 but not in cohort 18. This objective was measured by a parent survey which asked whether their child's behavior at home, behavior at school, and ability to make friends had improved over the year. This objective was met in cohort 17 but not in cohort 18. In cohort 17, 86% of parents reported that their child improved in at least one of these areas. In cohort 18, 64% of parents reported that their child improved in behavior at home, at school, or that their ability to make friends improved.

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 in both cohorts. 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." In cohort 17, 61 out of 73 students needing to improve in homework completion and class participation (84%) were assessed by their teacher as having improved, and 54 out of 69 needing to improve in behavior (78%) were assessed by their teacher as having improved. In cohort 18, 18 out of 30 students needing to improve in homework completion and class participation (60%) were assessed by

their teacher as having improved, and 22 out of 30 needing to improve in behavior (73%) were assessed by their teacher as having improved.

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

We were unable to measure this objective. The Ready-to-Read program has not been offered since the 2021-2022 school year. In the 2022-2023 school year, we sought to measure this objective through a parent survey item: “the Family Night Programs were helpful to me.” This year the parent survey did not include this item and given that the Ready-to-Read program is no longer able to be offered by the partner agency, this objective could not be measured. This issue will be addressed in recommendations.

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.”

Type or copy and paste Anecdotal Data here.

Consistent with previous years, feedback provided by parents, teachers, students, and staff all indicate that the 21CCLC program provides significant support to help students to develop academically, socially, emotionally, and behaviorally. In their feedback, parents note specific ways in which their child has benefited from the programming. These observations are reinforced by the data that demonstrate growth in academic performance, improved engagement in classroom learning and improved classroom behavior.

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.	X

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

In January 2024, the Taylor site merged with another after-school program, which was a tough transition for one of our 2nd graders. Initially, the adjustment led to frequent outbursts, emotional distress, and frustration. Through consistent positive reinforcement and a structured routine, the staff built trust, set clear expectations, and helped the youth navigate the changes. Over time, their behavior improved dramatically. Outbursts became rare, participation in activities increased, and communication with staff and peers strengthened. Today, the youth is thriving, showing resilience, growth, and a newfound ability to handle challenges positively.

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 youth participation.

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 and engagement 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 [4-8 with captions]

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage of pictures. Links to social media are not to be used here.



Youth learning kitchen skills in Chef's Club.



Youth engaging in a STEM activity in the community.



Youth improving literacy skills by playing sight word bingo.



Youth participating in a STEM activity.



Youth at Taylor site participating in Beauty Club.

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

Quotes from Students:

"Every day we are greeted with happy smiles and laughs. Being around Scholars is like a reward that is worth gold. Nothing compares to the feeling of being loved by others!" – Roosevelt Student

"The staff care about us enough to take care of us even though it might interfere with their life." – Roosevelt Student

"When I am at Club, I like participating in Science club. I like to learn about small holidays and things like that. I really liked when we made bouncy balls. I think we should play more math games." – Taylor Student

Quotes from Teachers:

"Introducing new books and having multiple copies. Lego Club was also a huge hit."

"Education in a fun environment"

"Kids had a lot of fun while learning at the same time."

"Everyone worked well as staff, and that made the kids more excited and into the activities."

"___ is an excellent boss who really keeps the site together. She is also quite excellent at planning day-to-day."

"Programming at ___ School has helped improve discipline and engagement from the kids."

Quotes from Parents:

"___'s behavior has improved at school and at home."

"We do recommend this program to others."

"___ has improved her listening skills."

"She loves field trips and singing. I love when she learns without knowing she is learning."

"We have recommended the program to other people already."

"___ loves the staff."

"Improved behavior in groups and with peers."

"Loves power hour, summer field trips, playing sports."

"Staff take good care of the kids."

"They work well with my child and behavior issues in and out of school."

"___ likes to read more than before."

"_____ and the staff at the club are very supportive of my kids. They work closely with myself and the school to make sure the kids are getting the help they need."

"It's an overall awesome experience for the kids during the school year and the summer. It keeps them active and engaged."

"My kids love going to boys and girls club."

“Easy communication with staff.”

“They teach the kids how to get along with others.”

“He is making friends he otherwise may not have met.”

“My son is eager to talk about the activities he has done.”

“My daughter has come out her shell a lot she used to never talk to people and was not outgoing...”

“_____ enjoys looking forward to freedom schools after-school on his scheduled days.”

“It is a great program for children to acquire skills, and to cultivate the gifts they have.”

“It is a fun and positive environment for our youth.”

“You guys care about us and we can trust you guys with anyone.”

“I think it’s a good way for kids to interact with each other and staff is very good with the children.”

“I think the program is great! It has learning and fun wrapped into it and a good option for after school care depending on the parent's schedule.”

“Great social environment makes my son believe he can do and be anything.”

Quotes from Partners:

“The most rewarding part of being a YouthPort board member is seeing the partnerships between YPN, Tanager, and Boys & Girls Club all working towards the common goal of helping young families and children in our surrounding communities!” – YouthPort Board Member

This feedback from diverse stakeholders illustrates how YouthPort’s 21CCLC has been successful in engaging students, leading to a high rate of attendance as well as academic and social-emotional growth.

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.

Type or copy and paste Sustainability Discussion here.

Sustainability of YouthPort is largely attributable to the collective knowledge and experience held by the three YouthPort partner agencies: YPN, Boys and Girls Clubs of the Corridor, and Tanager. The success of these partnering 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 grant cycle. With the new 21CCLC funding and a new cohort, 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.

9. 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

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 at all locations. Roosevelt's school year hours are Monday through Thursday from 2:50 - 5:30 pm, and Fridays from 1:50 - 5:30 pm. At other locations, programming runs Monday through Thursday from 3:45 - 6:00 pm and Fridays from 2:20 - 6:00 pm. During the summer, Roosevelt and McKinley operate for 30 days, from 8:00 am to 3:00 pm. The remaining sites offer a summer program that runs for over 40 days, from June through August, with hours from 8:30 am to 5:30 pm, Monday through Friday. Additionally, evening or weekend programming may be available to ensure the required monthly hours are met throughout the year.

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.

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.

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.

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.

Program success is evident in students' academic and social-emotional growth. The data show that substantial percentages of students assessed as needing to improve in reading, math, school attendance, and engagement in learning improved over the school year. All enrolled students met YouthPort's objective of participating in STEM educational opportunities at least weekly. With regard to YouthPort's enrichment objectives, substantial percentages of youth who participated in programming demonstrated progress in social/emotional development. This progress was assessed through the perspectives of both their parents and their teachers. Additional successes include high levels of participation in the activities offered through Parent Nights.

The continued collaboration of these three partnering agencies provides sustainable support to youth and families in the Cedar Rapids community. As a partnership each agency also brings their own networks of community stakeholders who contribute to YouthPort's programs. Feedback from stakeholders at multiple levels speaks to the value that the programming holds for parents and youth.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2023-2024 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 **2023-2024** 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.**

If the Local Evaluation will be posted once it is finalized, please indicate that here.

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

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.	X
Include objectives not measured.	X

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

Most of the local objectives were achieved this year. For objective 2: 85% of youth will show progress in social/emotional development as measured by a parent survey, this objective was met in cohort 17 but fell short of that goal (65%) in cohort 18. Given that cohort 18 is new this year, it is reasonable to expect that it might take more experience with programming to achieve such a high a level of success.

The evaluator recommends changing the objective related to family literacy, which is currently that 80% of parents will increase or maintain knowledge of literacy skills. We were not able to measure this objective this year. This objective was developed when the Ready-to-Read program was offered to parents, but this is no longer a programming option for the partner agencies. Last year we measured this objective using an item from the parent survey about the usefulness of family night programs, but the question was not included in the parent survey this year. Since family literacy is part of the family night programming, the evaluator recommends that YouthPort consider what activity(ies) are most useful for improving family literacy and developing a new objective that reflects this activity.

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

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

The only significant recommendation for change in activities is to revisit the family literacy activity(ies) and revise the objective that best captures this activity. This is discussed above in more detail.

Since the program is successful in recruiting participants, no changes are recommended in this area. Similarly, the partner agencies have a long history of collaboration which has been successful in offering varied programs and in sustaining the effort; therefore, no changes are recommended.

Due to some difficulties in obtaining complete data for all children, addressing these issues within the Cedar Rapids Community Schools is recommended, so that a more complete picture of student progress may be obtained for next year.

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 because of natural disaster(s).

No unexpected data to report.