

**Application Cover Page
21st Century Community Learning Centers**

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Tanager Place

County: Linn		Amount Requested: \$300,000 (Total for Year 1 from Form D1)	
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PROPOSAL ABSTRACT

Project Title: YouthPort Initiative (YPI)

Request for Application Cycle: FY 2016-2017

Identity of Applicant Agency or Organization: YouthPort (*Tanager Place, Fiscal Agent*)

Student Needs: a recent Student Needs assessment of youth in Cedar Rapids showed:

- High level of poverty and need for support in at-risk neighborhoods identified below:
 - Cedar Hills Neighborhood, Taylor, and Hoover Elementary School Neighborhoods.
- Hoover, and Taylor Elementary Schools are both SINA schools
- Reading proficiencies of 3rd grade students at Hoover and Taylor are 49% and 61% respectively
- Math proficiencies of 3rd grade students at Hoover and Taylor are 65% and 64% respectively
- Science proficiencies of 3rd grade students at Hoover and Taylor are 67% and 58% respectively

Project: YouthPort Initiative (YPI)

- Expands and enhances existing programs while incorporating new, innovative activities
- Serves youth and families most in need
- Contributes to all four areas for positive youth development
- Has all elements of quality before and after-school programs
- Aligns with student needs, the Comprehensive School Improvement Plan (CSIP) plan, and all of the 14 eligible activities

Research Base: Programming will meet the needs of students based on research of the program's four major components:

Power Hour/MobyMax

- Three components: homework help, tutoring, and educational enhancements
- Helps students improve grades and become self-directed learners
- Increases reading, math, and science proficiencies

Ready to Read

- Improves reading ability and shows an increase in students' confidence and self-esteem
- Students are empowered and feel responsible for their own success
- Students are confident in their academic abilities and feel that their academic future is secure

Triple Play

- Improves overall health of youth by increasing daily physical activity, teaches proper nutrition, and develops healthy relationships
- Research shows that weight corresponds to academic performance in young children

Art Therapy

- Techniques include music, creative writing, visual arts, drama,
- Uses expressive arts to help children connect to their personal struggles, gives voice to emotions, boosts communication and helps create new coping techniques
- Children's individuality and self-esteem are supported and enhanced

Management Plan: YouthPort will consist of the following staffing and support:

- **YouthPort Advisory Group** - will include principals, staff and students of participating schools, Program Site Directors, volunteers and representatives from each of the partner agencies. This group will make program decisions and provide guidance and counsel relating to program development, implementation, and evaluation.

- **YouthPort Resource Specialist** will provide grant oversight, ensuring that timelines and commitments are met by all partner agencies and help provide a seamless transition of resources between all agencies.
- **Program Site Directors** will plan and lead daily programs and activities.
- **Youth Program Assistants** will be teachers from identified schools as well as students from area colleges will be recruited to provide direct program services to youth and families.
- **Volunteers** will include retired senior citizens from Rockwell Collins and retired teachers. We will also recruit from area Rotaries and colleges. This group of people will provide program support by assisting youth with homework and helping with enrichment activities.

Communication Plan: The YouthPort Initiative will have multiple avenues of communication through the following mediums:

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

Partnerships: The following core partners will be actively involved in program development, implementation, and evaluation and will also have representation on the YPI Advisory Council.

- **YouthPort** is a collaborative effort between three non-profits, Boys & Girls Clubs of Cedar Rapids, Young Parents Network, and Tanager Place. These organizations developed a model of outreach to be duplicated in at-risk neighborhoods providing: shelter and safety, nutritious meals, academic support, parenting education, opportunities to boost parental engagement and mental health counseling. The professional input of these non-profits provides direct care services impacting children from conception to age 27.
- **Boys & Girls Clubs of Cedar Rapids (BGCCR)**, a non-profit agency providing academic and enrichment activities, employs the Program Site Directors and shares in the employment of the Youth Program Assistants at each program site.
- **Young Parents Network (YPN)** provides enrichment and family activities through the 40 Developmental Assets and Ready to Read Programs. YPN's expertise in the area of parent development and support will be used to offer classes and workshops centered around parent involvement as it connects to academic success and social/emotional growth for youth. They will share in employing the Youth Program Assistants.
- **Tanager Place** serves youth and their families who struggle with mental and behavioral health needs. They provide counseling support that aligns with the Cedar Rapids School District's Community School Improvement Plan, Comprehensive School Improvement Plan (CSIP) and introduce youth to art therapy through expressive art exploration and acts as the fiscal agent for the YouthPort Initiative.
- **Cedar Rapids Community School District (CRCSD)** provides program sites at Hoover and Taylor Elementary Schools; collects and shares data regarding students' grades and attendance; and provides information regarding students in need of YPI.

Evaluation: The following is a partial list of data that will be collected:

- Student level data regarding attendance in the regular school day program
- Completed Youth Program Quality Assessment tools, one time each year – *a best practice tool*
- Completed Youth Development surveys (ECIPYD) pre and post programming – *best practice*
- Cedar Rapids School District will compile data on YPI students including grades and attendance

STUDENT NEEDS ASSESSMENT

2.1 School & Community Evaluation: The neighborhoods served by Hoover and Taylor Elementary Schools are some of the most impoverished areas of Cedar Rapids. When combined, these schools show an 82% free and reduced price lunch rate. As a way to meet community needs for safety and extended educational opportunities beyond the school day, three non-profits, Boys & Girls Clubs of Cedar Rapids (BGCCR), Tanager Place and Young Parents Network (YPN), joined together to create YouthPort in 2012. The YouthPort Initiative will be offered at Hoover and Taylor Schools, to help fill the needs of at-risk neighborhoods.

Combined, Hoover and Taylor schools report a total of 584 youth who are eligible for Free or Reduced Priced Lunches (FRPL) at school. The following chart shows the number of students enrolled, the percentage of youth who are eligible for FRPL, and low Socio Economic Status (SES) at both schools:

	2015/2016 TOTAL ENROLLMENT	% RECEIVING FREE/ REDUCED PRICE LUNCH	% LOW SOCIO ECONOMIC STATUS
Hoover	389	76%	76%
Taylor	324	89%	89%

According to the Iowa Department of Education's website, Hoover and Taylor Elementary Schools are both identified as a school in need of assistance (SINA) schools. Research by United Way of East Central Iowa (UWECI) has shown that third grade reading proficiency rates are closely related to many other vital education milestones in a child's life. Some of the milestones associated with third grade reading proficiencies include: higher eighth grade reading, lower absenteeism in ninth grade, lower course failures in ninth grade, higher GPAs in ninth grade, greater high school graduation, and a greater probability of attending college.

The number of 3rd grade students at Hoover and Taylor Elementary Schools who are proficient in reading, math, and science is as follows:

	2013-2014 Reading Proficiency	2013-2014 Math Proficiency	2013-2014 Science Proficiency
Hoover	49%	65%	67%
Taylor	61%	64%	58%

The YouthPort Initiative impacts the neighborhood by providing safe program options for children, parenting support and education, and supervised sessions improving academic goals. Recreational outlets for children and families are also within the model, as well as opportunities for community engagement, mentoring, and instruction by community volunteers. A key indicator of this model's success is the fact that programming is ongoing and long-term. This is crucial for trust building and sustained growth and development. This program boosts the neighborhood with sound principles and outcomes that are measurable and attainable. Some of the needs identified in these at-risk areas include:

- Hoover, Cedar Hills Neighborhood – urban site with poverty levels as follows:
 - 22% of children living below the poverty line, which is a higher rate of poverty than 64% of U.S. neighborhoods and higher than Cedar Rapids poverty line of 14.8%
 - 33% of the working adults in service positions require long hours and early commutes, averaging 15-30 minutes
 - Elementary students on FRPL prior to the Flood of 2008 was 10% and post flood is 76%
- Taylor Neighborhood –compares to other Cedar Rapids neighborhoods as follows:

- o 71% higher population density with 16% living below poverty line and 88% of elementary students on free and reduced lunch program
- o 23% lower household income with 100% both parents working outside of the home
- o 68% more single mothers reside here
- o Twice as many male adults employed in the trades requiring long hours and commutes

Youth Needs Assessment: The most recent youth needs assessment was completed with youth ages k-5th grades living in the Taylor and Hoover neighborhoods. The assessment used was the United Way of East Central Iowa's Positive Youth Development Survey (ECIPYD), which was designed by the United Way to measure areas of student needs, strengths, and weaknesses in the following categories: connecting, leading, and learning. When statistically combined, the findings of these needs assessments indicated:

- 75% report they get along well with their peers
- 92% felt positive about their future
- 82% report they care about their school
- 92% reported their parents and teachers expected them to do their best and set high expectations

However, findings also showed:

- 40% reported that they didn't have a positive adult role model (outside of their family)
- 40% do not feel comfortable sharing their ideas and feelings with others
- 30% report using fighting or violence to take care of problems
- 25% did not feel they have the ability to resist negative behaviors

Tanager Place's research on Mental Health among area youth has found that one in five youth have diagnosable mental illness and 64% of those children receive the diagnosis before the age of 14. When Mental Health treatment is received by children and their families, a child's ability to be successful can drastically increase. Failure to intervene early leaves kids and adolescents at a higher risk for academic failure, school dropout, alcohol and substance abuse, entering the juvenile justice system or committing suicide. More than 70% of youth in juvenile justice settings meet criteria for a psychiatric diagnosis, and the cost of lost productivity and crime spending related to mental illness in Americans under 24 is a staggering \$202 billion.

Parent Needs Assessment: The most recent parent needs assessment was completed in fall, 2015. Out of nine identified challenges, emotional distress and transportation were identified as the first and second highest challenges. Since YPI is a neighborhood site-based model of programming, all families have access to on-site counseling services and transportation is not a barrier for families to participate because they are within walking distance of the site. If further assistance is needed with transportation, we will work with families on a case-by-case basis. Additional findings from the parent assessment indicated:

- 56% need access to after school programs
- 76% need family activities
- 37% need access to continuing education

YPI addresses these concerns by offering workshops, focus groups, feedback opportunities, quarterly family fun nights, and a family literacy component. YPI will comprehensively support youth and families.

Community Needs Assessment: A larger community needs assessment on education was completed by the UWECI in 2013 in the greater Cedar Rapids area. The following educational goal was identified: By 2020, increase the number of low-income children who are on track academically and developmentally by 4th grade by 30%. The goal is guided by the following principle: All children will have cognitive and social-emotional supports and opportunities needed to succeed in work, school, and life.

The following key findings from a report compiled by UWECI and the local Ready by 21 Chapter supporting the need for expanded and enhanced before and after school programming in our community:

While proficiency percentages in the State of Iowa have increased over the past several years, data from Linn County shows a significant drop in proficiency rates, and no overall improvement. There is a persistent achievement gap between low-income students and their higher income peers, specifically in early literacy skills, and reading and math proficiency rates. Only 50% of low-income kindergartners are proficient in early literacy skills, in contrast to 72% of their higher-income peers.

In Linn County there is an approximate gap in the reading proficiency of fourth graders of 15% between students who are eligible for FRPL and their peers from higher income families. This gap remains stable through the grades. In the CRCSD, the gap is even wider, 22% for fourth graders, 31% for eighth graders and 27% for eleventh graders. (The Iowa Department of Education) The percentages of low-income and minority students enrolled in the CRCSD are increasing. One third of elementary students qualified for FRPL in the 2001-02 school year; over 50% qualify a decade later.

YPI will meet the identified needs by offering a safe and caring environment for youth to learn and thrive. The program will address the academic needs of youth by focusing on math, reading, science, and other core areas of study while enrichment programming will address the whole child. Enrichment activities, done in partnerships with YouthPort agencies and other community-based organizations, will focus on the 14 eligible federal guidelines while addressing community concerns identified in the needs assessments.

2.2 Engagement of Variety of Stakeholders:

Youth: BGCCR, YPN & Tanager Place have engaged youth through interviews and surveys to gather input and information regarding their out of school time experiences. This information has driven YPI agencies to develop and modify existing programs to meet the needs of youth and provide a better comprehensive educational experience. Additionally, youth members will continue to be engaged stakeholders by attending Advisory Board meetings once each quarter.

Parents /Families: Successful youth development programming has a strong parent/family component. Parents from the Taylor and Hoover Neighborhoods have been engaged with YouthPort since its inception. This partnership and open communication will continue to be an integral part of YPI through quarterly parent input meetings.

Community/Neighborhood: YPI works with neighborhood associations, Taylor Area Neighborhood Association (TANA) and Westdale Area Neighborhood Association (WANA). TANA, formed in May, 1994, is governed by an elected Board of Directors and works closely with Taylor Elementary School and the Taylor Family Resource Center. Committees and work groups are organized to concentrate on specific areas of interests and ongoing projects. WANA, formed in spring 2015, works in connection with Hoover Elementary and focuses on the needs of the community, students and residents who live in the Hoover Elementary neighborhood. Both associations bring neighborhood stakeholders, partners, and parents together to meet neighborhood needs, desires, interests, and program development.

School/Educators: YouthPort agencies work closely with the principals at Hoover and Taylor schools to better understand where help is needed.

Partners: YouthPort organizations and the CRCSD have the following goals: 1) Offer before and after school programs to Hoover and Taylor neighborhood children, 2) Create networks of support and programming for young parents and their families, and 3) Make available professional guidance and counseling to families in need. New partners joining YPI will align with these goals, the CRCSD's Comprehensive School Improvement Plan (CSIP), and the 14 eligible federal guidelines, to provide innovative activities for youth.

PROJECT

3.1 Link to Student Need:

The YouthPort Initiative will serve students from Hoover and Taylor schools, which are both identified as SINA schools. United Way's community needs assessment stated that there is a persistent achievement gap between low-income students and their higher income peers, specifically in early literacy skills, and reading and math proficiency rates. These findings support the need for expanded and enhanced before and after school programming in our community. YPI will impact families through various activities as outlined below.

Academics: Based on the youth needs assessment, proficiency scores showed a need for remedial activities in the areas of reading, math, and science. YouthPort agency BGCCR currently provides assistance through the following remedial activities: Power Hour, MobyMax, and STEM learning.

Enrichments: Based on the youth needs assessment, findings indicated that youth lack the skills, resources, and ability to problem solve without violence or partake in risky behavior. To combat this need, YPI currently offers the following enrichments to assist in these areas: Torch Club, Expressive Arts & Behavioral Therapy, and Smart Moves. Findings also indicated a need for positive role models; YPI currently provides volunteers from area corporations and retirement communities to provide a positive influence for youth involved in YPI.

Family Literacy: Findings from the parents needs assessment indicated a lack family activities and a need for continuing education. Based on this information and the need for improvement of proficiency scores, YPN developed the Ready to Read program.

3.2 Academic, Enrichment and Family Literacy Services:

YouthPort Activity	Academic/Enrichment/Family Literacy	Alignment with Federal Activity
MobyMax	Academic & Enrichment	Remedial Ed, Tutoring, Literacy, ESL, Technology
Power Hour	Academic	Tutoring, Remedial Ed, Literacy, ESL
STEM Activities	Academic & Enrichment	STEM, Technology, ESL
Ready to Read	Academic & Family Literacy	Literacy, Parental Involvement, ESL
Expressive Arts & Behavioral Therapy	Enrichment	Arts & Music Activities and Character & Behavioral
Torch Club	Enrichment	Field Trips, Service Learning, Entrepreneurial Education
Smart Moves	Enrichment	Drug & Violence Prevention
Triple Play	Enrichment	Recreational Activities, Physical Fitness & Healthy Lifestyles

Nutrition: Free afternoon snacks and a hot, nutritious meal will be served each evening after school. Before YPI was implemented, lunch was often the last meal of the day for many children in the Hoover and Taylor neighborhoods. The addition of the food program allows children to go home with a full stomach each night, which then allows for a better night's sleep. All youth enrolled in the YPI can take advantage of this opportunity at no cost to their family. BGCCR is the largest provider of hot meals in Linn County. **In fact, during fiscal year 2015, BGCCR served more than 51,100 hot meals to the 300 youth who attend the Club each day.** This 21st Century grant would allow an additional 200 youth to have access to the hot meal program.

3.3 Goal & Objectives

	Goal	Objective
Academic MobyMax (MM) Power Hour (PH) STEM Learning	Provide academic support through afterschool programming	MM & PH: 75% of youth engaged in MobyMax will show documented progress in meeting or exceeding grade level proficiency standards STEM: 100% of youth enrolled in STEM programming will receive hands-on learning through STEM activities
Enrichment Expressive Arts & Behavioral Therapy Torch Club (TC) Smart Moves (SM) Triple Play (TP) Collaborative Training (CT) Relationship Enhancement 40 Developmental Assets	Introduce youth to concepts of service learning and enrichment activities enhancing social, emotional and behavioral development Train, coach and mentor program staff	EABT: 85% of YPI members in EABT will show progress in development on 1 or more survey items when comparing pre and post-test scores TC: Youth will engage in a minimum of 2 volunteer and 2 career development activities to foster leadership skills SM: Youth will participate in group discussions and activities to help prevent risky behaviors TP: Youth will engage in physical activity daily and receive nutritional education to promote a healthy lifestyle CT: 80% of staff will report an increase in knowledge post-training
Family Literacy Ready to Read (RR)	Trained volunteers will work with the whole family to instruct on literacy building skills, incorporate peer modeling, and include an activity connected to the story to improve cognitive connections	RR: Parents will increase or maintain knowledge of literacy skills at a rate of 80%

Curriculum of programs:

MobyMax, an online educational tool, provides a battery of assessments aligning with the Iowa Core Standards. Teachers and YPI staff can assign individualized curriculum for members for continued educational improvement.

Power Hour is a supervised and structured homework and educational enrichment time.

STEM Learning, using the Imagination Foundation model, prepares members to be next-generation innovators and problem-solvers. STEM activities help develop creativity and 21st Century skills and entrepreneurial thinking and innovation attitudes. This curriculum also uses Pitsco Educational Products to help students excel with a variety of STEM classroom solutions that are age-appropriate, student-centered K-12 learning solutions and are composed of Iowa Core Standards, relevant hands-on activities delivered via a student-focused learning process.

Ready to Read 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.

EABT is an evidence-based treatment practice led by registered therapists using visual arts and music to aid in expression. The goals are to increase self-awareness, communication skills, and coping techniques.

SMART Moves: SMART (Skills Mastery and Resistance Training) Moves program incorporates the latest information and approaches that Boys & Girls Clubs of America (BGCA) has learned about effective prevention. Participants will participate in various activities designed to hone their decision-making and critical-thinking skills, as well as learn how to avoid and/or resist alcohol, tobacco, other drugs and premature sexual activity.

Triple Play: Triple Play, a program developed by BGCA, is a comprehensive health and wellness initiative that strives to improve the overall health of youth by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. Since the Triple Play initiative was introduced in 2005, more than one million Club members have participated in fun fitness activities. The Triple Play initiative nurtures the minds, bodies and souls of Club members.

3.4 Alignment with School Day and CRCSD Comprehensive School Improvement Plan (CSIP): The CRCSD CSIP identifies various goals and steps to ensure that the CRCSD is showing improvement. The YPI is setup to aid in the process of meeting these goals through collaboration of relationships with school-day staff while in alignment with the District’s CSIP. Listed below are various agency specific programs that the YPI has set up in order to help achieve these goals.

YouthPort Initiative	Alignment with CSIP	Collaboration
STEM	Goal: Improve curricular & structural science practices	Utilize teachers as staff for STEM activities to mimick school day instruction
Moby Max/Power Hour	Goal: Improve mathematics in grades 3-5 as measured by the Iowa Assessment standard score	YPI staff and teachers collaborate to develop an individualized lesson plan for YPI members
Ready to Read	Goal: Improve reading skills as measured by the Iowa Assessment standard score	YPI staff and teachers collaborate to develop reading material and activities that support in school work.
Round table discussions	Positive Behavior and Intervention Strategies (PBIS)	YPI staff , school teachers & staff meet monthly in a round table format to discuss school-wide intervention strategies
Collaborative Trainings	PBIS & Professional Development	YPI staff collaborate with district staff to set up agency specific trainings school wide for professional development purposes

3.5 Organizational Experience: Each YouthPort 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 180 years of experience successfully educating and empowering children and families through these programs. YouthPort will allow for a continuation of these services while also allowing for an increase in the number of children and families served through these comprehensive services.

RESEARCH BASE

4. Research of Activities: Power Hour, a BGCA program, has proven to help youth improve grades in school and become self-directed learners through homework help, tutoring, and educational enhancement. According to the National Partnership for Quality Afterschool Learning, research indicates students who complete homework have higher grades than those who do not complete homework. Power Hour includes educational enhancement materials designed to take advantage of young people's curiosity and help them become self-directed learners.

MobyMax creates an individualized education plan for each student. Statistics show that in Math and Language, students who had access to MobyMax increased an average of 1.5 grade levels with just 40 hours of practice. YPI members will have access to MobyMax during the school day and during after-school programming. (<http://www.mobymax.com/>)

STEM activities are based on the following research by the Partnership for 21st Century Skills (P21), "There is a profound gap between the knowledge and skills most students learn in school and the knowledge and skills they need in typical 21st century communities and workplaces." To realign educational priorities, P21 recommends fusing more traditional content knowledge with the "4 C's": critical thinking; communication; collaboration; and creativity and innovation. (<http://www.p21.org>)

40 Developmental Assets is a framework for helping kids become healthy, successful and productive adults. Developed by the Search Institute in Minneapolis, Minnesota, the Assets have been highly researched and are connected to national youth development initiatives like America's Promise and Ready By 21. Search Institute's research shows that the more assets young people have, the less likely they are to engage in risky behaviors. Numerous findings have emerged about the importance of these assets: 1) Promote academic success. 2) Divert youth from risky behaviors and increase civic engagement. 3) Give young people the strengths they need to make positive choices in life. www.searchinstitute.org

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. Statistics show 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. <http://teacher.scholastic.com/products/face/pdf/research-compendium/access-to-books.pdf>

Triple Play, a physical fitness and overall health and wellness program created by BGCA, strives to improve overall health of youth by increasing daily physical activity, teaching good nutrition, and helping develop healthy relationships. A study presented at the American Heart Association's 2010 Conference on Nutrition, Physical Activity and Metabolism (Science Daily, www.sciencedaily.com) found a link between physical fitness and academic performance in children. Findings showed 1) Youth who were fit throughout a two-year study scored highest on standardized tests, 2) Youth who lost fitness levels, showed a decrease in test scores, 3) Youth not physically fit at any point over the two years scored the lowest.

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. (www.growingupeasier.org) Expressive Arts Therapy has helped youth cope with the following issues: Anxiety, ADD, ADHD, Depression, Migraine Headaches and Rage.

MANAGEMENT PLAN

5.1 Effective Staffing

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

- **YPI Advisory Group** – The YPI Advisory Group includes principals and school staff, parents, students, Program Directors, volunteers and representatives from partner agencies. The YPI Advisory Group will be responsible for making program decisions, provide guidance related to program development, implementation, and evaluation.
- **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 YPI 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 Directors (PD)** – Each YouthPort agency will provide a PD to oversee activities at Hoover and Taylor Elementary. Jenny Emerson will oversee BGCCR activities. Jenny has 17 years Club experience and a BS degree in Liberal Arts. Tonya Hotchkin, a licensed therapist from Tanager with 4 years of experience, she will oversee school-based mental health services. Tonya will manage contact between the school therapist, teachers and staff at Hoover and Taylor. Tonya also provides mental health based trainings to both CRCSD and YouthPort staff. Crystal Hall oversees YPN activities including the Ready to Read program for YPI. Crystal is an external assessor for the Youth Quality Program Assessment and is formally trained in the 40 developmental assets both of which are utilized through YPI. All Program Directors are part of the YouthPort Leadership Team which meets monthly with additional YouthPort staff to ensure successful collaboration.
- **Youth Program Assistants (YPA)** – These newly created positions will provide program enhancements and continuity between school days and YPI. The principal responsibilities of these roles include but are not limited to: providing direct program services to youth and families and attend meetings monthly with the PD's and CRCSD staff. Multiple trainings will be made available to YPAs to ensure a seamless transition from the school day to YPI programming.
- **Senior Citizens & Other Volunteers** – YouthPort will utilize senior volunteers through the Rockwell retiree group and local retired teachers from the CRCSD specifically for STEM initiatives. YouthPort will also recruit volunteers from service clubs, volunteer fairs and area colleges throughout Cedar Rapids. Additionally, YouthPort will blend the volunteer base of all agencies involved with this 21st Century Learning Center grant. All volunteers will be required to apply for and undergo a screening with full background checks to ensure the safety of all youth. 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. YPA's will participate in 10 hours of mandatory pre-service orientation each fall and four educational trainings throughout the school year. Each summer an additional 10 hours of pre-service orientation will be required prior to summer programming. Both orientations will integrate basic knowledge of youth development with essential areas for developing effective programs. Staff trainings will be led by the PDs and will include content from the following areas: 21st Century Learning Center grant expectations, the Search Institute's 40 Developmental Assets, data requirements, and program specific information related to academic and social-behavioral curriculum and strategies. In addition, the YRS and PD will attend two 21st Century Community Learning Center meetings, the State of Iowa conference and the national conference in Washington DC. Both conferences will ensure

programming is running properly. Other professional development will include weekly meetings and/or staff training for support staff and volunteers. These sessions will provide time for support staff and volunteers to discuss problems and learn best practices to better assist with the daily activities.

Effective Leadership: The YPI currently utilizes a model to ensure effective communication across all YouthPort (YP) agencies. YP developed a leadership team that consists of staff from all YP agencies that meets monthly. Within the leadership team are sub-committees that also meet monthly and whose role is report out at the leadership meetings about their specific committee. The committees are as follows: Evaluation and tracking, effective training, and marketing and development. This creates an environment for YP staff to discuss new and current trends, update needs, and apply these needs to create new initiatives or enhance current ones. The YRS position serves as the top-tier and is responsible for ensuring seamless transitions between agencies and is responsible for attending all committee and leadership meetings for effective leadership purposes. The YRS is also responsible for communication to all 3 agency Directors. The YRS and Directors meet weekly to ensure that the YPI is staying current with the existing needs of the neighborhoods and schools it occupies. The YPI leadership model paired with highly qualified staff creates an environment where leadership is evident and successful.

Recruitment & Retention of Qualified Staff: Existing teachers or paraprofessionals within Hoover and Taylor Elementary Schools will be recruited for YPI, ensuring alignment with school day instruction. To create a sense of ownership and increase retention rates, PDs will meet weekly with YPAs to gather their feedback on program activities. A questionnaire measuring staff satisfaction will be utilized to allow for input regarding enhancements to the program. Each partner agency will provide professional development trainings for staff covering topics such as relationship enhancement, 40 developmental assets, youth development, etc.

5.2 Transportation, Translation, Disabilities & Inclusivity:

Transportation: Youth who require transportation will be picked up by van or bus each afternoon from their school and dropped off safely to their YPI destination. All YPI agencies have access to multiple vans and one 30-passenger bus, all are fully equipped with seat belts and safety equipment. All drivers are required to have a chauffeur driver's license. If a YPI member does not have a safe ride home, a meeting with the Program Director will be set to discuss transportation options.

Translation: YPI will be open to students without regard to race or ethnicity. The overall number of English Language Learners (ELL) in the CRCSD is small, 2.7% of the student population. However, Hoover's ELL rate is 25%. To serve this need, the CRCSD provides a Parent Education Program for ELL families at Hoover that also serves surrounding neighborhoods. YPI has two employees, one fluent in Spanish and one fluent in Swahili that currently serve as tutors to work with parents and students.

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

Safe Facilities: Students are checked in and out daily by a front desk staff person. All entrances and exits are monitored by staff and policies are procedures are in place in the event of a fire, tornado, intruder, or to respond to custodial issues. YPI sites are housed in schools and are equipped with accessibility features.

5.3 Development & Engagement of YPI Advisory Group

The program leadership structure will consist of the following: Executive Directors (ED) from each YPI organization, YRS and Program Directors. This group will be responsible to identify and recruit individuals for the YPI Advisory Group from the following sectors: 1) Principals and staff from participating schools, 2) Parents and students from participating schools, 3) Program Directors and representatives from each of the partner agencies, and 4) Program volunteers.

Each month the ED's will review the YPI Advisory Group's meeting attendance and minutes. This will ensure stakeholders are engaged and activities align with the following goals: 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 students and parents' participation; and 5) Provide guidance relating to program development, implementation and evaluation.

Recruitment for the YPI Advisory Group will be done through current staff who will identify and recruit parents who have expressed interest in providing input related to programming opportunities. Staff will additionally recruit volunteers based on current network of relationships with professional and civic groups. Newly hired staff of each partner agency will receive a questionnaire allowing them to express interest if desired in being part of the YPI Advisory Group. The YRS will work directly with the CRCSD staff, to identify individuals to be part of the YPI Advisory Group. In service opportunities will be offered twice each year to keep the YPI Advisory Group engaged and to identify new areas of opportunity.

5.4 Program Improvement, Sustainability & Use of Public Funds

Continuous Program Improvement: YPI Program Directors and the YRS will commit to a continuous quality improvement plan that includes the Youth Program Quality Assessment tool (YPQA), a recommended evaluation tool by the Iowa Afterschool Alliance, which will be conducted at each site once a year. The YPI Advisory Council, with follow up assistance from a YPQA trained evaluator, will determine the necessary steps to ensure improvement, program quality, staff compatibility and connectedness; all of which are measured in a YPQA assessment. In addition, each fall and spring the United Way of East Central Iowa's Positive Youth Development Survey (ECIPYD) will be administered to youth members to assess the effectiveness of the program. This feedback will be instrumental in establishing new, or improving existing services.

Sustainability: The YPI agencies have a long history of implementing and sustaining prevention-based services. This is evident with the decade long partnership with the CRCSD and alignment with strategic partners in an ongoing attempt to secure funding to support quality youth programming in our community. Cedar Rapids, Iowa is faced with an elevated number of youth who are unaccounted for during out of school time, and YPI agencies have been a part of broad based community conversations to respond to this need. The establishment of a successful 21st Century program, along with YPI's many existing resources and community partnerships, will account for the sustainability of the project.

Public Use of Funds: YPI combines an array of community partners and services to make the best use of public resources. All agencies have excellent track records of sustaining successful programming through grants, fundraising, and unrestricted contributions from community businesses and individuals. A central referral process has been established for youth and families for access to service and only refers youth for elevated services when appropriate. A review of available services is conducted before use of public funds are initiated and ensures non-duplication of services.

COMMUNICATION PLAN (1 pg)

6.1 Community Outreach Strategies: The YouthPort Initiative will consist of multiple avenues of communication.

STRATEGY	TARGET AUDIENCE	METHOD OF OUTREACH	EXPECTED IMPACT/
Notify media when the grant is awarded (Spring 2016)	Eastern Iowa Corridor	Press Release	Gain community support/volunteers
Hold orientation (Spring 2016)	Parents	Face to face conversation	Parents support the education of their children
Learn where students need help through pre programming assessment (Spring 2016)	Youth	Questionnaire	Tailor the YPI to our youths' interests to better serve them
Communicate at 3,6,9 & 12 months and/or when projects have been completed	Parents	Newsletter highlighting student projects	Understand what their children are learning
Gather student input (Months 3, 6, 9 & 12)	Youth	Survey	Receive feedback about the impact of the YPI to share with staff & volunteers at 3, 6, 9 & 12 month meetings
Receive feedback from each of the partners (Months 3, 6, 9 & 12)	Collaborating Partners	Meetings	Continue partnership
Show volunteer impact (Months 3, 6, 9 & 12)	Volunteers	E-newsletter updates	Retain YPI program volunteers
Seek out students' teachers weekly (Ongoing)	Teachers	Face to face conversation	Receive feedback on the progress students are making with their grades
Share success of YPI Program with area businesses (Fall 2016)	Cedar Rapids Businesses	Presentation to area businesses	Financial Support for our programming
Send information to the Eastern Iowa Corridor	Eastern Iowa Corridor	Press Release	Gain additional support for our activities
Greet parents daily as they pick up their children (Ongoing)	Parents	Face to face conversation	Receive feedback on how they perceive the progress their children are making
Develop advocates within the school board (Ongoing)	Cedar Rapids School Board Members	Presentation at School Board Meeting	Gain additional support from the school district

PARTNERSHIPS

7.1 Programmatic Partnerships

As a way to meet community needs, an innovative collaboration called YPI between Boys & Girls Clubs, Young Parents Network and Tanager Place supports programming to area families. The goal of the partnership is to offer a safe haven for at-risk neighborhoods and provide education and supportive services. Initiatives include:

- Before and after school care for neighborhood children
- Provide young parents and families with networks of professional support and educational programming
- Nutritious meals daily
- Professional guidance and mental health counseling

Collaborating YPI partners combine over 180 years of experience and demonstrate strength and expertise working collaboratively in managing and providing youth programming. Each partner agency has a long commitment to providing quality youth development services and clearly understands the importance of developing the future workforce and strong community citizens. A top executive from each collaborative partner and school principals from each school site serve on the YPI Advisory Council, all of whom have extensive experience implementing out-of-school time programming and sustainability planning. This group has been instrumental in the planning of YPI.

Communication and learning from the school day will continue once youth walk through the doors at the YouthPort sites. A safe, caring environment will allow youth to thrive as programming aligns with both the Cedar Rapids Community School's CSIP plan as well as answers criteria identified by the Iowa Department of Education as eligible activities.

Boys & Girls Clubs of Cedar Rapids will lead YPI through program oversight. BGCCR has provided quality youth development programming in Linn County for 22 years and currently serves approximately 300 youth members each day at five sites located in the metro area. BGCCR has been successful in Cedar Rapids because it provides a positive place for youth to go after school and during the summer to keep them off the streets and out of trouble. Over the past five years, BGCCR has had three Club members receive the distinction of State of Iowa Youth of the Year, a national Boys & Girls Clubs of America competition.

BGCCR will be responsible for the delivery and oversight of the academic success of youth through the Power Hour program, which aligns with the District's CSIP plan. They will also be responsible for incorporating Boys & Girls Clubs of America's Triple Play program for physical fitness and total health of youth. Additional programs offered to youth include but are not limited to: tutoring, technology, fine arts, life skills enrichments, STEM programming, physical fitness, and prevention programming align with 10 of the 14 eligible activities.

Young Parents Network has become a vital community resource with expertise in providing multiple prevention-based programs to children, youth, and families over the last 30 years. YPN Youth Development staff are trained and certified in the 40 Developmental Assets Framework from the Search Institute, a nationally recognized leader in the field of Youth Development, based in Minnesota. Developmental Asset programming has been implemented in both classroom and out-of-school sites with great success for the past ten years and will be the cornerstone of enrichment programming for YPI. During FY 2015 YPN served approximately 2,200 unduplicated children and families through classroom presentations, center-based activities, weekly parent meetings and home visits.

Asset Development, collaborative training, and literacy expertise offered by YPN for YPI aligns with both the District's CSIP plan and 3 of the 14 eligible activities. Additionally, YPN's expertise in the area of parent development and support will be used to offer classes and workshops on the importance of parent involvement.

Tanager Place was founded in 1879 and has maintained a focus on providing professional services to children and their families struggling with mental and behavioral issues. Their three pillars of service include prevention, treatment, and research. With a 250-member team, Tanager Place provides services that directly impact more than 5,000 children and their families annually. A comprehensive approach to mental health with individualized treatment plans provides state of the art evidence-based practices.

Tanager Place will serve the mental and behavioral health needs for youth and families of YPI. They will provide counseling support that aligns with the CRCSD's CSIP plan and 3 of the 14 eligible activities. They will introduce youth to expressive art therapy. They will also serve as the fiscal agent of this grant.

Cedar Rapids School District will play a vital role in YPI. Throughout the program the CRCSD will provide space at Taylor and Hoover schools as program sites; collect and share data regarding students' grades, attendance, and Iowa assessment data; and provide information regarding students in need from all participating schools.

In addition to the partners identified above, other community agencies will be utilized as needed to enhance YPI. For instance, families may be referred to a family support worker to access community resources and meet their critical needs. All services provided by community agencies will assist in meeting YPI goals and objectives through collaboration and programming to serve youth and families.

7.2 Engaging Partners

YPI agencies have been involved in sustaining programming through fluctuating economic conditions over the course of many years. The YPI Advisory Group, composed of representatives from each YPI partner agency, will assume responsibility for long-term sustainability planning. This will include short and long term plans for recruiting new partners, maintaining current relationships within the project, and engaging families and youth for long-term success. Recruitment of partners will be done through collaborative efforts between YPI agencies and their Board of Directors, volunteers, local rotaries and so forth. YPI has the general capacity to provide all the services/activities described and will seek additional funding to maintain services/activities at this current level and to promote growth as identified through participant surveys. The YPI Advisory Group will work together to leverage additional funding through federal, state or local grants and fundraising efforts. YPI agencies have excellent track records of sustaining successful programming through grants, fundraising and unrestricted contributions from community businesses and individuals.

The YPI program is critical to the health and well being of at-risk neighborhoods as it answers the basic needs of families, educational enhancement, daily nutrition needs, parental education interventions and mental health support. This program can be duplicated in a variety of settings and has structural oversight by actively involved YPI Advisory Group members. Funding streams for this program have been secured to date through private donations, special events, and grants. The commitment of the YPI Advisory Group provides a foundation of concrete financial and mission driven support.

EVALUATION

8.1 Experienced Evaluator: YPI will evaluate programming annually using the Youth Program Quality Assessment (YPQA) tool developed by the High/Scope Educational Foundation. The YPQA evaluates the effectiveness of a youth program's quality in the following areas: safe environment, supportive environment, youth interaction, and youth engagement while also assisting staff in the development of an engagement plan. Research shows that youth involved with YPQA-based programs achieve the highest level of youth engagement. Crystal Hall, who has been a trained YPQA evaluator for seven years, will evaluate YPI each spring. She has extensive experience administering the assessment and following up on the results of the YPQA so results can be reported at the local level as well as in cooperation with the Iowa Department of Education.

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

Data to be collected will include:

- Student data from bi-annual standardized assessment results on proficiency levels in reading and math
- Student level data regarding attendance in and feedback on YPI before and after-school enrichment activities
- Student level data regarding attendance in the regular school day program
- Completed YPQA assessments, once a year – *considered a best practice tool*
- Completed United Way of East Central Iowa's Positive Youth Development Survey (ECIPYD) pre and post programming – *best practice*
- Student level data from the Developmental Asset Profile tool
- Teacher Feedback and Tracking Tool
- Parent attendance and feedback on parent learning activities

ECIPYD Survey has been modified from and implemented by the Ready By 21 local chapter. Both BGCCR and YPN Youth Development staff have experience implementing and utilizing this highly effective tool, which is designed to capture a child's experiences directly related to programming while showing attitude and behavioral changes. This tool will measure pre and post program level of 21st Century Skills, youth connection to the site, positive youth-adult relationships, perception of academic success and cultural competence levels.

The YPI Family Survey and feedback forms will be developed and implemented for all the enhancement activities and family activities conducted in the YPI as a way of measuring anecdotal needs and moment-in-time feedback.

The collective use of these evaluation tools will provide comprehensive information regarding program success to ensure ongoing program improvement and adequate reporting to the State Department of Education.

8.2 TIMELINE OF EVALUATION

DATE	ACTIVITY	RESPONSIBLE PARTY	FOLLOW UP/DESIRED OUTCOME
Fall 2016	<p>Documentation of baseline ITBS scores, attendance, and grades</p> <p>Pre-test evaluation using ECIPYD Survey and the DAP tools</p> <p>Conduct school staff and parent meetings as orientation to the program</p> <p>Assess the site using YPQA</p>	<p>BGCCR</p> <p>YPN</p> <p>YPI Program Director in partnership with agencies and community stakeholders</p> <p>YPN</p>	<p>Information sharing with partner agencies and their BODs</p> <p>Incorporation of data into the sustainability plan</p> <p>Publication of results to bolster community support.</p>
3, 6, 9, and 12 month marks AND/OR at the completion of a project within the program	<p>Continued assessment of programming to ensure alignment with student needs, CSIP, family needs, 14 eligible activities, and youth interests</p> <p>Conduct staff and volunteer reviews to ensure retention and development</p> <p>Hold YPI Advisory Group meetings for discussion and outcome</p> <p>Conduct school staff, School Board, and parent meetings as part of an ongoing communication plan for the program</p>	<p>YPI Program Director, Partner Agencies and community stakeholders as indicated</p>	<p>Tweak programming as needed for best possible outcome for youth.</p>
Summer 2017	<p>Conduct annual assessments to compare with baseline data</p> <p>Share information with the community</p>	<p>YPI Advisory Group Members</p>	<p>Evaluate the success of the program, develop a plan for year 2, incorporate findings into the sustainability plan of the project, deliver data to the state and publicize according to the Communication Plan</p>

BUDGET NARRATIVE

9.1 Application Detailed Justification *(Budget narrative applies to both sites unless otherwise stated)*

Personnel: YouthPort Initiative will be staffed in direct relation to programming and personnel needs. Cost estimated as follows:

Program Director: .3 FTE dedicated to Hoover site with annual salary of \$43,000. Benefits are factored at 25% (\$3,225) and include health, dental, long-term disability, FICA, Social Security, unemployment and workers comp. Sal:\$12,900-Ben:\$3,225=**\$16,125**

Program Director: .3 FTE dedicated to Taylor site with annual salary of \$43,000. Benefits are factored at 25% (\$3,225) and include health, dental, long-term disability, FICA, Social Security, unemployment and workers comp. Sal:\$12,900-Ben:\$3,225=**\$16,125**

YouthPort Resource Specialist: .3 FTE dedicated to Taylor site with annual salary of \$35,000. Benefits are factored at 25% (\$2,625) and include health, dental, long-term disability, FICA, Social Security, unemployment and workers comp. Sal:\$10,500-Ben:\$2,625=**\$13,125**

Program Director for enrichments and Ready to read: .3 FTE dedicated to ready to read and asset development implementation annual salary of \$43,000. Benefits are factored at 25% (\$3,225) and include health, dental, long-term disability, FICA, Social Security, unemployment and workers comp. Sal:\$12,900-Ben:\$3,225=**\$16,125**

Program Site Director Totals: \$61,500

<p>Hoover Youth Program Assistants: 5 PTE's to maintain a 1:15 ratio being paid \$10.00/hr. Hours include summer: 9 hrs/day, school days: 4 hrs/day and early out days: 6 hrs/day.</p> <p>Adding 50 students to the After School Program requires 3 additional PTE. (2 staff x 180 days x 5hrs/day x \$10 = \$18,000)</p> <p>Adding 75 students to Summer Program requires 5 additional PTE. (5 staff x 30 days x 9hrs/day x \$10 = \$20,250)</p> <p>Youth Program Assistants Total: \$38,250</p>	<p>Taylor Youth Program Assistants: 5 PTE's to maintain a 1:15 ratio being paid \$10.00/hr. Hours include summer: 9 hrs/day, school days: 5 hrs/day and early out days: 6 hrs/day.</p> <p>Adding 50 students to the After School Program requires 2 additional PTE. (2 staff x 180 days x 5hrs/day x \$10 = \$18,000)</p> <p>Adding 75 students to the Summer Program requires 5 additional PTE. (5 staff x 30 days x 9hrs/day x \$10 = \$20,250)</p> <p>Youth Program Assistants Total: \$38,250</p>
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Part time Youth Program Assistants will be employed by BGCCR & YPN

Tanager Place Personnel

<p>Hoover Tanager Place will provide Counseling and Expressive Arts programming 12 hours each week at Hoover @ \$30/hr. <i>(including benefits)</i></p> <p>Tanager Place Total at Hoover \$18,720</p>	<p>Taylor Tanager Place will provide Counseling and Expressive Arts programming 8 hours each week at Taylor @ \$30/hr. <i>(including benefits)</i></p> <p>Tanager Place Total at Taylor \$16,925</p>
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Total Personnel Costs at Hoover: \$118,470
Total In kind at Hoover: \$11,000

Total Personnel Costs at Taylor: \$116,675
Total In kind at Taylor: \$10,000

Staff Travel: Staff travel calculated at current state rate of .39 and included as an in-kind expense by each organization.

Total Staff Travel Costs (In kind) \$4,200

Materials: 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.

Total Material Costs: \$15,580 (Hoover) \$15,825 (Taylor)

Material (In kind) at each site: BGCCR: \$5,000, YPN \$3,000, Tanager Place: \$2,000

OTHER EXPENSES

Professional Development: The PD and YRS will attend the 21st Century prescribed conferences in Washington DC and Des Moines. Resource materials such as curriculum and training manuals for the enrichment programs will be accounted for in this line item as well.

Professional Development Total: \$7450 (Hoover) \$8,000 (Taylor)

Student Access Transportation: Funds will be used to cover the expenses such as fuel, staff mileage for transport, and repairs related to program access. Boys & Girls Club and its partners have access to a fleet of three vans and one 30-passenger bus that will be used to transport youth for any off-site activities.

Total Student Transportation \$4,000 (Hoover) \$5,000 (Taylor)

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

Total Evaluation Cost \$7,000 (Per site)

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

Total Administrative Costs \$7,500 (Per Site)

TOTAL YEARLY PROJECT BUDGET: \$160,520 (Hoover) \$157,655 (Taylor)

TOTAL YEARLY IN KIND CONTRIBUTIONS: \$26,200 (Hoover) \$24,200 (Taylor)

TOTAL YEARLY REQUEST: \$150,000

9.2 Application Program seeks to supplement not supplant: YPI will be an extension of services at Taylor and Hoover Schools. These sites currently serve 50 youth per site through YouthPort programming and with the addition of YPI, will allow us to serve an additional 100 youth at each site for a total of 200 youth at these schools and will not replace any currently accessed funding streams. There will be significant investment from the local community through in-kind support and resources as referenced in the previous section. This project exists because of the broad based partnerships that exist between these organizations. We all work together to provide the best possible service and in doing so, are able to serve more youth in a highly efficient manner. This program relies completely on donated funds.

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

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
- Private Nonprofit Organization-
Number of years in operation 136
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:
42-0688079 **OR**
Enter School District Code

(If applicable) Enter Child Care License #:

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. Examples of documentation are provided.

- Application proposes to serve children and youth in ***schools designated in need of assistance (SINA)*** under Title I (Section 1116). *5 additional points awarded*

Documentation: SINA list from the Iowa Department of Education website available at www.educateiowa.gov

Example of documentation: SINA list provided by the Iowa Department of Education available at https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina#SINA_Schools.

- Application 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. *5 additional points awarded*

Documentation: See attached MOUs

Examples of documentation: Original signatures of joint applicants or MOUs recognizing joint submission.

FORM A: SITE INFORMATION

*Please fill out this section for **each site** you plan to operate under the grant.*

21CCLC Site Name: Taylor Elementary School		
Site Address: 720 Seventh Ave SW		
City, State, Zip: Cedar Rapids, IA 52404		
Phone: (319) 310-7124		
Site Contact Person: Jenny Emerson		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
No feeder schools		
21CCLC Site Name: Hoover Elementary School		
Site Address: 4141 Johnson Ave NW		
City, State, Zip: Cedar Rapids, IA 52405		
Phone: (319) 731-3266		
Site Contact Person: Jenny Emerson		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
No feeder schools		
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

(If more sites are included in the application, please duplicate this form.)

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families.

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 following completion of the 21CCLC award period.

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.

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, if requested.

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, 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.

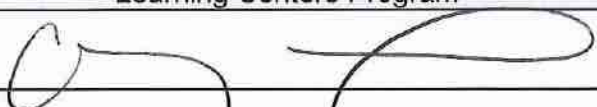
Part M: Private and Public School Consultation

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.


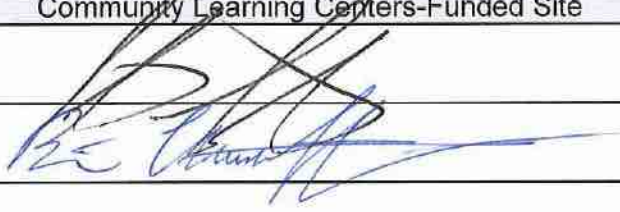
Part N: Grant Termination (Additional conditions in appendix D)

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).

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


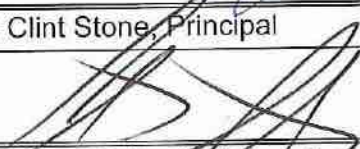

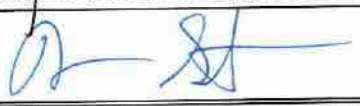
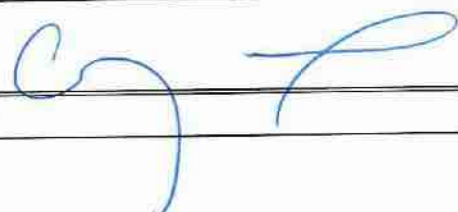
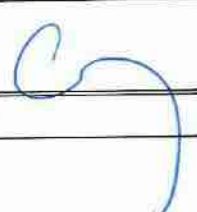
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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

FORM C: COLLABORATIVE SIGNATURES

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

Applications only allowed up to five (5) additional pages for signatures.

Name/Signature	Agency Affiliation	
Name/Title: Brian Christoffersen, 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 52405	Phone 319-558-2369
Name/Title: Brian Stutzman, Executive Director	Agency Young Parents Network	
Signature 	Address 420 6 th St SE, Ste 260	
	City/Zip Cedar Rapids , IA 52401	Phone 319-364-8909
Name/Title: John Tursi, Executive Director	Agency Boys & Girls Clubs of Cedar Rapids	
Signature 	Address 420 6 th St SE, Ste 240	
	City/Zip Cedar Rapids , IA 52401	Phone 319-363-5766
Name/Title: Okpara Rice, Executive Director	Agency Tanager Place	
Signature 	Address 2309 C St SW	
	City/Zip Cedar Rapids , IA 52404	Phone 319-365-9164
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
Young Parents Network**

I. Parties

This MOU is between YouthPort located at 2309 C St. SW, Cedar Rapids, IA, and Young Parents Network located at 420 6th St. SE Cedar Rapids, Iowa.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/16 and ends on 5/31/17.

III. YouthPort Responsibilities

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

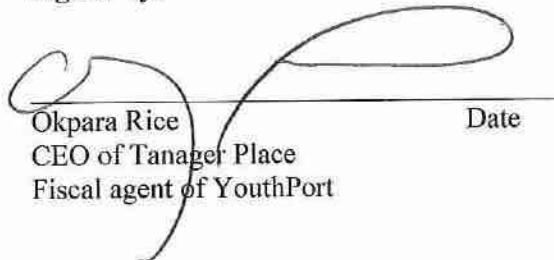
IV. Young Parents Network Responsibilities

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

V. General Agreements


- This agreement is predicated upon 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:



Okpara Rice
CEO of Tanager Place
Fiscal agent of YouthPort

Date



Brian Stutzman
Executive Director
Young Parents Network

12/9/15
Date

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
YouthPort
And**

Boys & Girls Clubs of Cedar Rapids (BGCCR)

I. Parties

This MOU is between YouthPort located at 2309 C St. SW, Cedar Rapids, IA, and Boys & Girls Clubs of Cedar Rapids located at 420 6th St. SE Cedar Rapids, Iowa.

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/16 and ends on 5/31/17.

III. YouthPort Responsibilities

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

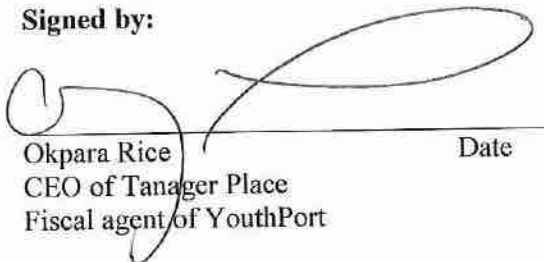
IV. BGCCR Responsibilities

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


V. General Agreements

- This agreement is predicated upon 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:


Okpara Rice
CEO of Tanager Place
Fiscal agent of YouthPort

Date


John Tursi
Executive Director
Boys & Girls Clubs of Cedar Rapids

12/8/15
Date

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
YouthPort
And
Tanager Place**

I. Parties

This MOU is between YouthPort located at 2309 C St. SW, Cedar Rapids, IA, and Tanager Place located at 2309 C St. SW Cedar Rapids

II. Duration of Agreement

This MOU for partnership in the 21st Century Learning Center Grant Application Process becomes effective 6/1/16 and ends on 5/31/17.

III. YouthPort Responsibilities

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

IV. Tanager Place's Responsibilities

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

V. General Agreements


- This agreement is predicated upon 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:



Brandi Mueller
YouthPort Board Chair

Date



Okpara Rice
Chief Executive Officer
Tanager Place

Date

MEMORANDUM OF UNDERSTANDING (MOU)

**Between
YouthPort
And
Taylor Elementary School**

I. Parties

This MOU is between YouthPort located at 2309 C Street SW, Cedar Rapids, IA, and 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 6/1/16 and ends on 5/31/17.

III. YouthPort Responsibilities

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

IV. Taylor 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 outlined 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:



Okpara Rice
CEO of Tanager Place
Fiscal agent of YouthPort

Date



Brian Christoffersen
Principal
Taylor Elementary School

Date

12/1/15

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 6/1/16 and ends on 5/31/17.

III. YouthPort Responsibilities

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

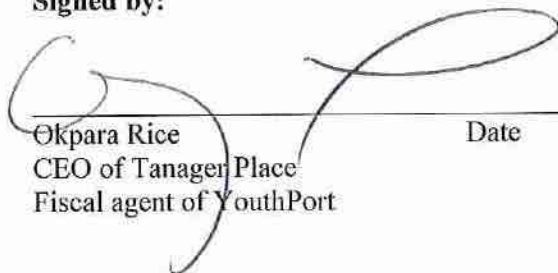
IV. Hoover Elementary Responsibilities

- 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 outlined in the 21st Century application.

V. General Agreements

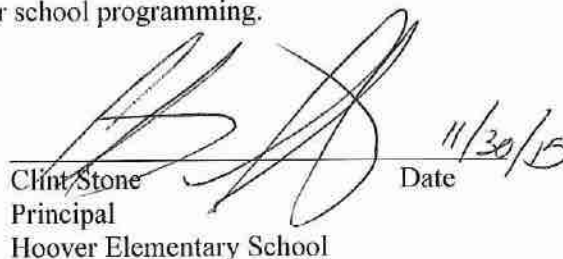
- This agreement is predicated upon YouthPort being in receipt of grant award for 21st Century Learning Centers Grant and as outlined in the Department of Education's before and after school programming.

Signed by:



Okpara Rice
CEO of Tanager Place
Fiscal agent of YouthPort

Date



Clint Stone
Principal
Hoover Elementary School

Date 11/30/15

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application: <u>2</u>	Total number of students being served (all sites for one year): <u>200</u>	Total three-year funding request (all sites): <u>\$900,000</u>
	Total first-year funding request (all sites): <u>\$300,000</u>	

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Taylor Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	100
Hoover Elementary School	\$150,000	\$150,000	\$150,000	\$450,000	100
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:

Boys & Girls Clubs of Cedar Rapids

Site: Hoover Elementary School

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$110,407.50 \$7,000	\$8062.50 \$4,000	\$110,407.50 \$7,000	\$8062.50 \$4,000	\$110,407.50 \$7,000	\$8062.50 \$4,000	\$355,410 \$33,000
Staff Travel In kind	\$3,200	\$1,000	\$3,200	\$1,000	\$3,200	\$1,000	\$12,600
Materials	\$4580 \$8,500	\$1,000 \$1,500	\$4580 \$8,500	\$1,000 \$1,500	\$4580 \$8,500	\$1,000 \$1,500	\$12,000 \$30,000
Professional Development (minimum 4% per year)	\$6,000	\$1,450	\$6,000	\$1,450	\$6,000	\$1,450	\$22,350
Student Access, Transportation etc. (maximum 8% per year)	\$3,000	\$1,000	\$3,000	\$1,000	\$3,000	\$1,000	\$12,000
Evaluation (about 4% per year)	\$6,000	\$1,000	\$6,000	\$1,000	\$6,000	\$1,000	\$21,000
Administrative/ Indirect Costs (maximum 8% per year)	\$6,500	\$1,000	\$6,500	\$1,000	\$6,500	\$1,000	\$22,500
Totals	\$136,487.50 \$18,700	\$13,512.50 \$6,500	\$136,487.50 \$18,700	\$13,512.50 \$6,500	\$136,487.50 \$18,700	\$13,512.50 \$6,500	

Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FOR

FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET

Applicant Agency:

Boys & Girls Clubs of Cedar Rapids

Site: Taylor Elementary School

Directions: Provide a proposed budget for each proposed program site. Totals are to be listed on Form D1.

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 100

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel Personnel (In kind)	\$108,612.50 \$8,000	\$8,062.50 \$2,000	\$108,612.50 \$8,000	\$8,062.50 \$2,000	\$108,612.50 \$8,000	\$8,062.50 \$2,000	\$350,025 \$30,000
Staff Travel (In kind)	\$3,200	\$1,000	\$3,200	\$1,000	\$3,200	\$1,000	\$12,600
Materials Materials (In kind)	\$4,000 \$8,500	\$1,825 \$1,500	\$4,000 \$8,500	\$1,825 \$1,500	\$4,000 \$8,500	\$1,825 \$1,500	\$17,475 \$30,000
Professional Development (minimum 4% per year)	\$6,000	\$2,000	\$6,000	\$2,000	\$6,000	\$2,000	\$24,000
Student Access, Transportation etc. (maximum 8% per year)	\$4,000	\$1,000	\$4,000	\$1,000	\$4,000	\$1,000	\$15,000
Evaluation (about 4% per year)	\$6,000	\$1,000	\$6,000	\$1,000	\$6,000	\$1,000	\$21,000
Administrative/ Indirect Costs (maximum 8% per year)	\$6,500	\$1,000	\$6,500	\$1,000	\$6,500	\$1,000	\$22,500
Totals Total In kind	\$135,112.50 \$19,700	\$14,887.50 \$4,500	\$135,112.50 \$19,700	\$14,887.50 \$4,500	\$135,112.50 \$19,700	\$14,887.50 \$4,500	

Required: One form D2 per site. Please reproduce this page for each site included in the application. CONTINUATION GRANTEEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FOR

FORM D3: 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.

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference,) that will be used to start up and operate the program for up to three months.

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. 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.

* **Note:** Agencies must validate their resources before any award can be made.

FORM E: MINORITY IMPACT STATEMENT

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

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. Describe the positive impact expected from this project:

Indicate which group is impacted:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input checked="" type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input checked="" type="checkbox"/> Blacks | |

- The proposed grant project programs or policies could have a disproportionate or unique **negative** impact on minority persons. Describe the negative impact expected from this project:

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

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

Indicate which group is impacted:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input type="checkbox"/> Blacks | |

- 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: Emma Thompson

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.

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date: December 1, 2015 Time: 9:00am Location: Boys & Girls Club Administrative Office</p>
---	---

Meeting called by: John Tursi
Attendees: (Attach attendance sign-in sheet)

Type of meeting: Phone Call

----- Agenda Topics -----		
<p>Welcome John Tursi [Insert <i>time allocation</i>]</p> <p><u>Discussion:</u> Mr. Tursi reached out to Nick Duffy, Principal at LaSalle Middle School to let him know that we would like to partner with LaSalle should we be chosen for the 21st Century Community Learning Center grant. Mr. Duffy did not indicate if they would have any students who could use the services of the YouthPort Initiative.</p> <p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>—</p>	<p><u>Person responsible:</u></p> <p>_____</p> <p>—</p>	<p><u>Deadline:</u></p> <p>_____</p> <p>—</p>
<p>Resources for Non-Public Schools [Insert <i>Name</i>] [Insert <i>time allocation</i>]</p> <p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p> <p><u>Conclusions:</u> _____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p> <p>—</p>	<p><u>Person responsible:</u></p> <p>_____</p> <p>—</p>	<p><u>Deadline:</u></p> <p>_____</p> <p>—</p>

[continues on next page]

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

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.

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