

## 21CCLC Request for Applications

Important! Do not use your browser back, forward, or refresh buttons. You will lose your progress on your application. Only use the navigation below and the “continue” buttons at the bottom of each page to navigate the application form. Your information will not be saved if you leave this page.

Application Information – Forms – Site Information – Financials – Basic Service Components – Proposal Narrative – Ready to Submit?

### Application Information

Applicant Service as Fiscal Agent (Application Agency):

Siouxland Human Investment Partnership

County: Woodbury

Amount Requested: \$113,700.00

Director of Agency: Matt Ohman

Contact Name: Jenna Andrews

Agency Name: Beyond the Bell

Address: 2500 Glenn Avenue Suite 78

City: Sioux City

Zip Code: (5 digit zip code) 51106

Phone: (712)-(277) -(3600)

FAX: 712-277-3610

Email Address: jandrews@siouxlandship.org

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

YES

XNO

Grant Contact/Project Director: Abby Kempema

Contact Name: Abby Kempema

Agency Name: Beyond the Bell

Address: 2500 Glenn Ave

City: Sioux City

Zip Code: 51106

Phone: 712-277-3600

FAX: 712-277-3610

Email Address: akempema@siouxlandship.org

**Unique Entity Identifier Number: NP5EYJQES3N7**

**Data Collection and Evaluation Contact**

Contact Name: Consulting By Design

Address: PO Box 2698

City: Sioux City, Iowa

Zip Code: 51106

Phone: 612-804-3417

FAX

Email Address: heidi@consultingbydesignllc.com

**Fiscal Contact (your school or organization's Chief Financial Officer/Business Manager)**

Contact Name: Matt Ohman

Address: 2540 Glenn Ave

City: Sioux City, Iowa

Zip Code: 51106

Phone: 712-222-6389

FAX

Email Address: mohman@siouxlandship.org

Are you a past grantee? YES  NO

**Only past grantees are required to fill out this section.**

**Please respond to the following questions.**

Essa 4203(14) describes how the State educational agency will evaluate the effectiveness of programs and activities carried out under this part. ESSA 4204.2 (E) a description of how the activities will meet the measures of effectiveness described in section 2305(b); ESSA 4205(1) IN GENERAL. – For a program or activity developed pursuant to this part to meet the measures of effectiveness, monitored by the State educational agency as described in section 4203(a)(14).

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

YES

NO

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

YES

NO

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

|   |
|---|
| 2021-2022 School year 35 enrolled<br>2022-2023 40 enrolled<br>2023-2024 58 enrolled |
|---|

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

|   |
|---|
| 2021-2022 27<br>2022-2023 34<br>2023-2024- 48 |
|---|

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

**YES**

NO

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

**Over 75%**  Over 50%  Less than 50%  None

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

Over 75%  Over 50%  **Less than 50%**  None

Have you provided children with the required snack?

**YES**

NO

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

YES

**NO**

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

6

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

28

Are you charging program fees to families?

YES

**NO**

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

More than 50  More than 25  **More than 10**  Less than 10

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

**All Meetings**  Some meetings (3-5)  Rarely participated (1-2)  None

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

**All Meetings**  Some meetings (5-9)  Rarely participated (1-4)  None

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

How have you **provided notice to the community** of your intent to apply?

Examples: public school board meeting, public webpage notice, public advisory board meeting.

BTB sent out student needs assessments and had parent meetings with Hunt A+ Elementary parents. BTB meet with Hunt A+ administration and SCCSD administrative staff to discuss the intent to apply for Hunt A+ Elementary.

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## Forms

### Legal Status of Applicant\*

Please download the “Legal Status of Applicant” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

### Request for Competitive Priority\*

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

Please download the “Request for Competitive Priority” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

### Minority Impact Statement\*

Please download the “Minority Impact Statement” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

### Private School Consultation Meeting Log\*

Please download the “Private School Consultation Meeting Log” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

### Sustainability Planning Template and Previous Sustainability Form\*

#### **Sustainability Plan\***

Please download the “Sustainability Plan Form” document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

#### **Past Grantee Sustainability Form**

Existing 21CCLC programs are required to document efforts of sustainability according to federal law. This template serves as an opportunity for existing 21CCLC 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 could be considered supplanting.

*Supported formats: Word or PDF. Only submit if you are a past grantee.*



## Community Partner Official Notice

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

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

**Required for community-based organizations only.**

*Supported formats: Word or PDF*

## Assurances & Agreements Required of All Applicants\*

Please download the "Assurances & Agreements" document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

## Collaborative Signatures \*

Please download the "Collaborative Signatures" document, fill out the form, and upload the complete form using the button below.

*Supported formats: Word or PDF*

## MOU Template\*

Please download the "MOU Template" document, fill out the form, and upload each completed form using the button below. Please upload at least 5 and up to 10 MOUs. If you have more than 10 MOUs, please cite the total number of MOUs in your narrative.

*Supported formats: Word or PDF*

## Site Information

### 2022-2025 Site Profile

**School/Agency Name:**

### Target Schools\*

*School Name (can apply for up to 3 sites)    School-Wide Information    # of Youth Served*

|                    | Grades | Total Enrollment | Free and Reduced Lunch Rate | Grades Served by Program | BS | AS | SUM |
|--------------------|--------|------------------|-----------------------------|--------------------------|----|----|-----|
| Hunt A+ Elementary | K-6    | 357              | 88%                         | K-6                      | 60 | 60 | 15  |
| School 2           |        |                  |                             |                          |    |    |     |
| School 3           |        |                  |                             |                          |    |    |     |

Total    60    60    15

### Before School (BS) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date: 8/26/2024

Estimated End Date: 5/23/2025

Total Number of Service Days: 180

Start Time: 6:30 AM

End Time: 8:30 AM

Days of the Week: Monday-Friday

Total hours of Before School Services per typical week: 10

## Afterschool (AS) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date: 8/26/2024

Estimated End Date: 5/23/2025

Total Number of Service Days:180

Start Time: 3:30 PM

End Time: 6:00 PM

Days of the Week: Monday- Friday

Total hours of After School Services per typical week: 16 (Fridays are a 2 hour early dismissal)

## Summer (SUM) Site Operations\*

Please mark each field NA if it does not apply to your site

Estimated Start Date: 6/9/2025

Estimated End Date: 08/01/2025

Total Number of Service Days: 38

Start Time: 7:30 AM

End Time: 5:30 PM

Days of the Week: Monday - Friday

Total hours of Summer Services per typical week: 50

## Family Engagement\*

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:

Monthly family events September-April for 2 hours each event. Different family events will be scheduled. Beyond the Bell hosts their Lights on Afterschool event with a family event at a local Pumpkin farm in October, events at the site location bringing in community resources like GED classes, tax help, rent assistance, and medical. Beyond the Bell also does 2-3 other

large events that involve cooking classes, ice skating, bowling, and other family friendly events.

| School Name        | Total Number of Family Events | Estimated Total Number of Adult Family Members Served |
|--------------------|-------------------------------|---|
| Hunt A+ Elementary | 8                             | 30-90   |
|                    |                               |   |
|                    |                               |   |

## Financials

### Coordination of Funds

The SEA monitors the coordination of federal, state, and local funds used in this program. Use of a combination of funding sources should be reflected in your application budget, local evaluation, and in the CASA claims reporting system.

### Funding Estimator

The Funding Estimator is provided as an Excel document and is designed to be a tool to determine the amount of funding needed to implement a successful program. The funding estimator does not need to be uploaded. It is just a resource. This tool is designed to assist you in determining an appropriate budget request. Your partner contributions should be documented and deducted from your accounting for an accurate estimation of request.

## Form D1: 21CCLC Application Funding Request Summary

### 21CCLC Total Funding Request\*

(Before and/or Afterschool and Summer Program Funds)

Number of Program Sites included in Application: 1

Total number of students being served (all sites for one year): 75

Total first-year funding request (all sites): \$113,700

Copy the year one funding request into year two and three. In years four and five funding is reduced to 75 percent.

## 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 | 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. |
|----------------------|------------------------|------------------------|------------------------|--------------------------------------|--|
| Hunt A+ Elementary   | 108,000                | 108,000                | 108,000                | 324,000                              | 60   |
|                      |                        |                        |                        |                                      |  |
|                      |                        |                        |                        |                                      |  |

### Summer School

| Name of Program Site | Year 1 Funding Request | Year 2 Funding Request | Year 3 Funding Request | Total Funding Request (3 year total) | Number of students served per site per year. |
|----------------------|------------------------|------------------------|------------------------|--------------------------------------|--|
| Hunt A+              | 5,700                  | 5,700                  | 5,700                  | 17,100                               | 15   |
|                      |                        |                        |                        |                                      |  |
|                      |                        |                        |                        |                                      |  |

### Form D2

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

### Form D3

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

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

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

If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal. If your program provides engagement activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance.

If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. There are many options that can help increase enrollment, attendance and decrease referrals in this program.

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

### **Form D4: Applicant Agency's Fiscal Resource Information**

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

Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity).

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council.

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 1998 and responsively uses funds to meet all financial responsibilities. Per SHIP's completed independent audit report as of June 30, 2022, SHIP maintains the financial capacity to maintain the programs of our organization through the annual net activity of \$429,270 (Total Revenue \$7,361,867; Total Expense \$6,932,594) and net assets totaling \$3,438,505.

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, 2022) - \$3,949,522

Accounts Receivable Balance (as of June 30, 2022) - \$1,334,876

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

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### Basic Service Components

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

School or Site/Building Name: Hunt A+ Elementary

\_\_\_\_\_

School or Site/Building Name: \_\_\_\_\_

School or Site/Building Name: \_\_\_\_\_

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

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

Do you plan to follow best practices?

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

No, we propose to charge parents fees. Note: According to Federal rules, program fees are considered income and must be disclosed and deducted from costs on the quarterly claim form. See Financial Guidance for details. Programs that charge fees must submit their enrollment



forms on an annual basis to the SEA for an equity review.

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### Proposal Narrative

We STRONGLY encourage you to save the narrative sections of this application in a Word Document since you cannot save your grant progress and come back to it late. Character limits are noted for each section (4,000 characters is the equivalent to one page of text in Arial size 12 font).

#### Abstract (Not scored)

The abstract should include summaries of each of the narrative sections and provide documentation of competitive priority status, if being requested.

The number of students served:

\_\_\_\_\_ 75 \_\_\_\_\_

The total amount requested per year:

\_\_\_\_\_ \$113,700 \_\_\_\_\_

The total amount per student:

\_\_\_\_\_ \$1516.00 \_\_\_\_\_

*(total amount requested divided by total number of students served)*

Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.

**Before and After School Site and Summer:**

Hunt A+ Elementary- 60 school year students and 15 summer students

**Competitive Priority:**

- Siouxland Human Investment Partnership (SHIP) offers school age programming through the Beyond the Bell (BTB) program. SHIP and BTB are collaborating with the Sioux City Community School District (SCCSD) to jointly submit this 21CCLC grant application.
- Beyond the Bell does not have the resources currently to serve a full meal during BTB programming. An afternoon snack will be provided during the school year program and breakfast, lunch and afternoon snack will be provided during summer program. Beyond the Bell in partnership with the Siouxland Food bank will have a foodbank at Hunt A+ Elementary 1-2 times a month.

Beyond the Bell is a before school, after school, and summer program as well as current 21CCLC grantee. Hunt A+ Elementary is a grantee from Cohort 14. While being funded by 21CCLC Hunt A+ has had an average enrollment of 60 students, however, without grant funding the average attendance would be much smaller at around 8-10 students for both before and after school programming. Hunt A+ Elementary's FRPL is 88%. BTB is requesting new 21CCLC funding, consistent with what is allowed per the RFA, "to support previously funded programs and services for before school, afterschool, and summer programs" to continue to serve current students at Hunt A+ and meet the needs of new students beginning with the 2024-2025 school year.

Financial circumstances, academic learning loss, and poverty create a continuous barrier for the students and families of Hunt A+ Elementary.

**STUDENT NEED:** Based on the student needs assessment, parent surveys, and interview with the school principal, Director of Elementary Education, and Associate Superintendent the information and data given shows substantial need in the areas of academic achievement, access, 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 small group tutoring in specific areas.
- *Access:* Families need a safe location and program that is accessible both financially and locational.
- *Social-Emotional Need:* Families need a program that is easily accessible, safe, and dependable. 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 would benefit from monthly engagement activities. Families need support academically, socially, emotionally, and culturally which can be provided from different avenues of 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 Hunt A+ Elementary. Programming will be provided for 2 hours before school and immediately after school until 6:00 P.M. every day school is in session. These program times include an extra two hours each week for an early dismissal on Fridays for school staff in-service. During summer, BTB proposes to provide 38 days of academic and quality enrichment programming. BTB works in collaboration with SCCSD to address children and family needs in these areas: academics, access, social-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 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 Hunt A+ Elementary along with Youth Enrichment Coordinators will receive guidance from the Multi Site Manager, Employee Development Specialist, 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 suggested improvements within the program. This committee will assist with the development of new community partners, evaluate parent and student satisfaction, and help to seek funding for sustainability. The Advisory Committee will make recommendations to the SHIP Board of Directors for final approval.

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

**PARTNERSHIPS:** BTB has multiple community partners that offer a wide range of services and enrichment for not only our students but their families. BTB has MOU's from SCCSD, Morningside University, Food Bank of Siouxland, Lamb Theatre, Big Brothers Big Sisters, and the Sioux City Police Department. BTB's goal is to expand by two partners annually throughout this grant cycle.

**EVAULATION:** 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 60 students x 180 days before and after school = \$108,000

\$10.00 per day x 30 students x 38 days summer = \$5,700

BTB proposes to serve sixty students for 180 days during the school year at Hunt A+ Elementary with 21CCLC funding and maintain ten students through DHHS childcare assistance and/or community partnerships making a total of seventy students served during the school year and fifteen students during the summer for 38 days. This will allow BTB to serve eighty-five students a year from 21CCLC funding with a request for \$113,700.00 totaling 255 students and a total request of \$341,00.00 over the three-year grant cycle.

### Student Needs Assessments (20 possible points)

This section describes in detail the needs assessment, objective data, and resources available as well as a description of how these conclusions were reached. This section should include:

- Strong evidence utilizing objective data that very clearly defines the student need for a before and/or after school program (may include weekends, holiday, and summer).
- An evaluation of school and community resources available (including other accessible before and after school programming), and convincingly documents how proposed program will address student needs (including needs of students with working families).
- Evidence of how stakeholders (youth, parents, and partners) were identified and the results of those discussions that led to your decision to apply for funds and program development. Example: survey, focus groups, interviews.
- A description of the impact you are going to make with the youth to be served.
- Title program data.
- Achievement gap information.
- Total student population and the number you plan to serve from each school/site.
- A summary of transportation, safety, and accessibility components.

NOTE: The 21CCLC program puts forth sound measures of effectiveness to guide local grantees. All programs must indicate how each program activity satisfies the Measures of Effectiveness described in the law. For a program or activity to be compliant with this component of the law, monitored by the SEA as described in section 4203(a)(14), such program or activity shall –

1. Be based upon an assessment of objective data regarding the need for before and after school (or summer recess) programs and activities in the schools and communities;
2. Be based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
3. If appropriate, be based upon evidence-based research that the program or activity will help students meet the challenging State academic standards and any local academic standards;
4. Ensure that measures of student success align with the regular academic program of the school and the academic needs of participating students and include performance indicators and measures;
5. And collect the data necessary for the measures of student success described in (D).

Character limit: 12,000 (including spaces). Please note that some features like tabbing, inserting

## **2. Student Need**

**Overview of Siouxland Human Investment Partnership:** SHIP is a non-profit organization that was established in 1998 as the Early Childhood Iowa and Decategorization (DCAT) Board for Woodbury County. In 2001, SHIP partnered with the United Way of Siouxland, the SCCSD and the Siouxland YMCA to develop the area's first afterschool program, Beyond the Bell. Originally a program of the YMCA, BTB began offering programming at all SCCSD elementary schools. Established as a fee-based program, the partners soon discovered that many low income, at-risk families could not afford to send their students to the program. SHIP, the fiscal agent for the program, applied for and was awarded 21CCLC funding and multiple grant-funded sites began offering the program free of charge to families. In 2007, the YMCA determined that it no longer desired to be the lead agency for BTB, so SHIP took over the program. Today, BTB operates at 19 sites across two states and three school districts, serving on average 1000 students in PreK - 8<sup>th</sup> grade. Currently, seven sites are funded by Iowa 21CCLC grants. All non 21CCLC sites operate on a fee schedule, United Way, DHHS childcare assistance and other funding sources are utilized to assist low-income families at non-grant sites.

**2.1 Evidence of Student Need:** Hunt A+ Elementary is an Arts specialty school that focuses on building a strong educational foundation in both visual and performing arts. Students participate in lessons that meet Iowa Core standards and incorporate the A+ Arts theme. They have a quarterly art focus that consists of each quarter students focusing on different art forms including drama, music, dance, and visual arts. The components of the school day will be carried over into the after-school program at BTB. BTB will serve 85 students with before school, after school, and summer programming. The programming will consist of center and club-based enrichment activities selected by the site student leadership group. Homework help, art education-based learning and fundamentals will be developed by the Academic and Enrichment Coordinator to be delivered by BTB staff. Academic tutoring will be offered multiple times a week by a certified teacher in a small group setting of no more than six students. Programming at Hunt A+ Elementary will offer a safe environment for students to go to before and after school to participate and socialize in enrichment activities that are consistent with the school day. Academic Need: According to Hunt A+ Elementary principal Mr. Tillo, it has become increasingly hard to find a way to fit all enrichment aspects of curriculum into the school day.

Having BTB programming would give the ability to implement some of the curriculum into the afterschool program. Hunt A+ Elementary students would benefit from more enrichment arts-based activities like dance and/or music lessons, piano lessons, and lamb theatre programming. These are examples of clubs and enrichment activities that have benefits to the students but there is not enough time during the school day to implement them. Mr. Tillo also stated that the students at Hunt A+ are the most at-risk students in the district with an 88% FRLP, which leads to parents and families not having access to afford before and after school programming and have their student participate in afterschool activities. The parents either do not have the financial resources, reliable transportation or are working and unable to pick their student up at the designated time. BTB continuing to be a 21CCLC site is the only way these students would be able to attend and 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 clubs, and continue enrichments into the afterschool program.

Hunt A+ Elementary also has a significant need for a safe place to go before and after school so students are not left on their own with the addition of being able to stay current with their academic goals. With a FRPL percentage above 85% a monthly food pantry partnered with the Siouxland Food Bank along with a care closet would benefit the students and families. Hunt A+ Elementary staff have also stated that parent participation is essential in helping support all 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. The ELL population within the SCCSD is high and Hunt A+ Elementary is 45.9% which means there is a considerable 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 | Hunt A+ Elementary |
|---------------------|---------------|--------------------|
| Reading             | 71.4%         | 52.82%             |
| Math                | 69.5%         | 58.45%             |
| ELP                 | 55.29%        | 59.26%             |

**Social-Emotional Need:** Hunt A+ Elementary serves a diverse population with significant economic and academic needs with a free and reduced lunch rate of 88%. 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, have access to physical activity, and interact with others instead of potentially spending time home alone. Beyond the Bell also serves students an afternoon snack, had a monthly food bank, and continuous care closet to address food insecurity.

| <b>Student Poverty: Free and Reduced-Price Lunch Eligibility for Targeted Schools</b> |  |
|---|--|
|   | 2022-2023 Eligibility- % of total student population |
| <b>Hunt A+ Elementary</b>   | <b>87.96%</b>  |
| SCCSD Elementary Schools  | 71.4%  |

Source: <https://educateiowa.gov/documents/2022-2023-iowa-public-school-k-12-students-eligible-free-and-reduced-price-lunch-school>

**Family Engagement:** The needs of each school are diverse and BTB understands that in order to serve the family as a whole support is needed academically, culturally, social/emotionally, and from community resources. According to the needs assessment Hunt A+ Elementary families need access to the program financially. Families of Hunt A+ Elementary need access to community resources to help strengthen their family unit. BTB would help bring these community resources along with food access to Hunt A+ families by hosting family nights every month from September-May. Each of these family engagement nights will provide a lunch or light meal and will either spotlight a specific community resource that have been picked by the student leadership team and parent board or discuss and display projects that their child has been working on. The community resources will be conveniently housed at the site 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 families to work on together and 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 the students are from single parent families and experience extended work hours. Extended hours in the workforce make 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 the needs of students on a regular basis. 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 Health and Human Services (DHHS) providing regulation on many safety measures such as sign in and out procedures, cleaning procedures, 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, principal, and 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 Hunt A+ Elementary being the highest need school due to their high FRLP and accessibility to programming. BTB held individual meetings with the Principal of Hunt A+ Elementary, Director of Elementary Education, and Associate Superintendent to discuss the needs of students and barriers that BTB could help address. BTB surveyed parents and students, from this 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 art enrichments, social emotional development, healthy choices, and family engagement.



### **Project (24 possible points)**

This section describes in detail the program that is proposed to meet the needs reported in the previous section. This section should include:

- Your organization's expertise in providing out-of-school time programming. Your organization's ability to impact academics, enrichment, and overall youth development practices for the larger benefit of youth enrolled in your program.
- The proposed academic, enrichment, and family literacy/enrichment activities with links to your Student Needs Assessment, how they fit with the 14 eligible federal activities and what curricula you plan to use. Please note that the 21CCLC grant has a strong emphasis on literacy and math; these should be specifically addressed. Family literacy events should positively impact the students' families/students themselves and should align with the needs assessment.
- The days and hours of operation. Note that programs planning to serve youth in summer are expected to have a minimum of 30 days of service.
- Your plan to provide a snack (minimum) or full meal (preferred) for youth daily that meets USDA nutrition guidelines.
- Detail reasonable goals and objectives.

- Align with school day instruction through relationships with school day staff and/or state or national standards.

**3.1 Link to Student Need:** The student needs assessments at Hunt A+ Elementary showed that families are in need of academic assistance, access to program, enrichment opportunities, social emotional resources, and community assistance/resources. 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 collaborate closely with school day staff to address the needs of students. BTB's Academic and Enrichment Specialist is a certified teacher within the SCCSD which allows BTB to link enrichment activities and academic support directly to the school day. Areas of need have been identified as: academics, access to program and transportation, social and emotional skills, family engagement, 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 with guidance from the Academic and Enrichment Specialist. (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. 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 provide daily enrichment opportunities through centers, clubs, such as Lamb Theatre, piano lessons, cooking clubs, and other student lead activities. (Academics)
- BTB will provide transportation to and from summer program through SCCSD bussing. (Access to Programming)
- BTB staff will attend Character Counts provided by the SCCSD to implement the structure during BTB program hours, so it is continuous from the school day to after school. (Social-Emotional Need)
- BTB will support a care 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 Hunt A + monthly September-May. (Community Assistance Need and 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, and after-school programming is offered Monday-Friday from the end of school until 6:00 P.M. The program starts two hours early every Friday for school day staff development, and the program is 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 and youth enrichment specialist to develop the lesson plans. These centers or clubs are focused on homework help, gross motor, fine motor and much more. Activities may range from yoga and mindfulness to a theater club, cooking club and tennis lessons. Students will attend field trips to the library, theater, museums, 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.

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

| <b>Academic Need: High quality academic and enrichment activities to address achievement gaps</b>   |                   |  |
|---|-------------------|--|
|   | <i>Time Frame</i> | <i>Eligible Federal Activity</i>   |
| Homework Help/Academic Fundamentals   | 5x per week       | 1-academic., 2-Literacy, 3-Math, and STEM,                               |
| Tutoring- Certified teachers with at least one with experience 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-Literacy, 3-Math, and STEM, 4-7-Tutoring, 9-ELL            |
| Enrichment Activities- Center and club-based learning with student choice activities based off monthly themes such as entrepreneurship, business, service learning. Club based learning such as Dance, Cooking, STEM, Theater, and Book Clubs with aligned field trips to local businesses and community partners | 5 x per week      | 5-arts/music,8-community service, 10- healthy and active, 16-field trips |
| Healthy Choices- Physical Activity involvement in large motor activities such as tennis, volleyball, soccer, and basketball   | 5 x per week      | 10-healthy and active, 16-enrichment                                     |
| Healthy Choices- An afternoon snack will be provided every afternoon program is in session from the SCCSD with USDA lunch program   | 5 x per week      | 10- healthy and active   |
| Mentoring- 4 <sup>th</sup> and 5 <sup>th</sup> grade students will mentor Kindergarten and 1 <sup>st</sup> grade students throughout the school year  | 5 x per           | 8- volunteer, 17-character education                                     |

**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 Character Counts professional development to implement during BTB program hours.  | 4x per year       | 17- 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- -volunteer/community service, 17-character education |

**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 highlighting the student's projects, an activity for student and parent to complete, Lights on Afterschool annual event at Scarecrow Farm, field trip to local community partners  | 8x per year       | 2-literacy, 3- math/science,4- family engagement 10- healthy and active,        |
| 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. | 1x per year       | 4- family engagement 6-entrepreneurial 8- volunteer,16- enrichment, 18- college |
| BTB will support a monthly food bank and help to start a caring closet by providing additional toiletries, clothing, and non-perishable food to students in need.  | As needed         | 4-family engagement 8- community, 10- healthy and active,                       |
| Adult Education- Adult education classes like HI SET will be provided by Western Iowa Technical Community College (WITCC).   | 1x per semester   | 4- family engagement, 18-college  |

**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-Literacy, 3- math, 5-arts/music,6- entrepreneurial, 8-community, 10- recreational, 16-enrichment |
| Afterschool Program- school dismissal- 6:00 P.M. located in school day building. Center and Club based learning with student leadership and student lead activities.   | 5x per week       | 1-academic., 2-Literacy, 3- math, 5-arts/music,6- entrepreneurial, 8-community, 10- recreational, 16-enrichment |
| Summer Program- 7:30 A.M-5:30 P.M. for 38 days during summer break. BTB students receive breakfast and lunch from the SCCSD food program and BTB for afternoon snack. Students will participate in academic time (focus literacy and math), physical education, art and music class run by certified teachers along with | 38 days           | 1-academic., 2-Literacy, 3- math, 5-arts/music,6- entrepreneurial, 8-community, 10- recreational, 16-enrichment |

|  |             |                            |
|--|-------------|----------------------------|
| BTB proposes to provide transportation to and home from summer programming | 5x per week | 13-absent, 16- field trips |
|--|-------------|----------------------------|

**3.3 Family Engagement.** Family engagement nights will consist of community partners and resources that BTB can help make accessible to families. Hunt A+ will provide a family event every month from September through May. These events will range from family engagement at the Scarecrow Farm for Lights on Afterschool to educating parents on resources provided by Community Action Agency to highlight all the programs that they host for our community like, housing assistance, food assistance, homeless prevention, parenting classes.

A parent advisory board will be developed for this 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 these areas: academic assistance, social emotional need, family engagement, and access. Evaluation goals and objectives will include:

Goal 1: Provide access to program with opportunity for consistent attendance with high quality activities during program 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 38 days during summer.

Measure of Effectiveness: BTB will provide academic based enrichment activities along with tutoring, including ELL tutoring, at each location with SCCSD certified teachers. Students will be assessed during the 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.
- BTB staff will be trained and implement Character Counts standards to have consistent communication with parents regarding students' behaviors.
- 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 families to attend family engagement events that will highlight community resources that will support the family as a whole. Provide opportunities for parents and families to be a part of the parent advisory board.

- A majority of regular BTB families will participate in Family Engagement 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, parent meetings and attendance of family nights.

**3.5 Align with the school day.** BTB is located 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. BTB's part time Academic and Enrichment Coordinator is also a SCCSD employee which gives BTB insight into the school day and a direct communication link to the district. Certified classroom teachers will tutor BTB students using the same skill-based instruction and curriculum that is used during the school day. Site Leaders and Multi Site Manager will meet monthly with the 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 Academic/ Enrichment Specialist 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 Character Counts Interventions and Support consistent with the school and will attend SCCSD professional development for the intervention.

**Alignment with School Improvement Plans.** The SCCSD exists to educate students to believe in their talents and skills, achieve academic excellence, and succeed in reaching their full potential. Students of the Sioux City Community School District experience boundless opportunities at every grade level. 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 these 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 19 sites across two states and three school districts, serving on average over 1,000 students in PreK-8<sup>th</sup> grade. Currently, seven sites are funded by Iowa 21CCLC grants.

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

- According to BTB surveys, BTB fulfills a critical unmet school and community need in Siouxland by providing before and after school programming with most respondents indicating the program is "extremely important" or "important."
- BTB is trusted for its safe, respectful, and child-centered before and after school program.
- BTB is a vital resource for working parents. It provides a safe and interactive outlet for children.

**Research Base (5 possible points)**

This section describes in detail the research performed to support the program. This section should include:

- A description of the research including citations from multiple sources justifying your program design. Local evaluation data should be used when possible. If this data is not available, an explanation is required.

#### **4. Research Base**

BTB is dedicated to high quality out of school programming and keeps current with curricula and research to design, modify, and enhance programming by using research to 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. Students are still suffering academically from the disruption of learning during the pandemic. The most recent National Assessment of Education Progress results show big drops in math, reading, and history. At the same time, students' social-emotional skills and mental health also took a toll. Teachers have reported more student misbehavior, and data shows that the youth mental health crisis has worsened.

<https://www.edweek.org/leadership/how-after-school-programs-can-support-students-academic-and-social-emotional-needs/2023/06>

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

*Social-Emotional Need:* According to, <https://www.policechiefmagazine.org/after-school-the-prime-time-for-juvenile-crime/>, juvenile crime continues to peak in the after-school hours. According to the most recent data, 26 percent of juvenile crimes occur between 2 p.m. and 6 p.m.; frequent offenses include assault, theft, and drug related crimes. The Sioux City Police Department (SCPD) has become a valuable partner with BTB. They have been able to see the importance of after-school programming and the effect it has on their job. In Sioux City, the Police Department reported over 35% reduction in youth crime (Marie Davis, Crime Analysis Unit, Sioux City Police Department).



BTB will use the same Character Counts curriculum as the SCCSD uses during the school day. BTB staff will be trained by the SCCSD on how to incorporate Character Counts into the afterschool program to keep it continuous. According to, (<https://charactercounts.org/>), character counts focus is on building students' character, social-emotional, and academic skills while shaping a positive school culture. ½

*Family Engagement Need:* Research shows that parent engagement in schools is intricately linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors.

([https://www.cdc.gov/healthyyouth/protective/parent\\_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement,risk%20behaviors%20and%20substance%20use.](https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm#:~:text=Research%20shows%20that%20parent%20engagement,risk%20behaviors%20and%20substance%20use.))

*Access Need:* Afterschool programs bring a multitude of benefits to students, families, and their communities. These programs can boost academic performance, reduce youth violence, improve school day attendance, promote physical health, and provide a safe, structured environment for the children of working parents. The importance of out of school care is undeniable, the Siouxland area ranks the highest for the percentage of children under 6 years old with all parents in the labor force with Iowa being at 77%, <https://datacenter.kidscount.org/data/map/5057-children-under-age-6-with-all-available-parents-in-the-labor-force?loc=1&loct=2#2/any/false/false/1729/any/11473/Orange/>.

Not only is there a need for a safe and structured environment for school age children due to parents being in the work force, but Woodbury County is also 10% higher than the state average for single family households at 41.8%.

([Single-parent families | KIDS COUNT Data Center \(aecf.org\)](#))

## Management and Sustainability Plan (20 points)

This section describes in detail how your program will be managed and the steps you are taking to ensure sustainability for programming after the grant funds are complete. This section should include:

- The plan to ensure effective staffing including a description of how you plan to recruit and retain high-quality staff, your leadership development plan, how staff will ensure alignment with school day instruction, and how the program will use volunteers including senior-aged volunteers to support youth.
- The plan to provide or ensure safe and inclusive transportation, building or site security, and accessibility. Note that rural sites will be given leeway by peer reviewers regarding transportation services. It is also allowable to have parents pick up their children from programming.
- The development and engagement of a stakeholder group that meets regularly to provide input and support to program leadership.
- A continuous improvement plan.
- Sustainability planning that includes a description of how your site will engage with community partners and how resources will be leveraged to support the program. Note: Applicants are required to upload a minimum of five Memorandum of Understanding (MOU) documents providing proof of engagement with partners.
- If you are a previous grant recipient, you must also provide a description and evidence of a minimum of five years of sustainability.

*Character limit: 16,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

### **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 overseen by the Program Support Associate, 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 DHHS 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 Program Support Associate will meet monthly 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 is being mirrored through activities and experiences at program.

One example: BTB utilizes the SCCSD's Character Counts 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 DHHS required staff-to-student ratios, oversee site leaders and youth enrichment specialists, help 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 DHHS 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. Site Leaders need patience, persistence, and the ability to find and build on the students' strengths. BTB recruits at four local colleges and the SCCSD by using recommendations from professors, counselors, administrators, and student organizations.

#### Youth Enrichment Specialist

- Supervise students at no more than a 1:15 staff/student ratio.
- Assist the Site Leader with planning and implementing site activities
- Communicate effectively with student and parents

Qualifications: Pass all the DHHS licensing requirements including background check and fingerprint results. Experience working with school age children including babysitting, mentoring, volunteering, or other job history. Youth Enrichment Specialists need patience, persistence, and the ability to find and build on the students' strengths. BTB recruits 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.
- Foster Grandparent for senior citizens wanting to volunteer within the community.  
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 training such as CPR/First Aid, mandatory reporting, universal precautions, 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 training courses with their staff. SCCSD in service training also supplements BTB professional development. BTB retains effective staff by tending to their individual needs and concerns, seeking their input in planning, and 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, with a combined 20+ years of experience with BTB, includes the Program Director, who coordinates all aspects of BTB and the Assistant Director, who oversees budgets and compliance with the district, state, and federal regulations. Senior staff also include the Program Support Associate who oversees day to day programming needs, Employee Development Specialist who oversees finding, training, and retaining staff, and the Multi-Site Manager. 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 buses 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 the 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 substantial 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 ensures consistency and creates a comfortable environment for students with disabilities. BTB also recognizes that parents are typically the most valuable resource, and they can help to prepare staff properly for the 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, Program Support Associate, 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 needs assessment, it was determined that with the economic hardships the families of the students at this location face, most 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 Hunt A+ Elementary 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 innovative ideas to support sustainability.

**Continuous Improvement Plan.** BTB will develop a Hunt A+ Elementary Continuous Improvement Plan (CIP) to drive results and success. A CIP workgroup will be implemented with key stakeholders including but not limited to: Principal, Multi-Site Manager, Program Director, community partners, and parents. The CIP workgroup will be charged with reviewing survey results, prioritizing quality improvement opportunities, and 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. Hunt A+ Elementary is a 21CCLC grantee in cohort 14. BTB achieved and maintained all attendance and academic goals during their time as a grantee and continues to offer enrichment activities and academic tutoring. While Hunt A+ Elementary is a 21CCLC grantee their average attendance is between 50-60 students. Hunt A+ Elementary can sustain minimal programming through partnerships but would not be able to hold programming without 21CCLC funding. The SCCSD allows us to use their school locations that is all in-kind to our program. Iowa State Extension's 4-H program has found other avenues of funding to help scholarship their registration fee for Hunt A+ BTB students.

To be able to continue the much-needed program at Hunt A+ Elementary, a need to supplement the current program to reach a larger number of students and families, a 21CCLC grant is needed. Hunt A+ Elementary serves a neighborhood that has some of the most disadvantaged families in the Siouxland area. The school itself serves as a center for the students, who unfortunately have few opportunities for safe, constructive, and healthy activities outside of school time because of the location of the school along with the increase of cost of living, this program will not be able to continue at any 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 alternative sources of funding from foundations, local businesses, fundraising, and DHHS Childcare 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.

### **Communication Plan (5 possible points)**

This section describes in detail how your plan to perform your communication and outreach strategies to meet the needs of your program. This section should include:

- Your plan to share program information with the larger community including frequency of share and your potential reach. Example: Monthly newsletter to be shared via the website to a reach of 1000 people.
- Your plan to share your Local Evaluation document with the larger community.
- Your plan to communicate with individual groups, such as parents or stakeholders. Example: Weekly Program Memo to be shared with 100 parents via text message. Quarterly Meeting Agenda and Notes to be posted on the bulletin board and sent via email to 150 parents and stakeholders.

Note: Methods should include a website, social media, and online resources such as a program calendar. Please use this downloadable template to complete your communication plan.

[\(Download Template\)](#)      [\(+ Upload Completed Form\)](#)

21CCLC Communications Template

**Please insert your strategies here:**

| <b>Outreach strategy</b>          | <b>Frequency</b>         | <b>Method</b>   | <b>Target Audience and Proposed Impact</b>  | <b>Notes</b>   |
|-----------------------------------|--------------------------|---|---|--|
| Parent Newsletters                | Monthly                  | Facebook, Printed Copy, Website, Playground software system   | Parents of enrolled students<br><br>75  | Sent out first Friday of each month.                                 |
| Family Engagement Events/Showcase | Monthly<br>September-May | Printed Invitations, email, and playground software reminders | Parents and guardians of enrolled students, community partners, stakeholders<br><br>100+      | Send out monthly before event  |
| Communication Notes               | As needed                | Handwritten   | Parents of enrolled students<br><br>75  | Given to parents frequently  |
| Program Memos                     | As needed                | Playground APP, Email, Facebook, printed copy                 | Parents, guardians of students enrolled<br><br>75   | Updates and communication regarding programming                      |
| Parent Meetings                   | Monthly                  | In person at site   | Parents of students in the program who help with decisions regarding programming<br><br>10-15 | As a part of the leadership a parent advisory committee will be made |



|                   |           |                                       |  |   |
|-------------------|-----------|---------------------------------------|--|---|
| Advisory Meetings | Quarterly | In person or zoom                     | Parents, stake holders, community members<br><br>5                             | Agenda to include progress of goals, communication, and updates |
| Local Evaluation  | Annually  | Posted on website, printed copy       | 21CCLC stakeholders, SCCSD, SHIP Board, community members<br><br>100+          | Provides data, evaluation of program, and feedback.             |
| Strategic Plan    | Annually  | Posted on website<br><br>Printed Copy | Stakeholders<br><br>SHIP Board, SCCSD, Community members, Partners<br><br>100+ | Feedback on program entirety                                    |

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

[www.beyondthebell.us.com](http://www.beyondthebell.us.com)

**Social media links for your school/site/program:**

[www.facebook.com/Siouxland](https://www.facebook.com/Siouxland) Beyond the Bell. com

[www.instagram.com/siouxlandbtb](https://www.instagram.com/siouxlandbtb)

<https://x.com/siouxlandbtb?s=11>

## **Partnerships (10 possible points)**

This section describes in detail how your program will access and utilize community partners to support youth and families in your program for maximum impact. This section should include:

- A description of your partners. Note: Partners can include but are not limited to: businesses, education agencies, faith-based organizations, community-based organizations, non-profit groups, for-profit groups, and volunteers. Evidence of these partnerships will be uploaded as MOUs.
- A description of existing organizational and/or programmatic partnerships and the partners' roles in programming and/or sustainability. Note: Application must distinguish between a partnership and a contractor. Contractor simply provides services for payment while a partnership provides services without payment or at a reduced cost (e.g. in-kind contributions). Peer reviewers will take into consideration that partners may be unique in rural settings.
- A description of how you plan to recruit new partners for meaningful contributions over the life of the grant as well as how you plan to maintain your existing partnerships. This should also be addressed in your Sustainability Plan in the previous section.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

## 7. Partnerships

### 7.1 Partnerships and impactful role in programming and sustainability.

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

Key partners, as indicated by attached MOU's

| Community Partner                            | Role/Area of Significant Impact  |
|--|--|
| Sioux City Community School District (SCCSD) | For over 20 years, Sioux City Community School district has provided in-kind space and other essential services for BTB programming including: classrooms, playground, gym, library, cafeteria and 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. <b>The in-kind value of services provided by the SCCSD is \$80,000.00.</b> |
| Sioux City Police Department                 | Sioux City Police Officers donate their time to BTB sites at a minimum of 1x per month. The officer will come to the after-school portion of the program and answer questions, run a center-based enrichment activity, or engage in a gross motor activity like basketball. This allows students to be able to see police officers in a positive perspective and open the door for a new relationship. <b>The in-kind value of services provided is</b>  |

|                          |  |
|--------------------------|--|
| Lamb Theatre             | Lamb Theater will provide programming for students at Hunt A+ Elementary during the school year and summer and present showcases throughout. <b>The in-kind value of services provided is \$1500.00 per year</b> |
| Siouxland Food Bank      | Siouxland Food Bank will partner with BTB to host a Food Bank at Hunt A+ Elementary 1x per month September-May. <b>The in-kind value of services provided is \$1000.00 per year</b>                              |
| Morningside University   | Morningside University partners with BTB by sending college students to BTB for employment, volunteer opportunities, and internships. <b>The in-kind value of services provided is \$8000.00 per year</b>        |
| Big Brothers Big Sisters | Big Brothers Big Sisters will provide “Bigs” for any littles that are in the BTB program. <b>The in-kind value of services provided is \$1000.00 per year</b>  |

**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, surveys administered with the teachers, parents, and partners that solicit 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 Hunt A+ Elementary, Assistant Director, Executive Director of SHIP, and BTB staff will be responsible for developing and expanding partnerships for all sites, creating 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 that BTB serves, program partners, SHIP Board members and BTB staff.

For the purposes of this grant, the Multi-Site Manager and Program Support Associate 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 Siouland, Healthy Siouland Initiative, Brighter Futures, SACERS, NWEA Paraeducator classes, IMPACT conference and SCCSD professional development are examples of commitments that the Multi-Site Manager will attend.

Beyond Bell will start this project with six partners, as evidenced by the MOUs included in this application. Beyond the Bell does have partnerships with WITCC to offer HI SET classes to parents who are interested and other entities like the Launchpad Children's Museum, First Tee, and Sioux City Art Museum where they provide discounted entry for BTB field trips and are willing to host a family night at their facility. Staff will maintain these partnerships and will add a minimum of two 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 (15 possible points)

This section should describe in detail the plan to collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This section should include:

- Your proposed goals and outcomes pertaining to literacy and math for youth.
- Your proposed goals and outcomes pertaining to additional organizational goals. Example: growth in STEM engagement or goals connected to specific enrichment activities.
- Evidence that a local evaluator is in place with information about their capacity, expertise.

Note: Best practice is five measurable goals.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

### 8. Evaluation

**8.1 Experienced Evaluator.** BTB, in partnership with its external evaluator, Consulting By Design LLC, shall collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This firm has provided evaluation and consulting services supporting community-based organizations with evaluation, non-profit development, and quality assurance since 2001. In its twenty-two-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:

[heidi@consultingbydesignllc.com](mailto:heidi@consultingbydesignllc.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 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.” Parents noted the critical importance of BTB as an option for safe out-of-school time programming. Many parents offered feedback that BTB is their only option for free programming outside of school hours.
2. Parent Statement “Beyond the Bell is so important to us! It gives a safe, affordable program for kids. As a single parent, I rely heavily on the program so that I can maintain employment and know my children are cared for.”
3. The satisfaction and quality rating for BTB is exceedingly high, with over 90% of cumulative feedback from students, parents, BTB staff, and the community being affirming of the program.
4. BTB continues to focus on solidifying partnerships that strategically align with the mission of BTB and are sustainable. The partnership and communication between SCCSD and BTB are 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 the 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 enrichment activities to help students meet and/or succeed proficiency goals in reading and math with additional support for ELL students. BTB will operate all day’s school is in session and 38 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 academic assistance 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, brochures, personal contact with families, school staff and administrators and future program updates initiated from the reports. This data is also shared with the SCCSD and SHIP.

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

**Annual Data Collection Plan**

| Evaluation Strategy             | Purpose  | Method  | Timeline    |
|---------------------------------|--|---|-------------|
| Parent, teacher, student survey | To collect quality assurance feedback about the program and collect progress data on students.           | Written and electronic survey (survey monkey) to be administered when parents pick up students, via email, and text link.                         | March-April |
| Partner/Stakeholder Survey      | To collect general feedback from community partners about the impact and quality of the program          | Written and electronic survey to be administered directly from Director of BTB, Assistant Director, and SHIP Executive Director                   | May         |
| Local Evaluation                | To gather GPRA related data required for reporting specific to each student on academic performance data | Annual Data Request to SCCSD based on GPRA data and other local evaluation data only available via school district. Cohort/ Student-specific data | November    |



|                         |   |  |          |
|-------------------------|---|--|----------|
| State Survey            | To provide information for specific 21CCLC data requirements  | Information from BTB attendance and tracking software- Playground Software             | December |
| APR                     | To collect aggregate or general data required for APR and annual evaluation reporting tool.   | Annual Data Request to SCCSD based on required APR data. Cohort/ Student-specific data | December |
| Community Impact Report | To provide overall summary information, data highlights, strengths, and opportunities about the community impact of Beyond the Bell on the community. | Written narrative/ summary report based on compiled data from multiple sources         | February |

**8.3 Measure of Effectiveness for previous grantees (ESSA).** BTB meets 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. Success: Proficiency data for regular (at least 30 days) program attendees was provided all 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 80% 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: Since the pandemic, field trips are not as common due to staffing and the availability of SCCSD transportation drivers. BTB was able to have 2 field trips during the school year and sites did have community partners come to the program for presentations, enrichment activities, etc. 96% of students attended these.

## Budget Narrative (10 possible points)

This section should describe in detail the plan to utilize funds from the grant to support your program. This section should include:

- A detailed justification for each line item from Form D2, including how each expenditure is necessary and reasonable and how each expenditure aligns with proposed activities.
- Application must describe how the program seeks to supplement, rather than supplant, current funding.
- A description of partner contributions. Add dollar amount and in-kind contributions in budget.

Note: Sustainability must be extensively documented in the budget narrative, showing the partner contributions.

*Character limit: 8,000 (including spaces). Please note that some features like tabbing, inserting tables and graphics, and hyperlinks are unavailable.*

### 9. Budget Narrative

BTB requests support for high-quality dedicated staff to support services at Hunt A+ Elementary. The program will serve a total of 70 students during the school year, 60 students with 21CCLC funding and 10 students with DHS assistance and community partnerships, for 180 days and 15 students for 38 days during the summer. The total budget is \$131,700.00 -\$18,000 (DHS and Partnerships) making the total request for 21CCLC funding \$113,700.00. BTB used the funding formula as shown:

\$10.00 per day x 60 students for 180 days before and after school=  
\$108,000.00

\$10.00 per day x 15 students for 38 days = \$5,700.00 (summer)

-\$10.00 x 10 students for 180 days after school = \$18,000 (DHS and partnerships)

**Total 21CCLC funding request: \$113,700.00**

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

**Program: Personnel:** Hunt A+ will have a Multi-Site Manager. The Multi-Site oversees site staff at all grant 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 are the supervisor on duty at each site and part of the 1:15 staff-student ratio. The Site Leader helps with lesson planning, setting up the student leadership committee, writes 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 help serve BTB families at all 21CCLC grant locations to help close the gap between school day and after school. This position will help plan family engagement evenings, organize food banks, and be the contact for families who need assistance either academically, economically, or culturally.

- Multi-Site Manager @\$23/hour + benefits for 2 hours/day for 225 day (.20 FTE)
- Community, Family and Student Liaison @ \$22.00/hour + benefits for 2 hours/day for 180 days (.20 FTE)
- Certified Teacher @\$40.00 per hour for 120 hours during school year
- Certified Teacher @\$40.00 per hour for 140 hours during summer
- Site Leader @ \$16.00 per hour before school for 2 hours/day for 180 days
- Site Leader @ \$16.00 per hour afterschool Monday-Thursday for 3 hours /day for 144 days + 2 hours a week for planning
- Site Leader @ \$16.00 per hour afterschool Friday for 5 hours for 36 days
- Youth Enrichment Specialist @ \$14.00 per hour before school for 2 hours/day for 180 days
- Youth Enrichment Specialist @\$14.00 per hour for afterschool Monday – Thursday for 3 hours/day 144 days
- Youth Enrichment Specialist @\$14.00 per hour for afterschool on Friday for 5 hours for 36 days
- Youth Enrichment Specialists @\$17.00 per hour for summer program for 6 hours/day for 38 days

All salaries and benefits are standard for BTB. Full-time positions receive 7.65% FICA, 9.44% IPERS, 0.9% Workers Compensation, 1.0% Life/LTDF/Employee Liability, 0.8% Unemployment, and allocable percentage of Health/Dental at \$7,408.68. Teachers receive FICA, IPERS, WC, Life/LTD/Emp. Liability and Unemployment. Youth workers receive FICA, WC, Employee Liability, and Unemployment. SHIP charges a 5% employer of record fee on salaries and benefits to cover the administration of payroll and benefits.

**Total: \$78,019.00**

Volunteers and interns will contribute a total of 640 hours throughout the school year, family engagement events and summer program @ the approximate cost of \$13/hour. *Total contributed services for personnel: \$8,320.00.*

**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: \$4,000.00**

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 \$7,500.00.*

**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: \$10,500.00**

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.*

**Afterschool snack and meals:** BTB will be providing an afternoon snack for BTB students during summer program and snacks/meals during family engagement events. **Total: \$3000.00.**

The SCCSD Central Kitchen in kinds afterschool snack or evening meals, summer breakfast and lunch to the BTB program. *The total partner contribution for this is a total of \$ 20,325.00.*

**Professional Development:** At Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. For this to be true BTB must invest in staff with high quality staff development in areas of school aged children and families. The SCCSD will provide training for BTB staff for Character Counts so that it can run congruently through the school day and after school program. BTB brings in highly qualified sought-after professionals once a year to train all full and part-time staff on a multitude of topics through contracted services. In addition, the Multi-Site manager will be required to spend 5 hours weekly dedicated to training staff, researching new PD, staff orientations, managing staff PD files, and working on development materials. All staff are required to do 6 hours of DHS training annually, CPR/First Aid, Mandatory Reporting, Universal Precaution, and DHS Essentials. BTB staff also have an opportunity to pursue their paraeducator certificate through BTB. And 21CCLC staff will also attend the annual IMPACT after-school conference.

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 and national conferences. The professional development portion of the requested budget is 5%. **Total Staff Development Budget: \$5685.00**

BTB has a nurse consultant who volunteers her time for 1<sup>st</sup> 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 to and home during summer program and multiple family engagement nights.

**Total: \$3,000.00.**

| Transportation to: | Salary/hr.      | Buses | Days | Total  |
|--------------------|-----------------|-------|------|--------|
| Summer Bussing-    | \$30.00 + miles | 1     | 38   | \$3000 |
|                    |                 |       |      |        |

BTB accommodates student and family language-interpretation needs by employing bilingual staff and collaborating with One Siouxland when other translation services are needed.

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

**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 16 hours of work at \$25/hour. **Total: \$400.00**

**Administration.** SHIP acts as employer of record for BTB and provides payroll functions, grant, and fiscal management, and required fiscal reporting. All are vital to a successful program and SHIP provides them for 8% of the requested budget (per year). BTB provides program administration with no grant support, including human resources and clerical support. The administration portion of the requested budget is 8%.

**Total: \$9096.00.**

With this request for 21CCLC funding support, BTB will supplement, not supplant, current funding. BTB and its stakeholders and supporters are dedicated to quality programs that address student, family and community needs and they thank 21CCLC for considering this application.

## **Supplemental Materials**

Applicants are allowed to upload supplemental materials to support your application, Examples of acceptable supplemental materials include: charts, graphs, infographics, pictures, flow charts, and other similar materials. Applicants are asked to scan all documents into a single file and are limited to 2 pages.

*(+ Upload Supplemental Materials)*

## 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/21stccclc/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 22 years

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

Enter School District Code:

*(If applicable)* Enter Child Care License #: Hunt A+ Elementary 30175

### 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

## **Assurances & Agreements Required of All Applicants**

### **Part A: Nondiscrimination**

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

**Part J: Notice to the Community**

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

**Part K: Public Review of the Application**

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

**Part L: Parent Consent**

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


**Part M: Private and Public School Consultation**

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


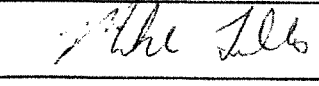
**Part N: Grant Termination (Additional conditions in Appendix C)**

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

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

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

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

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

*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.

**ATTACHMENT A**

**MINORITY IMPACT STATEMENT**

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

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

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

Describe the positive impact expected from this project.

Indicate which group is impacted:

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

All students, regardless of gender, race, ethnicity, special needs, economic background or etc. will benefit from being in the program.

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

Describe the negative impact expected from this project.

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact.

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

  
\_\_\_\_\_  
Signature of Executive Officer

EXECUTIVE DIRECTOR  
Title

1/15/2024  
Date

### Definitions

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

"Disability", as defined in Iowa Code Section 15.102, subsection 12, paragraph "b", subparagraph (1). As used in this subsection:

"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.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or grievances related to this policy, please contact the Legal Consultant, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146, 515/281-5295.



**MEMORANDUM OF UNDERSTANDING**  
**Between**  
**Siouxland Human Investment Partnership**  
**And**  
**Sioux City Community School District**

A Memorandum of Understanding is made 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 partnered to provide the Beyond the Bell program at SCCSD school locations for over twenty years. SCCSD has provided space to conduct BTB programming – classrooms, playgrounds, gyms, commons areas, libraries and lunch rooms. SCCSD has also provided financial support to the program to provide certified teachers for the academic component of the program, and to allow access to students that may not otherwise be able to qualify for the program. SHIP has provided the management, fiscal oversight, and administration of the program. Additional funding sources for the program include the U.S. Department of Education (via 21<sup>st</sup> Century Learning Centers grants), the Iowa Department of Health and Human Services (IHHS), the United Way of Siouxland and various private donations and private pay by families with children in the program.

**Services of SHIP:**

- Provide the BTB program
- Provide, supervise and evaluate employees
- Provide required and appropriate professional development and training to employees
- Collaborate with SCCSD on professional development training opportunities
- Ensure ongoing program quality
- Ensure the maintenance of ongoing licensing for each site by IHHS
- Maintain and administer fiscal operations of the program
- Build and maintain relationships with community partners
- Seek grant opportunities, administer awarded grants, and fulfill grant requirements
- Perform program evaluations
- Communicate regularly with SCCSD 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:
  - Hiring of certified teachers to be employed during summer program, or school year – up to \$90,000 of the funds may be used for this purpose
  - Scholarship assistance to at-risk students (identified by building principals or other District building personnel) at Liberty Elementary – up to \$58,000 of the funds may be used for this purpose

- Provide transportation for BTB participants, as possible
- Provide technical support to BTB staff through its Technology and Education department
- Provide food service for BTB participants during the school year and in the summer
- Provide curriculum consultation and recommendations to ensure that the BTB academic component is consistent with the instruction and learning that is occurring during the school day, and is aligned with SCCSD standards and benchmarks
- Assign a representative to sit on the BTB Advisory Council, or the SHIP Board of Directors
- Allow building principals time at the BTB sites or with BTB staff to ensure alignment and consistency between program and school day
- With the appropriate Parent Release of Information, provide SCCSD data to SHIP or its evaluators for the purpose of evaluating the program's impact on students during the school day
- Collaborate when possible to have joint or shared training or professional development opportunities
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

**Collaboratively, partners agree:**

- Student safety and 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:
  - 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)
  - Local evaluations are submitted annually to the Iowa Department of Education and are required to be publicly 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, 2023 to July 31, 2024** unless terminated earlier as provided in this MOU.

**Insurance:**

Both parties will purchase and 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. All companies that provide insurance policies required under this MOU shall have an AM Best Rating of A-VII or better. Insurance shall not be cancelled or changed except after thirty days written notice. Additional insurance requirement of the parties:

| Type of Insurance  | Limit                    | Amount                                    |
|--|--------------------------|---|
| General Liability<br>Additional insured endorsements that include both ongoing operations and products and completed operation coverage through ISO endorsements CG 2010 10 01 and CG 2037 10 01 or their equivalent |                          | \$1M per occurrence /\$2M Agg.            |
| Automobile Liability, including any auto, hired auto and non-owned auto  |                          | \$1 million                               |
| Worker's Compensation  | Coverage A<br>Coverage B | Statutory<br>\$500,00/\$500,000/\$500,000 |
| Errors and Omissions, including sexual and physical abuse/molestation coverage   |                          | \$1 million                               |

**Occurrence Policy.** All insurance policies required by this MOU 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.** SHIP 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 MOU.

Notwithstanding anything to the contrary herein, SCCSD and SHIP expressly agree and state that the purchase of the policies of insurance or certificates of such insurance by the insured does not waive any of the defenses of governmental immunity available to the School District under Iowa Code Chapter 670 as it now exists and it may be amended from time to time. To the extent there may be a conflict between this MOU and the SCCSD's governmental immunity contained in Iowa Code Chapter 670, such Chapter shall control and this MOU shall be deemed inapplicable for such purposes.

**Clauses:**

The parties must adhere, if applicable, to the following regulations, many of which are legally required:

- **Termination without cause:** Without cause, either party may terminate the MOU after giving ninety (90) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the ninety (90) 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 MOU effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
  - Material violation of this MOU
  - Any other act exposing the other party to liability to others for personal injury or property damage
  - 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 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 MOU, by the negligent acts, for any and all staff providing services under this MOU. SCCSD agrees, to the fullest extent permitted by law, to indemnify and hold harmless SCCSD, 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 MOU, by the negligent acts, for any and all staff providing services under this MOU.
- **Loss of funding:** All parties agree to terminate this MOU upon thirty (30) days prior written notice due to a lack of funding.
  - Adequate funds are not appropriate to allow the project to continue
  - Funds are de-appropriated, not allocated, or are insufficient for any reason
  - SHIP's authorization to conduct business is withdrawn or there is a material alteration in the programs that SHIP administers
  - SHIP's duties are substantially modified
  - SHIP will make reasonable efforts to secure funding for BTB under the terms of this MOU
- **Independent Contractor:** It is mutually understood and agreed that SHIP shall be at all times acting as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship or a joint venture relationship between the parties. The parties agree that neither SHIP nor any of the personnel it provides to perform services hereunder are employees of SCCSD and, accordingly, they are not eligible for salary or employment-based compensation, fringe benefits, pension, workers' compensation, sickness, disability or health insurance benefits or other similar benefits afforded to employees of SCCSD.
- **Record Access:** Access to records by SHIP, SCCSD or the Comptroller General of the United States for the purposes of audit, examination, excerpts, evaluation and transcriptions (for other than small purchase transactions). Access to records is limited to information/services provided through this MOU and is subject to and limited by professional obligations of confidentiality.
- **Record Retention:** All records regarding this project must be retained as specified in 29 CFR 97.42 or 29 CFR 95.53.
- **Equal Employment Opportunity:** Compliance with Equal Employment Opportunity provisions in Executive Order (E.O.) 11246 as amended by E.O. 11375 and supplemented by the requirements of 41 CFR Part 60.
- **Energy Efficiency:** Compliance with standards and policies related to energy efficiency, which are contained in the state energy conservation plan issued in compliance with the Energy Policy Conservation Act (Public Law 94-163)
- **Lobbying:** Compliance with the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). This requirement is also found in 29 CFR Part 93.
- **Debarment and suspension:** Compliance with the debarment and suspension requirements (E.O. 12549 and 12689). This requirement is also found in 29 CFR Part 98.

- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements:** 2CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements; Final Rule 2 CFR Part 2900; DOL Exceptions to 2 CFR Part 200; 48 CFR Part 31
- **Other Requirements:** 20CFR Part 652 et al., Workforce Investment Act; Wagner-Peyser Act

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

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

If to SCCSD, to: Dr. Rod Earleywine, Superintendent  
Sioux City Community School District  
627 4<sup>th</sup> Street  
Sioux City, Iowa 51101

If to SHIP, to: Matt Ohman, Executive Director  
Siouxland Human Investment Partnership  
2540 Glenn Avenue  
Sioux City, Iowa 51106

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

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


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

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

This Memorandum of Understanding is effective August 1, 2023. Both parties agree that this MOU is in effect through July 31, 2024.

  
\_\_\_\_\_  
SCCSD Signature

Dr. Rod Earleywine  
\_\_\_\_\_  
Print Name

  
\_\_\_\_\_  
SHIP Signature

Matt Ohman  
\_\_\_\_\_  
Print Name

Superintendent \_\_\_\_\_

Title 7/24/23

Date



\_\_\_\_\_ SCCSD Signature

Dan Greenwell \_\_\_\_\_

Print Name

SCCSD Board President \_\_\_\_\_

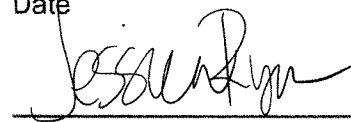
Title 7/24/23

Date

Executive Director of SHIP \_\_\_\_\_

Title 8/1/2024

Date



\_\_\_\_\_ SHIP Signature

Jessica Ryan \_\_\_\_\_

Print Name

SHIP Board President \_\_\_\_\_

Title 08/01/2023

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 19 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 21<sup>st</sup> Century Learning Centers.

**Term:** The term of this MOU shall be from July 1<sup>st</sup>, 2024 through June 30<sup>th</sup>, 2029 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

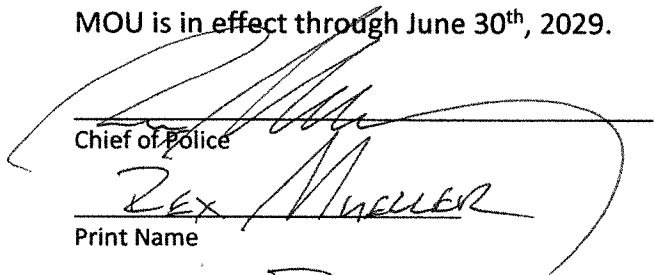
**Changes to be in writing:** Except as otherwise provided herein, none of the covenants, provisions, terms or conditions of this Agreement shall be modified, waived or abandoned, except by a written instrument duly signed by the parties. This Agreement shall not be

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.

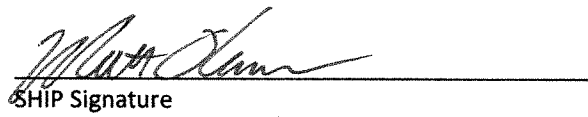
**Signatures:** By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective July 1<sup>st</sup>, 2024. Both parties agree that this MOU is in effect through June 30<sup>th</sup>, 2029.

  
\_\_\_\_\_  
Chief of Police  
Rex Mueller  
\_\_\_\_\_  
Print Name

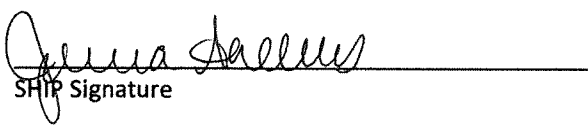
Chief of Police  
\_\_\_\_\_  
Title  
01/12/24  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Sioux City Police Department  
\_\_\_\_\_  
Print Name  
\_\_\_\_\_  
Title  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
SHIP Signature

Matt Ohman  
\_\_\_\_\_  
Print Name

Executive Director of SHIP  
\_\_\_\_\_  
Title  
1/16/24  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
SHIP Signature

Jenna Andrews  
\_\_\_\_\_  
Print Name

Program Director of Beyond the Bell  
\_\_\_\_\_  
Title  
1/16/24  
\_\_\_\_\_  
Date

|                        |
|------------------------|
| <b>Beyond the Bell</b> |
|------------------------|

**MEMORANDUM OF UNDERSTANDING**

**Between**

**Siouxland Human Investment Partnership**

**and**

**Lamb Theatre**

**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 Lamb Theatre (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 19 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the Community Action Agency of Siouxland in Sioux City. BTB desires for Community Partner to provide information at family engagement nights.

**Services of SHIP:**

- Communicate with Community Partner to schedule classes during school year and summer program with Beyond the Bell
- Distribute information regarding Community Partner's services to families with students attending Hunt A+ Elementary
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs

**Services of Community Partner:**

- Provide a showcase at the end of school year series and summer program.
- 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 21<sup>st</sup> Century Learning Centers or the Iowa Afterschool Alliance if applicable

**Term:** The term of this MOU shall be from **July 1, 2024 to June 30, 2029** 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, 2024. Both parties agree that this MOU is in effect through June 30, 2029 unless terminated earlier.

Diana Wooley  
\_\_\_\_\_  
Lamb Theatre  
  
Diana Wooley  
\_\_\_\_\_  
Print Name  
  
Executive Director  
\_\_\_\_\_  
Title  
1/16/2024  
\_\_\_\_\_  
Date

\_\_\_\_\_  
\_\_\_\_\_  
Print Name  
  
\_\_\_\_\_  
Title

Matt Ohman  
\_\_\_\_\_  
SHIP Signature  
  
Matt Ohman  
\_\_\_\_\_  
Print Name  
  
Executive Director of SHIP  
\_\_\_\_\_  
Title  
1/16/24  
\_\_\_\_\_  
Date

Jenna Andrews  
\_\_\_\_\_  
SHIP Signature  
  
Jenna Andrews  
\_\_\_\_\_  
Print Name  
  
Program Director of Beyond the Bell  
\_\_\_\_\_  
Title

\_\_\_\_\_

Date

1/15/24

\_\_\_\_\_

**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 Unity 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 21<sup>st</sup> Century Learning Centers, or the Iowa Afterschool Alliance

**Term:** The term of this MOU shall be from **July 1<sup>st</sup>, 2023 to June 30<sup>th</sup>, 2026** 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.

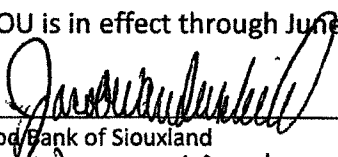
This Memorandum of Understanding is effective July 1<sup>st</sup>, 2023. Both parties agree that this MOU is in effect through June 30<sup>th</sup>, 2026.

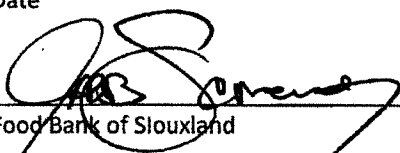
modified, waived or abandoned, except by a written instrument duly signed. This Agreement contains the entire agreement of the parties.


**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.

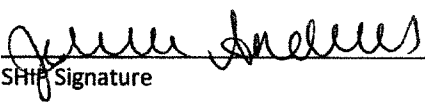
**Signatures:** By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective July 1<sup>st</sup>, 2023. Both parties agree that this MOU is in effect through June 30<sup>th</sup>, 2026.

  
\_\_\_\_\_  
Food Bank of Siouxland  
Jacob Wanderscheid  
Print Name  
Executive Director  
Title  
12/8/22  
Date

  
\_\_\_\_\_  
Food Bank of Siouxland  
Jacob Schoening  
Print Name  
Agency Relations Manager  
Title  
12/8/22  
Date

  
\_\_\_\_\_  
SHIP Signature  
Matt Ohman  
Print Name  
Executive Director of SHIP  
Title  
12/9/2022  
Date

  
\_\_\_\_\_  
SHIP Signature  
Jenna Andrews  
Print Name  
Program Director of Beyond the Bell  
Title  
12/9/22  
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 Hunt A+ Elementary 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 21<sup>st</sup> Century Learning Centers.

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.



This Memorandum of Understanding is effective July 1<sup>st</sup>, 2024. Both parties agree that this MOU is in effect through June 30<sup>th</sup>, 2029 and may be renewed for up to two (2) additional years.

Stacie Hays  
Morningside University

Stacie Hays  
Print Name

Assoc VP of careers, life + success  
Title  
1/5/2024  
Date

\_\_\_\_\_  
Morningside University

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Matt Ohman  
SHIP Signature

Matt Ohman  
Print Name

Executive Director of SHIP  
Title  
1/16/24  
Date

Jenna Andrews  
SHIP Signature

Jenna Andrews  
Print Name

Program Director of Beyond the Bell  
Title  
1/5/24  
Date

|                        |
|------------------------|
| <b>Beyond the Bell</b> |
|------------------------|

**MEMORANDUM OF UNDERSTANDING**

**Between**

**Siouxland Human Investment Partnership**

**and**

**Big Brothers Big Sisters 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 Big Brothers Big Sisters 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's mission is to provide children facing adversity with strong and enduring, professionally supported one-on-one relationships that change their lives for the better, forever. BTB desires to utilize space at sites during program for Community Partner to match mentors ("bigs") and students enrolled at BTB ("littles") and to provide time for this mentoring to take place within program hours.

**Services of SHIP:**

- Manage and supervise Beyond the Bell students while on-site
- Provide space for mentoring activities to take place
- Communicate regularly on emerging issues, potential problems, successes, and ongoing project needs

**Services of Community Partner:**

- Provide staff as appropriate to supervise or instruct mentoring activities
- Provide appropriate paperwork showing background check information on each mentor to program staff to ensure the safety of students
- Communicate regularly with On-site Managers for each site to schedule mentors to meet with students
- 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 21<sup>st</sup> Century Learning Centers, or the Iowa Afterschool Alliance

**Term:** The term of this MOU shall be from **July 1<sup>st</sup>, 2023 to June 30<sup>th</sup>, 2028** unless terminated earlier as provided in this MOU.

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

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

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.
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  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.
- **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 1<sup>st</sup>, 2023. Both parties agree that this MOU is in effect through June 30<sup>th</sup>, 2028.

Kristie M. Arlt  
Big Brothers Big Sisters of Siouxland  
Kristie M. Arlt  
Print Name  
Executive Director  
Title  
11/30/22  
Date

\_\_\_\_\_  
Big Brothers Big Sisters of Siouxland  
\_\_\_\_\_  
Print Name  
\_\_\_\_\_  
Title  
\_\_\_\_\_  
Date

Matt Ohman  
SHIP Signature  
Matt Ohman  
Print Name  
Executive Director of SHIP  
Title  
12/9/2022  
Date

Jenna Andrews  
SHIP Signature  
Jenna Andrews  
Print Name  
Program Director of Beyond the Bell  
Title  
12/1/22  
Date

# Beyond the Bell

## 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     | Mike Tillo / Principal     | Agency             | Sioux City Community School District/Hunt Elementary |
| Signature      | <i>Mike Tillo</i>          | Address            | 2002 Nebraska Street                                 |
|                |                            | City/Zip           | Sioux City IA / 51104                                |
|                |                            | Phone              | 712-279-6833   |
| Name/Title     | Jacqueline Kennedy/Teacher | Agency             | Sioux City Community Schools/Hunt                    |
| Signature      | <i>Jacqueline Kennedy</i>  | Address            | 2002 Nebraska Street                                 |
|                |                            | City/Zip           | Sioux City 51104                                     |
|                |                            | Phone              | 712-279-6833   |
| Name/Title     | Jody Nieuwendorp, Teacher  | Agency             | Sioux City Community School / Hunt Elem              |
| Signature      | <i>Jody Nieuwendorp</i>    | Address            | 2002 Nebraska Street                                 |
|                |                            | City/Zip           | Sioux City 51104                                     |
|                |                            | Phone              | 712-279-6833   |
| Name/Title     | Lisa Myers 2nd grade       | Agency             | Sioux City Comm Schools/Hunt                         |
| Signature      | <i>Lisa Myers</i>          | Address            | 2002 Neb St.   |
|                |                            | City/Zip           | SC 51104   |
|                |                            | Phone              | 279-6833   |
| Name/Title     | Jenny Delpendary           | Agency             | Sioux City Com. Schools                              |
| Signature      | <i>Jenny Delpendary</i>    | Address            | 2002 Neb. St.  |
|                |                            | City/Zip           | Sioux City/51104                                     |
|                |                            | Phone              | 279-6833   |
| Name/Title     | Jenny Delpendary Teacher   | Agency             | SCCSD - Hunt Elementary                              |
| Signature      | <i>Jenny Delpendary</i>    | Address            | 2002 Nebraska St.                                    |
|                |                            | City/Zip           | SC. 51104  |
|                |                            | Phone              | 712-279-6833   |
| Name/Title     | Bill Kohn - Librarian      | Agency             | SCCSD Hunt Elementary                                |
| Signature      | <i>Bill Kohn</i>           | Address            | 2002 Nebraska St.                                    |
|                |                            | City/Zip           | SC 51104   |
|                |                            | Phone              | 712-279-6833   |
| Name/Title     | Shelly Sadler - 3rd Grade  | Agency             | SCCSD Hunt Elem.                                     |
| Signature      | <i>Shelly Sadler</i>       | Address            | 2002 Nebraska St                                     |
|                |                            | City/Zip           | Sioux City IA  |
|                |                            | Phone              | 712-279-6833   |
| Name/Title     | Madison Geisler - 3rd      | Agency             | SCCSD Hunt Elementary                                |
| Signature      | <i>Madison Geisler</i>     | Address            | 2002 Nebraska St.                                    |
|                |                            | City/Zip           | SC 51104   |
|                |                            | Phone              | 712-279-6833   |

Robert Gottburg

Robert Gottburg

SCCSD - Hunt Elementary

2002 Nebraska Street

Sioux City, IA 51104

712-279-6833

## 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 <i>Melanie Poss / para</i>              | Agency <i>Hunt Elementary</i>                                    |
|  | Address <i>2002 Nebraska St</i>                                  |
| Signature <i>Melanie a Poss</i>                    | City/Zip <i>Sioux City IA 51104</i>   Phone <i>712 279 6833</i>  |
| Name/Title <i>Julie Brooks / Teacher</i>           | Agency <i>Hunt Elementary</i>                                    |
|  | Address <i>2002 Nebraska St</i>                                  |
| Signature <i>Julie A Brooks</i>                    | City/Zip <i>51104 Sioux City</i>   Phone <i>712-279-6833</i>     |
| Name/Title <i>Hannah Kessenich / Teacher</i>       | Agency <i>SCCSD - Hunt At Arts Elem.</i>                         |
|  | Address <i>2002 Nebraska Street</i>                              |
| Signature <i>Hannah Kessenich</i>                  | City/Zip <i>Sioux City 51104</i>   Phone <i>(712) 279-6833</i>   |
| Name/Title <i>Courtney Jungers Teacher</i>         | Agency <i>Hunt Elementary</i>                                    |
|  | Address <i>2002 Nebraska St</i>                                  |
| Signature <i>Courtney Jungers</i>                  | City/Zip <i>Sioux City IA 51104</i>   Phone <i>712-279-6833</i>  |
| Name/Title <i>Kayla Gilander / Student Teacher</i> | Agency <i>Hunt Elementary</i>                                    |
|  | Address <i>2002 Nebraska St</i>                                  |
| Signature <i>Kayla Gilander</i>                    | City/Zip <i>Sioux City IA 51104</i>   Phone <i>712-279-6833</i>  |
| Name/Title <i>Caitlin Schlessler / Teacher</i>     | Agency <i>SCCSD - Hunt Elem.</i>                                 |
|  | Address <i>2002 Nebraska St.</i>                                 |
| Signature <i>Caitlin Schlessler</i>                | City/Zip <i>Sioux City IA 51104</i>   Phone <i>712-279-6833</i>  |
| Name/Title <i>Alicia Sanchez / para</i>            | Agency <i>SCCSD - Hunt Elem.</i>                                 |
|  | Address <i>2002 Nebraska St.</i>                                 |
| Signature <i>Alicia Sanchez</i>                    | City/Zip <i>Sioux City IA 51104</i>   Phone <i>712 279 6833</i>  |
| Name/Title <i>Melissa Ortiz</i>                    | Agency <i>SCCSD - Hunt Elem.</i>                                 |
|  | Address <i>2002 Nebraska St.</i>                                 |
| Signature <i>Mel. Ortiz</i>                        | City/Zip <i>Sioux City IA 51104</i>   Phone <i>712-279-6833</i>  |
| Name/Title <i>Jodi Sitzmann</i>                    | Agency <i>SCCSD - Hunt Elem.</i>                                 |
|  | Address <i>2002 Nebraska Street</i>                              |
| Signature <i>Jodi Sitzmann</i>                     | City/Zip <i>Sioux City, IA 51104</i>   Phone <i>712-279-6833</i> |

*Natalie Poland*  
*Natalie Poland*

*SCCSD - Hunt Elem.*  
*2002 Nebraska St*  
*Sioux City, IA 51104*  
*712-279-6833*

## Sustainability Planning Template and Previous Sustainability Form

### Sustainability Plan

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

| Community Partner                    | Contribution (detail)  | Staff Provided | In-kind value | Sites Served |
|--------------------------------------|--|----------------|---------------|--------------|
| Sioux City Community School District | For over 20 years, Sioux City Community School district has provided in-kind space and other essential services for BTB programming including: classrooms, playground, gym, library, cafeteria and common areas, heating, and air conditioning of the buildings. They also provide food service for snacks and lunch, and referrals for children and families. |                | \$80,000.00   | Hunt A+      |
| Sioux City Police Department         | Sioux City Police Officers donate their time to BTB sites at a minimum of 1x per month. The officer will come to the after-school portion of the program and answer questions, run a center-based enrichment activity, or engage in a gross motor activity like basketball. This allows students to be able to see police officers in a                        | 1-2            | \$1500.00     | Hunt A+      |



|                                       |  |     |           |         |
|---------------------------------------|--|-----|-----------|---------|
|                                       | positive perspective and open the door for a new relationship.   |     |           |         |
| Lamb Theatre                          | Lamb Theater will provide programming for students at Hunt A+ Elementary during the school year and summer and present showcases throughout. | 1-2 | \$1500.00 | Hunt A+ |
| Morningside University                | Morningside University partners with BTB by sending college students to BTB for employment, volunteer opportunities, and internships.        | 2-4 | \$8000.00 | Hunt A+ |
| Siouxland Food Bank                   | Siouxland Food Bank will partner with BTB to host a Food Bank at Hunt A+ Elementary 1x per month September-May.                              |     | \$1000.00 | Hunt A+ |
| Big Brothers Big Sisters of Siouxland | Big Brothers Big Sisters will partner with BTB to utilize space for "Bigs" to have time and space to mentor during program hours             | 1   | \$1000.00 | Hunt A+ |
|                                       |  |     |           |         |
|                                       |  |     |           |         |
|                                       |  |     |           |         |
|                                       |  |     |           |         |
| <b>TOTAL:</b>                         | <b>\$93,000.00</b>   |     |           |         |

## Previous Sustainability Form

Existing 21<sup>st</sup> Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21<sup>st</sup> 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 21<sup>st</sup> Century Grantees MUST fill out this form. If you had 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Grant work:

BTB is a before school, after school, and summer program along with a past and current 21CCLC grantee. Hunt A+ Elementary is a 21CCLC grantee in Cohort from 2019-2024. 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 Hunt A+ was a 21CCLC grantee the average attendance was 60 students. BTB is able to hold program at Hunt A+ Elementary due to the partnerships and relationships made through previous years of programming and community partnerships. The SCCSD allows us to use their school locations that are all in-kind to our program. The SCCSD Central Kitchen has provided students with a healthy snack each afternoon and breakfast and lunch during the summer program. Community partners

will continue to in kind their time, locations, and materials for the students at Hunt A+. To be able to continue programming at Hunt A+ Elementary and reach the very at risk and at need population of students and families a 21CCLC grant is needed. Due to the pandemic all schools are still seeing a significant drop in academic success and an increase in family economic hardships. A 21CCLC grant would allow BTB to continue to provide services to students and families through programming in a safe environment with enrichment services that will extend from the school day. Unfortunately, due to inflation this program will not be able to continue 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 DHHS Childcare 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 the program.

| Partner Name                         | Length of Partnership | Contribution  | Qty/Amt | Value    |  |
|--------------------------------------|-----------------------|---|---------|----------|--|
| Sioux City Community School District | 22 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<br>Hunt A+ Elementary  | 1 site  | \$80,000 |  |
|                                      |                       | Please provide description of facilities contributed:<br>BTB is allowed to use of classrooms, cafeteria, gym, library, and other areas of the school throughout the school year and summer. The use of the building also includes air/heat, janitorial services, and electricity. |         |          |  |
|                                      |                       | Staff   |         |          |  |
|                                      |                       | Please describe what staff will be doing:   |         |          |  |
|                                      |                       | Volunteers  |         |          |  |
|                                      |                       | Please describe what volunteers will be doing:  |         |          |  |

|                         |                       | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:  |           |                            |  |
|-------------------------|-----------------------|--|-----------|----------------------------|--|
|                         |                       | Total Value of Partnership   |           | \$80,000                   |  |
| Partner Name            | Length of Partnership | Contribution   | Qty/Amt   | Value                      |  |
| United Way of Siouxland | 22 years              | Financial Designated Dollars   | \$5000.00 |                            |  |
|                         |                       | Does the program provide funding to the partner? Please provide the percentage. Please describe here:<br>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                      |  |
|                         | 9 years               | Financial  |           |                            |  |

|  |   |   |  |          |
|--|---|---|--|----------|
| Sioux City Police Department                           | 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:<br>Sioux City Police Officers donate their time to BTB sites at a minimum of 1x per month. The officer will come to the afterschool portion of the program and answer questions, run a center-based enrichment activity, or engage in a gross motor activity like basketball. 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  |   | \$1500.00                                  |          |
| Partner Name   | Length of Partnership   | Contribution  | Qty/Amt                                    | Value    |
| Sioux City School District Central Kitchen             | 22 years  | Financial   |  |          |
|  |   | Does the program provide funding to the partner? Please provide the percentage. Please describe here: |  |          |
|  |   | In-Kind   | 60 during school year and 15 during summer | \$20,325 |
| Please describe the contribution being made in detail: |   |   |  |          |

|                        |                       |   |         |          |
|------------------------|-----------------------|---|---------|----------|
|                        |                       | <p>SCCSD Central Kitchen provides BTB with food service that allows the students to receive a healthy afternoon snack during the school year and breakfast and lunch during summer program.</p> |         |          |
|                        |                       | 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  |         | \$20,325 |
| Partner Name           | Length of Partnership | Contribution  | Qty/Amt | Value    |
| Morningside University | 10 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  |         |          |
|                        |                       | Please provide description of facilities contributed:   |         |          |

|  |  |     |                       |
|--|--|-----|-----------------------|
|  |  |     |                       |
|  | Staff  |     |                       |
|  | Please describe what staff will be doing:  |     |                       |
|  | Volunteers   | 2-4 | \$8000.00-\$12,000.00 |
|  | Please describe what volunteers will be doing: Volunteers will help run clubs based on student interest and site throughout the school year and summer. Depending on their college schedule will determine the length of their volunteer time with us. |     |                       |
|  | Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: Beyond the Bell runs all background checks on employees and volunteers.                              |     |                       |
|  | Total Value of Partnership   |     | \$8000.00-\$12,000.00 |

What percentage of your previous grant funding were you able to sustain with community partners? 10%

How many community partners did you secure in the past five years? 10

Explain any challenges you had with securing community partners.

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

The biggest challenge BTB has found is finding community partners that can be 100% a partner and not a vendor. The community has felt a strain since the pandemic, especially in staffing and finances. The number of resources that are available in Siouxland is not as vast as other areas, which makes finding new, relevant partners a harder task. BTB knows the value and importance of community partners and continues to delve into the community and all the resources and in-kind services that we can find.



**Private School Consultation Meeting Log TITLE IV B**

**Date:**  
**Time:**  
**Location:**

**Meeting called by:** Abby Kempema  
**Attendees:** Wendy Roder

**Type of meeting:** Email

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

I emailed Wendy Roder- principal of Blessed Sacrament Center (3<sup>rd</sup>-8<sup>th</sup> grade) to inform her of Beyond the Bell writing for a 21CCLC grant for Hunt A+ Elementary and if she would like to meet to discuss programming.  
Her response is that at this time they are not interested in after-school programming but would like to keep the communication lines open for the future.  
I responded and told her that I appreciated her response and BTB is more than happy to continue communication in the future.

Action Items:  
None

Person responsible:

Deadline:

**Resources for Non-Public Schools**



|                      |                     |           |
|----------------------|---------------------|-----------|
| <u>Action Items:</u> | Person responsible: | Deadline: |
|----------------------|---------------------|-----------|

**Consultation Procedures**

|                      |                     |           |
|----------------------|---------------------|-----------|
| <u>Action Items:</u> | Person responsible: | Deadline: |
|----------------------|---------------------|-----------|

**Questions**

|                      |                     |           |
|----------------------|---------------------|-----------|
| <u>Action Items:</u> | Person responsible: | Deadline: |
|----------------------|---------------------|-----------|

| Outcome of Consultation Participation<br>(check the appropriate box) | The private school <u>will</u> participate. | The private school <u>will not</u> participate. |
|--|---|---|
|  |   | X   |

**Other Information**

|                          |   |
|--------------------------|---|
| <b>Resource persons:</b> |   |
| <b>Special notes:</b>    | \ |

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

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

### **Title IV, Part B - 21st Century Community Learning Centers**

The purpose of Title IV, Part B is to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including offering: *Iowa Department of Education guidance should be viewed as advisory unless it's specifically authorized by state statute, according to Iowa Code section 256.9A as enacted by Senate File 475. This does not apply to administrative rules, declaratory orders, or materials required by federal law or courts.*

- Tutorial services to help students—particularly students who attend low-performing schools—to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- Students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

- Families of students served by community learning centers opportunities for literacy and related educational development.

1) How will the needs of the students attending private school be identified?

2) What services will be offered to the students attending the private school?

3) How, where, and by whom will the services be provided to the students attending the private school?

4) How will the services provided be academically assessed and how will those results be used to improve services for the students attending private school?

5) What is the size and scope of the equitable services provided to eligible private school students?

6) How and when will the LEA or community group make decisions about the delivery of services to students attending private school?

7) How will the LEA or community group provide services to the students attending private school?

- Directly
- Other Government Agency
- Third Party
- Other (describe)

8) If services will be provided to the students attending private school by a third party contractor, does the private school agree with the choice made by the LEA or community group? Please explain the concerns, if the private school does not agree.

9) If the LEA or community group does not agree with the views of the private school officials on the provision of services through a contract, how and when will the LEA/community group provide, in writing to the private school officials, the reasons for not choosing the specific contractor?

10) What method will be used to provide equitable services to eligible private school students?

- Create a pool of funds with all funds allocated based on all the students from low-income families in a participating school attendance area who attend the private school
- In the LEA's participating school attendance area with the proportion of funds allocated based on the number of students from low-income families who attend the private school

11) Do the private school officials believe a timely and meaningful consultation has occurred and that the program design is equitable with respect to eligible private school children? If not, explain why the private school officials have that belief.

| AGENCY AND SITE NAME:  |   | SHIP Beyond the Bell- Hunt A+   |                 | FORM D2: 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM BUDGET                  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
|--|---|---|-----------------|--|-----------------|-------------------------|-----------------|----------------------|-----------------|-------------------|-----------------|----------------------------|-------------------------|
| SITE ADDRESS:  |   | 2002 Nebraska Street Sioux City IA 51104  |                 | IOWA DEPARTMENT OF EDUCATION   |                 |                         |                 |                      |                 |                   |                 |                            |                         |
|  |   |   |                 | BUDGET/QUARTERLY SUMMARY OF EXPENDITURES FOR 21st CCLC (Title IV-Part B, CFDA 84.287C) |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| Total YR1 21CCLC Award:  |   | \$ 99,373.80  |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| ***COMPLETE ONE SPREADSHEET FOR EACH SITE IN GRANT - THIS SPREADSHEET TABULATED***   |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| # Students Served (unduplicated headcount):  |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 | Qtr 1 due by November 30th | Qtr 3 due by April 30th |
|  |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 | Qtr 2 due by January 31st  | Qtr 4 due by July 15th  |
| A  | B | C   |                 | F  |                 | G                       |                 | H                    |                 | I                 |                 |                            |                         |
|  |   | Total YR1   |                 | Quarter 1  |                 | Quarter 2               |                 | Quarter 3            |                 | Quarter 4         |                 | THIS COLUMN                |                         |
|  |   | 2021-22 Budget  |                 | July 1 - September 30  |                 | October 1 - December 31 |                 | January 1 - March 31 |                 | April 1 - June 30 |                 | RESERVED FOR IDOE FINANCE  |                         |
| Authorized Activity Category   |   | Student Program   | Family Literacy | Student Program  | Family Literacy | Student Program         | Family Literacy | Student Program      | Family Literacy | Student Program   | Family Literacy |                            |                         |
| <b>1 Program:</b>  |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| Personnel  |   |   |                 | \$ 15,043.95   | \$ 2,040.00     | \$ 15,043.95            | \$ 2,040.00     | \$ 15,043.95         | \$ 2,040.00     | \$ 15,043.95      | \$ 2,043.00     |                            |                         |
| Contracted Services  |   |   |                 | 375.00   | 375.00          | 375.00                  | 375.00          | 375.00               | 375.00          | 375.00            | 375.00          |                            |                         |
| Materials & Supplies   |   |   |                 | 1,250.00   | 750.00          | 1,250.00                | 750.00          | 1,250.00             | 750.00          | 1,250.00          | 750.00          |                            |                         |
| After School Snacks & Meals  |   |   |                 | 250.00   | 500.00          | 250.00                  | 500.00          | 250.00               | 500.00          | 250.00            | 500.00          |                            |                         |
| Other  |   |   |                 | -  | -               | -                       | -               | -                    | -               | -                 | -               |                            |                         |
| Reserved for IDOE finance  |   |   | -               | -  | -               | -                       | -               | -                    | -               | -                 | -               |                            |                         |
| <b>2 Professional Development (must be equal or greater than 5% of budget):</b>  |   | <b>Warning, Total Professional Development Costs Are Less Than Required Minimum</b> |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| Personnel  |   | \$ -  |                 | \$ -   | \$ -            | \$ -                    | \$ -            | \$ -                 | \$ -            | \$ -              | \$ -            |                            |                         |
| Contracted Services  |   |   |                 | 375.00   | -               | 375.00                  | -               | 375.00               | -               | 375.00            | -               |                            |                         |
| Materials & Supplies   |   |   |                 | 1,046.00   | -               | 1,047.00                | -               | 1,047.00             | -               | 1,047.00          | -               |                            |                         |
| Other  |   |   |                 | -  | -               | -                       | -               | -                    | -               | -                 | -               |                            |                         |
| Reserved for IDOE finance  |   |   | -               | -  | -               | -                       | -               | -                    | -               | -                 | -               |                            |                         |
| <b>3 Student Access (up to 8% of budget):</b>  |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| Transportation   |   | \$ -  |                 | \$ 750.00  | \$ -            | \$ 750.00               | \$ -            | \$ 750.00            | \$ -            | \$ 750.00         | \$ -            |                            |                         |
| Facility safety and accessibility  |   |   |                 | -  | -               | -                       | -               | -                    | -               | -                 | -               |                            |                         |
| Other  |   |   |                 | -  | -               | -                       | -               | -                    | -               | -                 | -               |                            |                         |
| <b>4 Evaluation (up to 4%):</b>  |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| Contracted Services  |   |   |                 | \$ 100.00  |                 | \$ 100.00               |                 | \$ 100.00            |                 | \$ 100.00         |                 |                            |                         |
| Materials & Supplies   |   |   |                 | -  |                 | -                       |                 | -                    |                 | -                 |                 |                            |                         |
| Other  |   |   |                 | -  |                 | -                       |                 | -                    |                 | -                 |                 |                            |                         |
| <b>5 Other Admin Costs (Up to 8%):</b>   |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |
| Other Admin Costs  |   |   |                 | \$ 1,987.00  |                 | \$ 1,987.00             |                 | \$ 1,987.00          |                 | \$ 1,987.00       |                 |                            |                         |
| Reserved for IDOE finance  |   |   |                 | -  |                 | \$ -                    |                 | -                    |                 | -                 |                 |                            |                         |
| Indirect Costs, Restricted*  |   |   |                 | -  |                 | -                       |                 | -                    |                 | -                 |                 |                            |                         |
| <b>6 Total Expenditures</b>  |   | \$ -  |                 | \$ 24,841.95   |                 | \$ 24,842.95            |                 | \$ 24,842.95         |                 | \$ 24,845.95      |                 |                            |                         |
| *Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving |   |   |                 |  |                 |                         |                 |                      |                 |                   |                 |                            |                         |

|                                   |  |
|-----------------------------------|--|
| <b>AGENCY:</b>                    | Hunt A+ Elementary                     |
| <b>AGENCY ADDRESS:</b>            | 2002 Nebraska St Sioux City Iowa 51104 |
| <b>Total 21CCLC Request YR 1:</b> | <b>\$ 99,373.80</b>                    |

FORM D3: CUMULATIVE PROGRAM BUDGET  
IOWA DEPARTMENT OF EDUCATION

\*\*\*ONLY SUBMIT YR 1 WITH GRANT APPLICATION\*\*\*

| Budget Category                                     | Year 1<br>2021-2022       |                            |                           |                            | Total<br>YR1        | Total<br>YR1         | Totals<br>YR1        | Totals<br>YR1       | Total YR1<br>Program Budget |
|---|---------------------------|----------------------------|---------------------------|----------------------------|---------------------|----------------------|----------------------|---------------------|-----------------------------|
|   | 21CCLC Student<br>Program | Partner Student<br>Program | 21CCLC Family<br>Literacy | Partner Family<br>Literacy | 21CCLC              | Partner              | Student Program      | Family Literacy     |                             |
|   |                           |                            |                           |                            |                     |                      |                      |                     |                             |
| <b>Program:</b>                                     |                           |                            |                           |                            |                     |                      |                      |                     |                             |
| Personnel   | \$ 60,175.80              | \$ 8,320.00                | \$ 8,163.00               |                            | \$ 68,338.80        | \$ 8,320.00          | \$ 68,495.80         | \$ 8,163.00         | \$ 76,658.80                |
| Contracted Services                                 | 1,500.00                  | 7,500.00                   | 1,500.00                  |                            | \$ 3,000.00         | \$ 7,500.00          | \$ 9,000.00          | \$ 1,500.00         | \$ 10,500.00                |
| Materials & Supplies                                | 5,000.00                  | 3,000.00                   | 3,000.00                  |                            | \$ 8,000.00         | \$ 3,000.00          | \$ 8,000.00          | \$ 3,000.00         | \$ 11,000.00                |
| After School Snacks & Meals                         | 1,000.00                  | 20,325.00                  | 2,000.00                  |                            | \$ 3,000.00         | \$ 20,325.00         | \$ 21,325.00         | \$ 2,000.00         | \$ 23,325.00                |
| Other   |                           |                            |                           |                            | \$ -                | \$ -                 | \$ -                 | \$ -                | \$ -                        |
| <b>Subtotal - Program</b>                           | <b>67,675.80</b>          | <b>39,145.00</b>           | <b>14,663.00</b>          |                            | <b>\$ 82,338.80</b> | <b>\$ 39,145.00</b>  | <b>\$ 106,820.80</b> | <b>\$ 14,663.00</b> | <b>\$ 121,483.80</b>        |
| <b>Professional Development (min. 5% per year):</b> |                           |                            |                           |                            |                     |                      |                      |                     |                             |
| Personnel   |                           | \$ 1,500.00                |                           |                            | \$ -                | \$ 1,500.00          | \$ 1,500.00          | \$ -                | \$ 1,500.00                 |
| Contracted Services                                 | 1,500.00                  |                            |                           |                            | \$ 1,500.00         | \$ -                 | \$ 1,500.00          | \$ -                | \$ 1,500.00                 |
| Materials & Supplies                                | 4,187.00                  |                            |                           |                            | \$ 4,187.00         | \$ -                 | \$ 4,187.00          | \$ -                | \$ 4,187.00                 |
| Other   |                           |                            |                           |                            | \$ -                | \$ -                 | \$ -                 | \$ -                | \$ -                        |
| <b>Subtotal - Professional Development</b>          | <b>5,687.00</b>           | <b>1,500.00</b>            |                           |                            | <b>\$ 5,687.00</b>  | <b>\$ 1,500.00</b>   | <b>\$ 7,187.00</b>   | <b>\$ -</b>         | <b>\$ 7,187.00</b>          |
| <b>Student Access (max. 8% per year):</b>           |                           |                            |                           |                            |                     |                      |                      |                     |                             |
| Transportation                                      | \$ 3,000.00               |                            |                           |                            | \$ 3,000.00         | \$ -                 | \$ 3,000.00          | \$ -                | \$ 3,000.00                 |
| Facility safety and accessibility                   |                           | 80,000.00                  |                           |                            | \$ -                | \$ 80,000.00         | \$ 80,000.00         | \$ -                | \$ 80,000.00                |
| Other   |                           |                            |                           |                            | \$ -                | \$ -                 | \$ -                 | \$ -                | \$ -                        |
| <b>Subtotal - Student Access</b>                    | <b>3,000.00</b>           | <b>80,000.00</b>           |                           |                            | <b>\$ 3,000.00</b>  | <b>\$ 80,000.00</b>  | <b>\$ 83,000.00</b>  | <b>\$ -</b>         | <b>\$ 83,000.00</b>         |
| <b>Evaluation (max. 4% per year):</b>               |                           |                            |                           |                            |                     |                      |                      |                     |                             |
| Contracted Services                                 | \$ 400.00                 |                            |                           |                            | \$ 400.00           | \$ -                 | \$ 400.00            |                     | \$ 400.00                   |
| Materials & Supplies                                |                           |                            |                           |                            | \$ -                | \$ -                 | \$ -                 |                     | \$ -                        |
| Other   |                           |                            |                           |                            | \$ -                | \$ -                 | \$ -                 |                     | \$ -                        |
| <b>Subtotal - Evaluation</b>                        | <b>400.00</b>             |                            |                           |                            | <b>\$ 400.00</b>    | <b>\$ -</b>          | <b>\$ 400.00</b>     |                     | <b>\$ 400.00</b>            |
| <b>Other Admin Costs (max 8% per year):</b>         |                           |                            |                           |                            |                     |                      |                      |                     |                             |
| Other Admin Costs                                   | \$ 7,948.00               |                            |                           |                            | \$ 7,948.00         | \$ -                 | \$ 7,948.00          |                     | \$ 7,948.00                 |
| Indirect Costs, Restricted**                        |                           |                            |                           |                            | \$ -                | \$ -                 | \$ -                 |                     | \$ -                        |
| <b>Subtotal - Other Admin Costs</b>                 | <b>7,948.00</b>           |                            |                           |                            | <b>\$ 7,948.00</b>  | <b>\$ -</b>          | <b>\$ 7,948.00</b>   |                     | <b>\$ 7,948.00</b>          |
| <b>Totals</b>                                       | <b>\$ 84,710.80</b>       | <b>\$ 120,645.00</b>       | <b>\$ 14,663.00</b>       | <b>\$ -</b>                | <b>\$ 84,710.80</b> | <b>\$ 120,645.00</b> | <b>\$ 205,355.80</b> | <b>\$ 14,663.00</b> | <b>\$ 220,018.80</b>        |

\*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