

West Contra Costa Unified School District
Business Services Department
1400 Marina Way South
Richmond, CA 94804



Request for 23-24 EOY Report
Direct Services End of Year Service Report
THE WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

May 2024

The West Contra Costa Unified School District ("District") requires submission of the End of Year Service Report ("End of Year Report") from qualified persons, firms, partnerships corporations, associations or professional organizations ("Firm(s)") for the provision and delivery of ("Direct Services") to the West Contra Costa Unified School District, as further described herein.

All firms are to submit an End of Year Quality of Services Report that must include **a Report of program data, identify WCCUSD schools your program supported and attach any annual reports or additional documentation sharing and elaborating on SY 23-24 program outcome.**

All Firms that have met Annual Measurable Outcomes (AMO) and received site or department approval in the End of Year (EOY) report will receive a 24-25 Master Agreement (MA) extension.

All 23-24 Approved Firms are to submit an End of Year Report by 6/14/2024 as described below to

West Contra Costa Unified School District
Business Services Department
Electronic Transmission
(InformedK12)

ALL END OF YEAR REPORTS MUST BE RECEIVED ON OR BEFORE 6/14/2024, NO LATER THAN 2:00 P.M.

All Firms for the 23-24 school year must submit this report to be considered for a continuing partnership.

Questions regarding this End of Year Report must be received in writing via email and directed to the office of the Executive Director of Business Services, at contractinfo@wccusd.net on or before **6/14/2024**. The District may respond to questions presented via addenda to this End of Year Report.

End of Year Reports are to be submitted only in electronic transmission (infomedk12). Late responses will not be considered for agreement extensions. End of Year Reports will be opened immediately after they are due.

Thank you for your interest in working with the West Contra Costa Unified School District.

23-24 Direct Services End of Year Service Report

23-24 End of Year Quality of Services Report - All EOY Reports must be completed and submitted by June 14, 2024, or consultants will not be considered for master agreement extension for 24/25 services.

- ☐ Report your program data from the previous school year.
- ☐ Identify WCCUSD schools your program supported
- ☐ Attach any annual reports or additional documentation you would like to share elaborating on SY 2023-2024 program outcomes.

Name of Agency:

Program Name or Type of Service:

Improve Your Tomorrow

Improve Your Tomorrow

Point contact Name and Position Title:

Destiny Saunders, Director of Research and Evaluation

Phone Number:

Email Address:

7076891038

dsaunders@improveyourtomorrow.org

Select Category:

- | | |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> Community School Coordination | <input checked="" type="checkbox"/> African American Student Achievement |
| <input checked="" type="checkbox"/> Youth Development (Includes Expanded Learning) | <input checked="" type="checkbox"/> Academic Achievement |
| <input checked="" type="checkbox"/> Social-Emotional Learning | <input checked="" type="checkbox"/> College and Career |

School sites or departments served:

1 De Anza	2 Kennedy	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24

1. Staff Deliverables. State the Expected and Actual staffing related to on-site services

Number of staff contracted per site	Actual Number of staff/ site	Objective Met
4	De Anza = 2 Kennedy = 4	<input type="checkbox"/> Yes at all sites <input type="checkbox"/> No at all sites <input checked="" type="checkbox"/> Partially: Explain De Anza staffing was not met due to challenges with mentor recruitment.

2. State the Expected and Actual number of program days/hours by site

Expected Number of program days/hours per site	Actual Number of program days/hours per site	Objective Met
30 hours per, week per site (32 weeks)	Met	<input checked="" type="checkbox"/> Yes at all sites <input type="checkbox"/> No at all sites <input type="checkbox"/> Partially: Explain

3. State the Expected and Actual number of program participants by site

Expected Number of participants served/site	Actual Number of participants served/site	Objective Met
75 De Anza 75 Kennedy 150 Total	Retained 149	<input type="checkbox"/> Yes at all sites <input type="checkbox"/> No at all sites <input checked="" type="checkbox"/> Partially: Explain We served a total of 184 students last year and retained, 149.

4. Program Outcomes - Share the stated program goals and the data related to your Annual Measurable Outcomes (AMO) by site:
Attach your end of year program data report

Expected Annual Measurable Outcomes (AMO) by site	Objective Met
<p>Goals:</p> <ol style="list-style-type: none"> 1. Serve 75 participants at each site 2. 80% Retention 3. 75% Site dosage 4. Decrease in D's, F's, and No Passes after 2+ semesters in programming 5. Increase in GPA after 4+ semesters 6. 100% Graduation rate for those in programming 4+ semesters 7. 50% A-G Completion rate at graduation for those in programming 4+ semesters 8. 40% College-Going rate for those in programming 4+ semesters 9. 60% agreement rate for sense of belonging questions in Member Success Survey <p>Outcomes:</p> <ol style="list-style-type: none"> 1. Served 184 total = Met 2. Retention: De Anza 91%, Kennedy 76% = Partial 3. Dosage: De Anza 27%, Kennedy 53% = No 4. D's, F's, No Pass: De Anza - Yes, Kennedy - Yes = Met 5. GPA: N/A too soon 6. De Anza - Yes, Kennedy - too soon = Met 7. & 8. N/A too soon 9. Sense of belonging: 60%-79% = Met 	<p><input type="checkbox"/> Yes at all sites</p> <p><input type="checkbox"/> No at all sites</p> <p><input checked="" type="checkbox"/> Partially: Explain</p> <p>Total served, Decreases in D's, F's, NP, Graduation rate, Sense of belonging all were met. Retention, partially met. Dosage, met. All others were too soon to meet 4= semester requirement.</p>

5. Program Highlights

What were the major accomplishments?
<p>Overall the 2023-2024 academic year was a successful one for students in Improve Your Tomorrow programming. Program capacity was excellent at both sites. Sites also had strong retention. We look forward to increasing engagement during the next year. Students who have been in IYT longer than others are showing improved academic outcomes including increase in GPA and decrease in D's, F's, and No Pass grades. Additionally, IYT students have an exceptional high school graduation rate worthy of celebration. Stakeholder feedback showed that IYT offers a place where students can be their authentic selves and feel a stronger sense of belonging than they do in general at their schools. Students report feeling more encouraged and academically confident since joining IYT. Students would like to see more trips, creative activities, and have more discussions about alternative pathways. Parents see notable changes in motivation, confidence and appreciate mentor support. It is with great enthusiasm that IYT will embrace lessons learned through this analysis and continue with our commitment to serve young men of color in partnership with West Contra Costa Unified School District.</p>

6. Program Challenges

What were the major challenges?
The program struggled to recruit the planned amount of mentors per site. Recruitment has improved for the 24-25 academic year. Sites are interested in continuing programming pending additional approval.

7. Program Structure

PROGRAM ELEMENTS	ACHIEVED?	COMMENTS
The program plans and schedules were well documented, complete with adequate structure and detail.	Yes	N/A
The project schedule was efficient, implemented and adhered to.	Yes	N/A
The contract deliverable was clearly defined.	Yes	N/A
The site/department had adequate input in the planning process.	Yes	N/A
The requirements for AMOs were gathered and clearly documented	Yes	N/A

8. Execution of Program

PROGRAM ELEMENTS	ACHIEVED?	COMMENTS
The program reached its original goals.	Yes	Partial, see above.
Unexpected changes that occurred were of manageable frequency and intensity.	Yes	N/A
Program progress was tracked and reported in an accurate, organized manner.	Yes	Annual Report submitted to district by August 31 per agreement.

9. Staffing

PROJECT ELEMENTS	ACHIEVED?	COMMENTS
The program manager reported to the appropriate parties.	Yes	N/A
The project team was organized and adequately staffed.	No	Mentor recruitment
There was efficient communication among project team members and site/department.	Yes	N/A

BY SIGNING THIS DOCUMENT I AM CONFIRMING THAT ALL INFORMATION PROVIDED CORRECT

Date: 09/03/2024

Company Name: Improve Your Tomorrow

By: Destiny Saunders
Destiny Saunders [09/03/2024 1:39pm PDT]

Name: _____

Director of Research and Evaluation
Title: _____

DISTRICT USE ONLY

SITE/DEPARTMENT PROGRAM EVALUATION

To be completed on each independent contractor and each subcontractor company.

PERFORMANCE LEVELS DEFINED

Use the performance levels outlined below and select the number in the rating column that most accurately describes the level of service provided to sites/departments. **Evaluations must be submitted by June 28, 2024**

* Supporting comments are required

RATING SCALE

1. Poor - Displays unacceptable performance levels.
2. Fair - Displays marginal performance levels.
3. Good - Consistently meets performance levels.
4. Superior - Consistently exceeds performance levels.
5. Clearly Superior - Consistently displays outstanding performance levels.

SECTION A - AGENCY STANDARDS	RATING	COMMENTS
A. Complies with District policies and procedures, and all applicable federal, state, and local regulations	3	Were responsive to requests, after initially working without a contract
B. Provides services consistent with professional standards and aligned with District goals.	3	Worked specifically with male students who were furthest from opportunity
C. Provides qualified personnel and adheres to personnel policies and procedures in accordance with Board Policy.	3	Largely, yes

SECTION A - AGENCY STANDARDS <i>Continued</i>	RATING	COMMENTS
D. Communicates appropriate information to District's employees and management.	3	Was happy to share data and challenges
E. Projects a positive and caring attitude in performance of duties.	4	Professional on campuses
F. Cooperates with and supports other personnel in achieving goals.	4	Administrators reported that they worked well with staff
G. Provides completed requested paperwork within defined time frame.	4	Yes
H. Adheres to schedules related to student and staff visits/services.	3	Yes, ran groups for students regularly
I. Consultant communicates effectively and reflects positive responses to students and staff	3	Yes
J. Did the contractor provide an end of program data report? If yes, please attach.	4	End of program data is embedded
K. Were you satisfied with the outcomes of the end of program data report?	3	If not, please explain Largely, yes
Summation of Ratings – Section A Total	37.00	

SECTION B – Did the contractor meet expected Annual Measurable Outcomes (AMO)?
Were services effective for students/staff?

Evaluator Comments:

The principals who worked with this program were satisfied, and would continue the program if fiscally it were feasible.

Needed Actions (if any):

If finances allow, we would work together again - this would support tracking the targets toward graduation. This data set was incomplete in part due to the fact that all students in the cohort weren't graduation age when the program ended.

EVALUATION SUMMARY

1. Overall Ratings (Section A-K) 37.00

The contractor adheres to the responsibilities of the agreement. The performance of the contractor:

38 – 55 Meets the Agency Standards - *Master Contract Extension will be issued*

below – 38 Does not meet Agency Standards - *Provide an explanation in Evaluator Comments box.*

WOULD YOU CHOOSE TO CONTRACT WITH THIS CONTRACTOR AGAIN? YES

Date: 09/23/2024

Evaluator Site/Department: Dept - Family & Community Engagement

By: S. Sigler

Name: Summer Sigler

Title: Interim Associate Superintendent of K12 Operations



Improve Your Tomorrow



College Academy 2023-2024

Annual Performance Indicator Report West Contra Costa Unified School District

August 2024





Key Findings

Student Demographics and Program Outcomes



A total of 184 students were served across 2 West Contra Costa Unified schools during the 2023-2024 academic year.



Of the 149 students retained in programming, the three largest race/ethnicity groups were: Hispanic/Latino (50%), African-American/Black (26%), and Asian (10%).



Engagement rates were 27% at De Anza High School and 53% at Kennedy High School.



Capacity was 97% at Kennedy High School and 98% at De Anza High School.



Retention was 76% at Kennedy High School and 91% at De Anza High School.

Academic Outcomes



An increase in average GPA of students and a reduction in D's, F's, and No Pass grades is observed among students who have spent more time in IYT.

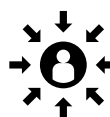


All West Contra Costa Unified students in IYT have a 100% high school graduation rate, which outperforms West Contra Costa Unified's (78%) and the State of California's (83%) graduation rate for young men of color.

Stakeholder Feedback



Students overwhelmingly feel a greater sense of belonging in IYT than their schools in general.



Student and Parent/Caregiver stakeholder groups responded favorably when asked if IYT was a place where students can be their authentic self: Students 98%, Parents/Caregivers 100%



Parent and students group both responded favorably when asked if student confidence has increased since joining IYT: Students 96% - 98%, Parents/Caregivers 100%.

Report Overview



IYT measures impact across three components: Program Outcomes, Academic Outcomes, and Stakeholder Feedback. This combination of data points provides a well-rounded view of how program participation is moving the needle on desired outcomes. Throughout this report the following icons will be used to indicate:



Target Statements



Successes



Growth Opportunities

Program Outcomes

Dosage

Rate of actual interventions compared to target number.



Capacity

Percentage of available slots filled.



Retention

Percentage of participants retained in program.



Mentorship

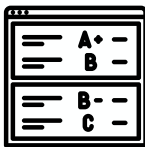
Number of mentorship sessions per site.



Academic Outcomes

Grades

Decrease in D's, F's, and No Pass Grades.



GPA

Increase in GPA.



Graduation

Percentage of Seniors who graduated.



Comparisons

District and State graduation rates for Young Men of Color



Stakeholder Feedback

Sense of Belonging

*
Confidence

*
Positive Classroom Behaviors

Student

College Tour
(Fall & Spring)



Member Success
(March)



Social Emotional Learning
(April)



Parent/Caregiver

Parent/Caregiver Feedback Form
(May)



Student Demographics

149 Students

Participants by Grade (Figure 1)

100% High School

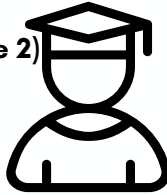
Race/Ethnicity Breakdown (Figure 2)

50% Hispanic/Latino

26% African-American/Black

10% Asian

Have Experienced Homelessness: 19%



High Schools

De Anza
Kennedy

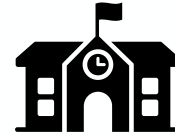


Figure 1. Participants by Grade

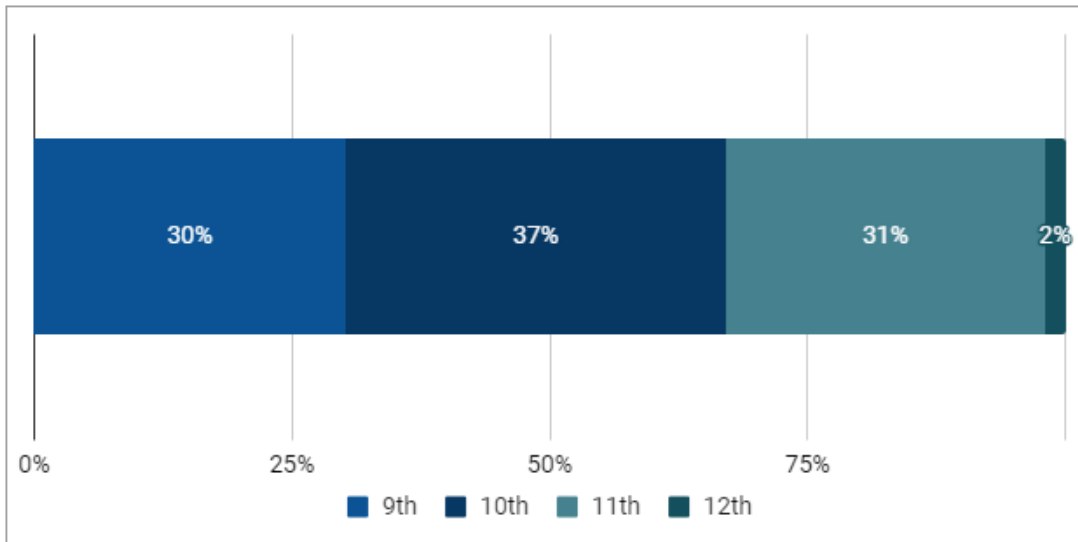
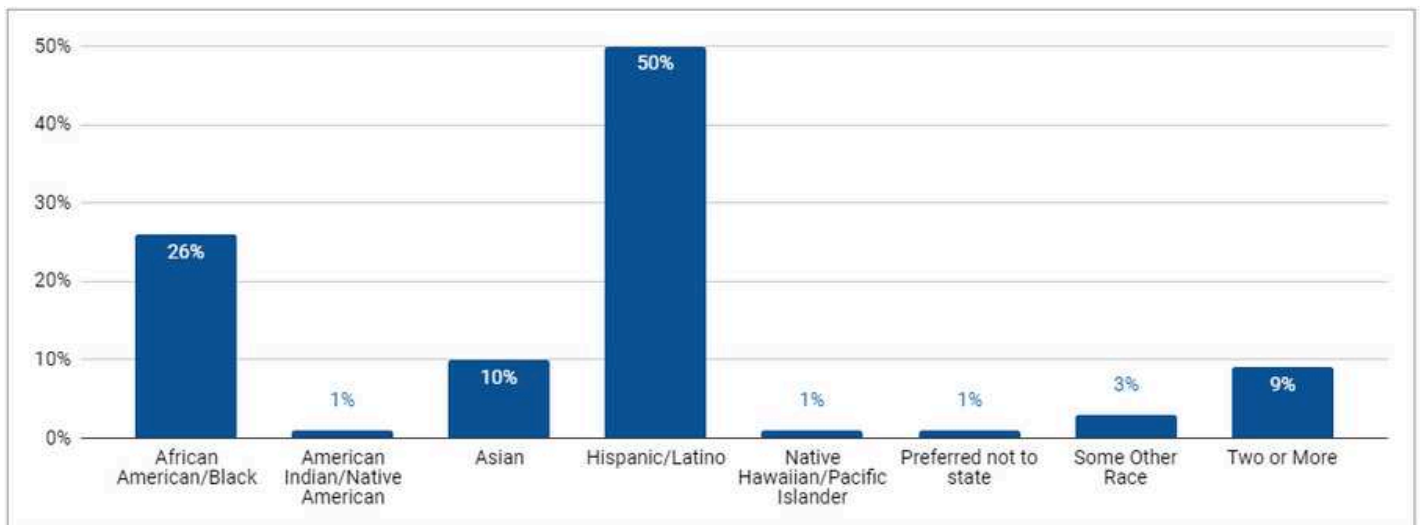
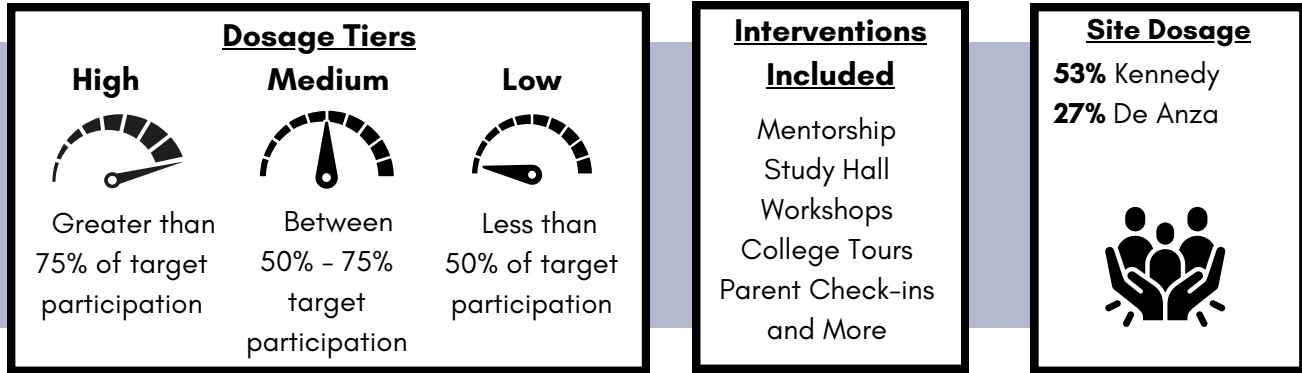


Figure 2. Participants by Race/Ethnicity Breakdown



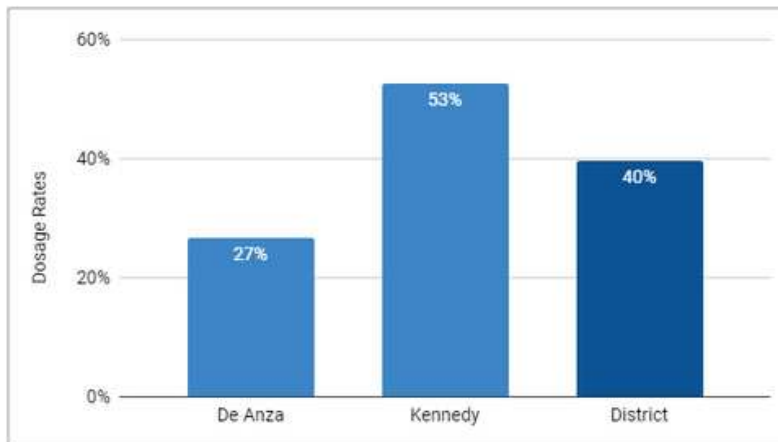
Program Outcomes

Program Engagement



Program engagement is measured through a dosage score, which places students in a High, Medium, or Low dosage tier based on their engagement within the IYT College Academy. The overall dosage score is calculated as a percentage of students in High and Medium tiers divided by the total number of students.

Figure 3. Program Dosage By Site



Program Capacity and Retention

For the 2023-2024 school year, program capacity and retention varied by site (Figure 4).

Capacity

De Anza: 98%

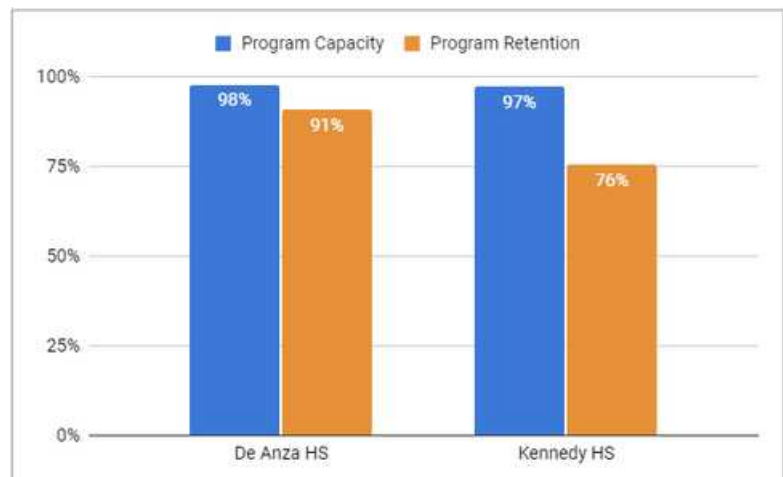
Kennedy: 97%

Retention

De Anza: 91%

Kennedy: 76%

Figure 4. West Contra Costa Program Capacity and Retention



Program Outcomes (continued)

Mentorship Sessions

One-on-one mentorship sessions are the cornerstone of IYT programming. These 30-minute sessions consist of a wellness check, academic goal setting, check-in grades, and college readiness.



Target: 1 Mentorship Session
per month October – May.
Total = 8 per academic year.



1,276 Mentorship Sessions
9 District Average
Kennedy averaged 10 sessions per
year.



De Anza averaged 7 sessions per
year, which **falls short** of the target.

Figure 5. Average Mentorship Session Count by Site

School	# of Students in Mentorship	Total # of Mentorship Sessions	Avg. # of Mentorship Sessions
All Schools	149	1,276	9
De Anza HS	75	535	7
Kennedy HS	74	741	10



#1 Support Offered by IYT
53% Parents/Caregivers &
42% Participants selected
mentorship sessions as favorite
support offered.

Academic Outcomes

3 Year Impact Timeline

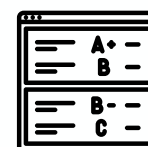
Year 1
Building
Relationships



Year 2
Improved
Attendance &
Behavior

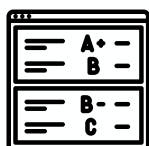


Year 3
Improved
Academic
Outcomes



Grades

Decrease in D's, F's,
and No Pass
Grades.



GPA

Increase in GPA.



Target: Decrease in D's, F's, &
No Passes (NP) after 2+
Semesters

Target: Increase in GPA after
4+ Semesters



- GPA **increases** after 2 semesters in programming (1st year, Figure 6).
- Percentage of students with D's, F's, & NP's **decreases** after 2 semesters (1st year, Figure 6).

Figure 6. Student Academic Outcomes by Grade and Year in IYT

WCCUSD	# of Students	Avg. Unweighted GPA	% Students with 1 or more D, F, or NP Grades
District	149	2.31	78.5%
9th Grade	45	2.02	84.4%
10th Grade	55	2.4	78.2%
11th Grade	46	2.42	78.3%
12th Grade	3	3.28	0%
<1 Year IYT	73	2.14	82.2%
1st Year IYT	75	2.46	76.0%
2nd Year IYT	1	3.57	0%

Academic Outcomes - Overall District

Figure 7. Year-Over-Year Average GPA by Year and School

Average GPA by Year			
School	22-23	23-24	% Change
District	2.20	2.31	5%
De Anza HS	2.42	2.44	1%
Kennedy HS	1.97	2.18	11%



1% and 11% increase in average GPA for De Anza and Kennedy in 2023-2024, respectively.

Academic Outcomes - High Schools

Figure 8. High School GPA by Race/Ethnicity, All IYT Students, and Students 2+ Semesters in IYT

Race	High School			
	De Anza		Kennedy	
	All Students	2+ Semesters	All Students	2+ Semesters
African American/Black	2.48	2.51	1.83	1.43
American Indian/Native American	*	*	*	*
Asian	3.00	3.02	3.99	4.36
Hispanic/Latino	2.19	2.70	2.27	2.61
Native Hawaiian/Pacific Islander	*	*	*	*
Preferred not to state	*	*	*	*
Some Other Race	*	*	*	*
Two or More	2.29	2.36	1.80	2.19

*Groups with less than 10 students in the district have been omitted.



Target: Students who have spent 4+ semesters* in IYT will have higher average GPA across all racial groups compared to all students in their racial group.

When comparing students with 2+ semesters in a racial group with all of the IYT students in that racial group...



- All racial groups at De Anza in IYT 2+ semesters had a **1% to 23% higher** GPA.
- Asian, Hispanic/Latino, and students with two or more races 2+ semesters in IYT at Kennedy had **9% to 22% higher** GPA.



- African American/Black students in IYT 2+ semesters at Kennedy a **22% lower** GPA.

***Note:** Due to an insufficient number of West Contra Costa Unified students in program for 4+ semesters, their progress after 2+ semesters will be reported as preliminary evidence.

Academic Outcomes - Traditional High Schools

Figure 9. Year-Over-Year Percentage of D's, F's & NP for All IYT Students, and 2+ Semesters

% D's, F's, and No Pass	2022-2023		2023-2024	
High Schools	All Students	2+ Semesters	All Students	2+ Semesters
De Anza	21%	19%	23%	19%
Kennedy	34%	33%	35%	32%



Target: Decrease in D's, F's, and No Pass grades after 4+ semesters*.



Students in IYT 2+ semesters at De Anza and Kennedy had a **lower** percent of D's, F's, and No Pass grades.

***Note:** Due to an insufficient number of West Contra Costa Unified students in program for 4+ semesters, their progress after 2+ semesters will be reported as preliminary evidence.

High School Graduation

Graduation

Percentage of Seniors who graduated.







Target: All students will achieve a 100% high school graduation rate, which should be higher than district and state rates for young men of color.



100% Graduation Rate for De Anza*

***Note:** Kennedy High School had no seniors for the 2023-2024 academic year.

Stakeholder Feedback

Student			Parent/Caregiver
Sense of Belonging *	College Tour Survey	Member Success	Parent/Caregiver Feedback Form
Confidence *	Responses Fall: 9 Spring: 21	March 2024 Responses: 134	May 2024 Responses: 4
Positive Classroom Behaviors			
		Social Emotional Learning April 2024 Responses: 134	
			

Survey Descriptions

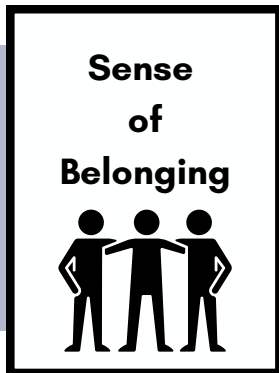
College Tour Survey: College Tour attendees are given a survey at the end of each college tour during the Fall and Spring semesters. These surveys gauge the impact that the tour has on their knowledge of available college resources, college experiences, and desire to attend college.

Member Success Survey: The Member Success Survey administered once a year contains two main question blocks. Confidence and Positive Behaviors - measuring the extent to which participants agree that joining IYT has increased their confidence in themselves overall, confidence in their ability to do well in school and go to college, and an increase in positive classroom behaviors. The second question block, Sense of Belonging, measures student perception of being understood, connection, respect, and mattering to others. Additionally, students are asked about support they receive, recommending IYT to friends, and open ended questions about impact and their experiences.

Social Emotional Learning Survey: IYT participants are given a survey to share on their experiences in school as well as their relationship with their peers and adults to gauge their sense of belonging, grit, self-management, social awareness, and self-efficacy.

Parent/Caregiver Feedback Form: Parents and Caregivers have the opportunity to provide feedback on IYT and how it has influenced their child both in and outside of the classroom, including confidence, positive classroom behaviors, and sense of belonging.

Stakeholder Feedback

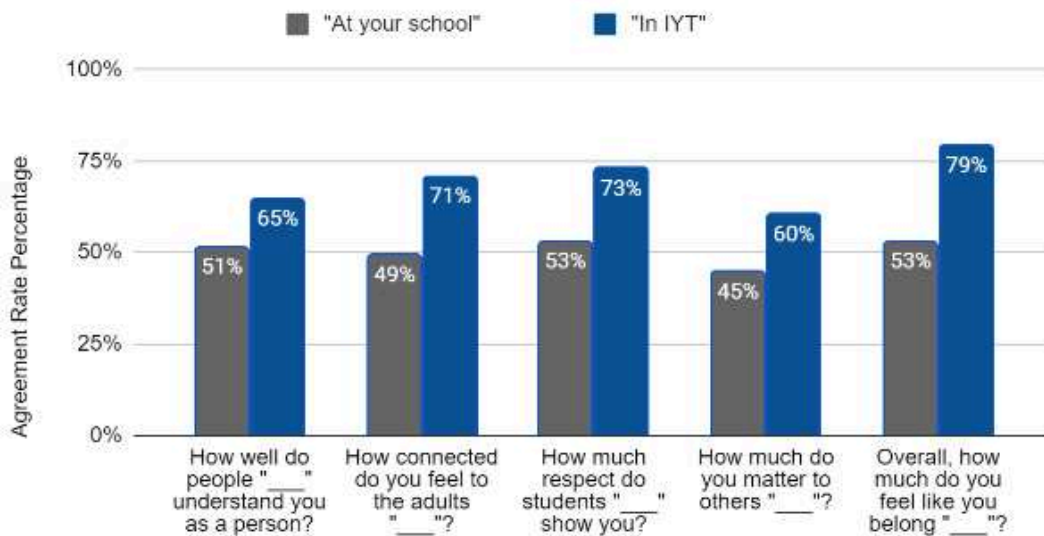


Target: Students will feel a higher sense of belonging in IYT compared to their school in general, as indicated by agreement rates in the Social Emotional Learning Survey measuring "at your school" and Member Success Survey measuring "in IYT".

Figure 10. Sense of Belonging Comparison

Sense of Belonging "At your school" compared to "In IYT"

"At your school" SEL Post-Survey April 2024, "In IYT" Member Success Survey March 2024



- Agreement rate was **26%** higher for **feeling like you belong** in "IYT" compared to "at your school".
- Agreement rate was **22%** higher for **feeling connected to adults** in "IYT" compared to "at your school".
- Agreement rate was **20%** higher for **how much respect do students show you** in "IYT" compared to "at your school".
- Agreement rate was **15%** higher for **how much you matter to others** in "IYT" compared to "at your school".
- Agreement rate was **14%** higher for **how well people understand you** as a person in "IYT" compared to "at your school".



Stakeholder Feedback

Confidence & Positive Classroom Behaviors



Target: Students will feel increased confidence after joining IYT.

Target: Students will have increased positive classroom behaviors and attendance after joining IYT.

Data Triangulation: Students and Parents/Caregivers are asked the same set of questions to cross-verify programmatic impact.

Figure 11. Increase in Confidence

Increase in Confidence Since Joining IYT

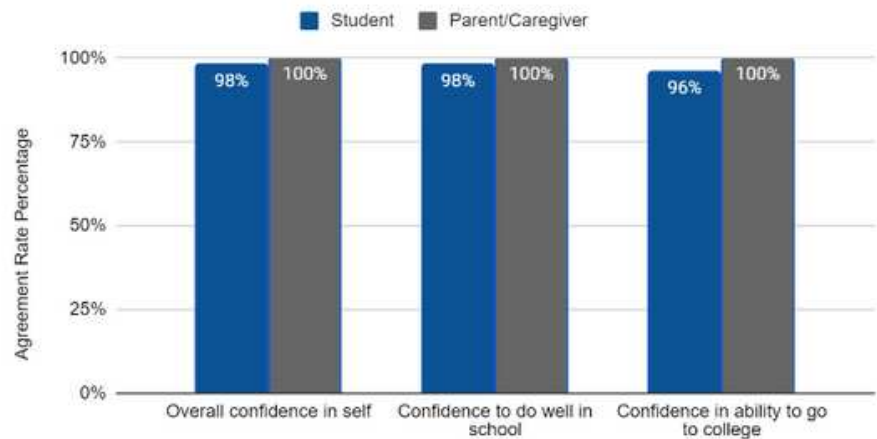
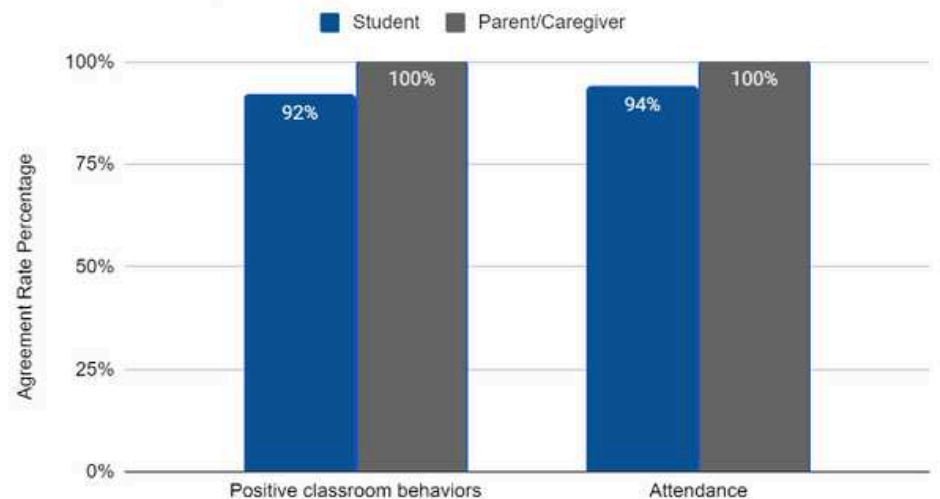


Figure 12. Increase in Positive Classroom Behavior and Attendance

Since Joining IYT, increases in...



- **100%** Parent agreement rate for confidence, increase in positive classroom behaviors, and attendance.
- **96%-98%** Student Agreement rate for confidence.
- **92%-94%** Student Agreement rate positive classroom behaviors and attendance.

Stakeholder Feedback

In IYT students can be their Authentic Self



Target: Students, Parents/Caregivers, and School Partners will all feel that IYT is a place where students can be their authentic self.



Success: Both stakeholder groups responded favorably as indicated by agreement rates: Students **98%**, Parents/Caregivers **100%**

College Tours



Target: Attending college tours will...

- Increase desire to attend college
- Encourage students to work harder
- Make students feel like college is worth the effort
- Make students more aware of the college experience
- Make students more aware of application process
- Make students more aware of financial aid opportunities



- **100%** Agreement rate for Fall and Spring college tours surveys for increasing desire to attend college and making students more aware of the college experience.
- **100%** Spring agreement rate for encouraging students to work harder.
- **95%** Spring agreement rate for making students feel like college is worth the effort.



- Tours were less effective at making students more aware of application process and financial aid opportunities.

Figure 13. College Tour Survey

Participating in this college tour...	Fall Agreement Rate	Spring Agreement Rate
Increased my desire to attend college.	100%	100%
Encouraged me to work harder in school to increase the likelihood I will get accepted into college.	89%	100%
Made me feel more like college is worth the effort.	89%	95%
Made me more aware of the college experience (freedoms and ability to make decisions regarding classes, schedules, etc.)	100%	100%
Made me more aware of the application process.	56%	86%
Made me more aware of the financial aid opportunities.	44%	86%

Stakeholder Feedback Recommendations - Average Response (Scale 1-10)

**Students
Recommending
IYT**

8.3

**Students
Recommending
College Tours**

Fall 8.4

**Students
Recommending
College Tours**

Spring 9.3

**Parents &
Caregivers
Recommending
IYT**

9.3

Stakeholder Qualitative Feedback



- Students feel more encouraged, confident to do well in school and go to college.
- Parents see notable changes in motivation and confidence, and appreciate the mentor support.



- Students would like more trips, creative activities, and more discussions about alternative pathways.
- Parents would like IYT to solicit more feedback from brothers.



Student Voices

Regarding Programming Impact

"They helped me get my grades up which helped me get back into after school sports." [Kennedy, Grade 9]

"Making me strong and independent." [Kennedy, Grade 11]

"IYT has impacted my life by leaving a positive impact on it. I try to be kinder and stay out of trouble." [Kennedy, Grade 10]

"It's gotten me a better relationship with my parents because of grades" [Kennedy, Grade 10]

"It has helped me by showing me that I have possible chances of getting into colleges" [DeAnza, Grade 10]

"When I see colleges I feel like I can go there and also when I see people speaking to me I seem to be respectful towards them." [Kennedy, Grade 11]

Regarding Programming Improvements

"Many more options for experiencing other educational places." [DeAnza, Grade 11]

"Some more activities like painting or some sort of contests after school." [Kennedy, Grade 11]

"Talking about trade schools." [Kennedy, Grade 11]

"I think more frequent check ups and meetings if that could be possible." [Kennedy, Grade 10]

"Bigger classroom." [DeAnza, Grade 10]



Stakeholder Qualitative Feedback



Parent/Caregiver Voices

Regarding Programming Impact

"After Covid-19 stay home time period, it was hard to convince children to go outside. IYT made attractive choices for them to attend some activities." [Parent: DeAnza, Grade 9]

"IYT program has increased my son's confidence. He shares his experience in the group and looks up to his mentors." [Parent: DeAnza, Grade 10]

Regarding Aspects Needing Improvement

"Ask their opinion, what will be more interesting for them." [Parent: DeAnza, Grade 9]



Data Integrity and Quality

IYT continuously attempts to make the data presented in this report as accurate, complete, and valid as possible. Efforts are made to ensure the data available is consistent, easy to access, and up-to-date, and provided withing the reporting timeline. It is important to note, the data collection, analysis, and reporting processes present a few challenges.

- Transcript Audits and Completion
 - IYT audits 20% of transcripts at each school site twice a year - once for Fall semester and once for Spring semester whenever possible. Due to the sample percentage, a margin of error should be considered when interpreting the results.
- Race/Ethnicity and GPA
 - In order to protect student confidentiality, racial groups with less than 10 are excluded from the analysis, with exception of disaggregating the data by 2+/4+ semesters.
- “Too Soon to Respond” survey feedback excluded
 - In instances where partners selected “Too Soon to Respond” on survey items, this response was excluded, and only the remaining responses were included in the analysis.

Report Conclusion

Overall the 2023-2024 academic year was a successful one for students in Improve Your Tomorrow programming. Program capacity was excellent at both sites. Sites also had strong retention. We look forward to increasing engagement during the next year. Students who have been in IYT longer than others are showing improved academic outcomes including increase in GPA and decrease in D's, F's, and No Pass grades. Additionally, IYT students have an exceptional high school graduation rate worthy of celebration. Stakeholder feedback showed that IYT offers a place where students can be their authentic selves and feel a stronger sense of belonging than they do in general at their schools. Students report feeling more encouraged and academically confident since joining IYT. Students would like to see more trips, creative activities, and have more discussions about alternative pathways. Parents see notable changes in motivation, confidence and appreciate mentor support. It is with great enthusiasm that IYT will embrace lessons learned through this analysis and continue with our commitment to serve young men of color in partnership with West Contra Costa Unified School District.