

Application Cover Page

21st Century Community Learning Centers

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

All questions should be directed to:

Vic Jaras at vic.jaras@iowa.gov
515-242-6354

Intent to Apply

Prospective applicants should notify the Department of their intent by the posted deadline to allow for arrangements for the proposal review using this link:

<https://www.surveymonkey.com/r/FY2121stCenturyLOI>

Grant Submission

Two (2) print copies (one of these copies must be the signed original) and one (1) electronic copy of the application in Word format with budget documents in Excel format must be **received** by the Iowa Department of Education by **the due date**. Failure to provide your application by the due date will disqualify your proposal. All proposals are date stamped when received at the Iowa Department of Education.

Due to 508 compliance which required accessibility to all readers, we can only accept your electronic application in Word format. Plan on sending in your materials early in case of delays in the mail, technical issues, etc. The electronic copy will be accepted on a CD, flash drive, or can be sent via e-mail to Vic Jaras at vic.jaras@iowa.gov. Note: Due to email size limitations and filtering we are not responsible if your email does not go through. An electronic copy on physical media is preferred. Flash drives or media will not be returned.

The application, instructions, and rubric will be available on the Iowa Department of Education website at: <https://www.educateiowa.gov/pk-12/title-programs/title-iv-part-b-21st-century-community-learning-centers>

Application Information

Applicant Serving as Fiscal Agent (Applicant Agency)

Siouxland Human Investment Partnership

| | | | |
|--|------------|--|-------------------|
| County: Woodbury | | Amount Requested: \$146,700 (Total for Year 1 from Form D1) | |
| Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Matt Ohman | | Grant Contact/Project Director: Jenna Andrews | |
| Agency Name: Siouxland Human Investment Partnership | | Agency Name: Beyond the Bell | |
| Address: 1520 Morningside Ave | | Address: 2500 Glen Avenue Suite 78 | |
| City: Sioux City | Zip: 51106 | City: Sioux City | Zip: 51106 |
| Phone: 712-222-6389 | FAX: | Phone: 712-277-3600 | FAX: 712-277-3610 |
| Email: mohman@siouxlandship.org | | Email: jandrews@siouxlandship.org | |

DUNS Number: 02-625-85153

| | | | |
|---|------------|---------------------------------|------------|
| Data Collection and Evaluation Contact: Consulting By Design | | Fiscal Contact: Kelsey Keane | |
| Address: P O Box 2698 | | Address: 1520 Morningside Ave | |
| City: Sioux City | Zip: 51106 | City: Sioux City | Zip: 51106 |
| Phone: 612-804-3417 | FAX: | Phone: | FAX: |
| Email: consultingbydesign@yahoo.com | | Email: kkeane@siouxlandship.org | |

PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL GRANTEES)

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

- X School/Site/Building Name: Bryant Elementary
- o School/Site/Building Name: _____
- o School/Site/Building Name: _____

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

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

Do you plan to follow best practices?

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

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

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

- » Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?
Yes _____ No x _____
- » Did you meet your attendance goals for the past two years?
Yes x _____ No _____
- » Provide your last enrollment number(s): 89 _____
- » Provide your last average daily attendance: 75 _____
- » Did you meet your academic goals for the past two years?
Yes x _____ No _____
- » How many of your local evaluation goals did you meet over the past two years?
100% _____ 90- 55% x _____ Over 50% _____ Less than 50% _____ None _____
- » How much have office referrals been reduced over the past five years of your grant?
Over 75% _____ Over 50% x _____ Less than 50% _____ None _____
- » Have you provided children with the required snack?
Yes x _____ No _____

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

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

Legal Status of Applicant

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

City or City Agency

County or County Agency

State or Federal Agency

State College or University

Community College

County Office of Education

School District

Tribal Council

Military Installation

Nonprofit Organization-

Number of years in operation 20

For-Profit Organization

Number of years in operation _____

Enter Federal Employer ID Number:

42-1495836 OR

Enter School District Code

(If applicable) Enter Child Care License #:

30756

COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

Urban: 50,000 or more people

Urban cluster (suburban): between 2,500 and 49,999 people

Rural: 2,499 or fewer people

Request for Competitive Priority

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

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

Documentation (2 pieces required): _____

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

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

Documentation: Beyond the Bell is located in Woodbury County with a child poverty rate of 19.8%. According to an annual Kids Count report released by the Annie E. Casey Foundation Iowa was ranked third overall in the U.S. for child well-being. The report showed that rates in Iowa for kids who live in poverty dropped significantly since 2010 and are above the national averages. However, in Woodbury County there is an increase of children living in poverty. It is up more than 18% since 2000 with a 3.7% increase from 2017 to 2018. Proficiency rates and high school graduation rates increased slightly but child abuse and neglect cases increased by almost 74% in the time frame from 2000-2017. <http://www.aecf.org>

Examples of documentation: Look up your count at <https://datacenter.kidscount.org/data/tables/1239-child-poverty?loc=17&loct=5#detailed/5/2715-2813/false/37,871,870.573,869,36.868,867,133,38/any/2685>

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

Documentation: _____

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

NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the

points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.

Form A: Site Information

2021-22 Site Profile

| | | | |
|--------------------|--|----------------|----------------------------|
| School/Agency Name | Siouxland Human Investment Partnership | Project Number | |
| Site Name | Bryant Elementary | | |
| Site Address: | 3040 Jones Street | City | Sioux City |
| | | County | Woodbury |
| Site Contact Name: | Jenna Andrews | Phone | 712-277-3600 |
| | | Email | jandrews@siouxlandship.org |

TARGET SCHOOLS

| School Name (can apply for up to 3 sites) | School-wide Information | | | # Targeted Students | | | |
|---|-------------------------|------------------|-----------------------------|--------------------------|-----------|-----------|-----------|
| | Grades Served by School | Total Enrollment | Free and Reduced Lunch Rate | Grades Served by Program | BS | AS | SUM |
| Bryant Elementary | K-5 | 516 | 80.67% | K-5 | 75 | 75 | 30 |
| | | | | | | | |
| | | | | | | | |
| TOTAL | | | | | 75 | 75 | 30 |

BEFORE SCHOOL (BS) Site Operations

| | | | | | |
|------------------|---|----------|-----------|------------------------------|--------|
| Start Date | 08/2022 | End Date | 05/2023 | Total Number of Service Days | 180 |
| Non-service days | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Start Time | 6:30 | 6:30 | 6:30 | 6:30 | 6:30 |
| End Time | 8:30 | 8:30 | 8:30 | 8:30 | 8:30 |
| Hours | 2 | 2 | 2 | 2 | 2 |
| | Total hours of Before School services per typical week. | | | | |
| | 10 | | | | |

AFTER SCHOOL (AS) Site Operations

| | | | | | | | |
|---------------------|-------------------------------------|----------|-----------|------------------------------|--------|--|------|
| Start Date | 08/2022 | End Date | 05/2023 | Total Number of Service Days | 180 | | |
| Non-service days | | | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | Total hours of After School services per typical week. | |
| Start Time | 2:30 | 3:30 | 3:30 | 3:30 | 3:30 | | |
| End Time | 6:00 | 6:00 | 6:00 | 6:00 | 6:00 | | |
| Hours | 3.5 | 2.5 | 2.5 | 2.5 | 2.5 | | 13.5 |
| Early Release Dates | Every Monday 1 hour early dismissal | | | Total Service Days | 180 | Hours/Day | 3 |

SUMMER (SUM) Site Operations

| | | | | | | | |
|------------------|---------|----------|-----------|------------------------------|--------|----------|--|
| Start Date | 06/2023 | End Date | 07/2023 | Total Number of Service Days | 39 | | |
| Non-service days | | | | | | | |
| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Total hours of Summer services per typical week. |
| Start Time | 6:30 | 6:30 | 6:30 | 6:30 | 6:30 | | |
| End Time | 5:30 | 5:30 | 5:30 | 5:30 | 5:30 | | |
| Hours | 11 | 11 | 11 | 11 | 11 | | |

ADULT FAMILY MEMBER Services

| | | | |
|---|---|---|----|
| Describe Frequency, Duration, and Dosage: | Monthly community resource and family engagement activities | | |
| Total Number of Sessions | 9 | Total Number of Adult Family Members Served | 60 |

Form B: Assurances & Agreements Required of All Applicants

Part A: Nondiscrimination

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

Part B: Use of Funds

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR).
<https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part G: Evaluation and Data Collection

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education.

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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

Part M: Private and Public School Consultation

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

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

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

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

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

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

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

the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812

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

Form C: Collaborative Signatures

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

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

| Name/Signature | | Agency Affiliation | |
|----------------|---------------------------|--------------------|--|
| Name/Title | Jacey Hanna | Agency | Beyond the Bell |
| Signature | Jacey McKenna | Address | 1903 S. Patterson St. |
| | | City/Zip | Sioux City, IA Phone 712-899-0407 |
| Name/Title | Geraldine Lara | Agency | Beyond The Bell |
| Signature | Geraldine Lara | Address | 33664 Herring Dr |
| | | City/Zip | Sioux City, IA Phone 712-577-0804 |
| Name/Title | Angela Holcomb /Principal | Agency | Sioux City Community Schools |
| Signature | Angela Holcomb | Address | 504 Huntington Ct. |
| | | City/Zip | Sargeant Bluff Sioux Phone 712-635-1746 |
| Name/Title | Amy Cole /teacher | Agency | Sioux City School District |
| Signature | Amy Cole | Address | 337 Lakeshore Drive |
| | | City/Zip | McCook Lake SD Phone 712-490-6071 |
| Name/Title | Barb Burson | Agency | SCCSD (Bryant) |
| Signature | Barb Burson | Address | 3040 Jones St. |
| | | City/Zip | Sioux City IA Phone (712) 898-6657 |
| Name/Title | Carrie Edwards | Agency | SCCSD (Bryant) |
| Signature | Carrie Edwards | Address | 3040 Jones St. |
| | | City/Zip | Sioux City Phone 712-490-0102 |
| Name/Title | Katie Demers | Agency | SCCSD (Bryant) |
| Signature | Katie Demers | Address | 3040 Jones St. |
| | | City/Zip | Sioux City, IA Phone 712-253-4123 |
| Name/Title | Emilie Olveda | Agency | SCCSD (Bryant Elementary) |
| Signature | Emilie Olveda | Address | 3040 Jones St. |
| | | City/Zip | Sioux City, IA Phone 712-212-4114 |
| Name/Title | Kelsie Nibaur | Agency | SCCSD (Bryant) |
| Signature | Kelsie Nibaur | Address | 3040 Jones St. 3040 Jones St. |
| | | City/Zip | Sioux City, IA Phone (712)-212-5004 |

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>1</u> | Total number of students being served (all sites for one year): <u>105</u> | Total first-year funding request (all sites): <u>\$146,700.00</u> | Total three-year funding request (all sites): <u>\$440,100.00</u> |

| FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION | | | | | |
|--|------------------------|------------------------|------------------------|---|---|
| NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site. | | | | | |
| Name of Program Site(s) (School Year) | 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 |
| Bryant Elementary | \$135,000.00 | \$135,000.00 | \$135,000.00 | \$405,000.00 | 75 |
| | \$ | \$ | \$ | | |

| | | | | | |
|--|-------------|-------------|-------------|----------|----|
| | \$ | \$ | \$ | \$ | |
| Name of Program Site(s) (Summer School) | | | | | |
| Bryant Elementary | \$11,700.00 | \$11,700.00 | \$11,700.00 | \$35,100 | 30 |
| | \$ | \$ | \$ | \$ | |
| | | | | | |

Funding Estimator

The Funding Estimator is provided as an Excel document and is designed to be a tool to determine the amount of funding needed to implement a successful program.

[Download the Funding Estimator here](#)

Form D2

Forms D2 and D3 are provided as Excel spreadsheets. Please complete and submit those forms as Excel spreadsheets along with this document.

Please submit a single spreadsheet with all your D2 forms tabulated. You must complete a form for each site you will operate under your 21CCLC grant.

[Download Form D2 here](#)

Form D3

Please submit a single spreadsheet for your Form D3. This form is new this year and provides a summary of your 21st Century expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.

[Download Form D3 here](#)

2 CFR 200.331(b) requires states to conduct a risk assessment- Each Quarter your claim is reviewed for the amount (over or below quarterly average) and for restricted categories (like PD). We are adding a quarterly attendance check. Your D1 number is the number of students you proposed to serve and are receiving federal funds for. The Enrollment number is the actual number of students. The average daily attendance shows how many attend on a regular basis.

The Grant Application requires you to serve 70% of the D1 number by the end of year 1. The Grant Application requires you to serve 80% of the D1 number by the end of year 3.

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.

If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: vic.jaras@iowa.gov). There are many options that can help increase enrollment, attendance and decrease referrals in this program.

Failure to meet your attendance goals can result in a reduction in your federal funding. Your award for the following year may be reduced due to insufficient attendance this year.

Form D4: Applicant Agency's Fiscal Resource Information

It is recommended that each applicant, including school districts, public entities, or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

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 startup 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.)"

Siouxland Human Investment Partnership has been incorporated as a non-profit organization since 1999 and responsively uses funds to meet all financial responsibilities. Per SHIP's completed independent audit report as of June 30, 2019, SHIP maintains the financial capacity to maintain the programs of our organization through the annual net income of \$306,805 (Total Revenue - \$6,829,805 & Total Expense - \$6,523,000) and net assets totaling \$2,965,578.

Security National Bank of Sioux City, Iowa, serves as SHIP's financial institution. The bank provides for the secure holding of SHIP's funds, and SHIP utilizes a sweep account that automatically transfers funds between SHIP's regular checking account and an interest-bearing account as needed. The bank recognizes the diverse funding sources with which SHIP does business and the resulting array of payment schedules. As a result, Security National Bank provides SHIP a line of credit when needed without any maximum dollar amount. SHIP's allocations and grants are reimbursable funding streams; thus, SHIP's accounts receivable balance serves as the security for the line of credit.

Bank Information - Security National Bank, 601 Pierce Street, Sioux City, Iowa 51102

Cash & Cash Equivalents (as of June 30, 2020) - \$3,168,922

Accounts Receivable Balance (as of June 30, 2020) - \$846,276

* 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:

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

Describe the positive impact expected from this project: The programming provided will provide a safe environment with structured enrichment activities that will enhance both academic and social/emotional growth.

- 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.

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact. _____

I hereby certify that the information on this form is complete and accurate, to the best of my knowledge:
Name: Alley Kline
Title: Business & Finance Director

Definitions

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

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

b. As used in this subsection:

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

"*Disability*" does not include any of the following:

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

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

Form F: Private School Consultation Meeting Log

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

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

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

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

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

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

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



Private School Consultation Meeting Log

Date: 08/05/2020

Time: 11:15 A.M.

Location- phone, email and in person meetings

Meeting called by: Abby Kempema

Ms. Younger the Holy Cross at St. Michaels principal meet with me at their school location, through phone conversations, and multiple email correspondence.

Contact Information:

Debi Younger

Email: debi.younger@bishopheelan.org

Phone: 712-239-1090

Type of meeting: In person, phone conversations and email correspondence

Attendees: Abby Kempema and Debi Younger- Holy Cross St. Michaels Principal

----- **Agenda Topics** -----

Welcome

[

Discussion: In February of 2020 Beyond the Bell and Holy Cross at St. Michaels Center had started conversations of having a BTB location at this location. Holy Cross is a PK-2nd grade building that then feeds into Blessed Sacrament a 3rd-8th grade building. Blessed Sacrament is the private school within the boundary of Bryant Elementary. BTB programming would be located at their Holy Cross location with children attending from both schools for grades PK-8th.

Ms. Younger and I continued conversations into March with the decision to start a BTB program at their Holy Cross location at the beginning of the 2020-21 school year.

August 5th- Ms. Younger and I finalized all licensing and programmatic paperwork that needed to be finished for program to be up and running the first day of school. Students that attend Blessed Sacrament will be bussed to Holy Cross location for BTB programming afterschool until 6 p.m.

August 25th- BTB program started at Holy Cross St. Michaels Center for the 2020-21 school year

Conclusions: Blessed Sacrament is the private school withing Bryant Elementary's boundary. There is currently afterschool care provided through BTB.

Action Items:

Services started fall of 2020

Person responsible:

Jenna Andrews-Program Director

Fatima Ramirez- On Site Manager

Deadline:

Resources for Non-Public Schools [Insert Name] [Insert time allocation]

Discussion: _____

Conclusions: _____

Action Items:

Person responsible:

Deadline:

Consultation Procedures [Insert Name] [Insert time allocation]

Discussion: _____

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

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

Outcome of Consultation
 Participation

The private school will participate.

~~X~~The private school will not participate.

Other Information

| | |
|--------------------------|-------------------------|
| Resource persons: | Abby Kempema |
| Special notes: | Program already offered |

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

Form G: Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

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

| Community Partner | Contribution (detail) | Staff Provided | In-kind value | Sites Served |
|--|---|-------------------------------|--------------------|--------------|
| Sioux City Community School District | Use of school building | Janitors and other site staff | \$80,000 | Bryant |
| Community Action Agency | Resources from families for rent and utility assistance, filing taxes, and other community resources | 1-2 | \$500.00 | Bryant |
| Siouxland District Health Department | Provide resources for families to find a doctor, help with immunizations, understanding healthcare options | 1 | \$500.00 | Bryant |
| Siouxland Community Health Department | Provide resources for families regarding healthcare and mental health services | 1-2 | \$500.00 | Bryant |
| Catholic Charities Diocese of Sioux City | Provide resources to families for parenting classes (Love and Logic), mental health assessments, and other community programs | 1-2 | \$1000.00 | Bryant |
| TOTAL: | | | \$82,500.00 | |

Previous Sustainability Form

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

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

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

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

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

Did you have a gap in funding before this application? ___x___ Yes ___No

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

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

BTB is a before school, after school, and summer program along with a past and current 21CCLC grantee. Bryant Elementary was a 21CCLC grantee in cohort 7 from 2012-2016. BTB achieved and maintained all attendance and academic goals during their time as a grantee and continues to offer enrichment activities and academic tutoring. Since the time Bryant Elementary was a grantee the school was demolished and rebuilt which has caused an increase in enrollment and classrooms. Bryant Elementary at the time of the grant averaged an enrollment of around 250 students. Current enrollment for the 2020-21 school year is 516 students.

During the years while Bryant was a 21 CCLC grantee the average attendance was 75 students. Program currently still exists, but a much- reduced capacity with an average daily attendance of 23 students. Bryant Elementary was able to sustain programming at a reduced capacity due to the partnerships and relationships made through years of programming. The SCCSD allows us to use their school locations that is all in-kind to our program. The SCCSD central kitchen provides students with a

healthy snack each afternoon and Boy Scouts and Girl Scouts have found other avenues of funding to help scholarship their registration fee for our Bryant students. A Bryant Elementary teacher has volunteered her time to the program to help students that are behind in certain areas tutoring time. To be able to continue the much-needed programming at Bryant Elementary and reach a larger number of students and families a 21CCLC grant is needed. Due to Bryant being one of the most impoverished schools in the district with the highest FRLP rate, and the increase in student population over the past 3 years, this program will not be able to continue at any larger capacity without federal funding. SHIP and BTB are continually working on formulating development plans for BTB sites that needs assistance in funding. This includes seeking alternate sources of funding from foundations, local businesses, and DHS Child Care assistance, to ensure that families that cannot pay for the program have other funding streams to tap into so that they are able to access program.

| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
|--------------------------------------|-----------------------|---|---------|----------|--|
| Sioux City Community School District | 20 years | Financial- | | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | | |
| | | In-Kind | | | |
| | | Please describe the contribution being made in detail: | | | |
| | | Equipment and/or Supplies | | | |
| | | Please describe contribution in detail: | | | |
| | | Facilities Bryant Elementary | 1 site | \$80,000 | |
| | | Please provide description of facilities contributed: BTB is allowed the use of classrooms, gyms, computer labs, library, and other areas of each school throughout the school year and summer. The use of the building also includes air/heat, janitorial services, and electricity. | | | |
| | | Staff | | | |

| | | Please describe what staff will be doing: | | | |
|---|-----------------------|---|-----------|----------|--|
| | | Volunteers | | | |
| | | Please describe what volunteers will be doing: | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: | | | |
| | | Total Value of Partnership | | \$80,000 | |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| United Way of Siouxland | | Financial Designated Dollars | \$2500.00 | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: United Way of Siouxland partners with Beyond the Bell during their designated dollars campaign. Employees of many local businesses' have a choice to designate dollars from their paycheck to a multitude of local non-profit agencies. | | | |
| | | In-Kind | | | |
| | | Please describe the contribution being made in detail: | | | |
| | | Equipment and/or Supplies | | | |
| | | Please describe contribution in detail: | | | |
| | | Facilities | | | |
| | | Please provide description of facilities contributed: | | | |
| | | Staff | | | |
| | | Please describe what staff will be doing: | | | |
| | | Volunteers | | | |
| | | Please describe what volunteers will be doing: | | | |
| Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: | | | | | |

| | | Total Value of Partnership | | \$2500.00 | |
|------------------------------|-----------------------|--|---------|-----------|--|
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| Sioux City Police Department | 7 years | Financial | | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | | |
| | | In-Kind | | | |
| | | Please describe the contribution being made in detail: Sioux City Police officers donate their time to local elementary BTB sites at a minimum of 1x per month. The officer will come to the afterschool portion of TB and answer questions, run a center based enrichment activity or engage in a group game like kick ball. This allows students to be able to see police officers from a new and positive perspective. | | | |
| | | Equipment and/or Supplies | | | |
| | | Please describe contribution in detail: | | | |
| | | Facilities | | | |
| | | Please provide description of facilities contributed: | | | |
| | | Staff | | | |
| | | Please describe what staff will be doing: | | | |
| | | Volunteers | | | |
| | | Please describe what volunteers will be doing: | | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: | | | |
| | | Total Value of Partnership | | \$1000.00 | |
| Partner Name | Length of Partnership | Contribution | Qty/Amt | Value | |
| | 6 years | Financial | | | |

| | | | | |
|--|----------|--|--|--------------------|
| LaunchPad Children's Museum | | | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | |
| | | In-Kind | ½ admission price | \$4.00 per student |
| | | Please describe the contribution being made in detail: The LaunchPad Children's Museum focuses on ages 4-10 and provides many different enrichment activities and houses one of family engagement nights. | | |
| | | Equipment and/or Supplies | | |
| | | Please describe contribution in detail: | | |
| | | Facilities | | |
| | | Please provide description of facilities contributed: | | |
| | | Staff | | |
| | | Please describe what staff will be doing: | | |
| | | Volunteers | | |
| | | Please describe what volunteers will be doing: | | |
| | | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: | | |
| | | Total Value of Partnership | | \$800.00 |
| Sioux City School District Central Kitchen | 20 years | Financial | | |
| | | Does the program provide funding to the partner? Please provide the percentage. Please describe here: | | |
| | | In-Kind | 75 during school year and 30 during summer | \$35,000 |
| | | Please describe the contribution being made in detail: SCCSD Central Kitchen provides BTB with food service that allows the students to receive a healthy afternoon snack during the school year and lunch during summer program. New this year will be offering an evening meal every night school is in session. | | |

| | | | |
|--|---|--|-------------|
| | Equipment and/or Supplies | | |
| | Please describe contribution in detail: | | |
| | Facilities | | |
| | Please provide description of facilities contributed: | | |
| | Staff | | |
| | Please describe what staff will be doing: | | |
| | Volunteers | | |
| | Please describe what volunteers will be doing: | | |
| | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: | | |
| | Total Value of Partnership | | \$35,000.00 |

What percentage of your previous grant funding were you able to sustain with community partners? 25%

How many community partners did you secure in the past five years? 15

Explain any challenges you had with securing community partners.

BTB has worked with more than 30 different organizations in the past 5 years. Most of whom continue to provide some level of programming for our BTB students and families. BTB has found organizations are generally willing to volunteer when our mission and vision align regarding students and families.

The biggest challenges BTB has found securing community partners is the difference between partner and vendor. The amount of resources in the Siouxland area is not as vast as other areas which makes finding new, relevant partners a harder task. With the current pandemic and changes that have had to be made regarding all aspects of programming it has made us at BTB take a deeper look at the importance of our community and all of the resources and in kind services we can provide each other.

play • learn • grow

Beyond THE BELL

21ST Century Learning Center Grant Application

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Before and After School Site and summer:

Bryant Elementary- 75 school year students and 30 summer students

Competitive Priority:

- Siouxland Human Investment Partnership (SHIP) offers school age programming through the Beyond the Bell (BTB) program. SHIP and BTB are collaborating with the Sioux City Community School District (SCCSD) to jointly submit this 21CCLC grant application.
- BTB is in Woodbury county whose child poverty rate is 19.8%. According to an annual Kids Count report released by the Annie E. Casey Foundation Iowa was ranked third overall in the U.S. for child well-being. The report showed that rates in Iowa for kids who live in poverty dropped significantly since 2010 and are above the national averages. However, in Woodbury County there is an increase of children living in poverty. It is up more than 18% since 2000 with a 3.7% increase from 2017 to 2018. Proficiency rates and high school graduation rates increased slightly but child abuse and neglect cases increased by almost 74% in the time frame from 2000-2017. <http://www.aecf.org/>

Beyond the Bell is a before school, after school, and summer program as well as current 21CCLC grantee. Bryant Elementary is a past grantee in Cohort 7 and is currently a BTB parent funded fee site that has been able sustain at a much smaller enrollment. While being funded by 21CCLC Bryant had an average attendance of 75 students however, since the grant funding ended their average attendance is 25 students. Additionally, Bryant Elementary has moved into a new building and has increased enrollment and changed boundaries increasing their enrollment by over 50%. According to Iowa Department of Education the Sioux City School District (SCCSD) Free and Reduced lunch percentage (FRPL) is 59% from 2019-2020 data. The FRPL at Bryant Elementary has also shown an increase of close to 20% from 2018 to its current rate of 80.67%. BTB is requesting new 21CCLC funding, consistent with what is allowed per the RFA, “to support previously funded programs and services for before school, afterschool, and summer programs” to continue to serve our current students and meet the needs of new students beginning with the 2021-2022 school year. The academic and economic needs at Bryant Elementary are also high, and English Language Learners (ELL) is a high priority.

STUDENT NEED: Based on the student needs assessment, focus groups, parent surveys, and school principal staff interview the information and data given shows substantial need in the areas of academic achievement, ELL services, family engagement, and social-emotional learning which BTB programs will address through this grant.

- *Academic Need:* Students need other avenues to be able to succeed academically other than the confines of the school day.
- *Academic Need:* Tutors will provide small group instruction that aligns with school day instruction along with ELL services to link language throughout the curriculum.
- *Social-Emotional Need:* Families need a program that is easily accessible, safe and reliable. Resources within the community need to be made more accessible to our families and food security needs to be a priority.
- *Family Engagement:* Family units of elementary school students differ slightly and need to be adapted to the need of each family and student. Families need support academically, socially, and emotionally, culturally, and from community resources.

PROJECT: At Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. BTB proposes to

provide a safe and enrichment filled environment that responds to the needs of the students and families of Bryant Elementary. Programming will be provided for 2 hours before school and immediately afterschool until 6:00 P.M every day school is in session at Bryant Elementary. These program times include an extra hour each week for early dismissal on Mondays for school staff in service. During summer, BTB proposes to provide 39 days of programming. BTB works in collaboration with the SCCSD to address children and family need in these areas: academics, social and emotional development, and family engagement. BTB aligns programming with school day instruction through input from district administrators, specific school goals, and regular communication with school day staff.

RESEARCH BASE: BTB is dedicated to high quality out of school programming and keeps current with curricula and research in order to design, modify, improve, and enhance programming by using the research to help plan, implement, and guide program options. Research studies around the importance of out of school time is a driving force behind what BTB implements in their day-to-day programming.

MANAGEMENT AND SUSTAINABILITY: The On-site Manager of Bryant Elementary will receive guidance from the Program Director and other BTB management. The advisory committee, which is composed of parents, teachers, and community partners will be charged with focusing on reviewing the local evaluation and community impact report and suggest improvements within the program. This committee will assist with development of new community partners, evaluate parent and student satisfaction, and help to seek funding for sustainability. The Advisory Committee will make recommendations to the SHIP Board of Directors for final approval.

COMMUNICATION PLAN: BTB's communication plan is to grow connections within the Sioux City Community School District and Siouxland community to continue to engage and promote the programs offered, and open doors to new opportunities. BTB uses multiple tools to share day to day information with parents through parent communication notes, monthly newsletters, BTB website, www.beyondthebell.us.com, text services and Facebook group posts. Surveys of programming are distributed to an array of stakeholders including: community members, community partners, students, and parents to express their evaluation of the BTB program. All BTB information is translated to Spanish in office and any other translations that are needed are provided by community organization One Siouxland.

PARTNERSHIPS: BTB has multiple community partners that offer a wide range of services and enrichment for not only our students but their families. BTB has MOU's from SCCSD, Catholic Charities Diocese of Sioux City, Siouxland Community Health Department, Community Action Agency, and Siouxland District Health Department. BTB's goal is to expand by two partners annually throughout this grant cycle.

EVALUATION: BTB will use Consulting by Design LLC as their evaluators for the 21CCLC application. Consulting by Design has been BTB's outside evaluator of 21CCLC programming in both Iowa and Nebraska since 2017. BTB's goals and objectives will be measured from data given to BTB by the school district along with pre and post-tests that will be conducted by certified teachers during our summer program. Surveys will be distributed to students, staff, parents, school day staff, and teachers. This feedback is utilized in multiple ways including BTB local evaluation, community impact report, and shared with the advisory committee to help make motions and recommendations regarding BTB.

BUDGET NARRATIVE: BTB used the funding formula as follows:

\$10.00 per day x 75 students x 180 days before and after school = \$135,000

\$10.00 per day x 30 students x 39 days summer = \$11,700

At Bryant Elementary BTB proposes to serve 75 students during the school year for 180 days and 30 students during the summer for 39 days. This will allow BTB to serve 105 students a year with a request for \$146,700.00, totaling 315 students and a total request of \$440,100.00 over the three-year grant cycle.

2. Student Need

Overview of Siouxland Human Investment Partnership: SHIP is a non-profit organization that was established in 1998 as the Early Childhood Iowa and Decategorization (DCAT) Board for Woodbury County. In 2001, SHIP partnered with the United Way of Siouxland, the SCCSD and the Siouxland YMCA to develop the area's first afterschool program, Beyond the Bell. Originally a program of the YMCA, BTB began offering programming at all SCCSD elementary schools. Established as a fee-based program, the partners soon discovered that many low income, at-risk families could not afford to send their students to the program. SHIP, the fiscal agent for the program, applied for and was awarded 21CCLC funding and multiple grant-funded sites began offering the program free of charge to families. In 2007, the YMCA determined that it no longer desired to be the lead agency for BTB, so SHIP took over the program. Today, BTB operates at 24 sites across two states and three school districts, serving on average over 2,800 students in PreK - 8th grade. Currently, four sites are funded by Iowa 21CCLC grants, and five sites are funded by Nebraska 21CCLC grants. All non 21CCLC sites operate on a fee schedule, United Way and other funding sources are utilized to assist low income families at non-grant sites. The program is offered before school, after school and during the summer.

2.1 Evidence of Student Need: Bryant BTB proposes to serve 105 students with before school, after school and summer programming. Bryant Elementary is currently a non 21 CCLC site that operates on a parent funded fee schedule. Bryant Elementary is in its second year of enrollment in its new school building which has increased student enrollment and the number of classrooms. According to Bryant Elementary principal, Dr. Holcomb, their current enrollment is 516 students.

Before and during the construction of the new school, Bryant Elementary, was a 21CCLC cohort 7 grantee that was successful at meeting all attendance and objective goals during its time as a grantee serving 75 regular attendees. Bryant Elementary has been able to sustain, at a much smaller size of 25 regular attendees, and still provides high quality programming while successfully helping to meet student academic improvement. Bryant Elementary student enrollment has increased by almost 40% over the last 5 years creating an even stronger need for BTB to continue to serve and meet the needs of this student population. Along with the enrollment increase Bryant Elementary has also increased their Free and Reduced lunch percentage by over 19%. BTB is requesting new 21CCLC funding consistent with what is allowed per the RFA, "to support previously funded programs and services for before school, afterschool, and summer programs" to serve and meet the needs of students. Financial resources from parents and guardians at this location have become minimal, and many are not able to afford fee-based programming. Poverty is a continuous barrier for these students and families causing them to face serious roadblocks, including lack of access to academic skills to support children's education success at home and a high rate of food insecurity and lack of access to community resources. Without 21CCLC funding at this location a BTB program will struggle to be successful. Programming at this site will ensure that students are able to complete their homework or work on academic foundations daily, engage in enrichment activities, participate in student choice and student lead activities, attend various field trips within Siouxland, and have family engagement activities that help support the family unit.

Academic Need: Bryant Elementary principal, Dr. Holcomb, states that Bryant is a 1:1 technology school (K-2 Ipads, 3-5 laptops). However, we have a large number of students who do not have internet access at home which makes it challenging, especially during a pandemic, to ensure that students are still able to keep up with their schoolwork. Dr. Holcomb also stated that parent participation is essential in helping support the students at Bryant. We have seen during conferences and other parent/teacher meetings, parents need the support in the areas of accessing health care, mental health services, in home BHIS services, and access to healthy food. Many of these areas of need overflow into the school day causing many of the students to fall behind in their schoolwork. BTB allows the children a safe place to go after school so they are not left on their own and can help stay current with their academic goals. The ELL population within the SCCSD is high and Bryant Elementary is 21.10% which means there is a significant number of students whose first language is not English. BTB will use our bilingual staff members along with the SCCSD certified ELL teachers to meet this need.

| Overall Proficiency | State Average | Bryant Elementary | Average School Achievement | State Average | Bryant Elementary |
|---------------------|---------------|-------------------|----------------------------|---------------|-------------------|
| Reading | 69.81% | 64% | Reading | 50% | 48.72% |
| Math | 70.16% | 78.67% | Math | 50% | 49.87% |

Social-Emotional Need:

Bryant Elementary serves a diverse population with significant economic and academic needs with a free and reduced lunch rate of 80.67%. According to the principal at Bryant Elementary, Dr. Holcomb, some of the most important benefits of BTB are the opportunities that students have to continue to build positive peer and adult relationships outside of school. It offers families a safe, caring, environment for their students to try new things, get access to physical activity, and interact with others instead of potentially spending time home alone or in front of video games. Beyond the Bell will also be serving students at Bryant Elementary an evening meal, to address food security, every day school is in session.

| Student Poverty: Free and Reduced-Price Lunch Eligibility for Targeted Schools | |
|---|---|
| School | 2020 Eligibility- % of total student population |
| Bryant Elementary | 80.67 |
| All SCCSD Elementary Schools | 59% |

Source: <https://educateiowa.gov/documents/school-frl/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>.

Family Engagement: The needs of each school and student are diverse and BTB understands that in order to be successful families need support academically, social and emotionally, culturally, and from community resources.

According to the needs assessment the information shows that Bryant Elementary families need to have access to community resources to help strengthen their family unit. Dr Holcomb, Bryant principals, stated that often they see cold lunches that are filled with a variety of chips and candies that have no nutritional value. It is not uncommon for us at the school to support parents by helping them call and set up doctor appointments and sometimes even attend appointments with them. BTB would help bring these community resources and food access to Bryant families by hosting family nights every month from September-May. Each of these family engagement nights will have access to the food bank and will either spotlight a specific community resource that has been picked by the student leadership team and parent board or discuss projects that their child has been working on. The community resource will be conveniently housed at Bryant Elementary for that evening or BTB will offer transportation for the student and family to the place of business. Examples of these resources will be: Siouxland Community Health to have child well checks, District Health to be able to answer questions regarding immunizations, a local dentist to offer dental screening, a local optometrist to offer vision screenings, Community Action Agency and/or Mary Treglia to help answer tax questions, etc. BTB will also provide an activity for the families to work on together will help parents understand the importance of adult engagement in education

Transportation, Access, Safety: Poverty is a continuous barrier for these students and families causing them to face several roadblocks in achieving success. Many of these parents experience extended work hours making it harder for them to support children’s educational success at home.

BTB is conveniently located within the students’ school day building allowing for safety and convenience for parents, and consistency for the students. This also allows for constant interactions between BTB and school day staff to discuss daily needs of students in our care. All BTB sites meet all city, state, and federal guidelines and regulations related to fire, health, natural disaster, emergency responses, and general safety. BTB programs are licensed by the Iowa Department of Human Services (DHS) providing us regulation on many safety measures such as sign in and out procedures, cleaning procedures and sanitization, adult to student ratios, credential minimums for staff, and overarching best practices in caring for school aged children.

2.2 Evidence of Stakeholders: To help continue planning of 21CCLC grant development, BTB met with administrators of the SCCSD, principals, and BTB administrative team to develop which schools need assistance. The guidance provided by the stakeholders led to Bryant Elementary being the highest need school due to their high Free and Reduced lunch rate. BTB held an individual meeting with the principal, student surveys and parent surveys. BTB was able to reflect on the data that was received and many of the ideas and activities are represented in this application.

21CCLC programming will help fill a gap that the school day does not allow time for. This program will focus on academic enrichments, social emotional development, and healthy choices.

PROJECT

3.1 Link to Student Need: Student Needs Assessments at Bryant Elementary showed that families need academic assistance, social emotional resources, community assistance, and access to programming. BTB provides a safe and stimulating environment that responds to family, school and community needs along with mentoring and advocacy that engage and support the students. BTB’s programming is housed in each SCCSD day school which allows BTB to work closely with school day staff to address the needs of students. Areas of need have been identified as: academics, social and emotional skills, family engagement, high ELL population, and food security. To begin to meet the needs of these students and families BTB proposes the following:

- To increase academic achievement, BTB staff will support students by providing individual and small group homework assistance. (Academic Need)
- Iowa certified teachers assess each child individually and deliver small group skills-based instruction at no more than a 1:6 teacher to student ratio. BTB aligns this instruction with the school day curriculum using Journeys and Lexia Core 5, and small group skills-based instruction with the Iowa Core Standards for reading and vocabulary instruction and Fast Math CBM CAP for math instruction. All certified classroom teachers have been trained in this curriculum and are provided ongoing support in its delivery by the SCCSD. This targeted tutoring and academic support will help BTB achieve academic goals of ensuring regular attendees will achieve greater growth in reading and math as measured by performance on Iowa Assessments and/or teacher proficiency and Government Performance and Results Act (GPRA) measures survey. (Academic Need)
- BTB will have one certified teacher who specializes in ELL to be culturally responsive and link the language throughout the curriculum and small group tutoring. (Academic Need)
- BTB staff will attend Positive Behavior Support Training (PBIS) provided by Bryant Elementary administrators to implement during BTB program hours. (Social-Emotional Need)
- BTB will support a monthly food bank for Bryant Elementary BTB families and help start a caring closet by providing additional toiletries, clothing, and non-perishable food to students in need. (Community Assistance Need and Access Need)
- BTB will host a food bank at Bryant Elementary September-May. (Access Need)
- BTB will host family engagement nights to provide academic enrichment activities and access to community resources. (Family Need)

3.2 Academic, enrichment, family engagement, and snack. BTB offers before school programming, Monday-Friday beginning at 6:30 A.M. until the start of school at Bryant Elementary. The afterschool program is offered Monday-Friday from the end of school until 6:00 P.M. Program starts early on every Monday for school day staff development, and program is located in the respective school building.

Before and after school programs rotate through a variety of high-quality activities, centers, and clubs that are guided by student voice and choice allowing the on-site manager to develop the lesson plans. These centers or clubs are focused on homework help, math, literacy, STEM, gross motor, fine motor and much more. Activities may range from yoga and martial arts to a book club and creating their own garden. Students will attend field trips to the library, local nursing homes, museum, and many other community businesses. As much as possible, BTB will align learning activities and field trips with what students are learning during the school day.

To begin to meet the needs of these students and families BTB proposes the following:

| <i>Academic Need: High quality academic and enrichment activities to address achievement gaps</i> | <i>Time Frame</i> | <i>Eligible Federal Activity</i> |
|--|-------------------|---|
| Homework Help/Academic Fundamentals | 5x per week | 1-rem ed., 2-literacy, 3-math,7-tutor |
| Tutoring- Certified teachers with at least one experienced in ELL. To increase academic achievement, Iowa-certified teachers assess each child and will align small group tutoring at no more than a 1:6 staff to student ratio. | 3 x per week | 1-rem ed., 2-literacy, 3-math, 7-tutor, 9-ELL |

| | | |
|--|-----------------|--|
| Enrichment Activities- Center based learning with student choice activities based off monthly themes such as entrepreneurship, business, service learning, cooking, STEM, etc. Club based learning such as Cooking, Coding, STEM, Chess, Book Club | 5 x per week | 5-arts/music,6-entrepreneurial, 10-rec, 15-field trips |
| Healthy Choices- Physical Activity involvement in large motor activities such as kick ball, hockey, soccer, and basketball | 5 x per week | 10-rec and health, 15-enrichment |
| Healthy Choices- A snack will also be provided every afternoon program is in session from the SCCSD with USDA lunch program along with an evening meal. | 5 x per week | 10- rec and health, 15- enrichment |
| <i>Social-Emotional Need: Families need a program that is accessible, Time Frame safe, and reliable with opportunities of character growth and leadership</i> | | <i>Eligible Federal Activity</i> |
| BTB staff will attend Positive Behavior Support Training (PBIS) provided by Bryant Elementary administrators to implement during BTB program hours. | 4x per year | 13-prevention, 16-char. Ed. |
| Student Leadership- Students will run for student leadership and their peers will vote them in to this position. Student leaders will meet regularly to help design the club interests and service-learning projects. | 1x per month | 8-volunteer,9-ELL, 13-prevention |
| <i>Family Engagement Need- Activities and resources to provide adult learning opportunities and to support student and family success</i> | | <i>Time Frame Eligible Federal Activity</i> |
| Family Nights- family orientated educational activities that will involve showcasing the student's projects, an activity for student and parent to complete, field trip to the library, and a community resource fair. | 4x per year | 2-literacy 4-parent involvement 9-ELL |
| Community Resources- BTB will host community resource events with community partners that will help the families' access medical, dental, vision, and mental health services. The parent advisory committee and student leadership group will continually work to communicate the needs of the parents and students. | 9x per year | 4-parent involvement 13-prevention 14-counseling 16-char. Ed. 17-college |
| BTB will support a monthly food bank and help to start a caring closet by providing each location additional toiletries, clothing, and non-perishable food to students in need. | As needed | 4-parent involvement 6-entrepreneurial 9-ELL |
| Adult Education- Adult education classes like HiSET will be provided by Western Iowa Technical Community College (WITCC). | 1x per semester | 4-parent involvement |
| <i>Access Need - Easily accessible, safe, and reliable program. Center and Club based activities offered.</i> | | <i>Time Frame Eligible Federal Activity</i> |
| Before School Program- 6:30 A.M. – school starts. Enrichment activities and large motor activities. | 5x per week | 1-rem. Ed., 2-literacy, 3-math, 5-arts/music, 10-rec |
| Afterschool Program- school dismissal- 6:00 P.M. located in the child's school day building. Center and Club based learning with student leadership and student lead activities. Homework help, tutoring, healthy snack, physical activity, evening meals, and field trips. | 5x per week | 1-rem. Ed., 2- literacy 3-math, 5-arts/music 7-tutor, 9-ELL, 10-rec |
| Summer Program- 6:30 A.M-5:30 P.M. for 39 days during summer break. BTB students will be provided with breakfast, lunch and an afternoon snack daily. Students will participate in academic time, ran by certified teachers, for 3 hours in the morning focusing on literacy and math. Afternoon program will | 35 days | 1-rem. Ed., 2-literacy 3-math, 5-arts/music 7-tutor, 9-ELL, 10-rec, 11-tech, 13-prevention, 15-field trips, 16-college |

| | | |
|---|-------------|----------|
| consist of field trips and enrichment activities that are an extension from their morning work. | | |
| BTB proposes to provide transportation home from summer programming. | 5x per week | 4-parent |

3.3 Family Engagement. Family engagement nights will consist of community partners and resources that BTB can help make accessible to families. Bryant Elementary will provide a family event every month September through May. These events will consist of educating parents on resources provided by Siouxland Community Health Center, Siouxland District Health Department, filing tax forms, DHS assistance, and WITCC for adult education classes.

A parent advisory board will be developed for the BTB Bryant location, and meetings will be held monthly. One representative from each location will be asked to sit on the overarching BTB advisory committee that meets quarterly. This parent advisory will help BTB staff understand the needs of the students involved in programming along with continued support and connection to the families.

3.4 Goals and objectives. Mentoring and advocacy by BTB staff will be emphasized to engage and support children with high academic and/or economic needs. BTB works closely with the SCCSD to address student needs in three areas: academic assistance, enrichment services, and family engagement. Evaluation goals and objectives will include:

Goal 1: Provide high quality activities to help students meet and/or succeed proficiency goals in reading and math with additional support for ELL students.

- BTB will meet or exceed all IDOE and GPRA measures required by the RFA.
- At least 50% of students at each site participate in the annual Service-Learning Challenge.
- 80% attendance rate will be achieved for all regular attendees.
- BTB will operate 39 days during summer.

Measure of Effectiveness: BTB will provide tutoring, including ELL tutoring, at each Bryant Elementary through SCCSD certified teachers. Students will be assessed during school year and summer program. Data will be compiled for 21CCLC reporting requirements.

Goal 2: Increase student, parent, and school staff communication to improve student success.

- At least 50% of students will demonstrate increased school engagement and positive behavior as evidenced by the student and teacher survey.
- At least one school staff member participates in the BTB Advisory Committee.
- In annual surveys, at least 50% of BTB parents report being satisfied with the level of communication they receive from BTB.

Measure of Effectiveness: Surveys will be distributed to students, teachers, parents, and community partners throughout the year.

Goal 3: Provide opportunities for parents and families to be a part of the parent advisory board. Provide community resources that will support family academic success and access to resources.

- A majority of regular BTB families will participate in Family Literacy events.
- At least one BTB parent participates in the BTB Advisory Committee.
- 80% of parents will indicate via a survey that the program has had a positive impact on their ability to help support their child’s educational and social achievement.

Measure of Effectiveness: BTB will assess opportunities through surveys and attendance of family nights.

3.5 Align with the school day. BTB is in the student’s school day building which allows for the program to be an extension of the SCCSD by using the same academic programs, standards, curriculum, discipline, and vision. Being in the same location also results in constant communication with school day teachers and staff. Certified classroom teachers will tutor BTB students using the same skill-based instruction and curriculum that is used during the school day. On-site Managers meet monthly with each school principal to let them know what has happened in the program during the month and what they can expect for the upcoming month. School day staff will help BTB recruit and communicate with parents of students who need to be in the program based on academic or economic need. The On-Site Manager will help connect school day and afterschool by being not

only a key component in the implementation of programming but also by planning and providing professional development regarding programming. BTB will participate in Positive Behavior Interventions and Support (PBIS) consistent with each school and will attend SCCSD professional development for the intervention.

Alignment with School Improvement Plans. The SCCSD goal areas are the following: provide relevant, rigorous and innovative academics, provide safe, healthy and supportive learning environments; attract and support highly effective teachers, leaders and staff; practice effective, efficient and sustainable business practices; and strengthen school, family and community engagement. The mission of BTB aligns with this strategic plan. BTB fulfills Focus 2022 goal areas by providing before and after school academic enrichment, ensuring a safe, healthy learning environment, partnering with SCCSD certified teachers, and providing a robust communication plan for successful engagement with students, parents, school, and community partners.

3.6 Experience. BTB has 20 years of experience in providing out of school time programming that positively impacts academic performance, school day attendance, and social and emotional development. BTB has grown to operate 24 sites across two states and three school districts, serving on average over 2,800 students in PreK-8th grade. Currently, four sites are funded by Iowa 21CCLC grants, and five sites are funded by Nebraska 21CCLC grants.

BTB has demonstrated through years of successful programming the ability to manage 21CCLC grant funding and have completed all necessary evaluations, assessments, financial and administrative requirements. BTB maintains numerous longstanding formal partnerships to support programming as documented by MOU's. In addition, BTB maintains an advisory group of partners and parents who advise the program on priorities, goals, and quality assurance. Feedback from students, parents, BTB staff, community partners, and school day staff consistently endorses:

- According to BTB surveys, BTB fulfills a critical unmet school and community need in Siouxland by providing before and after school programming with most respondents indicating the program is “extremely important” or “important”.
- BTB is trusted for its safe, respectful, and child-centered before and after school program.
- BTB adapted and continued to provide engagement and support to families during the COVID-19 pandemic resulting in over 100 families being delivered age-appropriate learning enrichment kits.
- Bryant Elementary principal, Dr. Holcomb, shared the following: The charts show our State Fall FAST scores in the areas of reading and math. Iowa Statewide Assessment of Student Progress scores from last year are not available due to the COVID 19 shutdown.



4. Research Base

BTB is dedicated to high quality out of school programming and keeps current with curricula and research in order to design, modify, improve, and enhance programming by using the research to help plan, implement, and guide program options. Research studies around the importance of out of school time is a driving force behind what BTB implements in their day to day programming.

Academic Need: BTB focuses on boosting academic performance and decreasing summer learning loss. Kids who are behind in fourth grade are four times more likely to drop out of high school (Source: Annie E. Casey Foundation funded research: <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>) Early intervention is critical: Students struggling in reading as 8th graders only have a 10% chance of catching up (Source: ACT research on early reading: <http://www.act.org/content/dam/act/unsecured/documents/ImportanceofEarlyLearning.pdf>)

BTB's academic goal is to reach all areas of literacy and math. BTB students are assessed on fluency, comprehension, and new this past year, vocabulary as well as math concepts. BTB tries to match the SCCSD's curriculum plans throughout our school year tutoring and summer program. The SCCSD has switched to Small Group Skills Based Instruction format during the school year that BTB will implement as well. Students are put in small groups with other students who have similar skill sets the BTB teachers then differentiate their instruction to meet the needs of these students through skills-based instruction on the areas that each group needs to focus on. Research has shown that by teaching the specific skills needed to each different group of students, fluency will increase as well as their comprehension. To measure fluency and comprehension, BTB administers Basic Reading Inventory (BRI) assessments. For vocabulary, BTB's academic coordinator worked with SCCSD Consulting Teachers to come up with a vocabulary plan. And for math fact fluency CBMmath Concepts and Applications (CAP) is used.

Social-Emotional Need: According to, <https://www.strongnation.org/articles/930-from-risk-to-opportunity-afterschool-programs-keep-kids-safe>, we analyzed both FBI data and data provided by our law enforcement members on school-day crime rates for youth in 46 states. We found that the majority of states for which we had data, had a spike in crime during the after-school hours from 2 to 6 p.m. The Sioux City Police Department (SCPD) over the last few years has become a very valuable partner with BTB. They have been able to see the importance of afterschool programming and the effect it has on their job. In Sioux City, the Police Department reported a 37% reduction in youth crime (Marie Davis, Crime Analysis Unit, Sioux City Police Department).

BTB uses the same PBIS as the SCCSD uses during the school day. BTB staff will be trained by the SCCSD on how to incorporate PBIS into the afterschool program to keep it continuous. The American Psychological Association says PBIS has "the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time." (2012 (<http://www.apadivisions.org/>))

Family Engagement Need: As previously mentioned in the needs assessment section Bryant Elementary has seen an influx in their free and reduced lunch percentage and their overall enrolment. Families need support finding community resources and food stability. Findings highlight the potential importance of the relationship between dietary patterns or quality and mental health and academic success early in the life span. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4167107/>)

Access Need: Afterschool programs bring a multitude of benefits to students, families, and their communities. These programs can boost academic performance, reduce youth violence, improve school day attendance, promote physical health and provide a safe, structured environment for the children of working parents. The importance of out of school care is undeniable, the Siouxland area ranks the highest for the percentage of children under 6 years old with all parents in the labor force with Iowa being at 76%, <https://datacenter.kidscount.org/data/map/5057-children-under-age-6-with-all-available-parents-in-the-labor-force?loc=1&loct=2#2/any/false/false/1729/any/11473/Orange/>. Not only is there a need for a safe and structured environment for school age children due to parents being in work force, but it also gives them positive role models.

5.1 Staffing, Professional Development, Leadership, and Volunteers Staffing and Retention: BTB recruits, hires, trains, and works to retain effective and highly qualified staff who believe in BTB's mission: helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. BTB looks for staff that will treat all students and families with respect, advocate for them, and be a positive role model. The On-Site Manager, who is directly overseen by the Program Director, prepares a staffing plan for each site to identify the number of staff that will be needed to maintain DHS appropriate staff-student ratios. BTB uses existing job descriptions and standard SHIP hiring procedures to secure highly qualified applicants for all positions.

The On-site Manager will meet at least once a month with each site's administrative team, including the building principal, to ensure the program and the school are collaboratively providing academic and social-emotional experiences that are consistent and complimentary. Beyond the Bell will strive to ensure that what students are learning in class during the day are being mirrored through activities and experiences at program. One example: BTB utilizes the SCCSD's PBIS curriculum, so that students and parents know the expectations around behavior, reward and consequences. BTB will also encourage positive communication between program staff and classroom teachers through a form that will be given to the principal and distributed to teachers on a weekly basis – this will ensure that any student having issues during class can work on these issues with staff at program.

On-Site Manager

- Ensure adequate staffing to meet all DHS required staff-to-student ratios, oversee youth workers, create and implement lesson plans, purchase supplies, oversee site budget, help monitor student progress.
- Lead regular staff meetings, assess and review site staff, and schedule staff development.
- Record daily attendance and activities at site
- Work in the staff-to-student ratio to engage, support, and mentor students
- Regularly communicate with school day staff
- Constant communication with families regarding their students
- Provide support for all activities at site and participate in any needed committees and conferences
- Recruit, train, engage, and supervise site volunteers

Qualifications: Bachelor's degree preferred in education, early childhood, or discipline related to BTB programming; ability to work within established budgets, meet deadlines, and communicate effectively; experience working with school aged children; pass background check and all DHS licensing requirements, bilingual skills preferred.

Enrichment Coordinator

- Supervise students at no more than a 1:15 staff/student ratio.
- Assist the onsite coordinator with planning site activities and help to implement
- Communicate effectively with student and parents

Qualifications: Pass all the DHS licensing requirements including background check and fingerprint results. Experience working with school age children including babysitting, mentoring, volunteering or other job history. Youth Workers need patience, persistence, and the ability to find and build on the students' strengths. BTB recruit's youth workers at four local colleges and the SCCSD by using recommendations from professors, counselors, administrators, and student organizations.

Iowa-certified teachers

- Tutor students for three to four hours per week at no more than a 1:6 teacher/student ratio
 - Confer with school day staff regarding student need, and report on students' academic progress.
- Qualifications: Iowa teaching certificate and teaching experience; prefer experience at the site where they will work.

Volunteers.

- Current high school silver cord students who are required to meet volunteer hours
- Local colleges for students who need to complete practicum requirements.

BTB also recruits parents and qualified senior volunteers, including grandparents, retired teachers, and others from retirement organizations. Qualifications: Pass a criminal background check; be interested in and have experience working with school age children.

Training/retention. BTB holds orientation for new staff and volunteers during the beginning of the school year and summer program. Staff complete mandatory trainings such as CPR/First Aid, mandatory reporting, universal precautions, child development, and other training pertinent to their jobs. BTB staff are required to complete 6 to 10 hours of continuing education. As quality control, BTB administrators assess staff and volunteers' work regularly, based on input from school and BTB staff, volunteers, parents, students, and survey results, to determine areas for future development. Full time staff attend local, state, and national conferences and are a part of 21CCLC committees and attend best practice webinars. The full-time staff are then able to share information that they have acquired at these trainings to their staff. SCCSD in service trainings also supplement BTB professional development. BTB retains effective staff by tending to their individual needs and concerns, seeking their input in planning, and generally promoting their investment in and ownership of the site programs. BTB continually assesses wages and benefits in the community to ensure that staff wages and benefits match or exceed other employment opportunities.

Leadership. BTB's senior staff includes the Program Director who coordinates all aspects of BTB, Director of Finance and Compliance who oversees budgets and compliance with the district, state and federal regulations, and On-site Managers. Senior staff report to and confer quarterly with the BTB Advisory Committee.

5.2 Student transportation, safety, and inclusion. BTB sites are in public school buildings that meet code for school programming and are within Special Education and ADA Compliance. This assures that the programs take place in a safe facility that is easily accessible to students and their families, including those with disabilities. BTB uses SCCSD busses to transport students on field trips and bus routes home when and if they are needed. BTB staffs each bus route to ensure essential supervision and a parent/guardian is home before child leaves our care. Each student must be signed in and out of BTB by a parent or guardian. BTB requires the parent to list adults who are designated to pick up their child from BTB programming. Designated adults who come to pick up a student at BTB must have a form of identification and must be listed on their registrations form. BTB assists families in making these arrangements and communicates their policies to parents during the registration of their student. At sites where a significant number of students and their families speak languages other than English, at least one BTB staff member is bilingual. Although BTB targets students with academic deficiencies, all BTB programs are free from discrimination and all have equal opportunity. BTB consults with the Northwest Area Education Agency and the Special Education Department of SCCSD to ensure best practice for the student. Understanding school day accommodation strategies that special education teachers, para-professionals, or aides use ensure consistency and creates a comfortable environment for students with disabilities. BTB also recognizes that parents are typically the most important resource and they can help to prepare staff properly for most effective accommodations for the student.

5.3 Sustainability of leadership structure and stakeholder advisory group engagement. BTB programs are led and organized by the BTB administrative team. Philosophies and practices are in place at BTB to create a culture that upholds the overarching mission, vision, and values which is inviting and appealing to employees. The belief is that in order to effectively and positively take care of the students and families within the program, BTB must take care of the employees who are gifted with this responsibility. Professional development, annual reviews, and growth opportunities are utilized to promote personal growth and organizational expansion.

BTB will have site-based leadership teams that meet monthly to discuss site specific information regarding programming, staffing, curriculum, and communication. This team consists of the On-site Manager, school principal, and BTB facilitator. Each site will also have a site based advisory team consisting of parents,

partners, On-site Manager, and BTB facilitator that meets monthly to discuss student and family needs at each site. The information from each of these meetings will be presented to both the SHIP Board monthly by BTB's Program Director, and to BTB's Advisory Committee quarterly.

5.4 Sustainability plan, continuous program improvement. Based on the need's assessment, it was determined that through increased enrollment at Bryant Elementary, combined with the severe economic hardships the families of the students at this location face, that the vast majority of households could not access a program that is maintained by parent fees. BTB has been able to establish, maintain and sustain community partnerships over the years to be able to provide services and in-kind resources to the BTB program. As stated previously, Bryant Elementary student enrollment and FRLP has increased over the last 5 years creating an even stronger need for BTB to continue to serve and meet the needs of this student population. BTB is requesting new 21CCLC funding consistent with what is allowed per the RFA, "to support previously funded programs and services for before school, afterschool, and summer programs" to continue to serve our current students and meet the needs of new students.

To ensure sustainability several efforts occur. BTB will expand current partnerships, at a minimum of two per year, to increase in-kind services and goods. BTB will also continue to use their fundraising to raise awareness publicly regarding the BTB program. BTB will also use the parent and advisory committees to help think of new ideas to support sustainability.

Continuous Improvement Plan. BTB will develop a Bryant Elementary Continuous Improvement Plan (CIP) to drive results and success. A CIP workgroup will be implemented with key stakeholders including but not limited to: Principal, On-Site Manager, Program Director, community partners, and parents. The CIP workgroup will be charged with reviewing survey results, prioritizing quality improvement opportunities, and possible program enhancements. The results of the workgroup will be shared with the BTB advisory committee quarterly for recommendations on new goals, improvements, and enhancements to implement. This effort will further support BTB in its sustainability planning efforts for when 21CCLC funding ends.

5.4 B Previously funded grant. BTB is a before school, after school, and summer program along with a past and current 21CCLC grantee. Bryant Elementary was a 21CCLC grantee in cohort 7 from 2012-2016. BTB achieved and maintained all attendance and academic goals during their time as a grantee and continues to offer enrichment activities and academic tutoring. Since the time Bryant Elementary was a grantee the school was demolished and rebuilt which has caused an increase in enrollment and classrooms. Bryant Elementary at the time of the grant averaged an enrollment of around 250 students. Current enrollment for the 2020-21 school year is 516 students.

During the years while Bryant was a 21CCLC grantee the average attendance was 75 students. Program currently exists, but a much-reduced capacity with an average daily attendance of 23 students. Bryant Elementary was able to sustain programming at a reduced capacity due to the partnerships and relationships made through years of programming. The SCCSD allows us to use their school locations that is all in-kind to our program. Boy Scouts and Girl Scouts have found other avenues of funding to help scholarship their registration fee for our Bryant students. A Bryant Elementary teacher has volunteered her time to the program to help students that are behind in certain areas tutoring time. To be able to continue the much-needed programming at Bryant Elementary and supplement the current program to reach a larger number of students and families a 21CCLC grant is needed. Due to Bryant Elementary being one of the most impoverished schools in the district with the highest FRLP rate, and the increase in student population over the past 3 years, this program will not be able to continue at any larger capacity without federal funding. SHIP and BTB are continually working on formulating development plans for BTB sites that needs assistance in funding. This includes seeking alternate sources of funding from foundations, local businesses, and DHS Child Care assistance, to ensure that families that cannot pay for the program have other funding streams to tap into so that they are able to access program.

* Previous grantee documentation of 5-year history with sustainability included in Form G.

6. Communication Plan.

BTB focuses on the awareness of the full scope of programming offered and works towards continuous efforts to increase knowledge each year. BTB's communication plan is to grow connections within the SCCSD and the Siouxland community to continue to engage and promote the programming that is offered, and open doors to new opportunities.

BTB uses multiple outlets to inform the public of the continuous work that BTB does to make their mission, vision, and value known throughout Siouxland. The community learns about program highlights and evaluations through local television station spotlights, radio commentary, social media, and the BTB website www.beyondthebell.us.com. BTB is fortunate to have effective champions who promote the importance of quality afterschool programming at every opportunity. BTB's annual "Lights on Afterschool" and "Service-Learning Challenge" presentations highlight quality afterschool programming and shine a light on a few key elements of the program and the importance it has in our community.

BTB administrative members are on an array of community boards and groups including but not limited to: Iowa Afterschool Alliance Strategic Leadership Team, Bright Futures of Sioux City, United Way Young Leaders Society, and the Sioux City Chamber of Commerce.

With the same core program throughout Siouxland, all BTB information and materials are translated to Spanish in office. Any other translations that are needed BTB utilizes translators provided by One Siouxland to ensure communication with non-English speaking parents.

BTB uses multiple tools to share day to day information with parents through parent communication notes, monthly newsletters, BTB website www.beyondthebell.us.com, Instagram, Remind, and Facebook group posts. Having a long-standing relationship with the SCCSD and record of effectiveness means that teachers, administrators, counselors and other school day staff refer academically and economically needy children to the BTB program. The BTB program is conveniently located within the student's day school building which allows the BTB staff to have daily contact with students, parents, school day staff, and administrators. Staff of BTB contact families directly when the school refers children to the program at any time during the school year. Students, parents and school day staff have regular input into BTB programming through the student leadership committee, parent advisory board, and BTB advisory committee. BTB surveys parents, staff, students and partners annually to continue the communication process.

Students generally learn about BTB from their siblings, parents, teachers, or principals but most importantly from their peers. As BTB continues to succeed in providing academically enriching activities the students themselves are the programs best ambassadors.

Other ways that BTB communicates the results of their programming efforts is to publicly post on the BTB website the annual 21CCLC evaluation in December and Community Impact Report in February.

BTB communication is an ongoing activity with daily, weekly, monthly, quarterly and annual announcements planned. The BTB advisory committee evaluates the calendar of scheduled communications and events annually.

7. Partnerships

7.1 Partnerships and impactful role in programming and sustainability. BTB has established partnerships that have served to strengthen and support their endeavors by improving program quality and building stronger relationships with staff, teachers and principals. Partnerships are imperative to make the program successful for students, families and the community. Strong relationships with partners build a more positive relationship with the school, engages staff, and fosters high quality, engaging and fun activities.

Key partners, as indicated by attached MOU's

| Community Partner | Role/Area of Significant Impact |
|--|---|
| Sioux City Community School District (SCCSD) | For the past 20 years, Sioux City Community School district provides in-kind space and other essential services for BTB programming including: classrooms, playground, gym, library, common areas, heating and air conditioning of the buildings. They also provide food service for snacks and lunch, and referrals for children and families. Additionally, an administrator of SCCSD is part of the Advisory Committee. The in-kind value of services provided by the SCCSD is \$80,000 |
| Community Action Agency of Siouxland | Community Action Agency of Siouxland will provide information and resources for BTB families throughout the school year and summer programs. Resources regarding rent and utility assistance, tax form filing, housing, childcare assistance, and DHS benefits. The in-kind value of services provided is \$ 400.00 per year. |
| Siouxland District Health Department | Siouxland District Health will provide information for BTB families at family nights. The in-kind value of services provided is \$100.00 per year. |
| Siouxland Community Health Department | Siouxland Community Health Department will provide information for BTB families. The in-kind value of services provided is \$400.00 per year |
| Catholic Charities Diocese of Sioux City | Catholic Charities will provide access to parenting classes, mental health programs, and community resources. The in-kind value of services provided is \$1500.00 per year |
| | |

7.2 Meaningful and Engaging Partnerships. The BTB partnership plan focuses on the philosophy and approach that collaborative relationships expand and enhance how we can meet the needs of students and families. Meaningful and engaging partnerships will be developed and sustained through the following strategies:

- Consistent formal and informal communication. This strategy is focused on informal communication on an ongoing basis and formal monthly communication to check in on progress, needs, and highlights. Communication via phone, email, and social media support ongoing and consistent engagement with partners. This also includes a monthly schedule of meetings. BTB will ensure active engagement in community groups and boards that further the BTB mission.
- Securing feedback. Partner feedback is critical for success and is gathered from partners throughout the year. Examples include collaboration meetings with the SCCSD, survey administered with the teachers, parents, and partners that solicits feedback on the benefit, impact, and opportunities for program enhancement.
- Sharing data. Recommendations related to student enrichment interest areas and academic achievement from the ‘Student Leadership Group’ will be shared with parents, partners, school

district, and BTB staff. For example, BTB service-learning activities will be planned and implemented based on the feedback of students and developed collaboratively with partners.

- Recognition and publicity. Ongoing publicity, through news releases, BTB website, social media, and newsletters will highlight activities, progress, and partner opportunities.
- Alignment with mission and sustainability. To support success, current and future partnerships will be reviewed and affirmed for mission alignment with the goal of 21CCLC priorities, BTB mission, partnership mission, and overall sustainability.

Development & Sustainability of Partnerships. BTB Program Director, along with the On-Site Manager of Bryant Elementary, Executive Director of SHIP, and BTB staff will be responsible for developing and expanding partnerships for all sites, implementing policies and procedures, and implementing approaches so all cohorts embrace an efficient shared partnership and sustainability model. New partners will be recruited through resource fairs, current volunteers, coalition participation, involvement in community workgroups, and the program. Existing partner relationships will be retained through effective communication, appropriate recognition strategies, activity/service rotation, and continual evaluation of programming efforts.

Beyond the Bell is a program of SHIP, which means it is governed by the SHIP Board of Directors. The Beyond the Bell program-wide Advisory Council will meet monthly and make motions/recommendations to the SHIP Board regarding Beyond the Bell programming, funding and future direction. The program-wide Advisory Council has administrative-level representation from all three school districts BTB serves, program partners, SHIP Board members and Beyond the Bell staff.

For the purposes of this grant, the On-Site Manager will meet monthly with each site's administrative team (Principal and any staff they desire to include) as well as program partners to ensure that the program is moving in a positive direction and staying on track with the goals set forth in this application.

SHIP's Executive Director and BTB staff attend professional development opportunities as they arise and will continue to serve on community boards and attend meetings to ensure constant connections to current or potential future partners. Meetings such as Growing Community Connections, Source for Siouxland, Healthy Siouxland Initiative, Brighter Futures, and SCCSD PBIS professional development are examples of commitments that On-Site Managers will attend.

Beyond the Bell will start this project with 5 partners, as evidenced by the MOUs included in this application. Beyond the Bell does have partnerships with WITCC to offer HiSet classes to parents who are interested and with Launchpad Children's Museum where they provide discounted entry for BTB field trips and host a family night at their facility. Staff will maintain these partnerships and will add a minimum of 2 new partners each year. New partner connections will be made while out in the community, but student, family and school input will also be sought to find new partners.

8. Evaluation

8.1 Experienced Evaluator. BTB in partnership with its external evaluator, Consulting By Design LLC, shall collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This firm has provided evaluation and consulting services supporting community-based organizations with evaluation, non-profit development, and quality assurance since 2001. In its nineteen-year history, Consulting By Design LLC has served as the external and local evaluator on an array of federal funded projects in Minnesota, Nebraska, and Iowa to include Substance Abuse and Mental Health Services Administration (SAMHSA), Administration for Children and Families, Department of Labor, and Department of Education 21CCLC.

As the external evaluator since 2017, Consulting By Design LLC has demonstrated capacity to provide requested data and information to the Iowa Department of Education and is committed to attend local evaluator training hosted by 21CCLC. In addition, the firm maintains commitment to utilizing all evaluation tools and forms provided by the Iowa Department of Education. Contact information for the local evaluator is: Consulting By Design LLC, P.O. Box 2698, Sioux City, IA 51106; Email: consultingbydesign@yahoo.com; heidi_kammerhodge@yahoo.com.

Examples from previous local evaluations that demonstrate success. Feedback from students, parents, BTB staff, community partners, and school staff consistently endorses quality and effectiveness of BTB, with the following evaluation themes over the past three years:

1. BTB fulfills a critical unmet school and community need in Siouxland by providing before and after-school programming with the vast majority of respondents indicating the program is “extremely important” or “important”.
2. The satisfaction and quality rating for BTB is very high, with over 88% of cumulative feedback from students, parents, BTB staff, and the community being affirming of the program.
3. BTB has focused on solidifying partnerships that strategically align with the mission of BTB and are sustainable. The partnership and communication between SCCSD and BTB is instrumental to the program’s success. Feedback from the SCCSD indicates a high level of value and satisfaction in the services provided by BTB to the students and community.

8.2 Evaluation Results Evaluation findings are key for program enhancement and quality assurance. The evaluation services shall ensure: review of student achievement data (academic, attendance, behavioral), meaningful analysis of teacher, staff, parent and youth surveys, and determination of progress toward program goals and objectives in a comprehensive, rigorous evaluation of effectiveness. The following outlines program goals, objectives, and activities.

Goals.

1. Provide high quality activities to help student meet and/or succeed proficiency goals in reading and math with additional support for ELL students. BTB will operate 39 days during summer program.
2. Increase student, parent, and school staff communication to improve student success.
3. Provide opportunities for parents and families to be a part of the parent advisory board. Provide community resources that will support family academic success and improve access to resources.

Objectives. Evaluation objectives will include:

- BTB will meet or exceed all IDOE and GPRA measures required by the RFA.
- BTB will provide ELL tutoring at each cohort
- At least one school staff member participates in the BTB Advisory Committee.
- At least 50% of students will demonstrate increased school engagement and positive behaviors as evidenced by the student and teacher survey.

All program activities will be examined, and recommendations will be made for continuous program improvement by the BTB Advisory Committee. The evaluation will examine how the program impacted students, families, and key stakeholders. Program staff receive the reports during their weekly multi-site meetings allowing for discussion and use of the information in program improvement. Program staff from each

site inform stakeholders with the results through formal and informal communication including site newsletters and brochures, personal contact with families, school staff and administrators and future program updates initiated from the reports. This data is also shared with SHIP.

The following detailed timelines demonstrate how Beyond the Bell ensures data is made public and utilized for quality improvement. BTB disseminates local evaluation information systematically through posting evaluation reports on the BTB website (<http://www.beyondthebell.us.com>) by December 31 of each year.

Annual Data Collection Plan

| Evaluation Strategy | Purpose | Method | Timeline |
|---------------------------------|---|---|-------------|
| Parent, teacher, student survey | To collect quality assurance feedback about the program and collect progress data on students. | Written and electronic survey (survey monkey) to be administered when parents pick up students, via email, and text link. | March-April |
| Partner/Stakeholder Survey | To collect general feedback from community partners about the impact and quality of the program | Written and electronic survey to be administered directly from Director of BTB, Director of Sioux City Programming, and SHIP Executive Director | May |
| Local Evaluation | To gather GPRA related data required for reporting specific to each student on academic performance data | Annual Data Request to SCCSD based on GPRA data and other local evaluation data only available via school district. Cohort/ Student-specific data | November |
| State Survey | To provide information for specific 21CCLC data requirements | Information from BTB attendance and tracking software, Cayen | December |
| APR | To collect aggregate or general data required for APR and annual evaluation reporting tool. | Annual Data Request to SCCSD based on required APR data. Cohort/ Student-specific data | December |
| Community Impact Report | To provide overall summary information, data highlights, strengths, and opportunities about the community impact of Beyond the Bell on the community. | Written narrative/ summary report based on compiled data from multiple sources | February |

8.3 Measure of Effectiveness for previous grantees (ESSA). BTB meets the Every Student Succeeds Act (ESSA) measures of effectiveness and is dedicated to consistently providing data about program success with attendance, behavior, literacy, and math through the annual performance report (APR), state survey, and local evaluation. Beyond the Bell is an experienced grantee with over 20 years of experience. Beyond the Bell has consistently met local evaluation objectives over the past years.

Examples from previous local evaluations that demonstrate success. Feedback from students, parents, BTB staff, community partners, and school staff consistently endorses quality and effectiveness of BTB, with the following:

Achievement of Local Evaluation Objectives.

- Increased Proficiency. *Due to implications and modifications needed to for collection of data due to COVID-19, total attendance was utilized to assess grade level progress for each of the 2019-2020 21CCLC cohorts. A comparison of grade level at the fall of 2019 to fall of 2020 was utilized to infer and measure improvement and proficiency in GPRA measures. Success: Proficiency data for regular (at least 30 days) program attendees was provided and 166 out of 166 students progressed to the next grade level.*
- Satisfaction with Services. *In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB. Success. Over 90% of cumulative feedback from parents indicates satisfaction with communication from BTB.*
- Service Learning. *At least 50% of students at each site participate in the annual Service Learning Challenge. Success: 100% of regular attendees from each cohort participated in service-learning projects during the 2017-2018 summer and academic year.*
- Community Involvement/ Field Trips. *At least 90% of regular (at least 30 days) program participants attend at least one field trip to a community partner site. Success: 96% of all regular attendees attended at least one field trip.*

9. Budget Narrative

BTB requests support for high-quality dedicated staff to support services to 75 elementary students for 180 days during the school year and 30 students for 39 days in summer. The elementary budget for programming is \$146,700 per year. BTB used the funding formula as follows:

\$10.00 per day x 75 students for 180 days before and after school= \$135,000

\$10.00 per day x 30 students for 39 days = \$11,700.00

This budget allows for high-quality staff who will supervise and mentor the students, professional development for staff to keep investing in them, transportation for the students and families, materials for enrichment activities and curriculum, and evaluation of the program to continually make improvements and assess the needs of the community.

Program: Personnel: Bryant Elementary will have an On-Site Manager who oversees 2 site locations. The On-Site Manager supervises site operations and are counted in ratio during the afterschool program. This position has administrative duties such as entering attendance for activities, lesson planning, attending partner meetings, meeting with principals and school day staff, and planning family engagement nights. Certified teachers will tutor at no more than a 1:6 teacher-student ratio for 3 days per week. Enrichment Coordinators are the front-line staff who supervise the students at no more than a 1:15 staff-student ratio, engage in enrichment activities, and communicate with parents. Cultural Liaison will serve BTB families at NMS and Irving elementary to help close the gap between school day and afterschool. This position will help plan family engagement evenings and be the contact for families who need assistance either academically, economically or culturally.

- Bryant Elementary On-Site Manager @\$17.00/hour + benefits for 5 hours/day for 225 day (.55 FTE)
- Certified Teacher @\$30 per hour for 128 hours during school year
- Certified Teacher @\$30.00 per hour for 122 hours during summer
- Enrichment Coordinators @11.50 per hour for before school during school for 2 hours/day for 180 days
- Enrichment Coordinators @\$11.50 per hour for afterschool on Mondays for 3.5 hours for 36 days
- Enrichment Coordinators @\$11.50 per hour for afterschool Tuesday –Friday for 2.5 hours/day 144 days
- Enrichment workers @\$11.50 per hour for summer program for 7 hours/day for 39 days

All salaries and benefits are standard for BTB. Fulltime positions receive 7.65% FICA, 8.93% IPERS, insurance (0.03% professional, 0.05% unemployment, and health/dental at \$4,955.00 per year) and 1.38% workers' compensation (WC). Teachers receive FICA, IPERS, and WC. Youth workers receive FICA and WC. SHIP charges a 4% employer of record fee on salaries and benefits to cover those costs. The personnel portion of the requested budget is 78%. **Total: \$105,704.00**

Volunteers will contribute a total of 560 hours throughout school year, family engagement events and summer program @ approximate cost of \$9.00. Total of contributed services for personnel: \$5,040.00

Contracted Services: BTB has contracted services with multiple Siouxland Community Businesses like Launchpad Children's Museum and ISU extension where they give BTB a discounted rate of admission or group activities that we do not want to pass on to our families. **Total: \$2,500.00**

Many businesses that work with BTB give a certain % of their services to us at no cost. The total contributed services for contracted services. \$ 2,500.00

Materials and Supplies: BTB requests % of the budget for materials and supplies for the students of Bryant BTB program. The supplies and materials will include enrichment supplies for center-based learning, academic supplies for small group tutoring, supplies for student lead clubs, and other materials.

Total: \$7,800.00

Afterschool snack and meals: BTB will partner with the Siouxland Food Bank to help distribute food monthly for school year and summer. **Total: \$2,500.00**

The SCCSD Central Kitchen in kinds afterschool snack, evening meals, summer breakfast and lunch to the BTB program. The total contribution for this is a total of \$ 35,000.00.

The SCCSD provides in-kind space and other essential services for BTB programming including classrooms, playground, gyms, library, common areas, heating and air conditioning of the buildings, and janitorial services. The total contribution for this is a total of \$80,000.00

Professional Development at Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. For this to be true BTB must invest in the staff with high quality staff development in all areas of children and students. The SCCSD will provide training for BTB staff to on PBIS so that it can run congruently through the school day and after school program. BTB brings in highly qualified sought-after afterschool professionals once a year to train all full and part time staff and a multitude of topics through contracted services. In addition, the On-Site manager will be required to spend 1 hour daily dedicated to training of staff, researching new PD, staff orientations, managing staff PD files, and working on development materials. On-Site Manager @\$17.00/hour + benefits for 1 hours/day for 225 day. All staff are required 6 hours of DHS trainings annually, CPR/First Aid, Mandatory Reporting, Universal Precaution, and DHS Essentials. BTB 21CCLC staff will also attend the annual IMPACT afterschool conference.

BTB uses Professional Development to train and retain high-quality staff. This will support BTB staff attending SCCSD PBIS trainings, Bilingual language classes, speakers, development materials and attending the IMPACT afterschool conference. **Total Staff Development Budget: \$ 16,191.00**

BTB has a nurse consultant who volunteers her time for 1st Aid and CPR classes for staff. The total contribution for this is \$1,500.00.

Student Access and facility safety: BTB has found that reliable transportation is vital to effective programming and child safety. The SCCSD charges BTB for the driver’s salary and hours driven. BTB requests transportation home during the school year for one field trip per month (total of 9) and multiple family engagement nights (no more than 6) and summer transportation. BTB is required to provide cleaning/sanitizing supplies, thermometers and other safety precautions. BTB requests \$2000.00 annually to purchase and maintain these materials. The total access request is \$3,668.00 at Bryant Elementary. The total access request is 2.5% of the budget. BTB accommodates student and family language-interpretation needs by employing bilingual staff and collaborating with One Siouxland when other translation services are needed. **Total: \$3,920.00**

| Transportation to: | Salary/hr. | Buses | Days | Total |
|---|------------|-------|------|-------|
| Field Trips/ Family Nights 2.5 hrs./field trip | \$20 | 1 | 15 | 750 |
| Summer Bussing | \$30 | 1 | 39 | 1170 |

Evaluation: Evaluation is a key component and enables BTB to improve and sustain. BTB’s experienced independent evaluator has worked with BTB since 2017 and will provide 30 hours of work at \$25/hour. The total evaluation request is .5% of the budget. **Total: \$750.00**

Administration. SHIP acts as employer of record for BTB and provides payroll functions, grant and fiscal management, and required fiscal reporting. All are vital to a successful program and SHIP provides them for 5% of the requested budget (per year). BTB provides program administration with no grant support, including human resources and clerical support. SHIP and other partners provide in-kind administrative services with no compensation, including advocacy, community relations, and consultation with BTB staff.

Total: \$ 7335.00

Bryant Elementary student enrollment has increased by almost 50% over the last 5 years creating an even stronger need for BTB to serve and meet the needs of this student population. Bryant Elementary currently has 516 students, which is one of the largest school enrollments throughout SCCSD elementary schools. With this request for 21CCLC funding support, BTB will supplement, not supplant, current funding. BTB and its stakeholders and supporters are dedicated to quality programs that address student, family and community needs and they thank 21CCLC for considering this application.

| AGENCY AND SITE NAME: | | and Human Investment Partnership/ Bryant Elm | | FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET | | | | | | | | | |
|--|---|--|-----------------|--|-----------------|-------------------------|-----------------|----------------------------|-----------------|-------------------------|-----------------|---------------------------|--|
| SITE ADDRESS: | | 3040 Jones Street Sioux City Iowa 51104 | | IOWA DEPARTMENT OF EDUCATION BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C) | | | | | | | | | |
| Total YR1 21CCLC Award: | | \$146,700.00 | | ***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED*** | | | | | | | | | |
| # Students Served (unduplicated headcount): | | | 105 | | | | | Qtr 1 due by November 30th | | Qtr 3 due by April 30th | | | |
| | | | | | | | | Qtr 2 due by January 31st | | Qtr 4 due by July 15th | | | |
| A | B | C | | F | | G | | H | | I | | THIS COLUMN | |
| | | Total YR1 | | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | | RESERVED FOR IDOE FINANCE | |
| | | 2021-22 Budget | | July 1 - September 30 | | October 1 - December 31 | | January 1 - March 31 | | April 1 - June 30 | | | |
| Authorized Activity Category | | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | | |
| 1 | Program: | | | | | | | | | | | | |
| | Personnel | \$ 94,265.00 | \$ 11,439.50 | \$ 23,567.00 | \$ 2,860.00 | \$ 23,566.00 | \$ 2,859.00 | \$ 23,566.00 | \$ 2,859.00 | \$ 23,566.00 | \$ 2,859.00 | | |
| | Contracted Services | | 2,500.00 | - | 625.00 | - | 625.00 | - | 625.00 | - | 625.00 | | |
| | Materials & Supplies | 7,800.00 | | 1,950.00 | - | 1,950.00 | - | 1,950.00 | - | 1,950.00 | - | | |
| | After School Snacks & Meals | | 2,500.00 | - | 625.00 | - | 625.00 | - | 625.00 | - | 625.00 | | |
| | Other | | | - | - | - | - | - | - | - | - | | |
| | Reserved for IDOE finance | | - | - | - | - | - | - | - | - | - | | |
| 2 | Professional Development (must be equal or greater than 5% of budget): | | | | | | | | | | | | |
| | Personnel | \$ 9,571.00 | \$ - | \$ 2,394.00 | \$ - | \$ 2,393.00 | \$ - | \$ 2,393.00 | \$ - | \$ 2,393.00 | \$ - | | |
| | Contracted Services | 1,500.00 | - | 375.00 | - | 375.00 | - | 375.00 | - | 375.00 | - | | |
| | Materials & Supplies | 3,500.00 | - | 875.00 | - | 875.00 | - | 875.00 | - | 875.00 | - | | |
| | Other | 1,620.00 | - | 405.00 | - | 405.00 | - | 405.00 | - | 405.00 | - | | |
| | Reserved for IDOE finance | | - | - | - | - | - | - | - | - | - | | |
| 3 | Student Access (up to 8% of budget): | | | | | | | | | | | | |
| | Transportation | \$ 1,470.00 | \$ 450.00 | \$ 367.50 | \$ 112.00 | \$ 367.50 | \$ 113.00 | \$ 367.50 | \$ 112.00 | \$ 367.50 | \$ 112.00 | | |
| | Facility safety and accessibility | 2,000.00 | - | 500.00 | - | 500.00 | - | 500.00 | - | 500.00 | - | | |
| | Other | | - | - | - | - | - | - | - | - | - | | |
| 4 | Evaluation (up to 4%): | | | | | | | | | | | | |
| | Contracted Services | \$ 750.00 | | \$ 187.50 | | \$ 187.50 | | \$ 187.50 | | \$ 187.50 | | | |
| | Materials & Supplies | | | - | | - | | - | | - | | | |
| | Other | | | - | | - | | - | | - | | | |
| 5 | Other Admin Costs (Up to 8%): | | | | | | | | | | | | |
| | Other Admin Costs | \$ 7,335.00 | | \$ 7,335.00 | | \$ - | | \$ - | | \$ - | | | |
| | Reserved for IDOE finance | | | - | | - | | - | | - | | | |
| | Indirect Costs, Restricted* | | | - | | - | | - | | - | | | |
| 6 | Total Expenditures | \$ 146,700.00 | | \$ 42,178.00 | | \$ 34,841.00 | | \$ 34,840.00 | | \$ 34,840.00 | | | |
| *Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving | | | | | | | | | | | | | |

| | |
|-----------------------------------|--|
| AGENCY: | land Human Investment Partnership/Bryant Element |
| AGENCY ADDRESS: | 3040 Jones Street Sioux City Iowa |
| NUMBER OF SITES: | 1 |
| Total 21CCLC Request YR 1: | \$ 146,700.00 |

FORM D3: CUMULATIVE PROGRAM BUDGET
IOWA DEPARTMENT OF EDUCATION
TOTAL PROGRAM BUDGET INCLUDING 21CCLC FUNDS AND
PARTNER CONTRIBUTIONS*

ONLY SUBMIT YR 1 WITH GRANT APPLICATION
 This form should be completed once with all sites included.

| | |
|------------------------|-----|
| # Students Served YR1: | 105 |
|------------------------|-----|

| Budget Category | Year 1 2021-2022 | | | | Total YR1 | Total YR1 | Totals YR1 | Totals YR1 | Total YR1 Program Budget |
|---|---------------------|----------------------------|--------------------|----------------------------|----------------------|---------------------|----------------------|---------------------|-----------------------------|
| | Student Program | Partner Student Program | Family Literacy | Partner Family Literacy | 21CCLC | Partner | Student Program | Family Literacy | |
| Program: | | | | | | | | | |
| Personnel | \$ 94,265.00 | \$ 4,140.00 | \$ 11,439.50 | \$ 900.00 | \$ 105,704.50 | \$ 5,040.00 | \$ 98,405.00 | \$ 12,339.50 | \$ 110,744.50 |
| Contracted Services | | | 2,500.00 | 2,500.00 | \$ 2,500.00 | \$ 2,500.00 | \$ - | \$ 5,000.00 | \$ 5,000.00 |
| Materials & Supplies | 7,800.00 | | | | \$ 7,800.00 | \$ - | \$ 7,800.00 | \$ - | \$ 7,800.00 |
| After School Snacks & Meals | | 35,000.00 | 2,500.00 | | \$ 2,500.00 | \$ 35,000.00 | \$ 35,000.00 | \$ 2,500.00 | \$ 37,500.00 |
| Other | | 80,000.00 | | | \$ - | \$ 80,000.00 | \$ 80,000.00 | \$ - | \$ 80,000.00 |
| Subtotal - Program | 102,065.00 | 119,140.00 | 16,439.50 | 3,400.00 | \$ 118,504.50 | \$ 42,540.00 | \$ 221,205.00 | \$ 19,839.50 | \$ 241,044.50 |
| Professional Development (min. 5% year): | | | | | | | | | |
| Personnel | \$ 9,571.00 | | | | \$ 7,335.00 | \$ - | \$ 9,571.00 | \$ - | \$ 9,571.00 |
| Contracted Services | 1,500.00 | 1,500.00 | | | \$ 1,500.00 | \$ 1,500.00 | \$ 3,000.00 | \$ - | \$ 3,000.00 |
| Materials & Supplies | 3,500.00 | | | | \$ 3,500.00 | \$ - | \$ 3,500.00 | \$ - | \$ 3,500.00 |
| Other | 1,620.00 | | | | \$ 1,620.00 | \$ - | \$ 1,620.00 | \$ - | \$ 1,620.00 |
| Subtotal - Professional Development | 16,191.00 | 1,500.00 | - | | \$ 16,191.00 | \$ 1,500.00 | \$ 17,691.00 | \$ - | \$ 17,691.00 |
| Student Access (max. 4% per year): | | | | | | | | | |
| Transportation | \$ 1,470.00 | | \$ 450.00 | | \$ 1,920.00 | \$ - | \$ 1,470.00 | \$ 450.00 | \$ 1,920.00 |
| Facility safety and accessibility | 2,000.00 | | | | \$ 2,000.00 | \$ - | \$ 2,000.00 | \$ - | \$ 2,000.00 |
| Other | | | | | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal - Student Access | 3,470.00 | | 450.00 | | \$ 3,920.00 | \$ - | \$ 3,470.00 | \$ 450.00 | \$ 3,920.00 |
| Evaluation (max. 4% per year): | | | | | | | | | |
| Contracted Services | \$ 750.00 | | | | \$ 735.00 | \$ - | \$ 750.00 | | \$ 750.00 |
| Materials & Supplies | | | | | \$ - | \$ - | \$ - | | \$ - |
| Other | | | | | \$ - | \$ - | \$ - | | \$ - |

| | | | | | | | | | |
|---|----------------------|----------------------|---------------------|--------------------|---------------|---------------|----------------------|---------------------|----------------------|
| <i>Subtotal - Evaluation</i> | 750.00 | | | | \$ 750.00 | \$ - | \$ 750.00 | | \$ 750.00 |
| Other Admin Costs (max 8% per year): | | | | | | | | | |
| Other Admin Costs | | | | | \$ 7,335.00 | \$ - | \$ - | | \$ - |
| Indirect Costs, Restricted** | \$ 7,335.00 | | | | \$ 7,335.00 | \$ - | \$ 7,335.00 | | \$ 7,335.00 |
| <i>Subtotal - Other Admin Costs</i> | 7,335.00 | | | | \$ 7,335.00 | \$ - | \$ 7,335.00 | | \$ 7,335.00 |
| Totals | \$ 129,811.00 | \$ 120,640.00 | \$ 16,889.50 | \$ 3,400.00 | \$ 129,811.00 | \$ 120,640.00 | \$ 250,451.00 | \$ 20,289.50 | \$ 270,740.50 |

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

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

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

The Sioux City Community School District

Purpose: This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Sioux City Community School District (SCCSD) in the implementation of the Beyond the Bell (BTB) program.

Background: SHIP and SCCSD have collaboratively provided the BTB program for many years. BTB is a program of SHIP that provides before and after school programming as well as a summer program at SCCSD elementary schools and middle schools. SCCSD has provided space to conduct BTB programming - allowing program to use classrooms, playgrounds, physical education equipment, libraries and common areas to conduct academic and recreational activities, and for students to consume snacks. SCCSD has also offered financial support for certified teachers to provide tutoring to at-risk students enrolled in the program, and to provide access to the program to at-risk students. SHIP has provided management, fiscal oversight and administration of the program. Additional funding sources for the program include multiple 21st Century Learning Centers grants from the U.S. Department of Education, funding from the United Way of Siouxland and the Iowa Department of Human Services, and fee payment by parents.

Services of SHIP:

- Provide the Beyond the Bell program;
- Ensure ongoing program quality;
- Partner with SCCSD to incorporate family literacy programming within the curriculum at all BTB sites;
- Manage and evaluate the employees of BTB;
- Provide appropriate professional development of BTB staff;
- Collaborate when possible to have joint or shared training;
- Maintain and administer operating budget and keep complete fiscal records;
- Maintain and build relationships with community partners;
- Act as chief BTB ambassador to the community;

- Seek grant opportunities, administer awarded grants, and fulfill grant reporting requirements;
- Perform program evaluations, including an end-of-the-year report showing expenses and outcomes; and
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs.

Services of SCCSD:

- Provide space for program at each school;
- Provide funding in the amount of \$148,000 to the program for:
 - A) Certified teachers to tutor at-risk students;
 - B) Scholarship assistance to at-risk students (identified by building principals) at East Middle School and West Middle School - up to \$48,000 of the funds may be used for this purpose; Scholarship assistance to at-risk students (identified by building principal) at Leeds Elementary – up to \$10,000 of the funds may be used for this purpose
- Provide SCCSD transportation for BTB participants, as possible;
- Provide technical support to BTB staff members through its Technology Education Department;
- Provide food service for BTB participants during the school year and in the summer;
- Provide curriculum consultation from the Director of Curriculum, Instruction and Assessment to ensure BTB activities are aligned with SCCSD standards and benchmarks;
- Assign a representative to meet quarterly as part of the BTB Advisory Council;
- Allow principals time at the BTB sites to advise on the selection of new BTB staff members and give input into BTB programming;
- With the appropriate parent release of information, provide SCCSD data to SHIP or its evaluators for the purpose of evaluating the BTB program’s impact on students in the school day classroom;
- Collaborate when possible to have joint or shared training; and
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs.

Together, Partners agree to the following basic rules:

- Student well-being, with academic and social development, is the ultimate goal of this MOU;
- Confidentiality of all information will be enforced; staff will not divulge any student information to other entities, unless that entity is the evaluation team selected by SHIP and approved by the SCCSD;
- Data collected by the parties is for the purpose of evaluating the educational programs of BTB:
 - a) Dissemination of evaluation data is limited to SCCSD, SHIP (and its evaluators) and shall comply with all applicable privacy and confidentiality laws. Data

- required to fulfill grant reporting requirements will be prepared and submitted by the partners (and evaluators);
- b) Local evaluations (using aggregate data) are submitted annually to the Iowa Department of Education and are required to be publically posted on the BTB website and are shared with the SHIP Board and SCCSD – both entities shall give their input and grant approval prior to the document being made public.

Term: The term of this MOU shall be from **August 1, 2020 to July 31, 2021** unless terminated earlier as provided in this MOU.

Insurance: SHIP and SCCSD will maintain, at their own expense, insurance in effect with insurance companies authorized to do business in the State of Iowa. The insurance shall insure against any loss or damage resulting from or related to the performance of this MOU. All such insurance policies shall remain in full force and effect for the entire life of the MOU and shall not be cancelled or changed except after thirty days written notice. Insurance requirements of SHIP and SCCSD:

| Type of Insurance | Limit | Amount |
|---|--------------|--------------------|
| General Liability | | \$1 million |
| Automobile Liability, including any auto, hired auto and non-owner auto | | \$1 million |
| Workers' Compensation law | | As required by law |
| Errors and Omissions | | \$1 million |

Occurrence Policy. All insurance policies required by this Agreement shall provide coverage for all claims arising from activities occurring during the term of the policy, regardless of the date the claim is filed or expiration of the policy.

Proof of Insurance. The parties and all providers performing work on this project shall submit certificates of insurance described above upon request. The receipt of such certificates does not constitute approval of the coverage contained on the certificates, and each party and provider remains responsible for determining that its insurance coverage meets each and every requirement of this agreement.

Agreement Clauses: The parties must adhere, if applicable, to the following regulations, many of which are legally required by the U.S. Department of Labor:

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.

- **Termination with cause:** With reasonable cause, either party may terminate this Agreement effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
 1. Material violation of this Agreement.
 2. Any other act exposing the other party to liability to others for personal injury or property damage.
 3. Loss of funding for this project.

- **Indemnification and hold harmless:** SHIP agrees, to the fullest extent permitted by law, to indemnify and hold harmless SCCSD, its officer, directors, employees and agents from and against any liabilities, damage and costs (including reasonable attorneys' fees and costs of defense) to the extent caused, during the performance of this Agreement, by the negligent acts, for any and all staff providing services under this agreement. SCCSD agrees, to the fullest extent permitted by law, to indemnify and hold harmless SHIP, its officer, directors, employees and agents from and against any liabilities, damage and costs (including reasonable attorneys' fees and costs of defense) to the extent caused, during the performance of this Agreement, by the negligent acts, errors or omissions of SCCSD.

- **Loss of funding:** All parties agree to terminate this agreement upon thirty (30) days prior written notice due to a lack of funding:
 1. Adequate funds are not appropriated to allow the project to continue
 2. Funds are de-appropriated, not allocated, or are insufficient for any reason
 3. SHIP's authorization to conduct business is withdrawn or there is a material alteration in the programs that SHIP administers
 4. SHIP's duties are substantially modified
 5. SHIP will make reasonable efforts to secure funding for BTB under the terms of this MOU.

- **Independent Contractor:** It is mutually understood and agreed that SHIP shall be at all times acting as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship or a joint venture relationship between the parties. The parties agree that neither SHIP nor any of the personnel it provides to perform services hereunder are employees of SCCSD and, accordingly, they are not eligible for salary or employment-based compensation, fringe benefits, pension, workers' compensation, sickness, disability or health insurance benefits or other similar benefits afforded to employees of SCCSD.

- **Record Access:** Access to records by SHIP, SCCSD or the Comptroller General of the United States for the purposes of audit, examination, excerpts, evaluation and transcriptions (for other than small purchase transactions). Access to records is limited to information/services provided through this MOU and is subject to and limited by professional obligations of confidentiality.
- **Record Retention:** All records regarding this project must be retained as specified in 29 CFR 97.42 or 29 CFR 95.53.
- **Equal Employment Opportunity:** Compliance with Equal Employment Opportunity provisions in Executive Order (E.O.) 11246 as amended by E.O. 11375 and supplemented by the requirements of 41 CFR Part 60.
- **Energy Efficiency:** Compliance with standards and policies related to energy efficiency, which are contained in the state energy conservation plan issued in compliance with the Energy Policy Conservation Act (Public Law 94-163)
- **Lobbying:** Compliance with the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). This requirement is also found in 29 CFR Part 93.
- **Debarment and suspension:** Compliance with the debarment and suspension requirements (E.O. 12549 and 12689). This requirement is also found in 29 CFR Part 98.
- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements:** 2CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements; Final Rule 2 CFR Part 2900; DOL Exceptions to 2 CFR Part 200; 48 CFR Part 31
- **Other Requirements:** 20CFR Part 652 et al., Workforce Investment Act; Wagner-Peyser Act

Assignment: No assignment of this Agreement shall be effective without the prior written consent of SCCSD.

Notices: Notices as provided for in this Agreement shall be given to the respective parties hereto as follows unless either party notified the other, in writing, of a different address or recipient:

If to SCCSD, to:

Dr. Paul Gausman, Superintendent
Sioux City Community School District
627 4th Street
Sioux City, Iowa 51101

If to SHIP, to:

Matt Ohman, Executive Director
Siouxland Human Investment Partnership
1520 Morningside Avenue
Sioux City, Iowa 51106

Without prejudice to any other method of notifying a party in writing or making a demand or other communication, such message shall be considered given under the terms of this Agreement when sent, addressed as above designated, postage prepaid, by certified mail deposited in a United States mail box.

Changes to be in writing: Except as otherwise provided herein, none of the covenants, provisions, terms or conditions of this Agreement shall be modified, waived or abandoned, except by a written instrument duly signed by the parties. This Agreement shall not be modified, waived or abandoned, except by a written instrument duly signed. This Agreement contains the entire agreement of the parties.

Choice of law: Any dispute under the Agreement and/or related to this Agreement shall be decided in a State District Court, sitting in Woodbury County, Iowa, in accordance with the laws of the State of Iowa.

Signatures: By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective August 1, 2020. Both parties agree that this MOU is in effect through July 31, 2021.



SCCSD Signature

~~Dr. Paul Gausman~~ Jeremy Saint


Print Name

~~Superintendent~~ Board President

Title

6-8-2020

Date



SHIP Signature

Matt Ohman

Print Name

Executive Director of SHIP

Title

5/4/2020

Date

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Catholic Charities Diocese of Sioux City

Purpose: This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Community Action Agency of Siouxland (Community Partner) in services provided to the Beyond the Bell (BTB) program.

Background: BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the public library in Sioux City. BTB desires for Community Partner to host field trips and provide literacy instruction to students.

Services of SHIP:

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Bryant Elementary
- Distribute information regarding Community Partner's services to families with students attending Bryant Elementary
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs

Services of Community Partner:

- Provide information either via presentation or through a vendor table at Beyond the Bell Family Nights for students attending program at Bryant Elementary School and their families at least once annually
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Fun nights or other events facilitated by Beyond the Bell or Iowa 21st Century Learning Centers or the Iowa Afterschool Alliance if applicable

Term: The term of this MOU shall be from **July 1, 2021 to June 30, 2026** unless terminated earlier as provided in this MOU.

Insurance: SHIP and Community Partner will maintain, at their own expense, insurance in effect with insurance companies authorized to do business in the States of Iowa. The insurance shall

insure against any loss or damage resulting from or related to the performance of this MOU. All such insurance policies shall remain in full force and effect for the entire life of the MOU and shall not be cancelled or changed except after thirty days written notice.

Agreement Clauses: The parties must adhere, if applicable, to the following regulations, many of which are legally required by the U.S. Department of Labor:

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.
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 1. Material violation of this Agreement.
 2. Any other act exposing the other party to liability to others for personal injury or property damage.
 3. Loss of funding for this project.

Signatures: By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective July 1, 2021. Both parties agree that this MOU is in effect through June 30, 2026 unless terminated earlier.

Amy Bloch

Catholic Charities Diocese of Sioux City

Amy Bloch

Print Name

Executive Director

Title

12/8/2020

Date

Catholic Charities Diocese of Sioux City

Print Name

Title

Date

SHIP Signature

Matt Ohman

Print Name

Executive Director of SHIP

Title

Date

SHIP Signature

Jenna Andrews

Print Name

Program Director of Beyond the Bell

Title

Date

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Amy Bloch
 Catholic Charities Diocese of Sioux City

Amy Bloch
 Print Name

Executive Director
 Title

12/8/2020
 Date

Catholic Charities Diocese of Sioux City
 Print Name

Title

Date

Kelsey Keane
 SHIP Signature

~~Matt Ohman~~ Kelsey Keane
 Print Name

~~Executive Director of SHIP~~ Business & Finance Director
 Title

12/10/2020
 Date

Jenna Andrews
 SHIP Signature

Jenna Andrews
 Print Name

Program Director of Beyond the Bell
 Title

12/8/2020
 Date

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Siouxland District Health Department

Purpose: This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Siouxland District Health Department (Community Partner) in services provided to the Beyond the Bell (BTB) program.

Background: BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the public library in Sioux City. BTB desires for Community Partner to host field trips and provide literacy instruction to students.

Services of SHIP:

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Irving Elementary and/or North Middle School families
- Distribute information regarding Community Partner's services to families with students attending Bryant Elementary
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

Services of Community Partner:

- Provide information either via presentation or through a vendor table at Beyond the Bell Family Nights for students attending program at Bryant Elementary School and their families at least once annually
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Fun nights or other events facilitated by Beyond the Bell or Iowa 21st Century Learning Centers or the Iowa Afterschool Alliance if applicable

Term: The term of this MOU shall be from July 1, 2021 to June 30, 2026 unless terminated earlier as provided in this MOU.

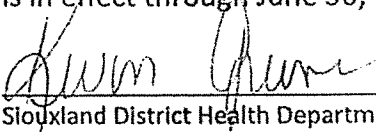
Insurance: SHIP and Community Partner will maintain, at their own expense, insurance in effect with insurance companies authorized to do business in the States of Iowa. The insurance shall insure against any loss or damage resulting from or related to the performance of this MOU. All such insurance policies shall remain in full force and effect for the entire life of the MOU and shall not be cancelled or changed except after thirty days written notice.

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Signatures: By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective July 1, 2021. Both parties agree that this MOU is in effect through June 30, 2026 unless terminated earlier.



Siouxland District Health Department

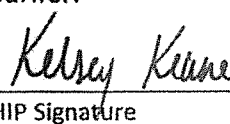
Kevin Grieme

Print Name

Health Director

Title
December 7, 2020

Date



SHIP Signature

~~Matt Ohman~~ Kelsey Keane

Print Name

~~Executive Director of SHIP~~ Business & Finance Director

Title
12/10/2020

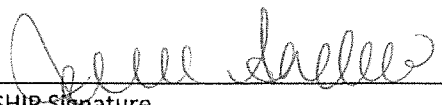
Date

Siouxland District Health Department

Print Name

Title

Date



SHIP Signature

Jenna Andrews

Print Name

Program Director of Beyond the Bell

Title

12/8/2020

Date

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Siouxland Community Health Center

Purpose: This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Siouxland Community Health Center (Community Partner) in services provided to the Beyond the Bell (BTB) program.

Background: BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the public library in Sioux City. BTB desires for Community Partner to host field trips and provide literacy instruction to students.

Services of SHIP:

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Bryant Elementary families
- Distribute information regarding Community Partner's services to families with students attending Bryant Elementary
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs

Services of Community Partner:

- Provide information either via presentation or through a vendor table at Beyond the Bell Family Nights for students attending program at Bryant Elementary School and their families at least once annually
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Insurance: SHIP and Community Partner will maintain, at their own expense, insurance in effect with insurance companies authorized to do business in the States of Iowa. The insurance shall insure against any loss or damage resulting from or related to the performance of this MOU. All such insurance policies shall remain in full force and effect for the entire life of the MOU and shall not be cancelled or changed except after thirty days written notice.

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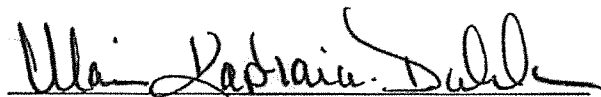
Signatures: By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective July 1, 2020. Both parties agree that this MOU is in effect through June 30, 2026 unless terminated earlier.

Siouxland Community Health Center

Mari Kaptain-Dahlen
Print Name

CEO
Title
12/4/2020
Date




Siouxland Community Health Center

SHIP Signature

Matt Ohman
Print Name

Executive Director of SHIP
Title

Date



SHIP Signature

Print Name

Title

Date

Jenna Andrews

Print Name

Program Director of Beyond the Bell

Title

12/8/2020

Date

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Siouxland Community Health Center

Mari Kaptain-Dahlen

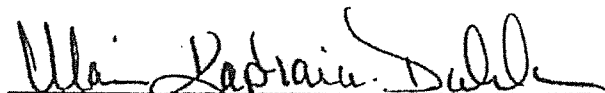
Print Name

CEO

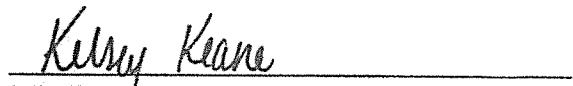
Title

12/4/2020

Date



Siouxland Community Health Center


SHIP Signature

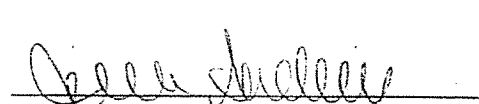
~~Matt Ohman~~ Kelsey Keane
Print Name

Executive Director of SHIP - Business & Finance Director

Title

12/10/2020

Date


SHIP Signature

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Community Action Agency of Siouxland

Purpose: This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Community Action Agency of Siouxland (Community Partner) in services provided to the Beyond the Bell (BTB) program.

Background: BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the public library in Sioux City. BTB desires for Community Partner to host field trips and provide literacy instruction to students.

Services of SHIP:

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Bryant Elementary
- Distribute information regarding Community Partner's services to families with students attending Bryant Elementary
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
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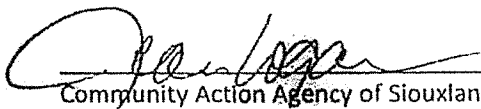
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This Memorandum of Understanding is effective July 1, 2021. Both parties agree that this MOU is in effect through June 30, 2026 unless terminated earlier.


Community Action Agency of Siouxland

Jean Logan
Print Name

Executive Director
Title

12.8.2020
Date


SHIP Signature

~~Matt Ohman~~ Kelsey Keane
Print Name

~~Executive Director of SHIP~~ Business & Finance Director
Title

12/10/2020
Date