



YouthPort

21st Century Community Learning Centers

**Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319**

Request for Competitive Priority

Application proposes to serve children and youth in ***schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): _____

Both Hoover Elementary and Cedar River Academy at Taylor Elementary are designated comprehensive. Signatures and MOUs from school partnerships attached..

TABLE OF CONTENTS

1. Application Information... 3
2. Legal Status... 6
3. Request for Competitive Priority... 7
4. Form A... 8
5. Form B... 10
6. Form C... 14
7. Form F... 20
8. Form G... 22
9. Form H... 27
10. Abstract... 28
11. Student Needs Assessment... 30
12. Project Narrative... 31
13. Research Base... 32
14. Management and Sustainability Plan... 33
15. Communication Plan... 37
16. Partnerships... 39
17. Evaluation... 39
18. Budget Narrative... 41

Application Information

Applicant Serving as Fiscal Agent (Applicant Agency) Tanager Place

County: Linn		Amount Requested: \$ (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Okpara Rice		Grant Contact/Project Director: Megan Bogdan	
Agency Name: Tanager Place		Agency Name: YouthPort	
Address: 2309 C St SW		Address: 2309 C St SW	
City: Cedar Rapids	Zip: 52404	City: Cedar Rapids	Zip: 52404
Phone: 319-365-9164	FAX:	Phone: 319-640-4577	FAX:
Email: orice@tanagerplace.org		Email: mbogdan@ypniowa.org	

DUNS Number:

Data Collection and Evaluation Contact: Miriam J. Landsman		Fiscal Contact: Missy Roseberry	
Address: 308 North Hall		Address: 2309 C St SW	
City: Iowa City	Zip: 52242	City: Cedar Rapids IA	Zip: 52404
Phone: 319-335-1257	FAX:	Phone: 319-365-9164	FAX:
Email: miriam-landsman@uiowa.edu		Email: mroseberry@tanagerplace.org	

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL GRANTEEES)

If location for the program is different from the school where children attend, list both below:

- o School/Site/Building Name: _____
- o School/Site/Building Name: _____
- o School/Site/Building Name: _____

- **Do you plan to provide any of the following to meet the nutrition/food access needs of students?** (Check or highlight all that apply):

- Full meal (best practice)
- Backpack program (<https://www.foodbankiowa.org/backpack>)
- Snack (required by federal statute)

Do you plan to follow best practices?

- Yes, we will provide a free program to at-risk students in poverty as outlined in the application guidance and consistent with the absolute priority description in the application.
- No, we propose to charge parent fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment forms on an annual basis to the SEA for an equity review.

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEEES ONLY):

ESSA 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 4205(b); ESSA 4205(1) IN GENERAL.—For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14),

- » Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?
Yes _____ No _____
- » Did you meet your attendance goals for the past two years?
Yes _____ No _____
- » Provide your last enrollment number(s): 1 0 8 _____
- » Provide your last average daily attendance: _____
- » Did you meet your academic goals for the past two years?
Yes _____ No _____
- » How many of your local evaluation goals did you meet over the past two years?
100% _____ 90- 55% _____ Over 50% _____ Less than 50% _____ None _____
- » How much have office referrals been reduced over the past five years of your grant?
Over 75% _____ Over 50% _____ Less than 50% _____ None _____

- » Have you provided children with the required snack?
Yes No
- » Have you exceeded the snack requirement, by providing a full meal?
Yes No
- » How many parent engagement meetings did you have in the past year?
- » How many field trips did you provide in the past year?
- » Are you charging program fees to families? Yes No
- » After 5 years, how many community partners for sustainability have been recruited?
More than 50 25 Less than 25 Less than 10
- » Have you participated in required committee work in the last year? Attended:
 All Meetings Some Meetings (3-5) Rarely Participated (1-2) None
- » Have you attended required Professional Development in the last year? Attended:
 All Meetings Some Meetings (5-9) Rarely Participated (1-4) None

These questions provide data on the effectiveness of an existing program. Monitored as required by ESSA and the Iowa Grant Agreement Performance Monitoring section.

Legal Status of Applicant

(Check one box below and provide appropriate agency identification information)

- City or City Agency

Enter Federal Employer ID Number:

47-5419601 OR

Enter School District Code

- County or County Agency _____
- State or Federal Agency _____
- State College or University
- Community College
- County Office of Education

(If applicable) Enter Child Care License #:

- School District _____
- Tribal Council
- Military Installation
- Nonprofit Organization-
Number of years in operation 8
- For-Profit Organization
Number of years in operation _____

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

Request for Competitive Priority

Application proposes to serve children and youth in ***schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation: Both Hoover Elementary and Cedar River Academy at Taylor Elementary are designated comprehensive. Signatures and MOUs from school partnerships attached..

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. Examples of documentation are provided.

Form A: Site Information

2019-2020 Site Profile

School/Agency Name	YouthPort	Project Number			
Site Name	Hoover Elementary School and Cedar River Academy at Taylor Elementary School				
Site Address:	4141 Johnson Ave SW and 720 7th Ave SW	City	Cedar Rapids	County	Linn
Site Contact Name:	Megan Bogdan	Phone	319-640-4577	Email	mbogdan@ypniowa.org

TARGET SCHOOLS							
School Name (can apply for up to 3 sites)	School-wide Information			# Targeted Students			
	Grades Served by School	Total Enrollment	Free and Reduced Lunch Rate	Grades Served by Program	BS	AS	SUM
Hoover Elementary	K-5	406		K-5	0		
Taylor Elementary	K-5	275		K-5	0		
TOTAL					0	108	116

BEFORE SCHOOL (BS) Site Operations						
Start Date				Total Number of Service Days		
Non-service days						
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of Before School services per typical week.
Start Time						
End Time						
Hours					6	30

AFTER SCHOOL (AS) Site Operations							
Start Date	August 24	End Date	June 1	Total Number of Service Days		24	
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Total hours of After School services per typical week 14.75.	
Start Time	3:45pm	3:45pm	3:45pm	3:45pm	2:20pm		
End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm		
Hours	2.75	2.75	2.75	2.75	3.75		
Early Release Dates	Every Friday			Total Service Days	24	Hours/Day 3	
SUMMER (SUM) Site Operations							
Start Date	June 3	End Date	August 3	Total Number of Service Days		46	
Non-service days							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total hours of Summer services per typical week. 25
Start Time	1:30	1:30	1:30	1:30	1:30	0	
End Time	6:30	6:30	6:30	6:30	6:30	0	
Hours	5	5	5	5	5	0	
ADULT FAMILY MEMBER Services							
Describe Frequency, Duration, and Dosage:	Three Ready to Read family events were held over the academic year. These involved trained volunteers who provided tutoring and literacy support, as well as free reading material to all participants. COVID impacted ability to provide programming.						
Total Number of Sessions	3		Total Number of Adult Family Members Served		75		

Form B: Assurances & Agreements Required of All Applicants

Part A: Nondiscrimination

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR).

<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years from the date of submission of the final expenditure report. 4) Follow the financial rules for this program as outlines in IDOE guidance provided.

Part E: Control of Funds

As the designated applicant agency representative, I certify that it assumes responsibility for the control of funds received under this request for applications. It is acceptable to subcontract with another agency for fiscal management of the grant funds.

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st

Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education.

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21CCLC with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, quarterly meetings with the principal, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

Part J: Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21st Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

Part K: Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program. The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.

Part M: Private and Public School Consultation

As the designated Applicant Agency, I certify that I have consulted with the private and public school(s) within the boundaries of the school(s) that this application proposes to serve. I certify that the proposal meets the requirement that grantees must provide comparable opportunities for the participation of both public- and private-school students in the areas served by the grant. Include names, dates, and signatures on the separate form.

Part N: Grant Termination (Additional conditions in Appendix C)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s) or if federal funding is no longer available.

Certification:

As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
<p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p>	

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education.

Signature of Local Education Agency Superintendent	Local Education Agency Name
<p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p>	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
<p><i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812</i></p>	

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

Form C: Collaborative Signatures

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

Applications only allowed up to one (1) additional page for signatures.

Name/Signature	Agency Affiliation	
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone
Name/Title	Agency	
	Address	
Signature	City/Zip	Phone

Form D1: 21CCLC Application Funding Request Summary

21CCLC TOTAL FUNDING REQUEST			
(Before and/or After School and Summer Program Funds)			
Number of program sites included in this application: <u>2</u>	Total number of students being served (all sites for one year): 108__	Total first-year funding request (all sites): <u>\$ 112,500</u>	Total three-year funding request (all sites): <u>\$ 337,500</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site(s)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Hoover Elementary	\$56,250	\$56,250	\$56,250	\$168,750	
Taylor Elementary	\$56,250	\$56,250	\$56,250	\$168,750	
	\$112,500	\$112,500	\$112,500	\$337,500	
Name of Program Site(s) (Summer School)					
Hoover Elementary	\$14,062	\$14,062	\$14	\$	
Taylor Elementary	\$	\$	\$	\$	

Form E: Minority Impact Statement

Pursuant to 2008 Iowa Acts, HF 2393, Iowa Code Section 8.11, all grant applications submitted to the State of Iowa which are due beginning January 1, 2009 shall include a Minority Impact Statement. This is the state's mechanism to require grant applicants to consider the potential impact of the grant project's proposed programs or policies on minority groups.

Form E: Minority Impact Statement

- The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons.

Describe the positive impact expected from this project

Indicate which group is impacted:

- Women
 Persons with a Disability
 Blacks
 Latinos
 Asians
 Pacific Islanders
 American Indians
 Alaskan Native Americans
 Other

Describe the positive impact expected from this project:

Due to COVID closures and delays, we do not have comprehensive data for the 2019-2020 school year; however, data from 2018-2019 demonstrates our impact on minority students, particularly African American and female students.

Hoover Elementary

Category	# of students	Average FAST Score Fall	Average FAST Score Spring	Average score increase
African American	29	82.4	126.4	44
Female	20	85.5	126.7	41.2

Taylor Elementary

Category	# of students	Average FAST Score Fall	Average Fast Score Spring	Average Score Increase
African American	15	6.3	78.2	71.9
Female	18	7.6	78	70.4

As noted in the tables above, scores from Fall to Spring increased significantly for both Hoover and Taylor African American students. Taylor specifically saw an increase of 71.9, a remarkable shift. This documents the strong positive impact our program has for students of color.

Female students fared similarly, seeing a significant increase in fall to spring scores. Taylor again saw a leap of 70.4 points on average. Clearly, YouthPort supports student academic growth for these groups of students.

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons.

Describe the negative impact expected from this project _____

Present the rationale for the existence of the proposed program or policy.

Provide evidence of consultation of representatives of the minority groups impacted.

Indicate which group is impacted:

- ___ Women
- ___ Persons with a Disability
- ___ Blacks
- ___ Latinos
- ___ Asians
- ___ Pacific Islanders
- ___ American Indians
- ___ Alaskan Native Americans
- ___ Other

The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons.

Present the rationale for determining no impact. _____

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:
Name: _____

Title: _____

Definitions

“Minority Persons”, as defined in Iowa Code Section 8.11, mean individuals who are women, persons with a disability, Blacks, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

“Disability”, as defined in Iowa Code Section 15.102, subsection 5, paragraph “b”, subparagraph (1):

b. As used in this subsection:

(1) “Disability” means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual, or being regarded as an individual with a physical or mental impairment that substantially limits one or more of the major life activities of the individual.

“Disability” does not include any of the following:

- (a) Homosexuality or bisexuality.
- (b) Transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments or other sexual behavior disorders.
- (c) Compulsive gambling, kleptomania, or pyromania.
- (d) Psychoactive substance abuse disorders resulting from current illegal use of drugs.

“State Agency”, as defined in Iowa Code Section 8.11, means a department, board, bureau, commission, or other agency or authority of the State of Iowa.

Form F: Private School Consultation Meeting Log

Equitable Participation of Private, Non-Public School Students: Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

Grantees must consult with private and non-public school officials during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEA/ESSA* programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

The required form included below provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.

Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

Contact Steve Crew with the Iowa Department of Education at steve.crew@iowa.gov with questions about non-public consultation.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.

Meeting called by: YouthPort

Type of meeting: Informational

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
Welcome	[Megan Bogdan]	[30m]
<p><u>Discussion:</u> Letters were sent to the following schools, La Salle Middle school, St. Jude Elementary, and Trinity Lutheran explaining what YouthPort is and our after school program and offering their students a spot to join if interested</p> <hr/> <p><u>Conclusions:</u> The principal at La Salle did email and set up a phone conversation with Megan. More information was given and he was going to discuss with other staff members. Megan didn't hear from him regarding if they had any students interested or not in joining programming.</p> <hr/>		

Note: Outcomes for your consultation: A) Services will be provided, name site, and number of children to be served, B) Services were declined.

Outcome of Consultation

Participation

The private school will participate.

The private school will not participate.

Other Information

Resource persons:	
Special notes:	

Note: This is not an official U.S. Department of Education document. Adapted with permission from NCLB *Private School Services, Local Education Agency Resource Guide, A Handbook for District Administrators*, Orange County, Calif., Department of Education, 2006.

Form G: Sustainability Planning Template and Previous Sustainability Form
Sustainability Plan

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Boys & Girls Clubs of the Corridor	Raise funds; provide programming and activity related services provide goods, foods, volunteer staffing, paid staffing, professional development	The 21CCLC grant pays for 2 Unit Directors and 2 part-time or summer staff. Additionally, 18 staff support the 21CCLC program but are paid via another funding stream (school year and summer).	\$45,000	Hoover and Taylor Elementary Schools
Tanager Place	Raise funds; provide programming/activity related services; provides goods, paid staffing, professional development.	The 21CCLC grant supports the offering of the Expressive Arts program that is staffed by Tanager Place.	\$500	Hoover and Taylor Elementary Schools
YPN	Provide programming/activity related services; provide food, goods, volunteer support, paid staffing, professional development	Hispanic Program Specialist and Volunteer Coordinator	\$9,400	Hoover and Taylor Elementary Schools
Taylor Elementary	Provide programming/activity related services; provide food, goods, professional development, volunteer staffing.	Taylor Elementary provides staff to support the grant via programming, data collection, and the advisory committee.	\$3,000	Taylor Elementary
Hoover Elementary	Provide programming/activity related services; provide food, goods, professional development, provide volunteer staffing.	Hoover Elementary provides staff to support the grant via programming, data collection, and advisory.	\$3,000	Hoover Elementary

Cedar Rapids Community School District	Provide programming/activity related services; provide food, goods, professional development, volunteer staffing.	CRCS D provides staff to support the grant via program support, data collection, and advisory committee.	\$19,000	Hoover and Taylor Elementary Schools
Dr. Miriam Landsman	Provide evaluation services	Provides evaluation services	\$3000	Hoover and Taylor Elementary Schools
Cedar Rapids DayBreak Rotary	Raise fund; provide programming/activity related services; provide volunteer staffing	DayBreak Rotary provides volunteers to all of YouthPort's programs	\$5,000	Hoover and Taylor Elementary Schools
Cedar Rapids Public Library	Provides programming/activity-related related services; provides goods and volunteer staffing.	Provides volunteers for Family Literacy events including books.	\$5,000	Hoover and Taylor Elementary Schools
Kids on Course Summer University	Provide programming/activity related services	Provides no staffing but works collaboratively with YouthPort for summer programming coverage.	\$46,000	Hoover and Taylor Elementary Schools
Neighborhood Associations (TANA and WANA)	Provide programming/activity related services; provide goods and volunteer staffing.	Provides volunteer staffing for literacy and other events. Provides backpacks and other material needs.	\$15,000	Hoover and Taylor Elementary Schools
Taylor CAN (Community Action Network)	Provide programming/activity related services; provide goods.	Acts as a referral base for program support for families in the community.	\$10,000	Taylor Elementary

Previous Sustainability Form

Existing 21st Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21st Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. **A lack of evidence of sustainability will be considered supplanting and will not be funded.**

Please describe your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

ONLY PREVIOUSLY FUNDED 21st Century Grantees MUST fill out this form. If you had 21st CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to DOCUMENT your community partners from the previous grant).

How many years of funding did you receive? ___10 years ___x___ 5 years

Did you have a gap in funding before this application? ___ Yes ___x___No

If there was a gap in funding did you maintain your program for the children-
 ___ At the same level ___ At a reduced level ___The program ended

Provide a summary narrative of your previous 21st Century Community Learning Centers Grant work:

In 2014 we were established with 3 core partner organizations. Since then, we have expanded our services, partnerships, and resources as documented below.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
	5	Financial	1 Director	\$37,575

Tanager Place			1 Expressive Arts Therapist Fiscal Agent	
<p>Does the program provide funding to the partner? Please provide the percentage. Please describe here: 21st CCLC provides 26% of the Director/Expressive Arts Therapists salaries. Tanager Place covers 74% of the salaries. Total salaries covered by 21st CCLC is \$28,575. In addition, Tanager Place is the fiscal agent and is paid \$9,000 through 21st CCLC.</p>				
In-Kind	None			
<p>Please describe the contribution being made in detail:</p>				
Equipment and/or Supplies	Educational books, games, arts & crafts, supplies	\$5,000		
<p>Please describe contribution in detail: Items used to provide counseling support and expressive arts therapy.</p>				
Facilities	None			
<p>Please provide description of facilities contributed:</p>				
Staff	1 Director 1 Expressive Arts Therapist Fiscal Agent	\$37,575		
<p>Please describe what staff will be doing: Provide counseling support that aligns with the CRCSD's CSIP plan and 3 of the 14 eligible activities and expressive arts therapy.</p>				
Volunteers	None			
<p>Please describe what volunteers will be doing:</p>				

		<p>Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Tanager Place pays for any background checks for Tanager Place staff who work with Youthport.</p>
		<p>Total Value of Partnership \$42,575</p>

How many community partners did you secure in the past five years? 32

Explain any challenges you had with securing community partners.

We enjoy a strong, collaborative non-profit and business community in Cedar Rapids and have only grown since inception.

Form H: Community Partner Official Notice

Districts that are eligible for a community partner to apply in a high need urban area MUST provide the Iowa Department of Education with official notice of who that partner will be and a description of the partnership and how it will benefit at-risk children in the community.

Failure to provide this official notice will result in ONLY the district application being accepted for grant review. The Community Partner application will not be read but will have the option of re-applying the following year.

District: _____

Number of High Schools (Must have 2 or more to qualify) _____

Program Director _____

Date _____ Notice MUST be received by November 15th via email to
vic.jaras@iowa.gov

Community Partner Name: _____

Community Partner Director: _____

Email: _____ Cell Phone: _____

Provide a brief statement of the partnership with your community partner and how it will impact at-risk children in your district.

This is to provide the assurance that both parties have read the application and will adhere to the federal and state requirements of the grant.

District Signature: _____ Date: _____

Community Partner Signature: _____ Date: _____

ABSTRACT

Project Title: YouthPort 21st Century Learning Center

A recent **needs assessment** of youth in Cedar Rapids showed a high level of poverty in the Cedar Hills, Hoover Elementary, and Cedar River Academy at Taylor Elementary neighborhoods. Data on academic achievement also highlights the need for BASPs like YouthPort's. Due to the schools' designations as Comprehensive, evidenced by their Profiles, we are seeking Competitive Status. YouthPort serves youth and families most in need of academic, social-emotional, and family support. Our programming contributes to all four areas for positive youth development and features all elements of quality BASPs.

Research Base:

Research indicates that intentionally designed Before and After School programs produce measurable improvements in youth academic achievement, social-emotional growth, and family literacy rates. YouthPort implements best practices of intentionally designed Before and After School Programs as documented in research on the topic.

Staffing and Support

- **Advisory Group** - will include numerous stakeholders.
- **Unit Directors** – provide grant oversight, ensuring that timelines and commitments are met. This person will also lead the program management of day-to-day activities.
- **Youth Program Assistants** – current partner agency staff and teachers from identified schools will be recruited to provide direct program services to youth and families.
- **Volunteers** – will provide program support by assisting youth with homework and supervising enrichment activities.

Communication

- | | | |
|------------------------------|------------------|------------------|
| ● Newsletters | ● Surveys | ● Email |
| ● Face to face communication | ● Questionnaires | ● Press Releases |
| ● Program presentations | | |

Partnerships

- **YouthPort** is a collaborative effort between three non-profits, Boys & Girls Clubs of the Corridor, YPN, and Tanager Place. These organizations developed a model of outreach to be duplicated in at-risk neighborhoods providing: shelter & safety, nutritious meals, academic support, parenting education, opportunities to boost parental engagement and mental health counseling.

- **Boys & Girls Clubs of the Corridor (BGCC)**, a non-profit agency providing academic and enrichment activities.
- **YPN (formerly Young Parents Network)** provides enrichment and family activities through the 40 Developmental Assets and Read Naturally Programs.
- **Tanager Place** serves youth and their families who struggle with mental and behavioral health needs. They provide counseling support and introduce youth to art therapy through expressive art exploration.
- **Cedar Rapids Community School District (CRCSD)** provides program sites at Hoover and Cedar River Academy at Taylor Elementary Schools; collect and share data regarding students' grades, attendance, and Iowa assessment data; and provide information regarding students in need of YouthPort's programming.

Data

The following is a partial list of **data** that will be collected.

- Student level data regarding attendance in the regular school day program
- Completed Youth Program Quality Assessment tools, twice each year
- Completed Youth Development surveys (ECIPYDS) pre and post programming
- Student level data from the Developmental Asset Profile (DAP) tool
- Cedar Rapids School District will compile data on 21CCLC students including grades, attendance, and Iowa assessment scores

Budget

YouthPort's program will be **staffed** in direct relation to programming and personnel needs, and includes a program director, two unit directors, youth program associates, and art therapy.

The budget has some reserved funds for **expendables** related to day-to-day programming. Each partner will provide a portion of materials. **Family Literacy** funds provide materials for our family literacy programming as well as resource materials such as curriculum.

Funds will be used to cover the expenses such as fuel, staff mileage for transport, and repairs related to **program access**. BGCC has several vans and a bus that will be used to transport youth for any off-site activities.

The necessary funds have been designated to **data collection**, data analysis, and the creation of any of the necessary reporting documents are accounted for here. **Administrative** costs include all indirect costs associated with employment of program staff as well as all of the vendor contracts necessary to ensure the quality of the project. There will be significant investment from the local community through **in-kind support and resources** as referenced in the previous section. This project exists because of the broad-based partnerships between these organizations. We all work together to provide the best possible service and in doing so, are able to serve more youth in a highly efficient manner.

STUDENT NEEDS ASSESSMENT

Data from the Cedar Rapids Community School District indicates that Cedar River Academy at Taylor Elementary had a total enrollment of 275 youth and Hoover 406. YouthPort served 108 youth during the school year or 15.8% of the total enrollment at those sites.

During the 2019-2020 school year, all 108 students participating in the program were regular attendees (30 days or more). The gender breakdown was 49% male and 51% female. The largest percentage of students were African American (58.3%), 16% were multi-racial, 17.5% were white, and 6% were Hispanic/Latino. Two students identified as American Indian/Alaska Native and 0 as Asian/Pacific Islander. Nearly 80% of attendees received FRPL, No children were English language learners, and 6 had special needs.

During the summer of 2018, 116 students participated in the program. Demographics are available for all 116 students: 59% were male and 41% were female. African American students comprised 39% of attendees, 35.8% were white, 28.4% were multi-racial, and 4.9% were Hispanic/Latino. One student identified as American Indian/Alaska Native or Asian/Pacific Islander. During the summer, 91.4% of students received FRPL and 8.3% had special needs.

CRCSD has a wide achievement gap that requires intervention to narrow. The demographic breakdown of individual YouthPort schools in percentage of enrollment follows:

	% African American	% ELL	% Low SES
Hoover	50	35	84.6
Taylor	33	1	95.6

District proficiency scores (percentage) illustrate the gap in achievement among these groups, which make up a significant portion of the enrollment at both YouthPort schools:

	ELA	Math
Overall District	69.81	63.57
African American	40.86	34.91
ELL	24.3	28.42

Low SES	54.3	49.48
---------	------	-------

As discussed in the Research Base section, intentional, high quality BASPs can have a significant positive impact on academic proficiency, which aids in closing the achievement gap and achieving equity for these students. Our program data reflects improvements in test scores for these at-risk populations.

There are a handful of comparable BASP programs serving the Cedar Rapids area. YouthPort is unique due to its expressive art therapy program and its nutritional service.

The program model, YouthPort, impacts the neighborhood by providing safe program options for children, parenting support and education, and supervised sessions improving academic goals. Recreational outlets for children and families are also within the model, as well as opportunities for community engagement, mentoring, and instruction by community volunteers. Safe transportation relieves pressure on working parents, as does providing an evening meal. Because these families are predominantly low-SES, the program helps reduce budget constraints.

As noted in the Minority Impact Statement, YouthPort programming has a significant, positive impact on the academic achievement and social-emotional well-being for all children but particularly African American and female students YouthPort's program fills a much-needed niche in the overall education of CRCSD children.

PROJECT NARRATIVE

YouthPort is an innovative collaboration among three non-profit organizations in Cedar Rapids: Boys and Girls Clubs of the Corridor, Tanager Place, and YPN. In 2012, these organizations recognized a need to close the achievement gap in Cedar Rapids schools and proposed to address this deficiency with support for families and students that went beyond academics to address the social-emotional and physical wellness needs of children, as well as advance literacy opportunities for their families. This comprehensive approach is fulfilled through programming offered five days a week, Monday through Thursday 3:45-6:00 and Fridays 2:20-5:30, with additional hours offered in evenings or weekends. Our summer program runs June through August. Sites are located at Hoover Elementary School and Cedar River Academy at Taylor Elementary School. Programming includes the following:

- Academic support through Power Hour, homework help, and tutoring
- Enrichment opportunities based on student interests and needs
- Physical fitness activities
- Community service learning
- Arts and cultural experiences
- Drug and violence prevention
- Family literacy events
- Daily snack and hot meal
- Art therapy

Students represent a diverse, primarily low-income population. YouthPort served 108 children after school during the 2019-2020 school year and 116 in the summer of 2018. Each evening a hot meal is provided to all participants.

YouthPort assesses the needs of children and their families through multiple data collection points including but not limited to: math and reading assessment scores, office referrals, school absences, and general program satisfaction surveys. YouthPort also implements tools that support staff working with children and families, evaluate the status of a child's mental wellness, and identify family needs.

YouthPort's 21CCLC program objectives focus on participation in academic programming, improvements in youth social and emotional skills and behaviors, enhancing staff development, and parent literacy. Program enrollment indicates that children who join tend to enjoy it and remain engaged. All students attended regularly. High attendance reflects the ongoing value of YouthPort's programming to these children and their families. Staff attest high retention to the following factors: youth enjoy the programming, youth need a safe place to be after school, youth and their families have positive relationships with staff, and nightly meals eliminate a significant barrier for families.

Results from attendance records, test scores, and surveys administered to teachers, staff, and parents support the conclusion that YouthPort contributes to strong academic progress. All students participated in STEM activities; 41.3% of students improved to proficient in math, and 51.9% improved to proficient in reading over the academic year. Teacher assessment of student emotional and behavioral development indicates that most of the students demonstrated progress

and improvement during the fall semester (COVID closure impacted our ability to get spring data).

Parents are involved in the program through Ready to Read family literacy events. COVID severely impacted our ability to host group programs. Three events were held at Hoover and three at Taylor during the academic year. 249 books were distributed by the program. 21CCLC promoted pre-literacy skills with young children 0-5 years and continued literacy support for school aged youth. At Ready to Read events, trained volunteers worked with families to instruct them on literacy building skills, how to incorporate peer modeling, and to include an activity connected to the story for better cognitive connections. Surveys completed by 14 parents indicate that all (100%) reported that the sessions improved their knowledge of literacy strategies, exceeding the program objective of 80%. Parents were also surveyed about their perceptions of the 21CCLC program. Program comments included “the volunteers were interactive and fun” and “this is something all my children can do.”

RESEARCH BASE

A Youth.gov article summarizes research that indicates that regular attendance at intentionally planned Before and After School Programs (BASP) results in an increase in positive student regard for schooling, better participation, academic improvement, and social-emotional learning¹. This article notes that students attending 21st Community Learning Centers improve their grades in reading and math. Data from our most recent local evaluation supports this conclusion, with documented improvements in reading and math assessment scores in the fall of 2019. COVID impacted our ability to collect data from spring. The trend supports the conclusion that YouthPort continues to be on track for positively impacting student achievement.

In addition to academic improvement, BASPs with social-emotional components have measurable positive impact on students. According to a 2013 study conducted at the University of California-Irvine², children with high levels of participation in afterschool programming that promotes social-emotional education, high quality BASP programs are associated with improvements in peer-to-peer social skills, motivation, effort, and positive states of mind. Our assessment of students' social-emotional progress in YouthPort's Expressive Arts program reports the conclusion that 85% of our students saw improvement in self-reported pre- and post-tests in at least one social-emotional area.

Family literacy programs benefit children and adults in numerous ways. A research summary from the Ohio Literacy Resource Center at Kent State University³ reveals that family literacy programs promote children's oral language and literacy development, improve English proficiency for ESL children and their families, and increase children's engagement with and positive regard for schooling. Surveys of our programming indicate family involvement in their students' learning. All parents agreed that their children enjoyed the program and believed that their children's academic skills improved thanks to the program. Additionally, they appreciated the engagement and enthusiasm exhibited by staff.

Overall, our programming is founded on proven principles of successful BASP programs, and the results from our programs support that we are successful in achieving those outcomes.

¹ <https://youth.gov/youth-topics/afterschool-programs/benefits-youth-families-and-communities>

² Pierce, K. M., Auger, A., & Vandell, D. L. (2013, April). Narrowing the achievement gap: Consistency and intensity of structured activities during elementary school. Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, WA; Vandell, D. (2012). California afterschool outcome measures project field test of the online toolbox: Final report to California Department of Education. Irvine, CA: University of California, Irvine.

22 Lerner, R., & Lerner, J. (2013). The positive

³ Padak, N., & Rasinski, T. (2003). Family Literacy Programs: Who Benefits? Retrieved November 11, 2020, from <http://literacy.kent.edu/Oasis/Pubs/WhoBenefits2003.pdf>

MANAGEMENT AND SUSTAINABILITY

The management of YouthPort includes high quality staff, continued professional development, effective leadership, a group of active stakeholders, and plans for program evaluation, improvement, and sustainability.

High-Qualified Staff: YouthPort will run the YouthPort program as outlined below.

- **YouthPort Advisory Group** – The advisory group includes principals from participating schools, school staff, parents, students, Program Site Directors, designated program volunteers and representatives from each of the partner agencies. This group will be responsible for making program decisions and providing guidance and counsel relating to program development, implementation, and evaluation.
- **Program Site Directors** – These people will be hired by the Advisory Group to provide grant oversight and ensure that timelines and commitments are met by all partner agencies as well as provide day-to-day management of the YouthPort program.
- **Youth Program Assistants** – High quality staff from the schools will be hired so that a 15:1 student to staff ratio can be maintained. We will enlist the help of each school’s principal to recruit school staff, specifically in the areas of math and reading. Other youth program assistants will include part time staff from BGCC and one staff member from both YPN and Tanager Place. The youth program assistants will provide direct program services to both youth and families.
- **Volunteers** – YouthPort recruits volunteers from service clubs throughout Cedar Rapids. Additional recruitment will be done at volunteer fairs, area colleges, and Rockwell Collins’ retiree volunteer program. YouthPort will also blend the volunteer base of all agencies involved with this 21st Century Learning Center grant. All volunteers will be required to apply for and undergo a screening with full background checks to ensure the safety of all youth. Once the application process is completed, all volunteers will support programming activities in a variety of ways such as helping students with homework, reading with students, and supervising sports and family night activities. Volunteers will be actively engaged with the students to ensure high retention.

Professional Development: Professional Development activities include extensive, ongoing staff development at the program level:

- 10 hours of pre-service orientation each fall and four educational trainings throughout the school year.
- Each summer an additional 10 hours of pre-service orientation will be required prior to summer programming.

Both orientations will integrate basic knowledge of child development with essential areas for developing effective programs. Staff trainings will be led by the Program Site Directors and will include content from the following areas:

- 21st Century Learning Center grant expectations,
- the Search Institute's 40 Developmental Assets,
- data requirements, and
- program specific information related to academic and social-behavioral curriculum and strategies.

In addition, the Program Site Directors will attend two 21st Century Community Learning Center meetings, the State of Iowa conference as well as the National conference in Washington DC. Both conferences will ensure programming is running properly. Other professional development will include weekly meetings and/or staff training for support staff and volunteers. These sessions will provide time for support staff and volunteers to discuss problems and learn best practices so they can better assist with the daily activities.

Program Site Directors will oversee day-to-day activities of the YouthPort program including continuous improvement and leading of staff and volunteers. This leadership structure includes management operations, recruiting and professional development of staff, curriculum development aligned with the school day, partner and non-public school scheduling and communication. Strong management will be supported through monthly meetings where staff will meet collaboratively with the Principals and Curriculum Specialists in bi-weekly meetings to provide coordination between Program Management Staff.

Youth Development staff are qualified and experienced direct service providers. Each organization has quality staff with administrative experience as it relates to youth programming. The Program Site Directors, who will be responsible for program development and management, will be of similar quality and experience. The support staff and volunteers will ensure sufficient program and student supervision. The application and interview process will ensure the best quality people provide direct service youth programming. All staff will participate in a minimum of 10 hours of professional development during the school year and 10 hours of professional development during the summer to maintain quality assurances.

In the YouthPort Program we plan to have a low turnover in staff to keep the program running seamlessly and provide an optimal learning environment for members of the program. We will do this through weekly meetings with staff, giving them an opportunity to give input for planning and implementation of programs to give them a sense of ownership to the program. Staff and volunteers will be given a questionnaire to fill out prior to working in the YouthPort Program. The questionnaire will give us information on where their interests lie and what areas of programming they are most interested in. Through the questionnaire we will have a good idea of how staff and volunteers will best fit into the program to aid in retaining all those involved in YouthPort.

Youth participating in YouthPort who require transportation will be picked up by van or bus each afternoon from their school and dropped off safely. Between all of the cooperating agencies we have access to multiple vans and one 30-passenger bus. We also have relationships and agreements with local transportation vendors to arrange for additional transportation as needed.

YouthPort will be open to students without regard to race or ethnicity. The overall number of English Language Learners (ELL) in the CRCSD is small, 2.7% of the student population. However, Hoover's ELL rate is 25%. To serve this need, the CRCSD provides a

Parent Education Program for ELL families at Hoover that also serves surrounding neighborhoods.

YouthPort will be open to students of all physical and learning abilities. All schools are all accessible for students with physical disabilities. Extra help will be available for students with learning disabilities, which will be determined on an as needed basis. When needed, a special meeting will take place to discuss the particular need of the student and his or her specific learning disability and how best to help that student.

The YouthPort Advisory Group will consist of

- Principals from participating schools
- School staff from participating schools
- Parents and students from participating schools
- Program Site Directors
- Designated program volunteers
- Representatives from each of the partner agencies
- Youth who participate in YouthPort programming will be included quarterly

This group of people will be responsible for making program decisions and providing guidance and counsel relating to program development, implementation and evaluation. This group will meet monthly and as needed to carry out the following functions:

- Evaluate outcomes, timelines and align program with CRCSD and 21st CLC standards
- Provision of technical support and leadership opportunities
- Represent the best interests of the neighborhood families
- Monitor students and parents participation
- Provide guidance relating to program development, implementation and evaluation

To aid the Advisory Group in making informed decisions, the Program Site Directors will coordinate ongoing student assessments. The assessments will be in the form of surveys to assess the effectiveness of the YouthPort Program. This feedback will be instrumental in establishing new, or improving existing services.

Sustainability and program improvement efforts will strengthen the YouthPort program to maintain and enhance out of school time programming for students at participating schools. The Youth Program Quality Assessment tool (YPQA), a recommended evaluation tool by the Iowa Afterschool Alliance, will be conducted at each site once a year. The YouthPort Advisory Council, with assistance from a YPQA Coaching and Mentoring trained Evaluator, will determine the necessary steps to ensure improvement, program quality, staff compatibility and connectedness, and program sustainability. The Youth Development Program Manager from YPN became a YPQA “reliable” external assessor in 2010 and has maintained certification.

The YouthPort program combines an array of community partners and services to make the best use of public resources. All agencies have excellent track records of sustaining successful programming through grants, fundraising and unrestricted contributions from

community businesses and individuals. The collaboration of YouthPort ensures added accountability to funders and the community at large.

The YouthPort advisory group includes principals from both sites, school staff, parents, students, Program Site Directors, designated program volunteers, and representatives from each partnering agency. This group will meet monthly to carry out the following functions:

- Evaluate outcomes, timelines, and align programs with curriculum
- Provide technical support and leadership opportunities
- Represent the best interests of neighborhood families
- Monitor student and parent participation
- Provide guidance relating to program development, implementation, and evaluation

Community partnerships are vital to the overall success of the program. YouthPort is a community collaboration consisting of three long-standing organizations. We recognize that the in-kind value associated with other partners that support programming, provide space/goods/materials, and volunteer assistance, is invaluable. During the 2018-2019 school year, YouthPort utilized 23 agencies, businesses, faith-based organizations, health care providers, and governmental entities to support 21CCLC programming.

The afterschool program will continue by implementing four main supports of sustainability: community partnerships, school/community partnerships, volunteer contributions, and summer collaborations. YouthPort's Marketing and Development Committee continues to pursue sustainable funding sources such as foundations and private donors. Our strengths-based partnership with the Cedar Rapids Community School District is instrumental because the district and both principals value what the program provides to youth and family served. Finally, we have established ongoing partnerships with the district and other programs, such as Kids on Course University, to sustain our summer programming long term.

Volunteers offer the best of themselves for the sake of improving young lives. YouthPort recruits volunteers in a number of ways to provide academic support and enrichment. The expansion of our volunteer program is critical to long term success.

COMMUNICATION PLAN

Our communication plan involves multiple modes of outreach to stakeholders.

Action	Audience	Mode	Purpose
Notify media when the grant is awarded (Spring)	Eastern Iowa Corridor	Press Release	Gain community support/volunteers
Hold orientation (Spring)	Parents	Face to face conversation	Parents support the education of their children
Learn where students need help through pre programming assessment (Spring)	Youth	Questionnaire	Tailor the YouthPort program to our youths' interests to better serve them
Communicate at 3,6,9 & 12 months and/or when projects have been completed	Parents	Newsletter highlighting student projects	Understand what their children are learning
Gather student input (Months 3, 6, 9 & 12)	Youth	Survey	Receive feedback about the impact of the YouthPort program to share with staff & volunteers at 3, 6, 9 & 12 month meetings
Receive feedback from each of the partners (Months 3, 6, 9 & 12)	Collaborating Partners	Meetings	Continue partnership
Show volunteer impact (Months 3, 6, 9 & 12)	Volunteers	E-newsletter updates	Retain YouthPort program volunteers
Seek out students' teachers weekly (Ongoing)	Teachers	Face to face conversation	Receive feedback on the progress students are making with their grades
Share success of YouthPort Program with area businesses	Cedar Rapids Businesses	Presentation to area businesses	Financial Support for our programming

PARTNERSHIPS

Community partnerships are vital to overall success of the program. YouthPort is a community collaborative consisting of three long-standing community organizations. It recognizes that the in-kind value associated with other partners that support programming, provide space/goods/materials, and volunteer assistance, is priceless. During the 2019-2020 school year, YouthPort utilized 32 agencies, businesses, faith-based organizations, health care providers, and governmental entities to support 21CCLC programming. Here are a few of them:

- Tanager Place assists in raising funds and provides the therapeutic arts programming.
- Boys and Girls Club of the Corridor assists in raising funds and provides Unit Director salaries as well as transportation.
- Hoover Elementary and Cedar River Academy at Taylor Elementary provide staffing, space, transportation, and food.
- YPN helps raise funds and pay for the Program Director's salary.
- Cedar Rapids Public Library provides programming, volunteers, and books for our Ready to Read programs.

We are fortunate to live in a city with a thriving nonprofit community that prizes collaboration and mutual support. Our outreach is ongoing through advocacy from our partners, our website, and relationships with the school district. We continue to recruit new partners to enhance our offerings. YouthPort's 21CCLC program would not be possible if it were not for the strength-based partnership that has been developed with the Cedar Rapids Community School District as a whole and both Hoover Elementary school and Cedar River Academy at Cedar River Academy at Taylor Elementary school on a building level. In short, YouthPort is able to offer high quality programming because the district and both school principals value what the program provides to youth and families served.

EVALUATION

Throughout the year, YouthPort collects crucial data that informs our planning. We collect all data points to meet GPRA requirements. These measures include in part attendance, demographics, math and literacy assessments, and parent participation information. Additionally, we use surveys of parents, district staff, and participants to gain qualitative feedback that informs the design and implementation of the program.

We annually complete the United Way of East Central Iowa's Positive Youth Development Survey (ECIPYDS) pre- and post-programming to measure 21st Century Skills, youth connection to the site, positive adult-youth relationships, perception of academic success and cultural competence levels. ECIPYDS is considered a best practice, and both YPN and BGCC have extensive experience implementing and utilizing this tool.

Additionally, we administer Youth Program Quality Assessments (YPQA), a best practice tool that evaluates the effectiveness of programming in the following areas: safe environment, supportive environment, youth interaction, and youth engagement while also assisting staff in the development of an engagement plan. Research indicates that youth involved with YPQA-based programs achieve the highest level of youth engagement. YPN has extensive experience with administration and implementation of the YPQA.

The necessary funds have been designated to data collection, data analysis, and the creation of any of the necessary reporting documents. Program data and evaluation will be ongoing to ensure that programming is continuously adjusting to meet the needs of the youth and that the highest quality of programming is being achieved. Data will be reported to the Advisory Council and all requested documentation will be submitted to the Department of Education in a timely fashion. As referenced earlier, YPQA and DAP will be used for outside program evaluation. The CRCSD will provide information related to math and reading proficiency and attendance. Tanager Place will provide support for more extensive evaluation through Tanager Place Research Center. BGCC will track program attendance throughout the school year.

The CRCSD has agreed to release assessment data of the students involved in the YouthPort's program. The Program Directors will coordinate all elements of the project's evaluation plan, including collecting data from CRCSD, evaluating data to monitor success and reporting data to the Advisory Council and the community at large. All collected data will be reported to the state, as required, in a collaborative effort by the Program Directors, Project Evaluator, and Fiscal Manager.

Data to be collected will include:

- Student data from bi-annual standardized assessment results on proficiency levels in reading and math
- Student level data regarding attendance in and feedback on before and after-school enrichment activities
- Student level data regarding attendance in the regular school day program
- Completed YPQA assessments, once a year – *considered a best practice tool*

- Completed United Way of East Central Iowa’s Positive Youth Development Survey (ECIPYDS) pre and post programming – *best practice*
- Student level data from the Developmental Asset Profile tool
- Teacher Feedback and Tracking Tool
- Parent attendance and feedback on parent learning activities

Evaluator Contact Information:

Dr. Miriam J. Landsman

miriam-landsman@uiowa.edu

319-335-1257

Evaluator has agreed to attend the local DOE conference. The annual evaluation will be published on YouthPort’s website and updates will be shared with parents, businesses, and partners in fall and spring through newsletters, press releases, and other forms of communication.

YouthPort has enjoyed continued success as evidenced by meeting all but one objective in the past two years. This objective (social-emotional-behavioral growth) was not met in 2018, but demonstrated progress nonetheless. All objectives were met for 2019-2020 year.

BUDGET NARRATIVE

YouthPort's program will be staffed in direct relation to programming and personnel needs. Cost estimated as follows:

Program Director: 1 FTE dedicated to coordinating YouthPort's program at a salary of \$40,800.

Unit Director: 1 FTE dedicated to each site with an annual salary of \$37,600 (Hoover) and \$35,600 (Taylor). The UD is employed by BGCC.

Youth Program Associates: 2 PTEs to be paid \$27,930.

Art Therapist Tanager Place will provide counseling and expressive arts therapy with therapist Bridget Sicchio for a total salary of \$53,225.

The budget has some reserved funds for expendables related to day-to-day programming. These materials include activity supplies, homework supplies, and any other necessary items used in programming. Each partner will provide a portion of materials.

Family Literacy funds provide literacy instructional materials, books for distribution, and miscellaneous supplies needed for our family literacy programming.

The Unit Director and up to one other staff member will attend the 21CCLC-prescribed conferences. Resource materials such as curriculum and training manuals for the enrichment programs will be accounted for in this line item as well.

Funds will be used to cover the expenses such as fuel, staff mileage for transport, and repairs related to program access. BGCC has several vans and a bus that will be used to transport youth for any off-site activities.

The necessary funds have been designated to data collection, data analysis, and the creation of any of the necessary reporting documents are accounted for here. Program data and evaluation will be ongoing in this program to ensure that programming is continuously adjusting to meet the needs of the youth and that the highest quality of programming is being achieved. Data will be reported to the Advisory Council and all requested documentation will be submitted to the Department of Education in a timely fashion.

Administrative costs include printing, telephone, liability insurance, accounts payable services, and all other indirect costs associated with employment of program staff as well as all of the vendor contracts necessary to ensure the quality of the project.

Application Program seeks to supplement not supplant: YouthPort is an extension of services at Taylor and Hoover Schools. YouthPort will not replace any currently accessed funding streams. There will be significant investment from the local community through in-kind support and resources as referenced in the previous section. This project exists because of the broad-

based partnerships that exist between these organizations. We all work together to provide the best possible service and in doing so, are able to serve more youth in a highly efficient manner.

AGENCY AND SITE NAME:		Youthport (Taylor Elementary)		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET								Grant#:	C11-TAN
SITE ADDRESS:		2309 C Street SW Cedar Rapids, IA 52404		IOWA DEPARTMENT OF EDUCATION BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)								IDC Rate:	8.00%
Total YR1 21CCLC Award:		\$ 56,250.00		***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED***									
# Students Served (unduplicated headcount):											Qtr 1 due by November 30th	Qtr 3 due by April 30th	
											Qtr 2 due by January 31st	Qtr 4 due by July 15th	
A	B	C		F		G		H		I			
		Total YR1		Quarter 1		Quarter 2		Quarter 3		Quarter 4		THIS COLUMN	
		2021-22 Budget		July 1 - September 30		October 1 - December 31		January 1 - March 31		April 1 - June 30		RESERVED FOR IDOE FINANCE	
Authorized Activity Category			Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
1	Program:												
	Personnel	\$ 43,937.00		\$ 10,984.00	\$ -	\$ 10,984.00	\$ -	\$ 10,984.00	\$ -	\$ 10,985.00	\$ -		
	Contracted Services			-	-	-	-	-	-	-	-		
	Materials & Supplies	1,750.00	750.00	437.00	188.00	437.00	188.00	438.00	187.00	438.00	187.00		
	After School Snacks & Meals			-	-	-	-	-	-	-	-		
	Other			-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
2	Professional Development (must be equal or greater than 5% of budget):												
	Personnel	\$ 2,813.00	\$ -	\$ 703.00	\$ -	\$ 703.00	\$ -	\$ 704.00	\$ -	\$ 703.00	\$ -		
	Contracted Services		-	-	-	-	-	-	-	-	-		
	Materials & Supplies		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
3	Student Access (up to 8% of budget):												
	Transportation	\$ 750.00	\$ -	\$ 188.00	\$ -	\$ 188.00	\$ -	\$ 187.00	\$ -	\$ 187.00	\$ -		
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
4	Evaluation (up to 4%):												
	Contracted Services	\$ 1,750.00		\$ 437.00		\$ 437.00		\$ 438.00		\$ 438.00			
	Materials & Supplies			-		-		-		-			
	Other			-		-		-		-			
5	Other Admin Costs (Up to 8%):												
	Other Admin Costs			\$ -		\$ -		\$ -					
	Reserved for IDOE finance			-		-		-		-			
	Indirect Costs, Restricted*	4,500.00		1,125.00		1,125.00		1,125.00		1,125.00			
6	Total Expenditures	\$ 56,250.00		\$ 14,062.00		\$ 14,062.00		\$ 14,063.00		\$ 14,063.00			
*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving													

AGENCY:	Youthport	TOTAL PROGRAM B
AGENCY ADDRESS:	2309 C Street SW Cedar Rapids, IA 52404	
NUMBER OF SITES:	2	
Total 21CCLC Request YR 1:	\$ 112,500.00	

***ONLY SUBMIT YR 1 W
***This form should be com

# Students Served YR1:						
Budget Category	Year 1 2021-2022				Total YR1	
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	
Program:						
Personnel	\$ 87,874.00				\$ 87,874.00	
Contracted Services					\$ -	
Materials & Supplies	3,500.00		1,500.00		\$ 5,000.00	
After School Snacks & Meals					\$ -	
Other					\$ -	
Subtotal - Program	91,374.00	-	1,500.00	-	\$ 92,874.00	
Professional Development (min. 5% per year):						
Personnel	\$ 5,626.00				\$ 5,626.00	
Contracted Services					\$ -	
Materials & Supplies					\$ -	
Other					\$ -	
Subtotal - Professional Development	5,626.00	-	-	-	\$ 5,626.00	
Student Access (max. 8% per year):						
Transportation	\$ 1,500.00				\$ 1,500.00	
Facility safety and accessibility					\$ -	
Other					\$ -	
Subtotal - Student Access	1,500.00	-	-	-	\$ 1,500.00	
Evaluation (max. 4% per year):						
Contracted Services	\$ 3,500.00				\$ 3,500.00	
Materials & Supplies					\$ -	
Other					\$ -	
Subtotal - Evaluation	3,500.00	-			\$ 3,500.00	
Other Admin Costs (max 8% per year):						
Other Admin Costs					\$ -	
Indirect Costs, Restricted**	\$ 9,000.00				\$ 9,000.00	
Subtotal - Other Admin Costs	9,000.00	-			\$ 9,000.00	
Totals	\$ 111,000.00	\$ -	\$ 1,500.00	\$ -	\$ 111,000.00	

*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

**Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district

FORM D3: CUMULATIVE PROGRAM BUDGET

IOWA DEPARTMENT OF EDUCATION

BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

WITH GRANT APPLICATION***

pleted once with all sites included.***

Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
Partner	Student Program	Family Literacy	
\$ -	\$ 87,874.00	\$ -	\$ 87,874.00
\$ -	\$ -	\$ -	\$ -
\$ -	\$ 3,500.00	\$ 1,500.00	\$ 5,000.00
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ 91,374.00	\$ 1,500.00	\$ 92,874.00
\$ -	\$ 5,626.00	\$ -	\$ 5,626.00
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ 5,626.00	\$ -	\$ 5,626.00
\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
\$ -	\$ 3,500.00		\$ 3,500.00
\$ -	\$ -		\$ -
\$ -	\$ -		\$ -
\$ -	\$ 3,500.00		\$ 3,500.00
\$ -	\$ -		\$ -
\$ -	\$ 9,000.00		\$ 9,000.00
\$ -	\$ 9,000.00		\$ 9,000.00
\$ -	\$ 111,000.00	\$ 1,500.00	\$ 112,500.00

: they are serving

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
YPN
And
Tanager Place**

I. Parties

This MOU is between YPN located at 420 6th St. SE, Cedar Rapids, IA, and Tanager Place located at 2309 C St. SW Cedar Rapids

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/21 and ends on 5/31/22.

III. YPN Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

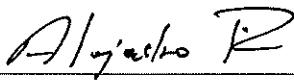
IV. Tanager Place's Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

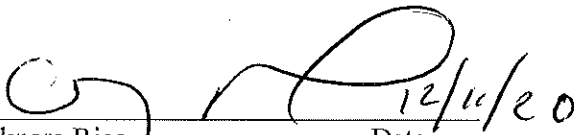
V. General Agreements

- This agreement is predicated upon YPN being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:

 12/11/2020

Alejandro Pino Date
Executive Director
YPN

 12/11/20

Okpara Rice Date
Chief Executive Officer
Tanager Place

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
Boys & Girls Clubs of the Corridor
And
Tanager Place**

I. Parties

This MOU is between Boys & Girls Clubs of the Corridor (BGCC) located at 420 6th St. SE, Cedar Rapids, IA, and Tanager Place located at 2309 C St. SW Cedar Rapids

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/21 and ends on 5/31/22.

III. BGCC Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.

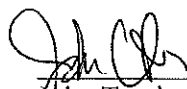
IV. Tanager Place's Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

V. General Agreements

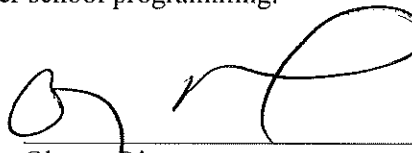
- This agreement is predicated upon BGCC being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



John Tursi
Executive Director
Boys & Girls Clubs of the Corridor

12/11/2020
Date



Okpara Rice
Chief Executive Officer
Tanager Place

12/11/20
Date

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
Boys & Girls Clubs of the Corridor
And
YPN**

I. Parties

This MOU is between Boys & Girls Clubs of the Corridor (BGCC) located at 420 6th St. SE, Cedar Rapids, IA, and YPN located at 420 6th St. SE Cedar Rapids, Iowa.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/21 and ends on 5/31/22.

III. BGCC Responsibilities

- Providing grant administration and grant coordination with prescribed partners per 21st Century application.
- Will ensure that provided programming and curriculum adheres to the Iowa Department of Education's Guidelines for before and after school programs as outlined in submitted application with partner agencies.

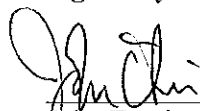
IV. YPN Responsibilities

- Allow us to work with youth at your site in an appropriate educational setting
- Allow us to anonymously survey youth according to curriculum protocol.
- Share with us data collection information such as gender, age, and racial background of youth being served through the Department of Education's 21st Century Grant.
- Coordination and implementation of school based services as prescribed in said application with youth as outlined in the 21st Century application.

V. General Agreements

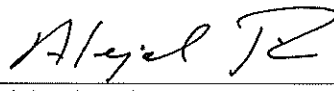
- This agreement is predicated upon BGCC being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



John Tursi
Executive Director
Boys & Girls Clubs of the Corridor

12/11/2020
Date



Alejandro Pino
Executive Director
YPN

12/11/2020
Date