

YouthPort

Application Information

Applicant Serving as Fiscal Agent (Applicant Agency):

YouthPort

County: Linn

Amount Requested: \$112,500

Director of Agency:

Contact Name: Okpara Rice

Agency Name: YouthPort

Address: 2309 C St SW, Cedar Rapids 52404

Phone: 319-365-9164

Fax:

Email: orice@tanagerplace.org

Is the Grant Contact/Project Director the same contact as the Director of Agency?

No

Grant Contact/Project Director:

These fields will appear blank if the previous question was answered "Yes" and the Grant Contact/Project Director is the same as the Director of Agency.

Contact Name: Megan Bogdan

Agency Name: YouthPort

Address: 2309 C St SW, Cedar Rapids 52404

Phone: 319-640-4577

Fax:

Email: mbogdan@ypniowa.org

DUNS Number: 024611155

Data Collection and Evaluation Contact:

Contact Name: Miriam Landsman

Address: 2662 Crosspark Road, Coralville 52241

Phone: 319-335-1257

Fax:

Email: Miriam-landsman@uiowa.edu

Fiscal Contact:

Contact Name: Brad Thatcher

Address: 2309 C St SW, Cedar Rapids 52404

Phone: 319-365-9164

Fax:

Email: bthatcher@tanagerplace.org

Past Grantee Supplemental Application Information

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?

No

Did you meet your attendance goals for the past two years? (21CCLC funded sites are required to meet their attendance goals at a rate of 70% in year one and 80% by year three)

Yes

Please provide your enrollment numbers for the last three years of your previous 21CCLC grant.

In 2020, there was a total enrollment of 118 (57 at Hoover, 61 at Taylor). In 2019, there was a total enrollment of 126 (69 at Hoover, 57 at Taylor). In 2018, there was a total enrollment of 134 (69 at Hoover, 65 at Taylor).

Please provide your average daily attendance for the last three years of your previous 21CCLC grant.

The average daily attendance for the last three years is 99 students across both sites. This includes 55 at Hoover Elementary and 44 at Cedar River Academy at Taylor Elementary.

Did you meet your academic goals for the past two years?

Yes

How many of your local evaluation goals did you meet over the past two years?

100%

How much have office referrals been reduced over the past five years of your grant?

Over 50%

Have you provided children with the required snack?

Yes

Have you exceeded the snack requirement, by providing a full meal?

Yes

How many parent engagement meetings did you have in the last year of your most recent 21CCLC Grant?

2

How many field trips did you provide in the last year of your most recent 21CCLC Grant?

15

Are you charging program fees to families?

No

After 5 years, how many community partners for sustainability have been recruited?

More than 10

Have you participated in required committee work in the last year? Attended:

All Meetings

Have you attended required Professional Development in the last year? Attended:

All Meetings

Legal Status of Applicant

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

- ☐ City or City Agency
- ☐ County or County Agency
- ☐ State or Federal Agency
- ☐ State College or University
- ☐ Community College
- ☐ County Office of Education
- ☐ School District
- ☐ Tribal Council
- ☐ Military Installation
- ☒ Nonprofit Organization-

Number of years in operation 10

- ☐ For-Profit Organization

Number of years in operation

Enter Federal Employer ID Number: 47-5419601 **OR**

Enter School District Code:

(If applicable) Enter Child Care License #:

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

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. **To indicate your selection, double click the checkbox, choose “Checked” from the pop-up menu, and click “OK”.** Examples of documentation are provided. **Please compile this document and your documentation into a single file to upload.**

☒ 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. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required). Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

Indicate your documentation sources here and compile these documents into a single file to upload.

1. **MOUs with original signatures with both partner schools**
2. **Iowa School Performance Profiles webpages showing Targeted and Comprehensive Status**

☐ Application proposes to serve **a county with more than 17% child poverty**. *Up to 5 additional points awarded.*

Documentation (1 piece required per county served) Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870,573,869,36,868,867,133,38/any/2685>

Indicate your documentation sources here by inserting your county/counties child poverty rate, secure a print-out and compile these documents into a single file to upload.

County: Child Poverty Rate:

County: Child Poverty Rate:

County: Child Poverty Rate:

☐ Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation Example of documentation: Look up city populations at: <https://www.census.gov/quickfacts/fact/table/US/PST045217>

Indicate your city populations here, secure a print-out and compile these documents into a single file to upload.

City to be served: Population:

City to be served: Population:

City to be served: Population:

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

☒ Application proposed to serve a full meal daily and provide evidence of this partnership with a school food system or local food bank. *Up to 5 additional points awarded.*

☐ Applications serving middle school and/or high school students and who plan to implement a Career and Technical Education component with evidence of a partnership with a local college or university. *Up to 5 additional points awarded.*

MEMORANDUM OF UNDERSTANDING (MOU)
Between
YouthPort
And
Cedar River Academy at Taylor Elementary School

I. Parties

This MOU is between YouthPort located at 2309 C Street SW, Cedar Rapids, IA, and Cedar River Academy at Taylor Elementary School located at 720 7th Ave SW Cedar Rapids.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 07/01/2022 and ends on 06/30/2023

III. YouthPort Responsibilities

- Provide 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. Cedar River Academy 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 outlines in the 21st Century application.

V. General Agreements

- This agreement is predicated upon YouthPort 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.

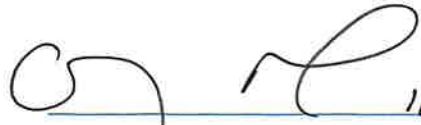
Signed by:

 11/3/2021

Andrea Scott
Principal

Date

Cedar River Academy at Taylor Elementary School

 11-11-21

Okpara Rice
YouthPort

Date

MEMORANDUM OF UNDERSTANDING (MOU)

Between

YouthPort

And

Hoover Elementary School

I. Parties

This MOU is between YouthPort located at 2309 C Street SW, Cedar Rapids, IA, and Hoover Elementary School located at 4141 Johnson Ave NW Cedar Rapids.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 07/01/2022 and ends on 06/30/2023

III. YouthPort Responsibilities

- Provide 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.

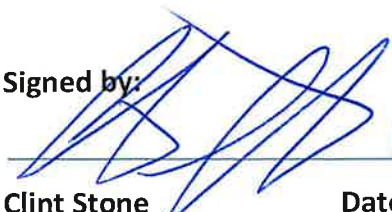
IV. Hoover Elementary Responsibilities

- 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 outlines in the 21st Century application.

V. General Agreements

- This agreement is predicated upon YouthPort 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:



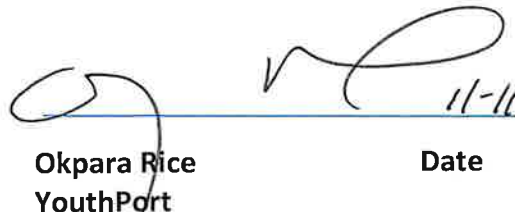
11/3/2021

Clint Stone

Date

Principal

Hoover Elementary School



11-11-21

Okpara Rice
YouthPort

Date

Hoover Elementary School

CEDAR RAPIDS CSD

GRANT WOOD AEA

[4141 Johnson Ave NW , Cedar Rapids, IA 52405](#)[\(319\) 558-2369](#)

SCHOOL SUMMARY

LEARNING MEASURES ▾

ADDITIONAL METRICS ▾

ACHIEVEMENT GAPS

HELP ▾



Due to COVID-19, the overall accountability index score, rating category and ESSA support status are being carried forward from 2019. Please [Click here](#) for more information

ABOUT

Principal

Clinton Stone

Enrollment

375

Grade Levels

KG, 01, 02, 03, 04, 05

School Type

Elementary

County

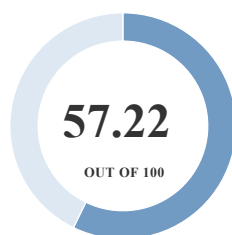
Linn County

OVERALL PERFORMANCE

[View Rating Categories and Scores](#)[Overall Performance Trend](#)

COMMENDABLE

ESSA Performance Category

Comprehensive Status: [Met](#)Targeted Status: [Met](#)ESSA Support: [Targeted Year 2](#)

State Average: 54.94

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

DEMOGRAPHICS

[SHOW/HIDE](#)

PERFORMANCE IN EACH AREA

Accountability View

Accountability view: This view provides information about the performance of students who are included in the accountability score (N≥20). [?](#)

0 20 40 60 80 100
-0.5

[Progress toward ELP Composite](#) [help](#)

59.36

0.5

◆ State Average


HAVING TROUBLE?

[Read Through Our User Guide >](#)[Read Through Our Technical Guide >](#)

Cedar River Academy at Taylor

CEDAR RAPIDS CSD

GRANT WOOD AEA

 720 7th Ave SW , Cedar Rapids, IA 52404 (319) 558-2477

SCHOOL SUMMARY

LEARNING MEASURES ▾

ADDITIONAL METRICS ▾

ACHIEVEMENT GAPS

HELP ▾



Due to COVID-19, the overall accountability index score, rating category and ESSA support status are being carried forward from 2019. Please [Click here](#) for more information

ABOUT

Principal

Andrea Scott

Enrollment

243

Grade Levels

KG, 01, 02, 03, 04, 05

School Type

Elementary

County

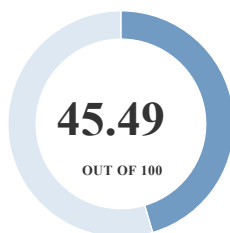
Linn County

OVERALL PERFORMANCE

[View Rating Categories and Scores](#)[Overall Performance Trend](#)

NEEDS IMPROVEMENT

ESSA Performance Category

Comprehensive Status: **Met**Targeted Status: **Not-Met**ESSA Support: **Comprehensive Year 2**

State Average: 54.94

Understanding Overall Performance

The overall performance includes both an overall score and performance rating for all Iowa schools across a number of performance measures. In addition, the Every Student Succeeds Act performance category identifies schools who are struggling or who have student groups who are underperforming. The overall score provides a single number which is the sum of the measures below. It provides a snapshot of school performance, but may not tell the entire story about performance of students in that school.

DEMOGRAPHICS

[SHOW/HIDE](#)

PERFORMANCE IN EACH AREA

[Accountability View](#)

Accountability view: This view provides information about the performance of students who are included in the accountability score (N≥20). 

HAVING TROUBLE?

[Read Through Our User Guide >](#)[Read Through Our Technical Guide >](#)

© 2018 Iowa Department of Education

Policy Notices

v-3.41.0.20398

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.

Please choose the statement(s) that pertains to this grant application. Complete all the information requested for the chosen statement(s).

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

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: This project will help these individuals achieve greater academic success, build lifelong skills and maintain a positive direction in their lives.

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

Indicate which group is impacted:

- ☐ Women
- ☐ Persons with a Disability
- ☐ Blacks
- ☐ Latinos
- ☐ Asians
- ☐ Pacific Islanders

- ☐ American Indians
- ☐ Alaskan Native Americans
- ☐ Other

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.

- ☐ 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: **Megan Bogdan**

Title: YouthPort Resource Specialist

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.

	<p>Private School Consultation Meeting Log</p> <p>Date: 10/29/21</p> <p>Time: 1:00 pm</p> <p>Location: email</p>
---	--

Meeting called by: Megan Bogdan

Type of meeting: Email

Attendees: (Attach attendance sign-in sheet)

----- Agenda Topics -----		
<p>Welcome Megan Bogdan [Insert <i>time allocation</i>]</p> <p><u>Discussion:</u> Ms. Bogdan reached out to the principals of Holy Family elementary (Heather Williams) and middle school (Zachary Zeckser) and Trinity Lutheran (Mark Mueller) by email. She expressed our desire to partner with them should we be chosen to receive the 21st Century Community Learning Centers grant. They did not respond to emails sent regarding this matter.</p> <p><u>Conclusions:</u> <u>None of the principals responded to the attempt to contact them and discuss a further partnership. At this time, YouthPort will move on in the application process without those schools as defined partners.</u></p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p>	<p><u>Person responsible:</u></p> <p>_____</p>	<p><u>Deadline:</u></p> <p>_____</p>
<p>Resources for Non-Public Schools [Insert <i>Name</i>] [Insert <i>time allocation</i>]</p>		

<u>Discussion:</u> _____ _____ <u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____

Consultation Procedures [Insert <i>Name</i>] [Insert <i>time allocation</i>]		
<u>Discussion:</u> _____ _____ <u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
Questions All Staff [Insert <i>time allocation</i>]		
<u>Discussion:</u> _____ _____		

<hr/> Conclusions: <hr/> <hr/>		
<u>Action Items:</u> <hr/>	Person responsible: <hr/>	Deadline: <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.

Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

Please fill in the table with the information provided by the MOUs. (See Appendix G in the Instruction Packet for a sample MOU document and note that MOUs are required to complete your application)

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Boys & Girls Clubs of the Corridor	Programming Instruction (Power Hour, Triple Play, SMART Moves), materials, employee benefits for YouthPort employees	Instructors for programming, members of Advisory Group	\$30,000	Hoover, Taylor
Tanager Place	Financial accounting support, Expressive Arts instruction and materials	Instructors for programming, members of Advisory Group	\$10,000	Hoover, Taylor
YPN	Family Literacy Instruction and materials, office space for YouthPort Resource Specialist	Instructors for programming, members of Advisory Group	\$7,500	Hoover, Taylor
Hoover Elementary School	Program space, tutors, logistical support, accessibility and safety, food coordination with NSLP	Tutors, members of Advisory Group	\$4,000	Hoover
Cedar River Academy at Taylor Elementary School	Program space, tutors, logistical support, accessibility and safety, food coordination with NSLP	Tutors, members of Advisory Group	\$4,000	Taylor
Kirkwood Community College	Adult literacy programming	None directly, but staff to help with adult literacy programming offered by Kirkwood	\$0	Hoover, Taylor
Collins Aerospace	STEM programming	Instructors for STEM	\$1,000	Hoover, Taylor

	instruction	Programming		
Chess Club	Enrichment activities	Instructors for enrichment activities	\$1,000	Hoover, Taylor
Dave Wright Subaru	Thanksgiving Family Engagement event sponsor	Event staff support for special event	\$6,000	Hoover, Taylor
Daybreak Rotary	Tutors, mentoring, fundraiser support	Tutors, mentors	\$2,000	Hoover, Taylor
Girls on the Run – Hoover	Physical fitness and enrichment activities	Instructors for enrichment activities	\$1,000	Hoover
Boys on the Run – Hoover	Physical fitness and enrichment activities	Instructors for enrichment activities	\$1,000	Hoover
Maranatha Bible Church	Logistical support, space, food donations	Assistant support as needed	\$3,000	Taylor
St. Mark’s Church	Logistical support, space, food donations	Assistant support as needed	\$3,000	Hoover
US Cellular	Enrichment activities, STEM instruction	Instructors for enrichment activities	\$1,000	Hoover, Taylor
TOTAL:	\$74,500 in in-kind value			

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 ☒ 5 years

Did you have a gap in funding before this application? ☒ Yes ☐ 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:

YouthPort implemented a 21CCLC at 2 sites (Hoover and Taylor Elementary Schools) from 2016-2021. This program consisted of academic support through homework assistance and tutoring, family literacy and engagement, physical health and wellbeing, mental wellbeing, etc. This program was completed with substantial partnerships with Boys & Girls Clubs of the Corridor, Tanager Place, YPN, Hoover Elementary, and Taylor Elementary. Additionally, many smaller organizations and individuals partnered with YouthPort to provide activities, financial support, in-kind support, etc.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Tanager Place	5 years	Financial	1 Director 1 Expressive Arts Therapist Fiscal Accounting Support	\$187,875 (\$37,575/year)
		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 annually. In addition, Tanager Place provides financial accounting services and is paid \$9,000 annually through 21st CCLC for those services.		
		In-Kind	N/A	
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies	Educational books, games, arts & crafts, supplies	\$25,000 (\$5,000/year)
		Please describe contribution in detail: Items used to provide counseling support and expressive arts therapy.		
		Facilities	N/A	
		Please provide description of facilities contributed:		
		Staff	1 Director 1 Expressive Arts Therapist Fiscal Accounting Support	
		Please describe what staff will be doing: The Expressive Arts Therapist provides enrichment and mental health related activities. The Director serves on the Advisory Group and provides oversight of the YouthPort program.		
		Volunteers	N/A	
		Please describe what volunteers will be doing: 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 and any YouthPort staff or volunteers hired during the duration of the program.		
		Total Value of Partnership		\$212,875 (\$42,575/year)
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Boys and Girls	5 years	Financial	N/A	

Clubs of the Corridor				
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	Benefits for YouthPort Employees	\$127,305 (\$25,461/year)
		Please describe the contribution being made in detail: Boys & Girls Clubs of the Corridor provides employee benefits to all YouthPort employees, such as healthcare, as an in-kind contribution to this project.		
		Equipment and/or Supplies	Educational books, games, supplies, etc.	\$25,000 (\$5,000/year)
		Please describe contribution in detail: Items used for enrichment activities and other core program activities, such as Power Hour and tutoring.		
		Facilities	N/A	
		Please provide description of facilities contributed:		
		Staff	1 Director	
		Please describe what staff will be doing: The Director provides oversight for the YouthPort Program. This individual also provides support to prepare financial figures for the accounting team at Tanager Place as well as data collection and preparation for evaluation purposes.		
		Volunteers	N/A	
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		\$152,305 (\$30,461/year)
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
YPN	5 years	Financial	N/A	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	N/A	
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies	Supplies for Ready to Read and Adult Engagement	\$17,500 (\$3,500/year)
		Please describe contribution in detail:		

		Materials and resources used for family literacy events and adult education support.		
		Facilities	Office Space	\$20,000 (\$4,000/year)
		Please provide description of facilities contributed: Office space and administrative resources for the YouthPort Resource Specialist		
		Staff	Staff for Family Literacy Events	
		Please describe what staff will be doing: Supporting Family Literacy programming		
		Volunteers	N/A	
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		\$37,500 (\$7,500/year)
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Hoover and Taylor Elementary School	5 years	Financial	N/A	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	Food for Meals	\$413,080 (\$82,616/year)
		Please describe the contribution being made in detail: Providing food for the meals provided to participants utilizing National School Lunch Program resources for those qualifying for Free and Reduced Lunch.		
		Equipment and/or Supplies	N/A	
		Please describe contribution in detail:		
		Facilities	Program Space	\$40,000 (\$8,000/year)
		Please provide description of facilities contributed: Program Space provided on site at school building		
		Staff	Teachers and Administrators	
		Please describe what staff will be doing: Working with YouthPort staff to ensure coordination between program activities and classroom materials		
		Volunteers	Tutors	

		Please describe what volunteers will be doing:	
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:	
		Total Value of Partnership	\$453,080 (\$90,616/year)

What percentage of your previous grant funding were you able to sustain with community partners?

YouthPort has been able to sustain approximately 25% of its original grant funding with community partners, as required by the 21CCLC grant program and consistent with the reduction in grant funding after 3 years.

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

In the past 5 years, YouthPort was able to secure 15 community partners, which includes primarily partners providing assistance in carrying out the program. Beyond these partners, there were 11 contributors primarily providing direct financial support.

Explain any challenges you had with securing community partners.

In the last year of the 21CCLC grant (2020-2021 school year), YouthPort had more challenges securing and maintaining partners that provide financial support for the program. We attributed these challenges to circumstances surrounding COVID-19. Despite continued efforts, charitable contributions were not as high as in previous years of the program.

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: Cedar Rapids Community School District

Number of High Schools (Must have 2 or more to qualify); 3

Program Director: Noreen Bush

Date: 11/3/2021 Notice MUST be received by November 15th via email to vic.jaras@iowa.gov

Community Partner Name: YouthPort

Community Partner Director: Okpara Rice

Email: orice@tanagerplace.org Cell Phone: 319-360-7427

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

YouthPort has a history of providing effective programming for kids in the CRCSD. This partnership will allow YouthPort to provide afterschool programming that will impact at-risk kids from Hoover and Taylor Elementary Schools, both of which have very high rates of Free and Reduced Lunch recipients. This after school programming will help set up the kids from these schools to be successful as they continue their education now and in the future.

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: Nov. 3, 2021
Community Partner Signature:  Date: 11-11-21

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/osedfs/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). You are required to meet 70% of your attendance goals in year one of funding and 80% by year three. Failure to meet your attendance goals could result in a reduction of funding.

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.

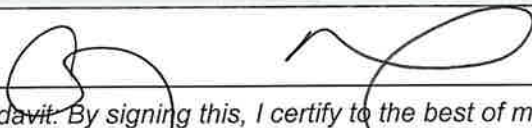
Part M: Private and Public School Consultation

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.

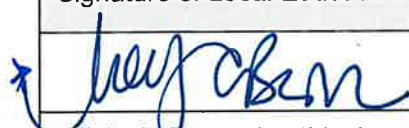
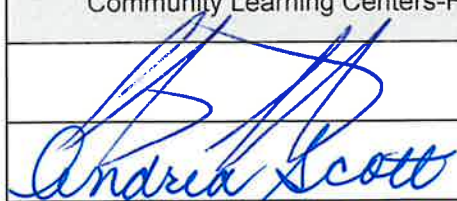
Part N: Grant Termination (Additional conditions in Appendix C)

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
	YouthPort
<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>	

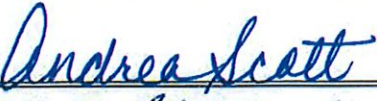
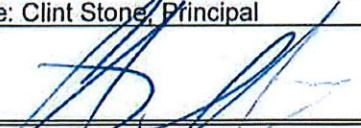

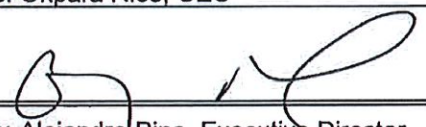
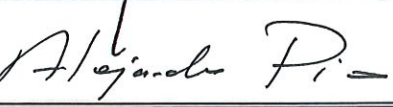
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Cedar Rapids Community School District
<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>	
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Hoover Elementary
	Taylor Elementary
<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</i>	

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: Andrea Scott, Principal	Agency: Taylor Elementary School	
Signature 	Address: 720 7 th Ave SW	
	City/Zip: Cedar Rapids, IA 52404	Phone: 319-558-2477
Name/Title: Clint Stone, Principal	Agency: Hoover Elementary School	
Signature 	Address: 4141 Johnson Ave NW	
	City/Zip: Cedar Rapids, IA 52404	Phone: 319-558-2369
Name/Title: John Tursi, Executive Director	Agency: Boys & Girls Clubs of the Corridor	
Signature 	Address: 420 6 th St SE, Suite 240	
	City/Zip: Cedar Rapids, IA 52401	Phone: 319-363-5766
Name/Title: Okpara Rice, CEO	Agency: Tanager Place	
Signature 	Address: 2309 C St SW	
	City/Zip: Cedar Rapids, IA 52404	Phone: 319-365-9164
Name/Title: Alejandro Pino, Executive Director	Agency: YPN	
Signature 	Address: 420 6 th St SE, Suite 260	
	City/Zip: Cedar Rapids, IA 52401	Phone: 319-364-8909
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

MEMORANDUM OF UNDERSTANDING (MOU)

Between
YouthPort

And
Boys & Girls Club of the Corridor

I. Parties

This MOU is between Boys & Girls clubs of the Corridor (BGCC) located at 420 6th St. SE, Cedar Rapids, IA and YouthPort 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 07/01/2022 and ends on 06/30/2023

III. BGCC Responsibilities

- Provide grant administration and grant coordination with prescribed partners per 21st century application.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.
- Allow us to work with youth at your site in an appropriate educational setting
- 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.

IV. YouthPort Responsibilities

- 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 the submitted application with partner agencies.
- 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.

V. General Agreements

- This agreement is predicated upon YouthPort 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:

 10/27/21

John Tursi

Date

Executive Director

Boys & Girls Clubs of the Corridor

 10-27-21

Okpara Rice
YouthPort

Date

MEMORANDUM OF UNDERSTANDING (MOU)

Between
YouthPort
And
Tanager Place

I. Parties

This MOU is between Tanager Place located at 2309 C St. SW, Cedar Rapids and YouthPort 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 07/01/2022 and ends on 06/30/2023

III. Tanager Place Responsibilities

- Provide grant administration and grant coordination with prescribed partners per 21st century application.
- 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.
- Allow us to work with youth at your site in an appropriate educational setting.

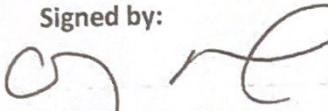
IV. YouthPort Responsibilities

- 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 the submitted application with partner agencies.
- 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.


V. General Agreements

- This agreement is predicated upon YouthPort 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:

 10-27-21
Okpara Rice
Chief Executive Officer
Tanager Place

Date

11-3-21

Brandi Mueller
YouthPort Board President

Date

MEMORANDUM OF UNDERSTANDING (MOU)

Between
YouthPort
And
YPN

I. Parties

This MOU is between YPN located at 420 6th St. SE, Cedar Rapids, IA and YouthPort 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 07/01/2022 and ends on 06/30/2023

III. YPN Responsibilities

- Provide grant administration and grant coordination with prescribed partners per 21st century application.
- Adhere to all guidelines and tracking mechanisms as prescribed by the participation contract with the Food and Nutrition division regarding meal counts and documentation.
- Allow us to work with youth at your site in an appropriate educational setting

IV. YouthPort Responsibilities

- 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 the submitted application with partner agencies.
- 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.

V. General Agreements

- This agreement is predicated upon YouthPort 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:

 10/28/21

Alejandro Pino
Executive Director
YPN

Date


Okpara Rice
YouthPort

Okpara Rice
YouthPort

 10-27-21

Date

MEMORANDUM OF UNDERSTANDING (MOU)

Between

YouthPort

And

Hoover Elementary School

I. Parties

This MOU is between YouthPort located at 2309 C Street SW, Cedar Rapids, IA, and Hoover Elementary School located at 4141 Johnson Ave NW Cedar Rapids.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 07/01/2022 and ends on 06/30/2023

III. YouthPort Responsibilities

- Provide 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.

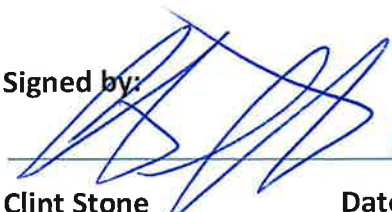
IV. Hoover Elementary Responsibilities

- 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 outlines in the 21st Century application.

V. General Agreements

- This agreement is predicated upon YouthPort 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:



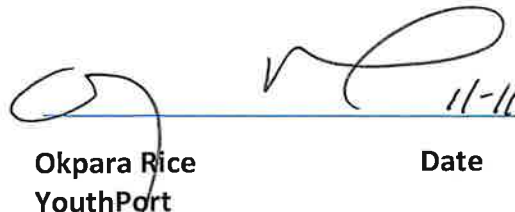
11/3/2021

Clint Stone

Date

Principal

Hoover Elementary School



11-11-21

Okpara Rice
YouthPort

Date

MEMORANDUM OF UNDERSTANDING (MOU)
Between
YouthPort
And
Cedar River Academy at Taylor Elementary School

I. Parties

This MOU is between YouthPort located at 2309 C Street SW, Cedar Rapids, IA, and Cedar River Academy at Taylor Elementary School located at 720 7th Ave SW Cedar Rapids.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 07/01/2022 and ends on 06/30/2023

III. YouthPort Responsibilities

- Provide 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. Cedar River Academy 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 outlines in the 21st Century application.

V. General Agreements

- This agreement is predicated upon YouthPort 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.

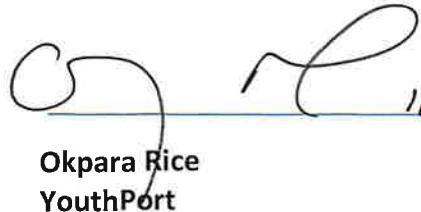
Signed by:

 11/3/2021

Andrea Scott
Principal

Date

Cedar River Academy at Taylor Elementary School

 11-11-21

Okpara Rice
YouthPort

Date

MEMORANDUM OF UNDERSTANDING (MOU)

Between

YouthPort

And

Kirkwood Community College

I. Parties

This MOU is between YouthPort located at 2309 C Street SW, Cedar Rapids, IA, and Kirkwood Community College located at 6301 Kirkwood Blvd. SW, Cedar Rapids, IA.

II. Duration of Agreement

This MOU for partnership in the 21st Century Community Learning Center Grant Application Process becomes effective 07/01/2022 and ends on 06/30/2023.

III. YouthPort Responsibilities

- Provide community outreach assistance to families of students in the 21st Century Community Learning Center program.
- Provide contact resources and referrals to Kirkwood Center for Lifelong Learning.
- 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.

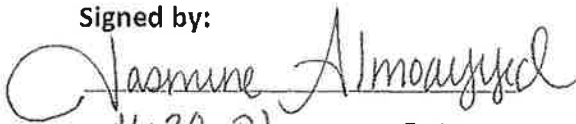
IV. Kirkwood Community College Responsibilities

- Provide free and low-cost adult literacy and HiSet-equivalent programming
- Accept referrals from YouthPort for families of participating students for adult literacy and related programming
- Provide resources and support to help families navigate the options available to them and apply for participation when seeking this programming

V. General Agreements

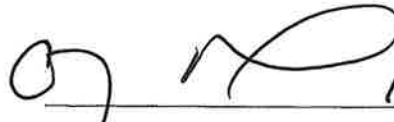
- This agreement is predicated upon YouthPort being in receipt of a grant award for 21st Century Community Learning Center Grant and as outlined in the Department of Education's before and after school programming.

Signed by:


11-30-21

Date

Kirkwood Community College


11-30-21

Okpara Rice
YouthPort

Date

Site Information

2022-2025 Site Profile

School/Agency Name: YouthPort

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 School	K-5	367	82.7%	K-5	0	50	75
Cedar River Academy at Taylor Elementary	K-5	281	89.7%	K-5	0	50	75
Total:					0	100	150

Before School (BS) Site Operations

Estimated Start Date: August 29, 2022

Estimated End Date: May 31, 2023

Total Number of Service Days: NA

Total hours of Before School services per typical week: NA

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	NA	NA	NA	NA	NA	NA
End Time	NA	NA	NA	NA	NA	NA
Hours	NA	NA	NA	NA	NA	NA

After School (AS) Site Operations

Estimated Start Date: August 29, 2022

Estimated End Date: May 31, 2023

Total Number of Service Days: 160

Total hours of After School services per typical week: 15

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	3:45pm	3:45pm	3:45pm	3:45pm	2:20pm	4:00pm
End Time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm	8:00pm
Hours	2.25	2.25	2.25	2.25	3.66	4

Summer (SUM) Site Operations

Estimated Start Date: June 12, 2023

Estimated End Date: August 11, 2023

Total Number of Service Days: 43

Total hours of Summer services per typical week: 45

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	8:30am	8:30am	8:30am	8:30am	8:30am	NA
End Time	5:30pm	5:30pm	5:30pm	5:30pm	5:30pm	NA
Hours	9	9	9	9	9	NA

Adult Family Member Services

All 21CCLC programs are required to host a minimum of four family-centered events each year. A general rule of thumb is one per quarter. Examples of events include back-to-school celebrations, literacy nights, family game nights, recreational events, guest speakers, and so on.

Describe Frequency, Duration, and Dosage:

YouthPort hosts 5 literacy night family engagement events annually per site. At these events, each participant receives 2 book and 2 activities per book. Dinner is provided to families at these events. Each Thanksgiving, approximately 50 adults and their children join together for a Thanksgiving meal.

School Name	Total Number of Family Events*	Estimated Total Number of Adult Family Members Served:*
Hoover Elementary School	5	100
Cedar River Academy at Taylor Elementary	5	100

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: 2

Total number of students being served (all sites for one year): 150

Total first-year funding request (all sites): \$112,500

Total three-year funding request (all sites): \$337,500

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.

School Year					Total Funding Request (3-year total)	Number of Students Served per site per year
Name of Program Site(s)		Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request		
Hoover Elementary School		\$45,000	\$45,000	\$45,000	\$135,000	50
Cedar River Academy at Taylor Elementary		\$45,000	\$45,000	\$45,000	\$135,000	50

Summer School					Total Funding Request (3-year total)	Number of Students Served per site per year
Name of Program Site(s)		Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request		
Hoover Elementary School		\$11,250	\$11,250	\$11,250	\$33,750	75
Cedar River Academy at Taylor Elementary		\$11,250	\$11,250	\$11,250	\$33,750	75

To view Forms D2 and D3, click the "View Document" buttons below. PDF versions are included at the end of this document but the information may not be split into multiple pages.

Form D2

[View Document](#)

Form D3

[View Document](#)

Form D4: Applicant Agency's Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months. Please indicate if you are a public entity or a private/non-profit by checking the appropriate box below and then use the text box at the bottom of the page to answer the questions regarding fiscal resources for start-up costs and operational costs.

Private Entity

In the textbox below, please describe your funding sources that can be used to start up and operate the program for up to three months. For example, public entities should include their budget line item number, account numbers, or any other applicable references. Private organizations should describe cash, lines of credit, emergency loans, etc. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account).

* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project. Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

Through its partnership with Tanager Place, who provides financial accounting and payroll support, YouthPort has access to significant cash resources and line of credit resources. At any given time, Tanager Place holds approximately \$1.5M in its bank accounts at Cedar Rapids Bank & Trust to support positive cash flow within its operations. Additionally, it has a line of credit at Cedar Rapids Bank & Trust with a \$3M limit. Tanager Place is not currently drawn upon this line of credit.

Basic Service Components

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

School or Site/Building Name: Hoover Elementary takes place on site as well as at St. Mark's United Methodist Church located at 4700 Johnson Avenue NW, Cedar Rapids, IA 52405

School or Site/Building Name: Cedar River Academy at Taylor Elementary takes place on site as well as at Maranatha Bible Church located at 526 3rd Ave SW, Cedar Rapids, IA 52404

School or Site/Building Name:

Do you plan to provide any of the following to meet the nutrition/food access needs of students?

Full meal (best practice), 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 guidance and consistent with the priority description in the application. All students on FRPL will attend for free. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.

Proposal Narrative

Abstract (Not scored)

The number of students served: 150

The total amount requested per year: \$112,500

The total amount per student: \$750

Project Title: YouthPort 21st Century Community Learning Center

Student Needs: The neighborhoods served by Hoover Elementary School and Cedar River Academy at Taylor Elementary School have significant levels of poverty, which is reflected in high rates of free and reduced price lunch at these schools. Hoover Elementary is considered a Targeted School, and Taylor Elementary is considered a Comprehensive School by the State of Iowa. Both schools fall below state average for proficiency in reading and math, and Taylor is substantially lower than state average. For this reason, academic programming will largely focus on those two areas of study. Additional needs recognized include relationships, mental and emotional wellbeing, food insecurity and overall health, etc. These additional needs will be addressed through program components by engaging students, the entire family, and other stakeholders.

Competitive Priority Request: YouthPort is seeking competitive priority status in two areas. First, due to the Targeted and Comprehensive status of both schools, we are seeking competitive priority in that area. Second, the program will be offering a full meal and snack each day in partnership with the National School Lunch Programs at the participating schools. This will ensure all participating students are able to eat three meals per day at school.

Project: The YouthPort 21st Century Community Learning Center continues and expands existing programs while incorporating new, innovative ideas and responding to changing needs. The program serves youth and families most in need and incorporates activities for academic enrichment, family engagement and other enrichment activities. Other enrichment activities focus primarily on nutrition, physical health, mental and emotional wellbeing, and family literacy and involvement.

Research Base: Research was used to develop the components of this program, and it led to primary project components in the areas of academic performance, family literacy, physical health, and mental and emotional wellbeing. Power Hour, the main academic component, consists of homework assistance, targeted tutoring and educational enhancements. It helps students improve their grades and become self-directed learners. Ready to Read engages the entire family and leads to improved reading ability, increased self-esteem and confidence. Students are empowered and feel responsible for their own success. Triple Play works to improve overall health by increasing daily physical activity, teaching proper nutrition, and developing healthy relationships. Expressive Arts therapy uses art to help children explore their emotions, connect with their personal struggles, and boost communication and coping techniques. It supports building strong self-esteem through the use of music, visual arts and drama.

Management and Sustainability Plan: YouthPort will utilize a variety of staff positions and leadership groups to carry out its program. The YouthPort Advisory Group will engage school principals, school staff, students, YouthPort staff, volunteers, and representatives from partner agencies. This group will make large program decisions and provide guidance for program development, implementation and evaluation. YouthPort Resource Specialists will provide grant oversight, ensuring that timelines and commitments are met by all partner agencies and help provide a seamless transition of resources between agencies. Program Site Directors will plan and lead daily programs and activities. Volunteers will be engaged, including senior-level groups, to lead various educational activities and serve as tutors and mentors.

Communication Plan: YouthPort will utilize a variety of communication methods and regularly communicate with various stakeholders in the program and community at-large. Methods of communication will include newsletters, face-to-face communication, program presentations, surveys, questionnaires, email, social media and press releases.

Partnership: Various program partners will be engaged throughout the implementation of this program. However, YouthPort is, at its core, a collaborative effort between three primary agencies. They are Boys & Girls Clubs of the Corridor, YPN (Young Parents Network), and Tanager Place. Other primary project partners are Hoover Elementary School, Cedar River Academy at Taylor Elementary School, and Kirkwood Community College.

Evaluation: Various data points will be collected to help evaluate the success of the program and determine appropriate changes to make the program more effective. This will include regularly collected metrics, such as attendance, as well as surveys and assessment tools that measure changes over time. YouthPort will hire a local evaluator to evaluate the success of the program and comply with requirements for the 21CCLC grant.

Budget: YouthPort will be staffed in direct relation to programming and personnel needs. There are budgetary funds reserved for program supplies and activities, including family literacy programming. The required funds have been designated for data collection, and all categories with percentage limitations are in compliance with grant requirements.

Student Needs Assessments (20 possible points)

The neighborhoods served by Hoover Elementary School and Cedar River Academy at Taylor Elementary School are some of the most impoverished areas of Cedar Rapids. This is reflected in the rates of Free and Reduced Price Lunch (FRPL) at each school. In the 2019-20 school year, Hoover Elementary had a total enrollment of 367, of which 82.7% were eligible for FRPL. Based on the project plan to serve 75 unique students (a total of 50 during the school year and 75 in the summer) at Hoover Elementary each year, this gives a proportional impact of 24.2% of students at the school eligible for FRPL that will be served by the 21CCLC program. For Cedar River Academy at Taylor Elementary, the 2019-20 school year total enrollment was 281, of which 89.7% were eligible for FRPL. Based on the project plan to serve 75 unique students at this school, as well, the proportional impact of the 21CCLC program here will be 36.8%.

Poverty can have substantial impacts on students and their ability to succeed in school. Families in poverty often are unable to provide adequate technology and support at home, impacting their children's ability to keep up with schoolwork. While students are often provided with devices directly by their school, things like access to reliable and speedy Internet connection can still impact the ability to learn outside the classroom. Other factors that often impact academic success rates in elementary school students are nutrition/food access, overall health and physical fitness, mental wellbeing, etc. These are often correlated strongly with income level. For example, children from low-income families may not always have food in the home, leading them to going to bed hungry or getting inadequate nutrition outside of school meals. Due to the low-income status of many of the students at Hoover Elementary and Cedar River Academy at Taylor Elementary, there is an abnormally high need for academic support in these schools. According to the Iowa Department of Education website, Hoover Elementary School is designated as a Targeted school in year 2 of its performance improvement plan. Cedar River Academy at Taylor Elementary School is designated as a Comprehensive school in year 2 of its performance improvement plan.

YouthPort will seek to address many of these foundational student needs through its 21CCLC program. As will be addressed in the project description section, programming will address nutrition/food access, physical health, mental wellbeing, violence reduction/behavior improvement, etc. Throughout participation in the program, students will be ensured they receive three full meals per day, engage in adequate physical activity, receive support for mental and emotional wellbeing, etc. By providing safe program offerings on an ongoing basis for children and their families, YouthPort will work to improve academic success and outcomes for children within these schools.

Student Academic Achievement: The academic achievement of students at Hoover Elementary School and Cedar River Academy at Taylor Elementary School reflects the challenges faced by many of the kids that attend these schools. The average school composite score for reading on Iowa School Performance Profiles is 50. At Hoover Elementary School, the reading score is 47.22; at Taylor Elementary, the reading score is only 41.75. Hoover students have a 62% reading proficiency compared to the state average of 69.81%. Students at Taylor Elementary are significantly behind in reading proficiency with only 33.33% of student meeting proficiency standards. Math achievement scores are similar. The average school composite score for math on Iowa School Performance Profiles is also 50. At Hoover, their overall math score is 46.35; at Taylor, their overall math score is only 41.71. The State of Iowa average for proficiency in math is 70.16%. At Hoover, 63.33% of students are proficient in math; at Taylor, only 35.63% of students are proficient in math. At Hoover Elementary, the student population is largely made up of minority groups and students with additional challenges. 12.8% of enrolled students have disabilities, 27.2% are English learners, and 52.8% of the student population is black. At Taylor Elementary, despite the significantly lacking proficiency levels, student performance is even worse for those with disabilities. The school has an overall school index on Iowa School Performance Profiles of 45.49, but the index for students with disabilities is only 25.33.

In order to address the learning gaps experienced by students at the two program schools, YouthPort will focus academic activities largely on reading and math. Targeted homework assistance, tutoring and mentoring will help individual students to increase their comprehension and understanding of classroom materials. Additional instruction in the STEM area will provide enhanced learning opportunities that will help with math proficiency as well as science-related comprehension. More details on these activities are provided in the project description section.

In addition to direct instruction and engagement with students, YouthPort will address literacy through engagement of the entire family. This will include ongoing family literacy events hosted by YouthPort as well as general family programming, such as a Thanksgiving meal. These events will help keep parents informed about the program and what their children are doing as well as get the entire family actively engaged in the learning process for the students. YouthPort will also partner with Kirkwood Community College, the local community college in our area, to provide education resources to parents. YouthPort will work with Kirkwood to refer parents to their programs when appropriate. Ensuring that parents can increase their literacy, obtain high school-level degrees, and increase their credentials can help lift families out of poverty by leading to higher paying jobs for parents.

Other needs that will be addressed with this program relate to student behavior, relationships, mental and emotional wellbeing, etc. At Cedar River Academy at Taylor Elementary, there is a 92.9% attendance rate, which falls below the state average of 94.8%. At Hoover Elementary, there was a total of 36 suspensions last year, which is a significantly high rate. According to the student survey conducted by YouthPort in spring 2021, 23% of students in the program did not get along with people their age. 35% of students said they are not good at telling others about their ideas and feelings. 21% of students said they do not say "no" to things even if they know they are wrong. These indicators are related to behavior and are highly capable of being improved upon through afterschool programming. In the most recent year of YouthPort's program funded by the 21CCLC, there were significant improvements from the beginning of the year to the end of the year in these indicators related to relationships, mental and emotional needs, etc. 82% of students improved in being able to identify their body sensations, feelings and thoughts and being able to sooth/regulate themselves. 82% of students also improved in being able to positively express themselves and their thoughts, feelings and needs to others. 86% improved at feeling good about themselves and feeling like they are capable and count in the world. 93% improved when asked if they felt they have good social skills and can get along well with others. Finally, 82% improved at feeling positively connected and engaged to at least one person in their lives.

Parents of students at both schools have identified transportation as a general need in their lives. This program addresses transportation through program structure in order to eliminate transportation as a barrier to participation. YouthPort is a neighborhood site-based model of programming, so all families are within walking distance of the program site. In the rare instances that further assistance with transportation is needed, YouthPort works directly with families on a case-by-base basis to find solutions that fit the needs of the families. YouthPort also works with families to meet needs for accessibility issues as needed. As the program is offered on-site in partnership with the schools where the kids already attend, many of the accessibility issues are addressed collaboratively to ensure students' needs are met throughout the school day.

A variety of stakeholders were engaged through the process of creating this program, and they have been continually engaged as the program has progressed over the years. First, youth are extensively engaged by all three partner agencies through interviews and surveys. These methods gather input and information regarding in and out of school experiences. Information gathered here is used to develop and modify existing programming to most effectively meet the needs of the youth participants. Additionally, several youth members are engaged regularly through involvement of the Advisory Group.

YouthPort believes that strong and successful youth development programming requires a strong parent/family involvement. Parents from the Hoover and Taylor neighborhoods have been engaged with YouthPort since its inception, and this involvement will continue to be an integral part of YouthPort through quarterly parent input meetings.

The community is engaged through work with neighborhood associations. Each school has a correlating neighborhood association that brings together community stakeholders, parents and partners to meet the overarching needs of the community. Similarly, schools and educators are engaged by working directly with school principals and teachers to better understand where help is needed. Lastly, project partners are engaged throughout the implementation and evaluation of programming to determine possible improvements to program structure, offerings, etc.

Project (24 possible points)

YouthPort is an innovative collaboration between three nonprofit agencies in Cedar Rapids: Boys and Girls Clubs of the Corridor, Tanager Place, and YPN (Young Parents Network). Each YouthPort partner agency has specific and unique experience in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students. The YouthPort agencies have more than 200 years of experience implementing successful youth and family programming, and the YouthPort program will allow for a continuation of these services while providing support for additional children and families. Specifically, YouthPort successfully implemented its program funded by the 21st Century Community Learning Centers grant within both Hoover and Taylor Elementary Schools for a 5-year period from 2016-2021. This direct experience demonstrates the agency's ability to provide effective out-of-school time programming, impacting academics, offering enrichment, involving parents and families, and providing overall youth development practices.

In 2012, these three organizations recognized a need to close the achievement gap in Cedar Rapids schools and proposed to address this deficiency with a collaborative effort utilizing the strengths and expertise of each agency. This partnership developed into a natural referral structure for community services, and it eventually led to the inclusion of direct programming. This specific project is an outgrowth of this larger goal, building on the original agency partnerships to provide new supports to additional students in the community. The collaborative approach consists of an afterschool program structure that goes beyond academics to address social-emotional needs, physical wellness, and literacy and education needs of the larger family unit.

This comprehensive approach is fulfilled through programming offered five days a week, Monday through Thursday 3:45-6:00 and Fridays 2:20-6:00, with additional hours offered in evenings or weekends. While the weekday hours alone will not fulfill the minimum monthly hours, weekly programming is supplemented with Saturday activities to ensure the monthly minimum hours are met throughout the year. The summer program runs June through August for over 40 days per year. The summer session operates daily Monday through Friday from 8:30-5:30pm. Sites are located at Hoover Elementary School and Cedar River Academy at Taylor Elementary School. The program will serve 50 students at each school during the year and up to 75 at each site during the summer.

As part of programming, YouthPort will offer an afternoon snack and a full hot meal to each participating child daily. Before this program was started, lunch was often the last meal of the day for many of the children who attend Hoover and Taylor Elementary Schools. Offering a snack and dinner to these children ensure that they go home having another nutritious meal each day, which contributes to better health and overall better learning progress. These meals will be provided in partnership with the participating schools and Boys and Girls Clubs of the Corridor. Due to this partnership, meals will be provided following nutrition guidelines for the National School Lunch Program of the USDA.

The primary academic activities provided as part of this program will be Power Hour, tutoring and STEM learning. Power Hour provides homework assistance for students that need additional support. Volunteers and program staff work directly with students in a supervised and structured setting to complete assignments and understand material presented to them during the school day. Tutoring is an extension of this activity where students with additional academic support needs are able to receive extra help from teachers and volunteers with education backgrounds. Tutors are able to use various additional tools to help students achieve their academic goals, including online educational tools and individualized curriculum. Power Hour and tutoring are directly designed to address the significant need for increasing reading proficiency as demonstrated in the Student Need section. Finally, STEM learning activities are based on a variety of STEM classroom curriculum solutions that meet Iowa CORE Standards. They incorporate relevant hands-on activities delivered via student-focused learning processes. STEM activities help strengthen innovative thinking and prepare students to be the next generation of innovators and problem solvers. YouthPort partners with the Collins Aerospace Retiree Volunteers group to provide

additional instructional support for STEM-related activities. This partnership also incorporates senior-level volunteers in a meaningful way. Incorporating STEM activities directly addresses the math proficiency issues at Hoover and Taylor elementary schools.

Family Literacy is addressed through the Ready to Read program. This program is a literacy building model based on research conducted at the University of Ohio that focuses on print knowledge, phonological awareness, vocabulary, and narrative to improve reading skills. The program involves all members of the family, and it includes individualized reading skill building taught by trained volunteers. These volunteers teach literacy building skills, incorporation of peer modeling, and incorporation of connected activities to strengthen cognitive connections. This program hosts events 5 times per year at each program site. The events last 90-120 minutes and include dinner for all participants. Each participant is sent home with 2 books and provided with 2 activities per book to assist parents with teaching reading skills at home. Increasing involvement of the entire family in strengthening reading skills is an effective way of improving the large gap in reading proficiency experienced in the two participating schools.

Additional family engagement events include an annual Thanksgiving meal at each site. This annual tradition brings together all families and has typically had very high participation from program member families. YouthPort has also partnered with Kirkwood Community College to provide referrals and support for parent education. Kirkwood has many adult education programs available to help adults achieve basic education credentials, such as attaining a high school equivalent diploma. Because this programming is supported by Federal HiSET funding, YouthPort relies on this partnership to avoid supplanting of federal funding with the 21CCLC funding request. YouthPort will refer family members and provide direct contact information to connect family members with this programming. Bettering the education and credentials of parents can lead to improved socioeconomic conditions in a household, which generally leads to improved educational outcomes for children in the home.

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

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

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

YouthPort will incorporate the SMART (Skills Mastery and Resilience Training) Moves program in partnership with the Boys and Girls Clubs of the Corridor. This prevention program uses a team approach that involves program staff, volunteers, mentors, parents, and other community representatives to address issues such as drug and alcohol usage and premature sexual activity. Activities are designed to develop resilience and refusal skills, assertiveness, strengthened decision making skills and ability to recognize peer and media influence. This program ultimately works to promote abstinence from substance abuse and sexual involvement through the practice and modeling of responsible behavior.

Additionally, YouthPort will incorporate regular opportunities for youth to engage in the community. This will include participation in arts and cultural events as well as community service engagement. Many of these opportunities will take place on Saturdays during the school year. For example, participants may attend a minor league hockey game at the Cedar Rapids Roughriders, or they might visit the African American Museum of Iowa for a special event during Black History Month. These activities are frequently offered in partnership with local arts and culture institutions through free admission, and they are tailored to fit the interests of the kids in the program.

The planned program activities align with the following eligible federal activities as provided in the Title IV, Part B Guidance: literacy and math (Power Hour, tutoring); literacy education programs (Power Hour, tutoring); tutoring services (Power Hour, tutoring); after-school activities for limited English proficient students that emphasize language skills and academic achievement (Power Hour, tutoring, Ready to Read); arts and music and cultural education activities (Expressive Arts, community engagement/field trips); healthy and active lifestyles (Triple Play); drug and violence prevention (SMART Moves); volunteer and community service (community service engagement); parenting skills programs that promote parental involvement and family literacy (Ready to Read, Kirkwood partnership); and supervised field trips (field trips and community events).

The overall goal of the academic enrichment activities is to provide academic support through afterschool programming, especially boosting the ability of students to become proficient in reading and math. This will be measured using the GPRA standards as required by the 21CCLC grant. YouthPort has an additional objective of ensuring students are receiving adequate STEM educational opportunities. The objective for the next year pertaining to this goal will be at least 75% of all enrolled students will participate in STEM activities at least weekly. Last year, we attained 100% compliance with this objective due to strong regular attendance by participants.

The overall goal of the enrichment activities is to introduce youth to concepts of service learning, enhancing social, emotional and behavioral development. Objectives tied to this overall goal include the following: 85% of youth members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores; Greater than 50% of youth in

programming will show progress in social, emotional and behavioral development in the classroom and during programming; Youth will participate in group discussions and activities to help prevent risky behaviors; and youth will engage in physical activity daily and receive nutritional education to promote a healthy lifestyle.

The overall goal of the family literacy component of the YouthPort program is to increase the reading skills of individual families and increase their ability to continue their literacy improvements independently. This will include building literacy skills, incorporating peer modeling, and helping families to identify cognitive connections that boost comprehension of reading material. The main objective for this goal is to attain 80% of parents with increased or maintained knowledge of literacy skills.

YouthPort staff members coordinate directly with teachers and school staff to align program activities with school day instruction and meet desired educational standards. Teachers are often utilized for STEM activities and other instructional activities, ensuring activities align with school day instruction. YouthPort staff also collaborate directly and frequently with teachers to develop individualized learning plans for participants in the program. This is important to ensure the effectiveness of Power Hour and tutoring activities. Collaborative efforts help coordinate Ready to Read books and activities to support classroom material being presented at the time of the event. School staff are also included in frequent discussions to discuss school-wide intervention strategies, and they are involved in regular professional development trainings in collaboration with YouthPort. This close working partnership with teachers and other school staff members helps ensure that YouthPort program activities and school activities work together to best support the learning and achievement of students in the program.

Research Base (5 possible points)

According to Youth.gov, research and practice has shown that regular attendance at intentionally planned Before and After School Programs (BASP) result in an increase in positive student regard for schooling, better participation, academic improvement, and social-emotional learning[1]. Specifically, students attending 21st Century Community Learning Centers improve their grades in reading and math. Data from YouthPort's most recent local evaluation supports this outcome within our own program, with 41% increases in math and 52% increases in reading for those individuals deemed in need of improvement.

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-Irvine[2], children with high levels of participation in afterschool programming that promoted social-emotional education experienced improvements in peer-to-peer social skills, motivation, effort, and positive states of mind. In the 2019-20 YouthPort Local Evaluation, 95% of students reported improvement in social/emotional development in at least one area.

Activities offered through our proposed program were intentionally selected due to their proven effectiveness with our targeted population. Examples include:

Power Hour, a Boys and Girls Clubs of the Corridor program, has proven to help youth improve grades and become self-directed learners through homework assistance, tutoring, and educational enhancement. According to the American Institutes for Research, developing good study and homework practices can lead to better academic achievement[3]. Power Hour includes educational enhancement materials designed to take advantage of young people's curiosity and help them become self-directed learners.

Expressive Arts Therapy has shown to help children cope with behavioral disorders as well as anger and control issues through techniques such as music and visual arts. Expressive arts therapy uses art to help children connect to their personal struggles, giving them a voice, increasing communication and helping them learn new coping techniques[4]. Expressive Arts Therapy has helped youth cope with the following issues: Anxiety, ADD, ADHD, Depression, Migraine Headaches and Rage.

Ready to Read, an early literacy project involving families, was developed by YPN. Ready to Read includes individualized skill building done with parents and children by a trained volunteer and book incentives. YPN's program experience has shown that when a family has books in the home, they are more likely to read to their children and that when books are paired with an activity, a stronger cognitive connection is made. When families attend a Ready to Read event, they will leave with a minimum of two new books and an activity that partners with each story. Additionally, parents receive both verbal and written instructions and guidance through a trained volunteer mentor to implement with their child later in the home.

Overall, the YouthPort program is founded on proven principles of successful BASP programs, and our demonstrated results show positive impact in our own community.

[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] <https://sedl.org/pubs/sedl-letter/v20n02/homework.html>

[4] http://www.growingupeasier.org/index.php?main_page=page&id=152&chapter=3

Management and Sustainability Plan (20 points)

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

Highly-Qualified Staff: The staffing structure of the YouthPort program will include:

- **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 direction for program development, implementation, and evaluation. This will include the hiring of program-specific staff members.
- **YouthPort Resource Specialist (YRS)** - The YRS will ensure the process of providing a seamless transition of resources between all agencies and management of the referral system. This will be done through monthly leadership meetings between agency staff and uplifting any needs or action items to the YouthPort Advisory Group, along with the respective Directors of each agency. The YRS will attend meetings during the school day and after school at Taylor and Hoover Elementary Schools to maintain alignment with school day instruction.
- **Program Site Directors** – These individuals are 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 (including senior-aged volunteers)** – YouthPort will recruit senior volunteers from service clubs throughout Cedar Rapids. Additional recruitment will be done at volunteer fairs, area colleges, and the Collins Aerospace retiree volunteer program, specifically engaging senior-aged volunteers. YouthPort will also utilize the volunteer base of all three primary partner agencies. 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. Each staff member will undergo 10 hours of pre-service orientation each fall and complete four educational trainings throughout the school year. An additional 10 hours of pre-service orientation will be required prior to summer programming each year.

Both orientation sessions 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 21stCentury Community Learning Center grant requirements, The Search Institute's 40 Developmental Assets, data collection procedures and practices, and program specific information regarding academic and social-emotional 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 staff are trained to continue running the program effectively. 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 daily activities. Lastly, each partner agency will provide professional development trainings for staff, including topics such as relationship enhancement, youth development, youth mental health first aid, etc. For example, Tanager Place included YouthPort staff members in its Leadership Academy professional development course in 2019-20, offering in-depth professional development for YouthPort staff.

Program Site Directors will oversee day-to-day activities of the YouthPort program including continuous improvement and leadership 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. These efforts will be supported through monthly meetings where staff will meet collaboratively with the Principals and Curriculum Specialists to provide ongoing program and school coordination.

Youth Development staff are qualified and experienced direct service providers. Each organization maintains quality staff with administrative experience in implementing successful youth programming. The Program Site Directors, who will be responsible for program development and management, will be of similar quality and experience. Support staff and volunteers will ensure sufficient resources for program and student supervision. 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 staff competency. Staff will have performance evaluated regularly and will undergo formal performance reviews annually.

YouthPort has been successful in maintaining low staff turnover, and we will continue efforts to limit turnover going forward. We will do this through weekly meetings with staff, giving them an opportunity to provide input for planning and implementation of programs and instilling a sense of ownership of the program. Staff and volunteers will be given a questionnaire to complete prior to joining the

YouthPort Program, gathering information on individual interest areas and allowing for the proper placement of staff and volunteers within those areas of the program.

Transportation, Building and Site Security and Accessibility:

Transportation: Transportation is not required on a daily basis for participants because the program is hosted on site at the schools where targeted students attend. Additionally, the neighborhood structure of this program ensures schools are within walking distance of home for participants. This is especially important during summer months when school is not in session. In special circumstances, YouthPort will arrange transportation for those that require it. Between all of the cooperating agencies, YouthPort has access to multiple vans and one 30-passenger bus. The partner agencies also maintain relationships and agreements with local transportation vendors to arrange for additional transportation as needed. For field trips, YouthPort will coordinate with the partner schools to secure the usage of a bus and driver.

Site Security: Students are checked in and out daily by a front desk staff member. All entrances and exits are monitored by staff. Policies and procedures are in place to provide safety in the event of a fire, tornado, intruder, etc. YouthPort programming is hosted on sites that are equipped with modern accessibility features for those with physical disabilities, and modern security functions are in place.

Accessibility: YouthPort is open to all students regard to race or ethnicity. The overall number of English Language Learners (ELL) in the CRCSD is only 6.7%. However, the ELL rate at Hoover Elementary is 35.5%, greatly signifying a need for support at that school. To address this need, the CRCSD provides a Parent Education Program for ELL families at Hoover Elementary that also serves surrounding neighborhoods. In its staffing and hiring practices, YouthPort strives to hire individuals or connect with staff at its partner agencies that speak multiple languages. This allows for individuals to act as tutors and support those families who are less fluent in English.

YouthPort also provides inclusion for students of all physical and learning disabilities. All schools are accessible for students with physical disabilities. For students with learning disabilities, extra help is provided through partnerships with the participating schools and the CRCSD. YouthPort strives to understand each child's unique needs and provide solutions to help students with learning disabilities to participate and succeed in our programming.

Stakeholder Group:

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; and representatives from each of the partner agencies. Individuals for this advisory group are identified and recruited by executive directors of the three partnership agencies as well as YouthPort program staff.

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: 1) Evaluate outcomes, timelines and align program with CRCSD and 21st CCLC standards; 2) Provision of technical support and leadership opportunities; 3) Represent the best interests of the neighborhood families; 4) Monitor student and parent participation; 5) Provide guidance relating to program development, implementation and evaluation. As part of this responsibility, the Advisory Group will also monitor program leadership and employee retention. Should leadership or staff changes arise, the Advisory Group will ensure continued high-quality staffing for the duration of the grant period.

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 guiding the program offerings within the guidelines of allowable 21CCLC activities and improving existing services.

Continuous Improvement Plan:

The YouthPort Program Directors and YouthPort Advisory Group have committed to a continuous improvement plan. The primary measurement tool used in this plan will be the United Way of East Central Iowa's Positive Youth Development Survey. Given to participants pre- and post-programming, this evaluation tool will measure the development of skills pertaining to 21st Century Community Learning Center requirements, youth connection to the program, positive adult-youth relationships, perception of academic success and cultural competence levels. The YouthPort Advisory Group will collaborate with United Way and its partner agencies to understand the results of this survey and determine the next steps to ensure improvement in outcomes, program quality, and staff effectiveness.

Sustainability Planning:

The collective knowledge and experience held by the three YouthPort partner agencies in sustaining community programming is extensive and thorough. Sustainability efforts are particularly important to building community support for the program to sustain it over time, avoiding supplanting of federal funding and making good use of taxpayer resources. The partner agencies have strong track records of financially sustaining successful youth programming through contributed revenue and grant funding. The partnership with these agencies ensures added knowledge and fundraising backgrounds to support YouthPort in sustainability efforts.

Community partnerships are vital to the long term sustainability of youth programming like that offered by YouthPort. There is tremendous value associated with in-kind contributions and programming support offered by partners, such as space, goods, materials, volunteer assistance, etc. During the most recent school year, YouthPort partnered with 33 agencies, businesses, faith-based organizations, health care providers, and governmental entities to support 21CCLC programming. These partnerships, along with funding from the 21CCLC grant, other secured contributions and grants, and supplemental funding from its three main partner agencies, has allowed YouthPort to build sustainable programming through its first five years.

The afterschool program will continue these efforts by implementing four main pillars of sustainability: community partnerships, school partnerships, volunteer contributions, and summer collaborations. YouthPort continues to pursue sustainable funding sources by building relationships with local foundations and private donors. These efforts have allowed YouthPort to incrementally grow its partnerships over the first five years of the project, including securing cash and in-kind donations to help the program move toward self-sustainability. Our partnership with the Cedar Rapids Community School District is instrumental because the district administration and school principals value what the program provides to youth and family served. We have established ongoing partnerships with the district and other community programs, such as Kids on Course University, to sustain our summer programming long term. Finally, volunteers are critical to improving the lives of young people in our community. Not only do they offer logistical and educational support, but they help maintain a sense of community within the children and families in the program.

Communication Plan (5 possible points)

[View Document](#)

Partnerships (10 possible points)

YouthPort was formed as an innovative collaborative partnership between Boys & Girls Clubs of the Corridor, YPN and Tanager Place. The goal of this effort was to meet community needs in a more comprehensive manner, empowering families and strengthening neighborhoods in the process. YouthPort provides a “safe harbor” for families and those living in at-risk neighborhoods, providing coordinated education and supportive services. Initiatives offered through YouthPort include:

- Before and after school care and educational programming for neighborhood children and specific disadvantaged groups
- Providing a network of professional support and education for young parents
- Providing daily nutritious meals for at-risk youth
- Connections to professional mental health and wellbeing services

The collaborating agencies have nearly 200 years of combined experience and have proven their ability to work collaboratively to provide exceptional programming for disadvantaged youth in the community. Each individual partner agency has a demonstrated and lengthy commitment to providing quality youth development programming. The top executive from each collaborative partner and principals from each participating school site serve on the YouthPort Advisory Group. This group has taken YouthPort from an idea to real impact and results in a matter of years, boosting the offerings of effective afterschool programs in our community. This effective working relationship between the YouthPort partner agencies has allowed for a safe, caring environment for youth to thrive.

Boys & Girls Clubs of the Corridor (BGCC) will lead YouthPort through oversight of its 21st Century Community Learning Centers funded programming. BGCC was established 28 years ago and provides quality youth development programming in Linn and Johnson Counties. The agency currently serves approximately 300 youth participants each day at five sites located in the metro area. BGCC provides a positive place for youth to go after school and during the summer, effectively keeping kids off the streets and out of trouble. Their success has been recognized by club members regularly receiving distinctions as State of Iowa Youth of the Year and winners of national Boys & Girls Clubs of America competitions.

BGCC will be responsible for the delivery and oversight of the academic success of youth through the Power Hour homework program. They will also incorporate the Boys & Girls Clubs of America's Triple Play program for physical fitness and overall health to foster physically healthy youth. Additional activities and initiatives offered to youth in the program include, but are not limited to, tutoring, technology, fine arts, life skills, STEM, physical fitness, chess, etc.

YPN (formerly Young Parents Network) is a vital community resource in Cedar Rapids with expertise in prevention-based programming for children, youth and families. Founded in 1985, YPN has been serving the community for over 36 years. YPN has youth development staff that are trained and certified in the 40 Developmental Assets Framework from the Search Institute, which is a nationally recognized leader in the area of Youth Development. Developmental Asset programming has been implemented with great success in both classroom and out-of-school settings for over 15 years. This expertise will help drive the youth enrichment programming components led by YPN. In addition to youth programming, YPN will use their expertise in parent development and support to offer resources for families, such as classes and workshops on the importance of parent involvement.

Tanager Place has been serving eastern Iowa for over 142 years, offering a variety of services to help children and families succeed. Today, Tanager Place offers a comprehensive lineup of mental wellbeing services to help children and families struggling with mental and behavioral health concerns. Services include residential inpatient treatment, outpatient clinical service, community-based treatment services, multiple prevention and afterschool/summer youth programs, and community outreach. Tanager Place serves over 4000 unduplicated individual children each year. For this project, Tanager Place will meet the mental and behavioral health needs for participating youth and families. They will regularly provide expressive arts therapy and will offer direct connection to individualized services for children that need additional mental or behavioral health support. Additionally, they will provide accounting and fiscal services for this project.

Hoover Elementary and Cedar River Academy at Taylor Elementary will play a vital role in this project. They will provide space for program activities at their physical locations. They will also collect and share data regarding student grades, attendance, Iowa

assessments, etc. They will also provide information for students in need from all participating schools, ensuring YouthPort can connect with the students most in need of the additional support provided by this program.

Kirkwood Community College will provide resources for adult education and literacy as part of the family engagement requirements for this grant. In order to avoid supplanting federal funds, YouthPort will work with Kirkwood to refer adults from participating families to their programs that involve HiSET funding. This will help parents further their educations and improve the socioeconomic standing of their families.

Other partners – various other project partners will be involved in providing program space, leading activities, and providing logistical and financial support. Examples of project partners used in the past include Collins Aerospace (STEM education activities), Cedar Rapids Public Library (literacy resources), Eastern Iowa Arts Academy (fine arts activities), Chess Club (program activities), Maranatha Bible Church (program space), St. Mark's United Methodist Church (program space), YMCA (recreational activities), etc. All services provided by additional project partners will assist in meeting YouthPort goals in serving youth and families.

Partner Engagement Plan: The three YouthPort founding agencies have been successful in sustaining programming through various economic and community conditions for many years. The YouthPort Advisory Group, made up of representatives from each partner agency and various community members, will assume the responsibility for long-term sustainability and partner engagement. Overall, this will include both short and long term planning for recruiting new partners, sustaining current partner relationships, and engaging families to foster strong participation. Partner recruitment will be done by leveraging knowledge and relationships from the collaborative agencies, their Boards of Directors, volunteers, etc. The Advisory Group and program staff members, will work to leverage additional funding through grant funding, fundraising events, local business and foundation support, and charitable contributions from individuals. Relationships with project partners will be used to foster sustainable financial support from local businesses, addressing the need to increase community support for the program and avoid long-term supplanting of federal funding.

Evaluation (10 possible points)

YouthPort will collect crucial data throughout the year to inform program planning and evaluate impact. As required, YouthPort will collect all 14 data measurements pertaining to the GPRA measures, as applicable. YouthPort uses a variety of assessment methods to gather and report this data. The Functional Analysis Screening Tool (FAST) is used to measure improvement in math, improvement in English and improvement in proficiency. Teacher surveys are used to measure improvement in homework and class participation as well as student behavior. Student behavior will also be confirmed through changes in student office referrals.

One of the main program evaluation tools that will be used is the United Way of East Central Iowa's Positive Youth Development Survey (ECIPYDS) pre- and post-programming. This will measure the development of skills pertaining to 21st Century Community Learning Center requirements, youth connection to the program, positive adult-youth relationships, perception of academic success and cultural competence levels. This evaluation tool is considered a best practice tool, and project partners YPN and Boys and Girls Clubs of the Corridor have extensive experience utilizing and implementing this evaluation tool.

Overall 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 after-school enrichment activities
- Student level data regarding attendance in the regular school day program
- Teacher Feedback and Tracking Tool
- Parent attendance and feedback on parent learning activities

In addition to the required GPRA measurements, YouthPort does further evaluation of local objectives that more effectively capture the needs in our community. This local evaluation includes collection of data as well as qualitative feedback gathered through surveys and discussions with parents, school staff, community members, and participants. The CRCSD has agreed to release assessment data of the students involved in the program. YouthPort will coordinate all elements of the project's evaluation plan, including collection of data from CRCSD, evaluating data to monitor success, and reporting data to the Advisory Group and community at large. All collected data will be reported to the state, as required. This local evaluation is then used to inform the design, direction and implementation of the program to most effectively serve the unique needs of our community.

Primary program objectives measured for local evaluations are centered on four areas. They include participation in academic programming, improvements in youth social and emotional skills and behavior, increasing staff knowledge, and parent literacy opportunities. In the 2019-20 school year, metrics included the following:

- 70% of all enrolled students will participate in STEM activities a minimum of weekly.
- 85% of youth members in programming will show progress in social/emotional development on 1 or more survey items when comparing pre-post test scores
- Greater than 50% of youth in programming will show progress in social, emotional and behavioral development in the classroom and during programming
- All staff supported by or connected with the 21CCLC program will receive 12 hours of continuous education throughout the school year.
- 80% of parents will increase or maintain knowledge of literacy skills

Measured through a combination of pre- and post-tests and surveys, all of these objectives were met in the 2019-2020 school year. The examples listed above are adjusted each school year based on knowledge learned in the previous year and changing community and school needs.

As required by the 21st Century Community Learning Centers program, YouthPort will contract with an experienced evaluator to conduct an official local evaluation. As a previous grantee, YouthPort has developed a working relationship with Dr. Miriam J. Landsman, Ph.D. Dr. Landsman is the Executive Director of the National Resource Center for Family Centered Practice, Co-Director of

the Iowa Consortium for Substance Abuse Research and Evaluation, and an Associate Professor at the University of Iowa. She holds a Masters of Social Work from the University of Iowa as well as a Ph.D. in Sociology from the University of Iowa. She has significant experience in evaluating the effectiveness of youth programming, and she has specific experience in meeting Local Evaluation requirements for the 21st Century Community Learning Centers grant. She will assist YouthPort in conducting a comprehensive, rigorous evaluation of our program, both at the local level and in cooperation with the Iowa Department of Education. We fully intend to provide all requested data and program information to the State of Iowa in a timely and complete manner.

Each fall, following completion of the Local Evaluation of the previous year, YouthPort will post its evaluation report on its website and shared with parents, project partners, and community members through various forms of communication. This report is provided as a PDF that is easy to download, view and understand. Hard copies of the report will be available upon request. Evaluation results are then used during annual planning to refine, improve and strengthen the YouthPort program and foster increased community support.

Budget Narrative (10 possible points)

YouthPort's program will be staffed in direct relation to programming and personnel needs. **Total Personnel Costs** are calculated using the staffing breakdown listed below:

- **YouthPort Resource Specialist (YRS):** 1 FTE dedicated to coordinating YouthPort's program – 85% of this position's time spent on 21CCLC grant – Annual Salary of \$41,616*0.85 = \$35,373.60
- **Program Site Directors:** 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 Assistants:** 2 PTEs with costs calculated as follows: 2 hours daily * 179 days * \$10/hour * 2 associates = \$7,160
- **FICA (Payroll Tax)** = 7.65% of salary/wages
- **Total Staffing Costs Directly Attributed** = (\$35,373.60 + \$37,600 + \$35,600 + \$7,160) * 1.0765 = \$124,587.22

Materials & Supplies: 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. The total cost for this budget item is \$5,000.

Within the Materials & Supplies category, Family Literacy funds provide literacy instructional materials, books for distribution, and miscellaneous supplies needed for our family literacy programming. Of the \$5,000 allocated for materials and supplies, \$1,500 is specifically set aside for Family Literacy activities.

Professional Development: 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. The total budget for professional development activities is \$7,561, which equates to 5% of the overall budget as required by the 21CCLC grant.

Transportation: 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. Categorized under student access, transportation costs are budgeted at \$1,500 for the year, or approximately 1% of the budget. This is well under the maximum allowable expense of 8%. Since the programming takes place primarily on-site at the schools where students attend, there is a significant cost savings here because the schools already ensure safety and accessibility of their facilities.

Evaluation: 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 Group and all requested documentation will be submitted to the Department of Education in a timely fashion. Funds for evaluation are budgeted at \$3,500 overall, which equates to 2.3% of the budget, which is less than the 4% maximum allowable expense.

Indirect Costs: 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. Indirect costs are budgeted at \$9,000 overall, which is approximately 6% of the budget. This is less than the maximum allowable expense of 8% annually.

Application Program seeks to supplement not supplant: YouthPort is an extension of services at Taylor and Hoover Schools. As this program has progressed over the 5 year period since it was first awarded the 21CCLC grant, it has built support from community partners and its 3 partner agencies to support the program financially. This is reflected in the significant partner costs for personnel and professional development in form D3. The three partner agencies have utilized their own fundraising capabilities to raise support for these expenses to avoid supplanting Federal funding. There are also significant in-kind resources as referenced in the narrative for this funding proposal. These in-kind resources include: program space at schools, access to food from schools through the National School Lunch Program, field trip tickets from various area cultural and sporting institutions, financial accounting support from Tanager Place, etc. This project is made possible through broad-based partnerships from many entities in our community, and YouthPort will continue to foster these partnerships and develop sustainable resources to support this program into the future.

21CCLC Communications Template

Use this template to describe the communications and outreach strategies connected to your program.
 Example: Parent Newsletter, Monthly, Electronic copy and hard copy posted on site, parents of youth/100, to be sent on the first Friday of the month.

Please insert your strategies here:

Outreach strategy	Frequency	Method	Target Audience and Proposed Impact	Notes
Community Updates	Upon award of grant, periodically thereafter	Press Releases, Website and Social Media	Community supporters and volunteers in eastern Iowa Gain additional financial support, foster partners, gain volunteers	Will work with local media outlets to spread good news about the funded program, will share those on program website and social media
Host Orientation	Spring 2022 and annually thereafter	In-person conversation	100 Parents for school-year and 150 for summer Garnering parental support for their children's education	Will actively encourage parental attendance by all families at orientation
Pre Programming Student Assessments	Spring 2022 and annually thereafter	Questionnaire/survey	100 Youth for school-year and 150 for summer Will help gather feedback used to tailor offerings to fit student interests	This will help YouthPort tailor the activities to the kids in the program, matching their interests and making programming more engaging
Parent Newsletter	Quarterly and upon completion of special projects	Newsletter sent to parents	100 Parents for school-year and 150 for summer Goal of helping parents understand what their children are learning	Newsletter will be sent electronically with invitation for in-person follow up for those with questions
Gathering student input	Quarterly	Surveys	100 Youth for school-year and 150 for summer Gather input from youth to evaluate programming impact and share success with stakeholders	This helps youth stay involved in the direction of the programming and feel like they have a stake in their success
Gathering partner input	Quarterly	Direct meetings and feedback solicitation	Partners	This direct and regular partner

			Will regularly engage partners and help continually gather feedback to improve effectiveness of partnerships	engagement is valuable in fostering good working relationships
Reporting volunteer impact	Quarterly	Newsletters sent to volunteers and other stakeholders	All Volunteers Will help retain volunteers and foster a sustainable volunteer force	Will be sent electronically
Teacher Engagement	Ongoing/weekly	Face to face conversations	All Teachers at participating schools Engage teachers in the success of children in the program	Important to gather anecdotal feedback on the success of students in the program
Business outreach	At least annually	Direct presentations	Eastern Iowa businesses Garner financial support for the program within eastern Iowa	At least annually utilizing local evaluation data
Regular parent engagement	Ongoing	Face to face conversations	100 Parents for school-year and 150 for summer Greet parents daily when they pick up kids	Will receive anecdotal feedback from parents on how they perceive their child is doing and the progress they are making
School Board engagement	Ongoing	Presentations at School Board meetings	School Board members Develop advocates on the School Board	Gain additional verbal, financial, logistical support from the district through developing strong working relationships
Local Evaluation Distribution	Annually	Post to website, share direct communications with stakeholders announcing availability and location of document	Parents, partners, supporters, volunteers, school personnel, etc. Share success and impact of the program and foster ongoing and future support for the program	Communications will link back to one central location for access to Local Evaluation report
(Required) Website where your local evaluation will be posted (reminder: each year's evaluation				

should be found here)
http://www.youthport.org/our-impact/
Social media links for your school/site/program:
https://www.facebook.com/CedarRapidsYouthPort
https://twitter.com/youthport

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	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 AND SITE NAME:		Youthport (Hoover Elementary)		FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET								Grant#:	
SITE ADDRESS:		2309 C Street SW		IOWA DEPARTMENT OF EDUCATION									
		Cedar Rapids, IA 52404		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											
# Students Served (unduplicated headcount):													
A	B	C	F	G	H	I	J						
	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 AND SITE NAME:						FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET							
SITE ADDRESS:						IOWA DEPARTMENT OF EDUCATION							
						BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C)							
Total YR1 21CCLC Award:													
#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		J
			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			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	Contracted Services			-	-	-	-	-	-	-	-		
	Materials & Supplies			-	-	-	-	-	-	-	-		
	After School Snacks & Meals			-	-	-	-	-	-	-	-		
	Other			-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
2	Professional Development (must be equal or greater than 5% of budget):												
	Personnel		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	Contracted Services		-	-	-	-	-	-	-	-	-		
	Materials & Supplies		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
	Reserved for IDOE finance		-	-	-	-	-	-	-	-	-		
3	Student Access (up to 8% of budget):												
	Transportation		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
	Facility safety and accessibility		-	-	-	-	-	-	-	-	-		
	Other		-	-	-	-	-	-	-	-	-		
=====													
4	Evaluation (up to 4%):												
	Contracted Services			\$ -		\$ -		\$ -		\$ -			
	Materials & Supplies			-		-		-		-			
	Other			-		-		-		-			
=====													
5	Other Admin Costs (Up to 8%):												
	Other Admin Costs			\$ -		\$ -		\$ -		\$ -			
	Reserved for IDOE finance			-		-		-		-			
	Indirect Costs, Restricted*			-		-		-		-			
6	Total Expenditures		\$ -		\$ -		\$ -		\$ -		\$ -		
	*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	
AGENCY ADDRESS:	2309 C Street SW, Cedar Rapids, IA 52404	
NUMBER OF SITES:	2	
Total 21CCLC Request YR 1:	\$ 112,500.00	

***ONLY SUE

***This form st

# Students Served YR1:				
Budget Category	Year 1 2021-2022			
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy
Program:				
Personnel	\$ 87,874.00	\$ 36,713.22		
Contracted Services				
Materials & Supplies	3,500.00		1,500.00	
After School Snacks & Meals				
Other				
Subtotal - Program	91,374.00	36,713.22	1,500.00	-
Professional Development (min. 5% per year):				
Personnel	\$ 5,626.00	\$ 1,935.00		
Contracted Services				
Materials & Supplies				
Other				
Subtotal - Professional Development	5,626.00	1,935.00	-	-
Student Access (max. 8% per year):				
Transportation	\$ 1,500.00			
Facility safety and accessibility				
Other				
Subtotal - Student Access	1,500.00	-	-	-
Evaluation (max. 4% per year):				
Contracted Services	\$ 3,500.00			
Materials & Supplies				
Other				
Subtotal - Evaluation	3,500.00	-		
Other Admin Costs (max 8% per year):				
Other Admin Costs				
Indirect Costs, Restricted**	\$ 9,000.00			
Subtotal - Other Admin Costs	9,000.00	-		
Totals	\$ 111,000.00	\$ 38,648.22	\$ 1,500.00	\$ -

*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 o

FORM D3: CUMULATIVE PROGRAM BUDGET

IOWA DEPARTMENT OF EDUCATION

TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND PARTNER CONTRIBUTIONS*

MIT YR 1 WITH GRANT APPLICATION***

ould be completed once with all sites included.***

Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
21CCLC	Partner	Student Program	Family Literacy	
\$ 87,874.00	\$ 36,713.22	\$ 124,587.22	\$ -	\$ 124,587.22
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,000.00	\$ -	\$ 3,500.00	\$ 1,500.00	\$ 5,000.00
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 92,874.00	\$ 36,713.22	\$ 128,087.22	\$ 1,500.00	\$ 129,587.22
\$ 5,626.00	\$ 1,935.00	\$ 7,561.00	\$ -	\$ 7,561.00
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,626.00	\$ 1,935.00	\$ 7,561.00	\$ -	\$ 7,561.00
\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,500.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
\$ 3,500.00	\$ -	\$ 3,500.00		\$ 3,500.00
\$ -	\$ -	\$ -		\$ -
\$ -	\$ -	\$ -		\$ -
\$ 3,500.00	\$ -	\$ 3,500.00		\$ 3,500.00
\$ -	\$ -	\$ -		\$ -
\$ 9,000.00	\$ -	\$ 9,000.00		\$ 9,000.00
\$ 9,000.00	\$ -	\$ 9,000.00		\$ 9,000.00
\$ 111,000.00	\$ 38,648.22	\$ 149,648.22	\$ 1,500.00	\$ 151,148.22

if the district they are serving

AGENCY:		FORM D3: CUMULATIVE IOWA DEPARTMENT OF EDUCATION TOTAL PROGRAM BUDGET INCLUDING CONTRIBUTIONS
AGENCY ADDRESS:		
NUMBER OF SITES:		
Total 21CCLC Request YR 2:		

***ONLY SUBMIT YR 1 WITH GRANT APPLICATION
 ***This form should be completed once with the grant application

# Students Served YR2:								
Budget Category	Year 2 2022-2023				Total YR2	Total YR2	Totals YR2	
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program	
Program:								
Personnel					\$ -	\$ -	\$ -	
Contracted Services					\$ -	\$ -	\$ -	
Materials & Supplies					\$ -	\$ -	\$ -	
After School Snacks & Meals					\$ -	\$ -	\$ -	
Other					\$ -	\$ -	\$ -	
Subtotal - Program					\$ -	\$ -	\$ -	
Professional Development (min. 5% per year):								
Personnel					\$ -	\$ -	\$ -	
Contracted Services					\$ -	\$ -	\$ -	
Materials & Supplies					\$ -	\$ -	\$ -	
Other					\$ -	\$ -	\$ -	
Subtotal - Professional Development					\$ -	\$ -	\$ -	
Student Access (max. 8% per year):								
Transportation					\$ -	\$ -	\$ -	
Facility safety and accessibility					\$ -	\$ -	\$ -	
Other					\$ -	\$ -	\$ -	
Subtotal - Student Access					\$ -	\$ -	\$ -	
Evaluation (max. 4% per year):								
Contracted Services					\$ -	\$ -	\$ -	
Materials & Supplies					\$ -	\$ -	\$ -	
Other					\$ -	\$ -	\$ -	
Subtotal - Evaluation					\$ -	\$ -	\$ -	
Other Admin Costs (max 8% per year):								
Other Admin Costs					\$ -	\$ -	\$ -	
Indirect Costs, Restricted**					\$ -	\$ -	\$ -	
Subtotal - Other Admin Costs					\$ -	\$ -	\$ -	
Totals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

*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 closest public school district

E PROGRAM BUDGET

IT OF EDUCATION

**VG 21CCLC FUNDS AND PARTNER
ITIONS***

PLICATION***

h all sites included.***

Totals YR2	Total YR2 Program Budget
Family Literacy	
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
\$ -	\$ -

istrict they are serving

AGENCY:		FORM D3: CUMULATIVE IOWA DEPARTMENT OF EDUCATION TOTAL PROGRAM BUDGET INCLUDING CONTRIBUTIONS
AGENCY ADDRESS:		
NUMBER OF SITES:		
Total 21CCLC Request YR 3:		

ONLY SUBMIT YR 1 WITH GRANT APPLICATION
 This form should be completed once with the grant application

# Students Served YR3:							
Budget Category	Year 3 2023-2024				Total YR3	Total YR3	Totals YR3
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program
Program:							
Personnel					\$ -	\$ -	\$ -
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
After School Snacks & Meals					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Program					\$ -	\$ -	\$ -
Professional Development (min. 5% per year):							
Personnel					\$ -	\$ -	\$ -
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Professional Development					\$ -	\$ -	\$ -
Student Access (max. 8% per year):							
Transportation					\$ -	\$ -	\$ -
Facility safety and accessibility					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Student Access					\$ -	\$ -	\$ -
Evaluation (max. 4% per year):							
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Evaluation					\$ -	\$ -	\$ -
Other Admin Costs (max 8% per year):							
Other Admin Costs					\$ -	\$ -	\$ -
Indirect Costs, Restricted**					\$ -	\$ -	\$ -
Subtotal - Other Admin Costs					\$ -	\$ -	\$ -
Totals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*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 closest public school district

E PROGRAM BUDGET

IT OF EDUCATION

**VG 21CCLC FUNDS AND PARTNER
ITIONS***

PLICATION***

h all sites included.***

Totals YR3	Total YR3 Program Budget
Family Literacy	
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
\$ -	\$ -

istrict they are serving

AGENCY:		FORM D3: CUMULATIVE IOWA DEPARTMENT OF EDUCATION TOTAL PROGRAM BUDGET INCLUDING CONTRIBUTIONS
AGENCY ADDRESS:		
NUMBER OF SITES:		
Total 21CCLC Request YR 4:		

ONLY SUBMIT YR 1 WITH GRANT APPLICATION
 This form should be completed once with the grant application

# Students Served YR4:							
Budget Category	Year 4 2024-2025				Total YR4	Total YR4	Totals YR4
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program
Program:							
Personnel					\$ -	\$ -	\$ -
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
After School Snacks & Meals					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Program					\$ -	\$ -	\$ -
Professional Development (min. 5% per year):							
Personnel					\$ -	\$ -	\$ -
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Professional Development					\$ -	\$ -	\$ -
Student Access (max. 8% per year):							
Transportation					\$ -	\$ -	\$ -
Facility safety and accessibility					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Student Access					\$ -	\$ -	\$ -
Evaluation (max. 4% per year):							
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Evaluation					\$ -	\$ -	\$ -
Other Admin Costs (max 8% per year):							
Other Admin Costs					\$ -	\$ -	\$ -
Indirect Costs, Restricted**					\$ -	\$ -	\$ -
Subtotal - Other Admin Costs					\$ -	\$ -	\$ -
Totals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*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 closest public school district

E PROGRAM BUDGET

IT OF EDUCATION

**VG 21CCLC FUNDS AND PARTNER
ITIONS***

PLICATION***

h all sites included.***

Totals YR4	Total YR4 Program Budget
Family Literacy	
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
\$ -	\$ -

istrict they are serving

AGENCY:		FORM D3: CUMULATIVE IOWA DEPARTMENT OF EDUCATION TOTAL PROGRAM BUDGET INCLUDING CONTRIBUTIONS
AGENCY ADDRESS:		
NUMBER OF SITES:		
Total 21CCLC Request YR 5:		

ONLY SUBMIT YR 1 WITH GRANT APPLICATION
 This form should be completed once with the grant application

# Students Served YR5:							
Budget Category	Year 5 2025-2026				Total YR5	Total YR5	Totals YR5
	21CCLC Student Program	Partner Student Program	21CCLC Family Literacy	Partner Family Literacy	21CCLC	Partner	Student Program
Program:							
Personnel					\$ -	\$ -	\$ -
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
After School Snacks & Meals					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Program					\$ -	\$ -	\$ -
Professional Development (min. 5% per year):							
Personnel					\$ -	\$ -	\$ -
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Professional Development					\$ -	\$ -	\$ -
Student Access (max. 8% per year):							
Transportation					\$ -	\$ -	\$ -
Facility safety and accessibility					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Student Access					\$ -	\$ -	\$ -
Evaluation (max. 4% per year):							
Contracted Services					\$ -	\$ -	\$ -
Materials & Supplies					\$ -	\$ -	\$ -
Other					\$ -	\$ -	\$ -
Subtotal - Evaluation					\$ -	\$ -	\$ -
Other Admin Costs (max 8% per year):							
Other Admin Costs					\$ -	\$ -	\$ -
Indirect Costs, Restricted**					\$ -	\$ -	\$ -
Subtotal - Other Admin Costs					\$ -	\$ -	\$ -
Totals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

*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 closest public school district

E PROGRAM BUDGET

IT OF EDUCATION

**VG 21CCLC FUNDS AND PARTNER
ITIONS***

PLICATION***

h all sites included.***

Totals YR5	Total YR5 Program Budget
Family Literacy	
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
	\$ -
\$ -	\$ -

istrict they are serving