

Siouxland Human Investment Partnership (SHIP)

Application Information

Applicant Serving as Fiscal Agent (Applicant Agency):

Siouxland Human Investment Partnership (SHIP)

County: Woodbury

Amount Requested: \$208,500

Director of Agency:

Contact Name: Matt Ohman

Agency Name: SHIP

Address: 1520 Morningside Ave, Sioux City 51106

Phone: 712-222-6389

Fax:

Email: mohman@siouxlandship.org

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

No

Grant Contact/Project Director:

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

Contact Name: Jenna Andrews

Agency Name: Beyond the Bell

Address: 2500 Glenn Ave Suite 78, Sioux City 51106

Phone: 712-277-3600

Fax: 712-277-3610

Email: jandrews@siouxlandship.org

DUNS Number: 02-625-85153

Data Collection and Evaluation Contact:

Contact Name: Consulting By Design

Address: PO Box 2698, Sioux City 51106

Phone: 612-804-3417

Fax:

Email: consultingbydesign@yahoo.com

Fiscal Contact:

Contact Name: Matt Ohman

Address: 1520 Morningside Ave, Sioux City 51106

Phone: 712-222-6389

Fax:

Email: mohman@siouxlandship.org

Past Grantee Supplemental Application Information

Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?

No

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

Yes

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

2017-18 school year 90

2018-2019 school year- 88

2019-2020 school year- 75

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

2017-18 school year-62

2018-19 school year 64

2019-20 school year 60

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

Yes

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

100%

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

Over 50%

Have you provided children with the required snack?

Yes

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

No

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

9

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

24

Are you charging program fees to families?

No

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

More than 25

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

All Meetings

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

All Meetings

Legal Status of Applicant

Eligibility

State Education Agencies (SEAs)

Who May Apply (specifically):

Awards are made to SEAs. Local education agencies (LEAs) and nonprofit organization may apply to states for subgrants. For profit organizations are not included.

<https://www2.ed.gov/programs/21stcclc/eligibility.html>

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 21

Enter Federal Employer ID Number: 42-1495836 **OR**

Enter School District Code:

(If applicable) Enter Child Care License #: Loess Hills-43963 West Middle-30168

COMMUNITY TYPE

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

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

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

Request for Competitive Priority

It is the responsibility of the applicant to request and provide documentation of competitive priority in scoring of applications. Below, please check the boxes for priority you are requesting and provide explanation of the documentation provided to substantiate your request. **To indicate your selection, double click the checkbox, choose "Checked" from the pop-up menu, and click "OK".** Examples of documentation are provided. **Please compile this document and your documentation into a single file to upload.**

Application proposes to serve children and youth in *schools designated "Comprehensive" or "Targeted" on Iowa School Performance Profiles* AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

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

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

1. Signatures of joint applicants and MOU with the SCCSD
2. West Middle School is "Targeted Year 2" and has a 72.1% FRPL

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

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

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

County: Child Poverty Rate:

County: Child Poverty Rate:

County: Child Poverty Rate:

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

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

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

City to be served: Population:

City to be served: Population:

City to be served: Population:

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

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

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

Minority Impact Statement

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

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

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

Indicate which group is impacted:

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

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

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

Indicate which group is impacted:

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

- American Indians
- Alaskan Native Americans
- Other

Describe the negative impact expected from this project

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

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

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

Present the rationale for determining no impact.

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

Name: *MATT O'HAN* 

Title: *EXECUTIVE 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.

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.

	<p align="center">Private School Consultation Meeting Log</p> <p>Date 11/10/2021</p> <p>Time 1:00 P.M.</p> <p>Location GOOGLE MEET</p>
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Meeting called by: Abby Kempema

Type of meeting: Google Meet

Attendees: (Attach attendance sign-in sheet)

Abby Kempema and Mrs. Connealy

----- Agenda Topics -----		
<p align="center">Welcome [1:00-2:00 P.M.]</p>		
<p><u>Discussion:</u> Beyond the Bell has been providing services in the Siouxland community for over 20 years. Many of these years Sacred Heart been a part of BTB programming offering afterschool only. BTB currently runs a parent fee-based program at Sacred Heart and is also a previous grantee. In talking with Mrs. Connealy program during the school year is running very smoothly and with the lack of staff and transportation access that they currently have she would like to keep the school year program the way that it currently is. Sacred Heart is a K-8th building and she would like to see her Sacred Heart students and families have access to family engagement events, especially with the burdens that the pandemic has put in families lives, that take place at Loess Hills and/or West Middle School. Summer programming is something that she would also like to see her students have access to because they are unable, funding wise, to run an extended care program in the summer.</p> <p><u>Conclusions:</u> At the conclusion of the meeting, it was decided that BTB would open monthly family engagement nights up to Sacred Heart families at Loess Hills and/or West Middle School locations. During the summer program Sacred Heart will have access to summer programming at the school that filters Loess Hills and WMS students. Mrs. Connealy would like 10 spots for students in need at Sacred Heart.</p>		
<p><u>Action Items:</u></p> <p>BTB will invite Sacred Heart student and families to family nights located at Loess Hills and WMS. When summer planning starts for Loess Hills and WMS, Sacred Heart principal Mrs. Connealy will be able to use up to 10 spots for Sacred Heart students to attend summer program at Loess Hills and/or WMS summer location.</p>	<p><u>Person responsible:</u></p> <p>Multi- Site manager and Community, Family and Student Liaison will be responsible for communication between Sacred Heart School and BTB.</p>	<p><u>Deadline:</u></p> <p align="center">____None____</p>

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: _____

Conclusions: _____

Action Items:

Person responsible:

Deadline:

Questions	All Staff	[Insert <i>time allocation</i>]
Discussion: _____		

Conclusions: _____		

<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
 Sacred Heart students will participate in family engagement nights at Loess Hills and/or WMS and up to 10 students will attend summer programming at Loess Hills or WMS.

The private school will participate.

The private school will not participate.

Other Information

Resource persons:	Abby Kempema
Special notes:	

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

Sustainability Planning Template and Previous Sustainability Form

Sustainability Plan

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

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
SCCSD	BTB is allowed the use of classrooms, gymnasiums, 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.	0	\$160,000	Loess Hills and West Middle
United Way of Siouxland	United Way of Siouxland partners with BTB during their designated dollars campaign. Employees of many businesses' have the choice to designate dollars from their paycheck to a multitude of local non-profit agencies.	0	\$3000.00	All BTB sites
Sioux City Police Department	Sioux City Police officers donate their time to a local elementary BTB site at a minimum of 1x per month. The officer will come to the afterschool portion of Beyond the Bell and answer questions, run a center-based enrichment activity or engage	1	\$1500.00	Loess Hills and West Middle

	in a group game like kick ball. This allows students to be able to see police officers from a new and positive perspective.			
LaunchPad Children's Museum	The LaunchPad Children's Museum focuses on ages 4-10 and provides many different enrichment activities and houses one of our family engagement nights.	0	\$560.00	Loess Hills
Sioux City School District Central Kitchen	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 the summer program.	0	\$39,210.00	Loess Hills and West Middle
Girls Scouts of Greater Iowa	The Girls Scouts of Greater Iowa provide an afterschool girls club led by girl scout volunteers once weekly for 6 weeks at Loess Hills Elementary	1	\$1750.00	Loess Hills
Lumin Therapy	Bring yogo and mindfulness to sites and family engagement nights	1	500.00	Loess Hills and WMS
Catholic Charities	Provide informational presentations on mental health and resources in the community	1	1000.00	Loess Hills and WMS

Previous Sustainability Form

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

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

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

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

How many years of funding did you receive? 10 years 5 years

Did you have a gap in funding before this application? Yes No

If there was a gap in funding did you maintain your program for the children-

At the same level At a reduced level The program ended

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

BTB is a before school, after school, and summer program along with a past and current 21CCLC grantee. West Middle was a 21CCLC grantee in cohort 9 from 2014-2019. BTB achieved and maintained all attendance and academic goals during their time as a grantee and continues to offer enrichment activities and academic tutoring.

During the years while WMS was a 21CCLC grantee the average attendance was 70 students. Program currently still exists, but a much-reduced capacity with an average daily attendance of 10 students. WMS 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 in all in-kind to our program. The SCCSD central kitchen provides students with a healthy snack each afternoon and other community partners have found other avenues of funding to help scholarship their registration fees

for our students at WMS. To be able to continue the much-needed programming at WMS and be able to reach a larger number of students and families a 21CCLC grant is needed. Due to the pandemic all schools have seen a significant drop in academic success and an increase in family poverty. A 21CCLC grant would allow BTB to reach a greater number of students and families to provide programming in a safe environment with enrichment services like academic tutoring. Unfortunately, due to inflation 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 need 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	21 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 Loess Hills and WMS	2 sites	\$160,000.00	
		Please provide description of facilities contributed: BTB is allowed the use of classrooms, gym, 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		\$160,000
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
United Way of Siouxland	21 years	Financial Designated Dollars	\$3000.00	
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: United Way of Siouxland partners with BTB 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

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Sioux City Police Department	8 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 and middle School BTB sites at a minimum of 1x per month. The officer will come to the afterschool portion of BTB and answer questions, run a center-based enrichment activity or engage in a gross motor activity like kick ball. This allows students to be able to see police officers in a positive perspective and open the door for a new relationship.			
		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	
LaunchPad Childrens Museum	7 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			

		In-Kind	½ 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 BTB 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
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Sioux City School District Central Kitchen	21 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	140 during the school year and 50 during the summer	\$39,210.00
		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. BTB will also 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		\$39,210
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Lumin Therapy	2 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	½ price	\$100.00/week
		Please describe the contribution being made in detail: Lumin Therapy provides services of family yoga and mindfulness for BTB students and also provides family engagement activities for the family.		
		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		\$3600.00
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
Siouxland District Health Department	2 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	1 staff	\$500.00
		Please describe the contribution being made in detail: Provide resources for families to find a doctor, help with immunizations, and understanding health care options.		
		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		\$500.00

What percentage of your previous grant funding were you able to sustain with community partners? 15%

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 missions and vision align regarding students and families.

The biggest challenges BTB has found securing community partners is finding partners that can be 100% a partner not a vendor. The pandemic has also put a strain on all the community especially regarding staffing and finances. The number of resources in the Siouxland area is not as vast as other areas which makes finding new, relevant partners a harder task. With the effects of the pandemic on BTB and other community partners it has made us at BTB take a deeper look at the importance of our community and all the resources and in-kind services we can provide each other.

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

Part G: Evaluation and Data Collection

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

Part H: Program Site

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

Part I: Collaboration with Schools

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend. Effective integration of the 21st CCLC 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.

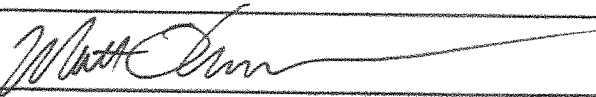
Part N: Grant Termination (Additional conditions in Appendix C)

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.

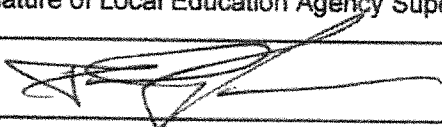

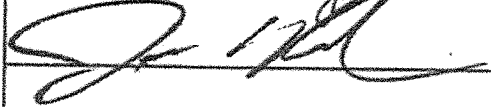
the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730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

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
	SHAP
<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>	



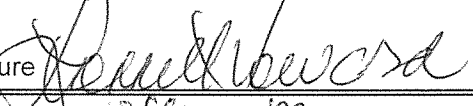

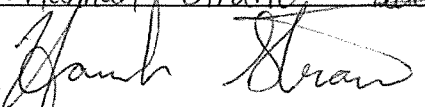

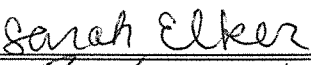


Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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
	Sioux City CSD
<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
	Loess Hills Computer Programming Elementary
	West Middle School
<i>Affidavit: By signing this, I certify to the best of my knowledge and belief that the application is true, complete, and accurate, and the expenditures are for the purposes and objectives set forth in the terms and conditions of</i>	

Collaborative Signatures

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

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

Name/Signature		Agency Affiliation	
Name/Title	Lynn Brown Para	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	Sioux City 51106
		Phone	279-6843
Name/Title	Heather Leedom Kitchen Manager	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	Lorrell Howard / secretary	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	Office Manager	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	Hannah Strand Teacher	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	Jennifer Smith / secretary / parent	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	Sarah Elker - teacher	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	BST David Henry	Agency	Sioux City Schools
Signature		Address	Loess Hills
		City/Zip	
		Phone	
Name/Title	Melanie Ortm - teacher	Agency	
Signature		Address	
		City/Zip	
		Phone	

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	Sandi Jaques	Agency	
Signature	Sandi Jaques	Address	2879 Military 51103
		City/Zip	Sioux City Phone
Name/Title		Agency	
Signature	Jimmy Solomon	Address	2113 Fernyn St
		City/Zip	SC 51103 Phone 712-301-4665
Name/Title	Alisa O'Neal	Agency	
Signature	A O'Neal	Address	944 Shaver Way
		City/Zip	Dakota City NE Phone 712 877 9431
Name/Title		Agency	
Signature	George O'Hara	Address	1574 KESLEY AVE
		City/Zip	DAKOTA CITY, 68731 Phone 712-253-4058
Name/Title	Kim Davis / WMS	Agency	West Middle
Signature	Kim Davis	Address	3429 Pierce St
		City/Zip	Sioux City IA Phone 712-535-1921
Name/Title		Agency	West Middle
Signature	Shonne Parout	Address	3319 W. 19th St.
		City/Zip	51103 Phone 712-490-0394
Name/Title		Agency	
Signature	Yina Hays WMS	Address	
		City/Zip	Phone
Name/Title	Victoria Albright Asst Principal WMS	Agency	
Signature	Victoria Albright	Address	
		City/Zip	Phone
Name/Title	Nicky Galloway - Counselor	Agency	
Signature	Nicky Galloway	Address	
		City/Zip	Phone

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 25 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 provide community outreach, parent classes, and mental health services to students and families.

Services of SHIP:

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Loess Hill Elementary and West Middle School
- Distribute information regarding Community Partner's services to families with students attending Loess Hills Elementary and West Middle School
- 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 Loess Hills Elementary School and West Middle 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, 2022 to June 30, 2027** 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.
- **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.

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, 2022. Both parties agree that this MOU is in effect through June 30, 2027 unless terminated earlier.



Catholic Charities Diocese of Sioux City

Amy Bloch
Print Name

Executive Director
Title

11/30/2021
Date



SHIP Signature

Matt Ohman
Print Name

Executive Director of SHIP
Title

12/8/2021
Date

Jenna Andrews
SHIP Signature

Jenna Andrews
Print Name

Program Director of Beyond the Bell
Title

12/16/2021
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 25 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 Loess Hills Elementary and West Middle families
- Distribute information regarding Community Partner's services to families with students attending Loess Hills and WMS
- 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 Loess Hills 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, 2022 to June 30, 2027 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.

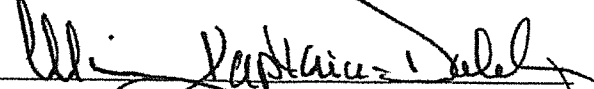
Agreement Clauses: The parties must adhere, if applicable, to the following regulations, many of which are legally required by the U.S. Department of Labor:

- **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.

- **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.

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, 2022. Both parties agree that this MOU is in effect through June 30, 2027 unless terminated earlier.


Siouxland Community Health Center

MARI KAPTAU-DALLEW
Print Name

CEO
Title

12/8/21
Date

Siouxland Community Health Center


SHIP Signature

Matt Ohman
Print Name

Executive Director of SHIP
Title

12/8/2021
Date

SHIP Signature

MIRI KAPLAN-DANIEL

Print Name

CEO

Title

12/2/21

Date

Jenna Andrews

Print Name

Print Name

Program Director of Beyond the Bell

Title

12/6/2021

Date

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Food Bank 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 Food Bank 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 25 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the main food supplier for nonprofit agencies in Siouxland, including food pantries, homeless shelters, soup kitchens, residential facilities, daycare, and senior centers. BTB desires to partner with Community Partner to provide a mobile food pantry at Loess Hills Elementary for students and families enrolled in the Beyond the Bell program there.

Services of SHIP:

- Provide staff or volunteers to distribute food to families at mobile pantry
- Assist Community Partner in unloading food at site and setting up and tearing down the mobile pantry
- Promote pantry to families enrolled in program prior to event
- Communicate with Community Partner prior to event to ensure appropriate amount of food is ordered for delivery
- Communicate with Community Partner after the event to report on amount of food distributed
- Ensure tracking of food distributed at event by having families sign in
- Train at least one staff member in appropriate food safety prior to event and ensure staff member with appropriate training is on site for each pantry event

Services of Community Partner:

- Provide or facilitate training for staff at pantry event
- Provide food for distribution according to needs communicated by BTB staff
- Provide staff on site prior to pantry event to help BTB staff unload food and set up pantry

- 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, Iowa 21st Century Learning Centers, or the Iowa Afterschool Alliance

Term: The term of this MOU shall be from July 1st, 2022 to June 30th, 2025 unless terminated earlier as provided in this MOU.

Compensation: SHIP agrees to pay for food provided by the Community Partner at each Mobile Pantry event, which shall be held once monthly for ten (10) months during the school year. The total compensation will not exceed **\$7,500 (\$2,500 per year)** for the term of this agreement. Community Provider agrees to provide invoices for each event to SHIP, which will be reimbursed no later than thirty (30) days from receipt of invoice.

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.
- **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:** Community Partner agrees, to the fullest extent permitted by law, to indemnify and hold harmless SHIP, its officers, 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.

- **Independent Contractor:** It is mutually understood and agreed that Community Partner 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 Community Partner nor any of the personnel it provides to perform services hereunder are employees of SHIP 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 SHIP.
- **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

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 July 1st, 2022. Both parties agree that this MOU is in effect through June 30th, 2025.

Jamie Bockelmann
Food Bank of Siouxland

Matt Ohman
SHIP Signature

Jamie Bockelmann
Print Name
Agency Relations Manager
Title
12/16/21
Date

Matt Ohman
Print Name
Executive Director of SHIP
Title
12/18/2021
Date

Jacob Wenderscheid
Food Bank of Siouxland

Jenna Andrews
SHIP Signature

Jacob Wenderscheid
Print Name
Executive Director
Title
12/16/21
Date

Jenna Andrews
Print Name
Program Director of Beyond the Bell
Title
12/16/2021
Date

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Morningside University

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 Morningside University (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 25 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is WITCC in Sioux City, Iowa. BTB desires for Community Partner to continue to connect college students to part time jobs, as well as internships and volunteer opportunities.

Services of SHIP:

- Manage and supervise Beyond the Bell staff, interns and volunteers
- Communicate with staff on a regular basis
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs

Services of Community Partner:

- Provide connections for college students to part time jobs, as well as internships and volunteer opportunities
- Provide informational packets for BTB program to share with their families
- Attend a family engagement event to share information on how services at Morningside University work
- Provide a field trip for West Middle students to see Morningside University campus
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Engagement events or other events facilitated by Beyond the Bell or Iowa 21st Century Learning Centers.

Term: The term of this MOU shall be from July 1st, 2022 to June 30th, 2027 unless terminated earlier as provided in this MOU. The frequency of field trips is to be determined by both parties at a later date.

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.
- **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:** Community Partner and SHIP agree, to the fullest extent permitted by law, to indemnify and hold the other party harmless 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.
- **Independent Contractor:** It is mutually understood and agreed that Community Partner 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 Community Partner nor any of the personnel it provides to perform services hereunder are employees of SHIP 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 SHIP.


- **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

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 July 1st, 2022. Both parties agree that this MOU is in effect through June 30th, 2025 and may be renewed for up to two (2) additional years.



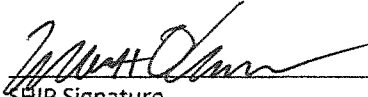
Morningside University
John Reynolds
Print Name
President
Title
12/6/21
Date

Morningside University

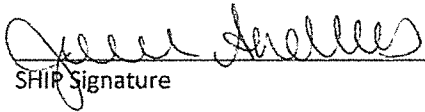
Print Name

Title

Date



SHIP Signature
Matt Ohman
Print Name
Executive Director of SHIP
Title
12/8/2021
Date



SHIP Signature
Jenna Andrews
Print Name
Program Director of Beyond the Bell
Title
12/7/2021
Date

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

The Sioux City Police 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 Sioux City Police Department (SCPD, or 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 25 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is a nationally accredited police department located in Sioux City, Iowa. Its mission is to work in partnership with the community through community policing, outreach efforts, and establishing strong partnerships with citizens. BTB desires to have Community Partner provide programming at Sioux City BTB elementary school sites for the purpose of helping students and potentially parents to engage with uniformed officers and foster positive relationships with the officers and the Police Department in general.

Services of SHIP:

- Provide the SCPD with a list of all Beyond the Bell program staff, sites and contact info so that officers may contact site managers
- Manage and supervise Beyond the Bell staff
- Manage and supervise Beyond the Bell students
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs
- Provide transportation if needed (must be identified as a need by partner)

Services of SCPD:

- Assign uniformed police officers to all Sioux City BTB elementary school sites. Officers will contact site managers to arrange for times in which they can visit students during program. Officers may participate in ongoing activities at sites, may bring outside activities in for the students, or may just be present to interact with the students. Each site manager and officer will develop the level of participation at each site; Officers will meet with students once a month or as their schedules allow.

- Provide uniformed police officers to be present during one Beyond the Bell Family Engagement event during the school year.
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Engagement events or other events facilitated by Beyond the Bell or Iowa 21st Century Learning Centers.

Term: The term of this MOU shall be from July 1st, 2022 through June 30th, 2027 unless terminated earlier as provided in this MOU. If this partnership is successful, this MOU may be renewed each year.

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.
- **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:** Community Partner agrees, to the fullest extent permitted by law, to indemnify and hold harmless SHIP, its officers, 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.

- **Independent Contractor:** It is mutually understood and agreed that Community Partner 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 Community Partner nor any of the personnel it provides to perform services hereunder are employees of SHIP 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 SHIP.
- **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

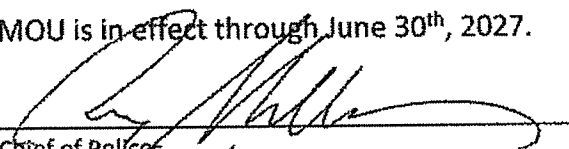
Changes to be in writing: Except as otherwise provided herein, none of the covenants, provisions, terms or conditions of this Agreement shall be modified, waived or abandoned, except by a written instrument duly signed by the parties. This Agreement shall not be

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 July 1st, 2022. Both parties agree that this MOU is in effect through June 30th, 2027.



Chief of Police

Rex Mueller

Print Name

CHIEF OF POLICE

Title
12/2/21


Date

Sioux City Police Department

Print Name

Title

Date



SHIP Signature

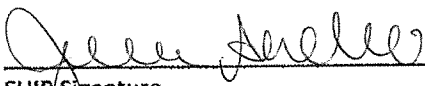
Matt Ohman

Print Name

Executive Director of SHIP

Title
12/8/2021

Date



SHIP Signature

Jenna Andrews

Print Name

Program Director of Beyond the Bell

Title
12/8/2021

Date



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 Liberty Elementary and Unity 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, 2021 to July 31, 2022** 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:

<u>Type of Insurance</u>	<u>Limit</u>	<u>Amount</u>
General Liability		\$1 million
Automobile Liability, including any auto, hired auto and non-owner auto		\$1 million
Workers' Compensation		As required by law
Excess or Umbrella Liability		\$5 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

SCCSD Signature

Dr. Paul Gausman

Print Name

Superintendent

Title

Date



SHIP Signature

Matt Ohman

Print Name

Executive Director of SHIP

Title

5/26/2021

Date

Site Information

2022-2025 Site Profile

School/Agency Name: Sioux City Community School District/ Beyond the Bell

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
Loess Hills Computer Programming Elementary	K-5	629	55%	K-5	75	75	30
West Middle School	6-8	985	72%	6-8	0	40	20
Total:					75	115	50

Before School (BS) Site Operations

Estimated Start Date: August 23, 2022

Estimated End Date: May 31, 2023

Total Number of Service Days: 180

Total hours of Before School services per typical week: 10

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	6:30 am	6:30 am	6:30 am	6:30 am	6:30 am	n/a
End Time	8:30 am	8:30 am	8:30 am	8:30 am	8:30 am	n/a
Hours	2	2	2	2	2	n/a

After School (AS) Site Operations

Estimated Start Date: August 23, 2022

Estimated End Date: May 31, 2023

Total Number of Service Days: 180

Total hours of After School services per typical week: 13.5

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	2:30 pm	3:30 pm	3:30 pm	3:30 pm	3:30 pm	n/a
End Time	6:00 pm	6:00 pm	6:00 pm	6:00 pm	6:00 pm	n/a
Hours	3.5	2.5	2.5	2.5	2.5	n/a

Summer (SUM) Site Operations

Estimated Start Date: June 6, 2022

Estimated End Date: July 29, 2022

Total Number of Service Days: 39

Total hours of Summer services per typical week: 52.50

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Start Time	7:00 am	7:00 am	7:00am	7:00 am	7:00 am	n/a
End Time	5:30 pm	5:30 pm	5:30 pm	5:30 pm	5:30 pm	n/a
Hours	10.5	10.5	10.5	10.5	10.5	n/a

Adult Family Member Services

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

Describe Frequency, Duration, and Dosage:

BTB will host monthly family engagement events during the school year for an average of 1-2 hours. Family engagement nights will consist of community partners and resources that BTB can help make accessible to families. These events will consist of students presenting projects they are working on at BTB, parent education regarding community resources, and a meal.

School Name	Total Number of Family Events*	Estimated Total Number of Adult Family Members Served:*
Loess Hills Elementary	9	60
West Middle School	9	30

Form D1: 21CCLC Application Funding Request Summary

21CCLC TOTAL FUNDING REQUEST

(Before and/or After School and Summer Program Funds)

Number of program sites included in this application: 2

Total number of students being served (all sites for one year): 165

Total first-year funding request (all sites): \$208,500.00

Total three-year funding request (all sites): \$625,500.00

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

School Year					
Name of Program Site(s)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Loess Hills Elementary	\$135,000.00	\$135,000.00	\$135,000	\$405,000	75
West Middle School	\$54,000	\$54,000	\$54,000	\$162,000.00	40

Summer School					
Name of Program Site(s)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Loess Hills Elementary	\$11,700.00	\$11,700.00	\$11,700.00	\$35,100.00	30
West Middle School	\$7,800.00	\$7,800.00	\$7,800.00	\$23,400.00	20

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

Form D2

[View Document](#)

Form D3

[View Document](#)

Form D4: Applicant Agency's Fiscal Resource Information

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

Private Entity

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

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

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 20, 2020, SHIP maintains the financial capacity to maintain the programs of our organization through the annual net activity of -\$201,418 (Total Revenue \$6,398,308; Total Expense \$6,596,726) and net assets totaling \$2,764,160.

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, 2021)-\$3,479,011

Accounts Receivable Balance (as of June 30, 2021)-\$996,931

Basic Service Components

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

School or Site/Building Name: Loess Hills Computer Programming Elementary

School or Site/Building Name: West Middle School

School or Site/Building Name:

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

Full meal (best practice), Snack (required by federal statute)

Do you plan to follow best practices?

Yes, we will provide a free program to at-risk students in poverty as outlined in the guidance and consistent with the priority description in the application. All students on FRPL will attend for free. Best Practice is that applicants serve a minimum of 50% of FRPL children at each school in the application to receive the bonus points.

Proposal Narrative

Abstract (Not scored)

The number of students served: 165

The total amount requested per year: \$208,500.00

The total amount per student: \$1,263.63

Before and After School Site and summer: Loess Hills Elementary- 75 school year students and 30 summer students
West Middle School- 40 school year and 20 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 21CCCLC grant application.
- West Middle School (WMS) is designated as "Targeted Year 2" on the Iowa Department School Performance Profile at <https://www.iaschoolperformance.gov/ECP/Home/Index>

Beyond the Bell is a before school, after school, and summer program as well as current 21CCCLC grantee. In 2015 Loess Hills Computer Programming Elementary opened as a new school that combined two previous elementary schools with around 200 students each. With the opening of the new school and new boundary lines for the SCCSD the enrollment of Loess Hills has reached 626, K-5th grade students for the 2021-2022 school year. According to the Iowa Department of Education the Sioux City School District (SCCSD) Free and Reduced lunch percentage (FRPL) is 70.5% for 2020-2021. The FRPL at Loess Hills Elementary is currently at 55%. BTB is requesting new 21 CCCLC funding, consistent with what is allowed per the RFA, "to start a program to support at-risk children and to expand to a new school/site," at Loess Hills Elementary before school, after school, and summer beginning with the 2022-2023 school year.

West Middle School is a past grantee from Cohort 9 and is currently a BTB parent funded fee stie that has been able to sustain at a significantly smaller enrollment. While being funding by 21CCCLC WMS had an average attendance of 70 students however, since the grant funding ended the average attendance is 10 students. WMS FRPL is 72.1%. BTB is requesting new 21CCCLC 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 at WMS and meet the needs of new students beginning with the 2022-2023 school year. Academic learning loss, financial circumstances, reliable transportation and poverty is high and creates a continuous barrier for the students and families of Loess Hills and WMS.

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, transportation, cost, 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. Along with guided help to try to lessen the gap learning loss due to the COVID 19 pandemic and related absences.
- **Access:** Families need a safe location and program that is accessible.
- **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 needs 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 Loess Hills Elementary and West Middle School. Programming will be provided for 2 hours before school and immediately afterschool until 6:00 P.M. every day school is in session at Loess Hills. At WMS programming will be provided immediately afterschool until 6:00 P.M. everyday school is in session. These program times include an extra hour each week for an early dismissal on Mondays for school staff in-service. During summer, BTB proposes to provide 39 days of programming. BTB works in collaboration with 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 Site Leader of Loess Hills and WMS along with Youth Enrichment Coordinators will receive guidance from the Multi Site Manager, Community, Family, and Student Liaison, 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 SCCSD and Siouxland community to continue to engage and promote the programs offered and to 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. 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, Siouxland Food Bank, Morningside University, and Sioux City Police 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

\$7.50 per day x 40 students x 180 days after school = \$54,000

\$10.00 per day x 20 students x 39 days summer = \$7,800

BTB will maintain the 10 students currently enrolled at WMS through DHS childcare assistance and/or community partnerships making a total of 50 students served during the school year at WMS. This will allow BTB to serve 165 students a year from 21CCLC funding with a request for \$208,500.00.

Student Needs Assessments (20 possible points)

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 25 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.

2.1 Evidence of Student Need: Loess Hills: Loess Hills Computer Programming Elementary School is the inspiration for the State of Iowa's Computer Science Elementary project. The SCCSD pioneered one of the first computer programming elementary schools in the nation in 2015 when they started teaching computational thinking. At Loess Hills, computer programming is weaved throughout the curriculum in a visual, intuitive, and imaginative way. BTB proposes to serve 75 students with before school and after school programming for 180 days during the school year and 30 students during the summer for 39 days. Loess Hills Elementary is currently a non 21CCLC site that operates on a parent funded fee schedule. According to the needs assessment, many families do not have reliable transportation and are not able to afford fee-based programming creating barriers. Without 21CCLC funding at this location a BTB program will continue to serve a minimal number of students that can pay for programming, current average enrollment is 20 students.

WMS BTB will serve 60 students with afterschool and summer programming. The programming at this site will be club based, and the activities or clubs will be selected by the BTB WMS student leadership group. Homework help and academic fundamentals will be offered daily by staff along with a mentoring program with Loess Hills 5th grade students. Programming at WMS will offer a safe environment for students to go afterschool to participate in club activities that are consistent with the school day. The biggest need at WMS is to have a safe environment for students to go until their parents are off work and have academic support.

Academic Need: According to Loess Hills principal, Ms. Voegeli, it has become increasingly hard to find a way to fit all the computer programming aspects of their curriculum in to the school day. Having the ability to have BTB programming would allow us to implement some of the curriculum into the afterschool program. Loess Hills vice principal, Mr. Davis, also stated that being able to provide academic tutoring and computer programming would significantly benefit the students and staff during the school day. Some of the examples of using computer programming within curriculum is: Read a book with a computer science focus and discuss how the characters are using the technology to advance the world, write a string code using basic math formulas, or build a virtual zoo to learn about animals in science class, all things that could be implemented into the after-school program with BTB. Ms. Voegeli, also stated that the students at the school currently do not have access to transportation to be able to participate in afterschool activities. The parents either do not have reliable transportation or are working and unable to pick their student up at the designated time. BTB becoming a 21 CCLC site would help eliminate barriers for these circumstances by giving opportunity for students to work on their academic skills, build positive peer relationships, join student leadership, start Lego leagues, and continue computer programming into the afterschool program.

At WMS a need for a safe place to go after school so the students are not left on their own with the addition of being able to stay current with their academic goals is the largest need. With a FRPL percentage above 70% a monthly food pantry partnered with the Siouxland Food Bank along with a caring closet would benefit the students and families of WMS. Loess Hills principal and WMS staff have also stated that parent participation is essential in helping support the students. It is seen during conferences and other parent/teacher meetings, parents need 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 before school and 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 Loess Hills Elementary is 20.80% and WMS is 13.5% 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 Loess Hills Elementary West Middle School

Reading 69.81% 67.36% 60.91%

Math 70.16% 70.83% 60.13%

ELP 60.75% 62.86% 38.79%

Social-Emotional Need: Loess Hills Elementary students continue their middle school educational career at WMS. Both schools serve a diverse population with significant economic and academic needs with a free and reduced lunch rate of 55% and 72.1%. According to the needs assessments and staff meetings 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. BTB offers families a safe and 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 both sites an evening meal, to address food security, every day that school is in session.

Student Poverty: Free and Reduced-Price Lunch Eligibility for Targeted Schools

School 2021 Eligibility- % of total student population

Loess Hills Elementary 55%

West Middle School 72.1%

All SCCSD Elementary Schools 70.5%

Source: [2020-21 Iowa Public School K-12 Students Eligible for Free or Reduced-Price Lunch by District.xlsx \(live.com\)](#)

Family Engagement: The needs of each school and student are diverse and BTB understands that in order to serve the family as a whole they need support academically, social/emotionally, culturally, and from community resources. According to the needs assessment the information shows that Loess Hills families need to have access to transportation home and community resources to help strengthen their family unit. BTB would help bring these community resources along with food access to Loess Hills and WMS families by hosting family nights every month from September-May. Each of these family engagement nights will provide a meal and will either spotlight a specific community resource that has been picked by the student leadership team and parent board or discuss and display projects that their child has been working on. The community resource will be conveniently housed either at Loess Hills Elementary or WMS 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 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 the BTB administrative team to develop which school or schools have the largest barriers of access to programs. The guidance provided by the stakeholders led to Loess Hills Elementary and WMS being the highest need schools due to their high FRLP and accessibility of a mentoring program. 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, healthy choices, and family engagement.

Project (24 possible points)

3.1 Link to Student Need: The student needs assessments at Loess Hills Elementary and WMS showed that families are in need of academic assistance, access to transportation, 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, access to transportation, 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 INTO Math 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 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 will provide transportation home, as needed, by SCCSD bussing at the end of program every day school is in session. (Access to Programming)

- BTB staff will attend Positive Behavior Support Training (PBIS) provided by the Northwest AEA to implement during BTB program hours. (Social-Emotional Need)
- BTB will provide the opportunity for BTB staff to complete their para-educator certificate. (Social-Emotional Need)
- BTB will support a monthly food bank at WMS and help stock the 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 Loess Hills Elementary September-May. (Access Need)
- BTB will host family engagement nights monthly 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 Loess Hills Elementary. The afterschool program is offered Monday-Friday from the end of school until 6:00 P.M. at both Loess Hills and WMS. Program starts early on every Monday for school day staff development, and program is located in the respective school buildings.

Before and after school programs rotate through a variety of high-quality enrichment activities, centers, and clubs that are guided by student voice and choice allowing the Site Leader 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 mindfulness to a book club and creating their own garden. Students will attend field trips to the library, local nursing homes, museum, local colleges and Universities, 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. BTB has shown how to begin to meet the needs of these student and families through a chart that proposes how BTB will meet the needs through eligible federal activities. The chart is attached at the end of the application.

* Please see attachment of Student Needs to Eligible Federal Activity*

3.3 Family Engagement. Family engagement nights will consist of community partners and resources that BTB can help make accessible to families. Loess Hills Elementary and WMS 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 each 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 location 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. Site Leaders, Multi Site Managers, and the Community, Family, and Student Liaison will 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 Site Leader and Community, Family, and Student Liaison 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 over 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 25 sites across two states and three school districts, serving on average over 2,000 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 Siouland 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.

Research Base (5 possible points)

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 academic performance and decreasing learning loss. Research shows that high-quality afterschool programs improve students' educational outcomes, school attendance, and social and emotional learning. Research shows that consistent participation in afterschool programs has shown lower dropout rates and has helped close achievement gaps for low-income students.

(Source: NCSL National Conference of State Legislatures <https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx>). 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 students are assessed on fluency, comprehension, and 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 implements as well. Students are put in small groups with other students who have similar skill sets the BTB teachers then differentiates their instruction to meet the needs of these students through skills-based instruction in 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. *Social-Emotional Need:* According to, <https://www.strongnation.org/articles/930-from-risk-to-opportunity-afterschool-programs-keep-kids-safe>, analyzed 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 also uses the same PBIS as the SCCSD uses during the school day. According to the National Center for Mental Health Promotion and Youth Violence Prevention "Schools that have implemented PBIS are experiencing reductions in disciplinary incidents and increases in instructional time. Students also learn skills for managing their own behavior and self-monitoring. Because PBIS is a framework for implementing various levels of prevention, it can act as scaffolding that supports all other school-based initiatives."

(http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/PBIS_guide_0.pdf) *Family Engagement and Access Need:* A large part of the achievement gap between advantaged and disadvantaged students may be due to greater vocabulary and content learning by students in advantaged home environments. A study found that kindergarteners' general knowledge of the world was a better predictor of those students' fifth-grade reading ability than were early reading skills. (*College and Career Readiness: The Importance of Early Learning* (act.org)). 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.

Management and Sustainability Plan (20 points)

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 Multi-Site Manager, who is directly overseen by the Program Director, along with the Employee Development Specialist prepare 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 Multi-Site Manager, Site Leader, and Community, Family and Student Liaison 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.

Multi-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
- 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.

Site Leader

- Work in the staff-to-student ratio to engage, support, and mentor students
- Help lead regular site staff meetings
- Communicate effectively with student and parents
- Meet with school administrative staff monthly
- Lead family engagement nights

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.

Youth 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.

Qualifications: Must pass a criminal background check

Interns

- Morningside University partners with BTB for students in need of internships in the education, non-profit, and/or childcare career path. Qualifications: Must pass a criminal background check.

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 staff also have the opportunity to earn their paraeducator certificate through BTB. 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 Multi-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, paraprofessionals, 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 Multi-Site Manager, Site Leader, Community, Family, and Student Liaison, school principal, and school day staff. Each site will also have a site based advisory team consisting of parents, partners, Multi-Site Manager, and Site Leader 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 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 with the economic hardships the families of the students at these locations 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 the FRLP and economic instability has increased since the pandemic 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 for WMS 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 Loess Hills Elementary and West Middle School Continuous Improvement Plan (CIP) to drive results and success. A CIP workgroup will be implemented with key stakeholders including but not limited to: Principal, Multi-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. WMS was a 21CCLC grantee in cohort 9 from 2014-2018. BTB achieved and maintained all attendance and academic goals during their time as a grantee and continues to offer enrichment activities and academic tutoring.

When WMS was a 21CCLC grantee their average attendance was 70 students. Program currently exists, but a much-reduced capacity with an average daily attendance of 10 students. WMS is 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 BTB students. To be able to continue the much-needed program at WMS, a need to supplement the current program to reach a larger number of students and families, a 21CCLC grant is needed. Due to WMS being one of the most impoverished schools in the district with a very high FRLP, and the increase of cost of living, 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, fundraising, 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 Sustainability Plan and Previous Sustainability Form.

Communication Plan (5 possible points)

[View Document](#)

Partnerships (10 possible points)

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 and Role/Area of Significant Impact

Sioux City Community School District (SCCSD)

For over 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 \$160,000**

Siouxland Community Health Department

Siouxland Community Health Department will provide information for BTB families. **The in-kind value of services provided is \$500.00 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 \$1000.00 per year**

Sioux City Police Department

Sioux City Police Department will provide a police officer 1x per month at each site location. **The in-kind value of services provided is \$1000.00 per year**

Siouxland Food Bank

Siouxland Food Bank will partner with BTB to host a Food Bank at Loess Hills Elementary 1x per month September-May. **The in-kind value of services provided is \$900.00 per year**

Morningside University

Morningside University partners with BTB by sending college students to BTB for employment, volunteer opportunities, and internships.

The in-kind value of services provided is \$8064.00 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, zoom, 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 Multi-Site Manager of Loess Hills Elementary, Community, Family, and Student Liaison, 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 Multi-Site Manager and Community, Family, and Student Liaison 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, SACERS, NWEA Paraeducator classes, IMPACT conference and SCCSD PBIS professional development are examples of commitments that Multi-Site Manager will attend.

Beyond the Bell will start this project with 6 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 other entities like the 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.

Evaluation (10 possible points)

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.

Evaluation Strategy Purpose Method Timeline

Parent, teacher, student survey To collect quality feedback Written and Electronic Survey March-April

Partner/Stakeholder survey To collect feedback from the community Written and Electronic May

Local Evaluation To gather GPRA related data Annual Data request to SCCSD November

State Survey To provide 21CCLC specific data Information from BTB records December

APR To collect aggregate or general data APR data cohort specific data December

Community Impact Report To provide overall summary of programming Written narrative posted 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 2020-2021 21CCLC cohorts. A comparison of grade level at the fall of 2020 to fall of 2021 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.*
- 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.*

Budget Narrative (10 possible points)

Budget Narrative: BTB requests support for high-quality dedicated staff to support services to 75 elementary students at Loess Hills Elementary for 180 days during the school year and 30 students for 39 days in the summer. The elementary budget is \$146,700.00. The WMS program will serve a total of 50 students’ afterschool during the school year, 40 students with 21CCLC funding and 10 students with DHS assistance and community partnerships, for 180 days and 20 students for 39 days during the summer. The total middle school budget is \$75,300.00 - \$13,500 (DHS and Partnerships) making the total request for 21CCLC funding for middle school \$61,800.00. Each budget has been calculated separately but shown below as a total of \$208,500.00. BTB used the funding formula as shown:

$\$10.00 \text{ per day} \times 75 \text{ students for } 180 \text{ days before and after school} = \$135,000.00$

\$10.00 per day x 30 students for 39 days = \$11,700.00 (summer Loess Hills)

\$7.50 per day x 50 students for 180 days after school = \$67,500.00

-\$7.50 x 10 students for 180 days after school = \$13,500 (DHS and partnerships)

\$10.00 per day x 20 students for 39 days = \$7,800.00 (summer WMS)

Total 21CCLC funding request: \$208,500.00. Program: Personnel: Loess Hills Elementary will have a Multi-Site Manager who oversees 21CCLC grant site locations. 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. Site Leaders supervise daily at each site and part of the 1:15 staff-student ratio. The Site Leader helps with lesson planning, the student leadership committee, monthly newsletters, etc. Youth Enrichment Specialists 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. Certified teachers will tutor at no more than a 1:6 teacher-student ratio for 3 days per week. The Community, Family and Student Liaison will serve BTB families at all 21CCLC grant locations 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.

- Loess Hills Elementary Multi-Site Manager @\$19.50/hr + benefits for 4 hours/day for 225 day (.50 FTE)
- Community, Family and Student Liaison @ \$19.50/hr + benefits for 3 hours/day for 225 days (.45 FTE)
- Certified Teacher @\$30/hr for 128 hours during school year
- Certified Teacher @\$30.00/hr for 122 hours during summer
- Site Leader @ \$13.50/hr before school for 2 hours/day for 180 days
- Site Leader @ \$13.50/hr afterschool on Mondays for 3.5 hours for 36 days
- Site Leader @ \$13.50/hr afterschool Tuesday-Friday for 2.5 hours for 144 days
- Youth Enrichment Specialist @ \$11.50/hr before school for 2 hours/day for 180 days
- Youth Enrichment Specialist @\$11.50/hr for afterschool on Mondays for 3.5 hours for 36 days
- Youth Enrichment Specialist @\$11.50/hr for afterschool Tuesday –Friday for 2.5 hours/day 144 days
- Youth Enrichment Specialists @\$11.50/hr for summer program for 7 hours/day for 39 days. All salaries and benefits are standard for BTB. Fulltime positions receive 7.65% FICA, 9.44% 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 5% employer of record fee on salaries and benefits to cover those costs. **Total: \$154,810.00** Volunteers and interns will contribute a total of 640 hours throughout school year, family engagement events and summer program @ the approximate cost of \$10.50/hour. *Total of contributed services for personnel: \$8,064.00*

Contracted Services: BTB has contracted services with multiple Siouxland Community Businesses like Launchpad Children's Museum that give a discounted rate of admission, ISU extension where they give BTB a discounted rate on registration fees that we do not want to pass on to our families. The Food Bank of Siouxland is a contracted service to provide monthly food banks for our families of BTB.

Total: \$6,950.00

Many businesses and community partners that work with BTB give a certain % of their services to us at no cost. *The total partner contributed service for contracted services is \$5,900.00.*

Materials and Supplies: BTB materials and supplies support enrichment activities, family engagement nights, and summer programming. The supplies and materials will include enrichment supplies for center-based learning, academic supplies for small group tutoring, supplies for student lead clubs, materials to restock caring closets, meals for family engagement nights and other materials.

Total: \$10,585.00

Local businesses donate supplies to the BTB program throughout the year like arts and crafts supplies, reusable bags for food bank, puzzles, games, etc. *The total partner contribution is a total of \$3,000.00*

The program portion of the requested budget is 83.5%.

Afterschool snack and meals: The SCCSD Central Kitchen in kinds afterschool snack, evening meals, summer breakfast and lunch to the BTB program. *The total partner contribution for this is a total of \$ 39,210.00.*

Professional Development: At BTB we believe in the investment of staff with high quality staff development in all areas of children and families. The Multi-Site manager will be required to spend 5 hours weekly dedicated to training of staff, researching new PD, staff orientations, managing staff PD files, and working on development materials. All staff are required to complete mandatory hours of DHS trainings annually. BTB staff also have the opportunity to pursue their paraeducator certificate through BTB. 21CCLC staff will also attend the annual IMPACT afterschool conference and committee meetings. BTB uses Professional Development to train and retain high-quality staff. This will support BTB staff attending SCCSD PBIS trainings, paraeducator classes, Bilingual language classes, speakers, development materials and attending the IMPACT afterschool conference. The professional development portion of the requested budget is 5%. **Total Staff Development Budget: \$ 10,425.00** BTB has a nurse consultant who volunteers her time for 1st Aid and CPR classes for staff. *The total partner 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 every day school is in session from Loess Hills Elementary and multiple family engagement nights and summer transportation. BTB accommodates student and family language-interpretation needs by employing bilingual staff and collaborating when other translation

services are needed. The student access and portion of the requested budget is 3%. **Total: \$7,900.00.** The SCCSD provides in-kind space and other essential services for BTB programming including space in the buildings, and janitorial services. *The total partner contribution for this is a total of \$160,000.00.*

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 35-40 hours of work at \$28/hour. The evaluation portion of the requested budget is .5%. **Total: \$1,150.00** **Administration:** SHIP acts as employer of record for BTB and provides payroll functions, grant and fiscal management, and fiscal reporting. All are vital to a successful program and SHIP provides them for 8% of the requested budget. **Total: \$16,680.** *BTB provides data grant support for a total of \$1406.00.* With this request for 21CCLC funding, BTB will supplement, not supplant, current funding.

21CCLC Communications Template

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

Example:

Outreach strategy	Frequency	Method	Target Audience and Proposed Impact	Notes
Parent Newsletter	Monthly	Electronic via email Hard copy posted on site	Parents of enrolled youth 100	To be sent on the first Friday of the month.
Advisory Committee Meeting	Quarterly	In-person or via Zoom	Advisory Committee Members – parents, school, stakeholders, youth 10	Agenda to include the following standing items: progress towards goals, communications, enrichments,...
Annual Strategic Plan	Yearly	Electronic via website Hard copy for presentations as needed	Stakeholders 150	Includes feedback gathered from identified groups.

(Required) Website where your local evaluation will be posted (reminder: each year's evaluation should be found here)

www.weloveourlocalevaluation.com

Social media links for your school/site/program:

www.facebook/oursiteisgreat.com

www.twitter/oursiteisgreat.com

www.instagram/oursiteisgreat.com

Please insert your strategies here:

Outreach strategy	Frequency	Method	Target Audience and Proposed Impact	Notes
Announcements, and programming reminders	As needed	Hard Copy at Site Electronic copy sent by REMIND app and text message, posted on BTB facebook page	Parents and Guardians of enrolled students- 165	This is as needed and frequency can range from multiple times a week to bi-weekly.
Parent Newsletter	Monthly	Hard Copy at Site Electronic copy sent by email, text message or REMIND app	Parents and/or guardians of enrolled students/ 165	To be sent and posted on the first school day of the month

Television and Radio spotlights	At minimum 1x per school year	Program highlights announced through spotlights	Siouxland area/ Parents of elementary and middle school aged children To reach the Siouxland Community	Run when school year begins
BTB website www.beyondthebell.us.com	Update frequently	Post newsletters, evaluations, important site information	Parents and/or guardians of enrolled students/ 140	
Advisory Committee Meeting	Quarterly	In person or Google Meet Notes emailed to committee members	Members- parents, stakeholders school staff/ 10/12	Updates on programming, progress towards goals, community partnerships
Local Evaluation	Annually	www.beyondthebell.us.com Email copy to board members	BTB families and community	
Community Impact Report	Annually	www.beyondthebell.us.com Email copy to stakeholders, board members, and parents of currently enrolled students	BTB families and community	
(Required) Website where your local evaluation will be posted (reminder: each year's evaluation should be found here)				
www.beyondthebell.us.com				
Social media links for your school/site/program:				
https://www.facebook.com/SiouxlandBTB				

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

Academic Need: High quality academic and enrichment activities to address achievement gaps		
	<i>Time Frame</i>	<i>Eligible Federal Activity</i>
Homework Help/Academic Fundamentals	5x per week	1-academic., 2-tutoring, 3-ELL,4-math,
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-academic, 2-tutoring, 3-ELL, 4-math
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 and field trips to local businesses and community partners	5 x per week	5-arts/music, 6- healthy and active, 7-youth leadership, 16-enrichment
Healthy Choices- Physical Activity involvement in large motor activities such as skateboarding, kick ball, hockey, soccer, and basketball	5 x per week	6-healthy and active, 16-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	6- healthy and active
Mentoring- WMS students will mentor 5 th grade Loess Hills students for the school year to prepare them for their middle school career.	5 x per week	8- youth leadership, 12-mentoring

Social-Emotional Need: Families need a program that is accessible, safe, and reliable with opportunities of character growth and leadership		
	<i>Time Frame</i>	<i>Eligible Federal Activity</i>
BTB staff will attend Positive Behavior Support Training (PBIS) to implement during BTB program hours.	4x per year	7- character education
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-youth leadership, 10-volunteer/community service, 12-mentoring

Family Engagement Need- Activities and resources to provide adult learning opportunities and to support student and family success		
	<i>Time Frame</i>	<i>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	1-literacy, 3-ELL, 4-math/science, 6-healthy and active, 14- parent involvement

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	9-entrepreneurial 8- youth leadership 12-college,14- parent involvement, 16-enrichment
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-ELL, 6-healthy and active, 10- community, 14-parent
Adult Education- Adult education classes like HiSET will be provided by Western Iowa Technical Community College (WITCC).	1x per semester	11- college, 14- parent

**Access Need - Easily accessible, safe, and reliable program.
Center and Club based activities offered.**

	<i>Time Frame</i>	<i>Eligible Federal Activity</i>
Before School Program- 6:30 A.M. – school starts. Enrichment activities and large motor activities.	5x per week	1-academic., 2-tutoring, 3-ELL, 4- math, 5-arts/music,6-healthy, 8-youth leadership 16-enrichment
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.	5x per week	1-academic., 2-tutoring, 3-ELL, 4- math, 5-arts/music,6-healthy, 8-youth leadership 16-enrichment
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. Students will participate in academic time, ran by certified teachers, for 3 hours in the morning focusing on literacy and math. Afternoon program will consist of field trips and enrichment activities that are an extension from their morning work.	39 days	1-academic., 2-tutoring, 3-ELL, 4- math, 5-arts/music,6-healthy, 8-youth leadership 16-enrichment
BTB proposes to provide transportation home from school year afterschool programming.	5x per week	14- parent, 16- field trips

AGENCY: SHIP-Beyond the Bell
 AGENCY ADDRESS: 2500 Glenn Ave Suite 78 Sioux City Iowa

FORM D3: CUMULATIVE PROGRAM BUDGET
 IOWA DEPARTMENT OF EDUCATION

NUMBER OF SITES: 2
 Total 21CCCLC Request YR 1: \$ 208,500.00

TOTAL PROGRAM BUDGET INCLUDING 21CCCLC FUNDS AND PARTNER CONTRIBUTIONS*

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

Program:	Budget Category	Year 1				Total YR1	Total YR1	Totals YR1	Totals YR1	Total YR1 Program Budget
		21CCCLC Student Program	Partner Student Program	21CCCLC Family Literacy	Partner Family Literacy					
Professional Development (min. 5% per year):	Personnel	\$ 144,010.00	\$ 8,064.00	\$ 10,800.00	\$ 2,950.00	\$ 164,824.00	\$ 8,064.00	\$ 152,074.00	\$ 10,800.00	\$ 162,874.00
	Contracted Services	4,600.00	2,950.00	2,350.00	2,950.00	6,950.00	5,900.00	7,550.00	5,300.00	12,850.00
	Materials & Supplies	8,500.00	3,000.00	2,085.00		10,585.00	4,000.00	11,500.00	2,085.00	13,585.00
	After School Snacks & Meals		39,210.00			39,210.00		39,210.00		39,210.00
	Other									
Subtotal - Program										
Student Access (max. 8% per year):	Professional Development	\$ 7,425.00	\$ 1,500.00	\$ 500.00		7,900.00	\$ 1,500.00	7,400.00	\$ 500.00	7,900.00
	Transportation									
	Facility safety and accessibility		160,000.00			160,000.00		160,000.00		160,000.00
	Other									
Subtotal - Student Access										
Evaluation (max. 4% per year):	Contracted Services	\$ 1,150.00				1,150.00		1,150.00		1,150.00
	Materials & Supplies									
	Other									
Subtotal - Evaluation										
Other Admin Costs (max 8% per year):	Other Admin Costs	\$ 16,680.00	\$ 1,406.25			16,680.00	\$ 1,406.25	18,086.25		18,086.25
	Indirect Costs, Restricted**									
Subtotal - Other Admin Costs										
Totals		\$ 192,765.00	\$ 216,130.25	\$ 15,735.00	\$ 2,950.00	\$ 208,500.00	\$ 219,080.25	\$ 408,895.25	\$ 18,685.00	\$ 427,580.25

*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