

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

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APPLICATION INFORMATION

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Siouxland Human Investment Partnership (SHIP)

County: Woodbury		Amount Requested: \$ 900,000 (Total Form D1)	
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Is this an application for a continuation grant? (Check yes or no): Yes No

Siouxland Human Investment Partnership (SHIP) for Beyond the Bell (BTB)

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation:
SHIP: 14 years, SHIP-AS: 3 years
- Private For-Profit Organization
Number of years in operation ____

Enter Federal Employer ID Number:
42-1495836 **OR**
 Enter School District Code

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation from the SINA list provided by the Iowa Department of Education at www.educateiowa.gov:

	12-13	12-13	12-13	12-13	12-13
School Name	Part.	Part.	AMO	AMO	Other
East Middle School	Math	Reading	Math	Reading	Acad.
North Middle School	MET	MET	SINA-8	SINA-5	MET
West Middle School	MET	Removed-	SINA-5	SINA-5	Watch
	MET	MET	SINA-8	SINA-9	Remov

- X Application is *jointly submitted* as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity. *5 additional points awarded*

Documentation: A collaboration of Siouxland Human Investment Partnership, a community-based organization, and the Sioux City Community School District, which receives funds under Title I, jointly submit this application. For documentation, please see the original signatures of the joint applicants on the attached Memorandum of Understanding.

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

Siouxland Human Investment Partnership (SHIP) for Beyond the Bell (BTB)

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Beyond the Bell Proposal Abstract

Beyond the Bell (BTB) consulted a wide variety of stakeholders to propose services based on student, family, and community needs. In this application, BTB proposes new afterschool and summer programs at the three Sioux City public middle schools. Each school has substantial poverty among its families, ranging from 55% at East Middle to 74% at West Middle during 2013-14. Poverty means that these middle school students face serious barriers, including lack of access to technology at home and lack of the transportation that would enable them to receive help after school. Reading and math proficiency percentages show major achievement gaps, between the sites and the state and among categories of students. East Middle has a SINA-8 designation in reading and SINA-5 in math, North Middle is SINA-5 in both reading and math, West Middle is SINA-9 in reading and SINA-8 in math, and the school district is DINA-7 in reading and math. From this evidence and review of CSIP goals, students at the proposed sites have the following needs, in order of priority, and they can not afford to pay for help with them:

1. A safe, consistent, structured, supportive, and stimulating environment after school;
2. Academic assistance in reading and math, especially for less advantaged students;
3. Educational enrichment activities that families are unable to provide;
4. Assistance with English literacy and family literacy; and
5. Activities to enable academic achievement, e.g., social skills, civility, and healthy snacks.

BTB proposes to provide the safe and stimulating environment that responds to these needs and offers the mentoring and advocacy that engage and support the high needs students. BTB works closely with the school district to address student needs in three areas: academics, social skills, and physical well-being. To increase academic achievement, Iowa-certified teachers assess each student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. BTB aligns its programming with school day instruction through regular input from district administrators, based on CSIP goals, and regular communication with school staff. To build social skills, BTB emphasizes character development in activities that increase cultural awareness, such as music, dance, cooking, and recreation. BTB helps students increase social competence through the same Positive Behavioral Interventions and Supports and “Second Step” curriculum that the district uses during the day. BTB staff promote a positive, professional, and respectful environment and Youth Workers, who supervise middle school students at a 1:25 ratio whenever they are not working with teachers, provide enrichment activities, advocate for students, and serve as role models. To improve physical well-being, BTB provides healthy snacks during the school year and healthy lunches and snacks in the summer. Students participate in a wide variety of physical activities that combine learning and exercise and help students develop teamwork skills. During the school year, BTB offers four Family Literacy Nights where students, families, BTB staff, and school staff share a meal and participate in activities focused on literacy and mathematics.

BTB proposes programs that offer middle school students time for socializing with their peers, along with a variety of one-hour “clubs,” to include an Academic Club. Each club will be available for one semester, five days per week, and students may choose the two clubs they attend each day. For the first semester, current BTB participants selected sports, cooking, technology, and art clubs. Youth Advisory Committees (students at each site) will monitor the current clubs and decide at the end of each semester whether each should continue or whether students want new clubs.

BTB proposes that the middle school programs operate for 2.75 hours every day after school, and also during the weekly one-hour early out for teacher professional development. BTB

proposes to serve the middle school students for seven weeks during the summer. Goals are:

Goal 1: Increase students' academic achievement.

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

Goal 3: Increase student attachment to education, their peers, adults, and the community.

BTB has more than decade of experience in programming that evaluations show complements and enhances the academic performance, achievement, and positive youth development of students. Throughout its experience, BTB has used current afterschool research in order to design, improve, and enhance programming and operations.

BTB recruits, hires, and trains highly-qualified staff, provides them with appropriate professional development, and works to retain them to increase students' potential for healthy and socially competent behavior. A Multi-Site Manager oversees daily operations at the three sites, BTB Site Coordinators, teachers, and Youth Workers serve children directly, and volunteers provide enrichment activities and one-on-one tutoring. All BTB sites are located in public school buildings that comply with Special Education and ADA regulations. Regular school buses transport students between their homes and the program. At sites where many families speak Spanish, at least one BTB staff member is bilingual. Although the program targets students with academic deficiencies, BTB does not deny access to any student. All BTB programming is free from discrimination and provides equal opportunity for all participants.

Partners and stakeholders support the BTB Advisory Committee, which meets regularly to establish and review program policies, identify and resolve challenges, and monitor program success. BTB's experienced independent evaluator provides stakeholders with annual reports on the school year and summer programs. The Advisory Committee uses evaluations to promote and expand high-quality programming. The Committee advocates for BTB, maintains collaborations, forges new alliances, and seeks new funding sources to ensure a broad support base and long-term sustainability. In 2007, the Advisory Committee worked with 21st CCLC through a year-long training and technical assistance to develop a local sustainability plan. Since then, partners, businesses, and grants have contributed the funds and in-kind resources to sustain BTB.

With the same core program citywide, BTB provides brochures about the program in two languages to ensure communication with non-English speaking parents. BTB's long-standing partnership with the school district and record of effectiveness means that schools refer academically needy children to the program regularly. BTB staff have regular personal contact with potential participants, school personnel, and parents. The community learns about the program in multiple ways, including through the BTB website. BTB has effective champions who inform the community about quality afterschool programming at every opportunity.

BTB partners include the school district, Siouxland Human Investment Partnership, and United Way of Siouxland, and more than 50 community-based organizations that provide education-enhancement programming. BTB uses the web-based Cayen System Academic Plus Software, which Cayen designed to capture all data necessary for 21st CCLC reporting requirements, and has engaged an experienced independent evaluator who develops and implements detailed evaluation plans. Overall, 74% of the requested budget will support the staff necessary to provide children with a safe environment and high-quality academic and enrichment services.

BTB requests competitive priority status because (1) this application proposes to serve students in three *schools designated in need of assistance (SINA)* under Title I and (2) a collaboration of Siouxland Human Investment Partnership, a community-based organization, and the Sioux City Community School District, which receives funds under Title I, jointly submit this application.

Student Needs Assessment

Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools	
School	Eligibility - As % of total student population
East Middle School	50.4% (54.7% for 2013-14; up from 20% about 10 years ago)
North Middle School	64.2% (65% for 2013-14)
West Middle School	71.1% (74% for 2013-14)

Sources: Iowa Department of Education, Bureau of Information and Analysis Service. "2012-2013 Iowa Public School PK-12 Students Eligible for Free and Reduced-Price Lunch by School." 2013-14 percentages from the Middle School principals.

East Middle School (EMS) and North Middle School (NMS) both serve contrasting neighborhoods: upper middle class areas and much less affluent areas that include trailer parks. NMS has the highest mobility rate in the District (17.9%) because parents unable to pay their rent relocate often. NMS also has Hispanic students who travel, sometimes for months at a time, to Mexico to visit extended family. West Middle School (WMS) serves students from some of the lowest-income families in Sioux City. Transportation is a barrier for students at all middle schools, but may be worse at WMS, either because of the parents' work schedule or because parents do not have driver's licenses or reliable vehicles. WMS parents tend to work hourly jobs in the evening or work multiple jobs, so many students have little supervision. Adequate nutrition is another barrier poor families face and that can affect academic performance.

Due to high poverty, students at all three schools have very limited access to the appropriate technology to complete homework and school projects from home. Often, their technology is limited to a cell phone, which is not conducive to completing work. One principal said that it is difficult to understand how many families afford even that luxury. Parents may adequately assist their children in the lower grade levels, but when they reach middle school level and academics are more difficult, many parents can no longer provide assistance either because the work is beyond their own education level and/or because they speak another language at home. NMS currently has the highest percentage of ESL families in the district (22.4%).

Student Achievement School	School in Need of Assistance (SINA) Status	Noteworthy Student Achievement Data
East Middle School	13-14 AMO Math: SINA-8 13-14 AMO Reading: SINA-5	The Iowa Dept. of Education lists the Sioux City Community School District as DINA-7 for both reading and math in its "2013-14 Iowa DINA List." Please see below for more information.
North Middle School	13-14 AMO Math: SINA-5 13-14 AMO Reading: SINA-5	
West Middle School	13-14 AMO Math: SINA-8 13-14 AMO Reading: SINA-9	

SINA Source: Iowa Department of Education. "2013-2014 Iowa SINA Schools."

The Iowa Department of Education lists West Middle as a "persistently lowest-achieving school under Tier II" for 2011-12 and shows North Middle in this category for 2010-11 (<https://www.educateiowa.gov/pk-12/no-child-left-behind/nclb-persistently-lowest-achieving-schools>). The table of proficiency percentages below shows that sixth graders at the three middle schools have multiple academic deficiencies, including major achievement gaps among categories of students.

6th Grade Reading	East Middle	North Middle	West Middle	District	State
ALL	60.7%	56.0%	51.5%	56.2%	65.9%
African American	36.4%	45.5%	35.7%	41.4%	36.8%
Asian American	NA	66.7%	63.6%	64.9%	66.0%

6th Grade Reading	East Middle	North Middle	West Middle	District	State
Native American	NA	35.0%	11.1%	26.1%	52.3%
European American	66.2%	75.4%	61.3%	67.0%	69.9%
Hispanic	46.6%	38.2%	42.2%	41.3%	46.0%
Female	62.3%	57.8%	50.3%	56.9%	68.4%
Male	59.3%	54.2%	52.7%	55.5%	63.6%
Free/reduced lunch	48.9%	45.0%	43.7%	45.7%	51.3%
Special Education	11.1%	2.8%	20.0%	12.3%	23.5%
ELL	33.3%	17.4%	25.6%	23.6%	24.3%
6th Grade Math	East Middle	North Middle	West Middle	District	State
ALL	60.1%	52.8%	62.5%	58.3%	73.2%
African American	33.3%	27.3%	50.0%	33.9%	42.8%
Asian American	NA	72.2%	63.6%	64.9%	76.6%
Native American	NA	15.0%	22.2%	21.7%	57.7%
European American	65.3%	71.0%	68.7%	67.8%	76.8%
Hispanic	50.0%	41.9%	60.5%	75.0%	57.8%
Female	62.3%	51.2%	61.4%	58.0%	73.1%
Male	58.1%	54.4%	63.7%	58.5%	73.3%
Free/reduced lunch	46.9%	42.8%	54.0%	47.7%	59.1%
Special Education	13.9%	11.1%	21.3%	16.0%	32.6%
ELL	33.3%	28.6%	50.0%	35.8%	41.6%
2012-13 Enrollment - All	1,044	1,034	920		
2012-13 6 th grade enrollment	336	348	303		
Proposed BTB SY/Summer	70/20	70/20	70/20		
Sources: Sioux City Community School District. "Annual Report 2012-2013" for each Middle School. IA Dept. of Education, "State Report Card for No Child Left Behind September 2013."					

The Sioux City Community School District "Comprehensive School Improvement Plan -- Summary 2010-2011" (https://www.edinfo.state.ia.us/web/csip_summary_staticweb.asp?c=97&n=Sioux+City&l=4&2=0&r=all&csipForm=frmCSIP&csipQnum=0) identifies the following student academic needs applicable to sixth grade students.

- Transition years (gr.5-6 and 8-9) reveal a drop in achievement.
- The white and Asian-American subgroups typically score higher than the other... subgroups.
- An achievement gap in reading and mathematics is discernable when comparing low SES students to students who are not low SES as well as for African-American, Hispanic, and Native American students compared to the White group.
- Tutoring seems to be one reason for Native American gains in achievement scores.
- We need to build stronger relationships with parents and students.
- Our students at all grade levels need help with reading comprehension especially with interpretations, inferencing, generalizations and evaluation.
- Mathematics scores reveal a weakness in problem-solving.
- The special education subgroup has a lower than average attendance rate and a higher than average dropout rate as compared to our own non-special education students as well as lower achievement than the students without IEPs.
- The ELL subgroup is not showing needed progress in raising [proficiency]in reading and math.

The academic focus at all three schools is reading and math, including remediation, study skills, and comprehension. The EMS principal said teachers struggle to get through all the common

core curriculum and address students' individual needs. EMS provides opportunities for students to stay after school and finish work, but many do not have transportation home if they remain at school. The EMS principal said, "Our students are in need of services a program like BTB could provide." NMS currently provides no opportunities for academic assistance after school and the principal said BTB could build on the intervention NMS offers during the school day. WMS has a reading intervention program where students participate four days/week for 30 minutes/day. Nearly half of WMS students receive some type of current reading intervention. WMS has some math intervention, and the principal said BTB can add to the existing interventions.

<i>Family Literacy Needs</i>	Sioux City	Iowa
Language other than English at home, age 5+ (Census Bureau)	17.1%	7.0%

<i>Source:</i> U.S. Census Bureau	Ages 18 to 24				Age 25 +			
	Less than HS	HS (or GED)	Some college/ associate	Bachelor degree +	Less than HS	HS (or GED)	Some college/ associate	Bachelor degree +
Sioux City	16.6%	26.2%	47.9%	9.2%	17.1%	36.8%	28.8%	17.3%
Iowa	11.5%	26.0%	52.2%	10.4%	8.2%	32.3%	33.0%	26.3%

Other Student Needs. All three principals said their students can improve in school attendance, homework completion, motivation to learn, civility, relationships with peers, chances for leadership and/or self-direction, healthy choices, career information, and community attachment. The EMS principal said their school aspires to be a "lighthouse for the community." NMS principals said they struggle with insubordination and occasionally severe behavioral outbursts from students. The WMS principal said students need improvement in appropriate use of social media, along with job shadowing opportunities, drama, music, and intramural style athletics. All principals wanted assistance to parents as well and said they are eager to partner with BTB to address students' and families' needs. The district CSIP states, "Improve school climate through a focus on positive relationships with parents and students, including employees mentoring a student, parents invited to provide more feedback, and the Second Step Bully/Harassment Prevention curriculum consistently implemented."

For the program proposed in this application, the middle school principals recommended serving sixth grade students because they have the greatest need and the fewest activity alternatives. From the evidence above and review of CSIP goals, students and families at the proposed sites have the following needs, in order of priority, and they can not afford to pay for help with them:

1. A safe, consistent, structured, supportive, and stimulating environment after school;
2. Academic assistance in reading and math, especially for less advantaged students;
3. Educational enrichment activities that families are unable to provide;
4. Assistance with English literacy and family literacy; and
5. Activities to enable academic achievement, e.g., social skills, civility, and healthy snacks.

BTB proposes the programming described below to address these district, student, family, and community needs directly. In designing the proposed program, BTB consulted with the program's Advisory Committee, surveyed current 4th and 5th grade participants, and interviewed students, parents, administrators, and teachers. In the late 2013 survey, current BTB participants said the activities they most wanted were sports, cooking, technology, and art. Recognizing all the needs described above and referring to last year's stakeholder surveys, the Advisory Committee recommended extending quality programming in the summer. The program design below addresses the needs and recommendations stakeholders provided.

Project. BTB proposes to provide the safe and stimulating environment that responds to student, family, school, and community needs at the proposed sites and the mentoring and advocacy that engage and support the high needs students. BTB works closely with the school district to address student needs in three areas: academic achievement, social skills building, and physical well-being. To increase academic achievement, Iowa-certified teachers assess each student individually and deliver appropriate instruction at no more than a 1:10 teacher-student ratio. BTB aligns its programming with school day instruction through regular input from district administrators, based on CSIP goals, and regular communication with school staff. To build social skills, BTB emphasizes character development in activities that increase cultural awareness, such as music, dance, cooking, and recreation. BTB helps students increase social competence through the same Positive Behavioral Interventions and Supports and “Second Step” that the LEA uses district-wide. BTB staff promote a positive, professional, and respectful environment and the front-line BTB Youth Workers, who supervise students at a 1:25 ratio whenever they are not working with teachers, advocate for students and serve as role models. To improve physical well-being, BTB provides healthy snacks during the school year and healthy lunches and snacks during the summer. BTB students participate in a wide variety of physical activities that combine learning and exercise and help students develop teamwork skills.

District principals and teachers will refer 6th graders with academic deficiencies to BTB, especially when they know the students need a safe environment after school, and BTB gives enrollment preference to the students the schools refer. Evaluations demonstrate that BTB programming increases academic achievement, social skills, family literacy, and school safety. BTB includes a variety of academic, enrichment, and family literacy services and will operate at the middle schools from the 2:50 dismissal to 5:35 pm five days each week. The district dismisses students one hour early on Mondays to allow for professional development, and BTB operates during that hour, too. In the summer, BTB proposes to serve incoming 6th and 7th graders for seven weeks (34 days), Monday through Friday from 8:30 am to 4:00 pm, with surround care from 4:00 to 5:30 pm at each site. During the school year, BTB serves a healthy snack provided by the district through the USDA National School Lunch Program and students have time to “hang out” (socialize) with their peers and decide which activities to undertake during that day. Next, students work on academics and educational enrichment.

Academic Services. During the school year, BTB delivers academic assistance to students through an Individualized Afterschool Plan (IAP). At the beginning of the year, families and students collaborate to set IAP goals for the student during a Family Literacy Night. BTB teachers assess each student using the IAP goals, information from the day teacher, and the student’s school records. The assessment identifies individual academic deficiencies and enables BTB teachers to tailor instruction toward those areas. BTB staff monitor each student’s progress in collaboration with the day teacher and families. Students who need academic assistance participate for 60 minutes per day, Tuesday through Friday, in instruction in the area(s) of need. The instruction consists of tutoring in the designated research-based curricula that adhere to District standards and benchmarks but also provide opportunities for students to link learning with real-world experiences. Teachers engage students in such activities as writing sentences using selected vocabulary words, creating fiction, writing checks, and balancing a checkbook. Day teachers notify BTB weekly of the student’s grades. If students have Ds or Fs for the week or the quarter, they must attend “Academic Club” in order to participate in enrichment activities. In summer, students spend three hours each morning receiving literacy and math assistance from certified teachers. These academic services address the student academic needs described above.

Enrichment Services. BTB students have access to a wide variety of enrichment and youth development activities that they help select through surveys and Youth Advisory Councils (YACs). Students at each site will elect their YAC representatives each fall and the YACs meet each Monday to give students a genuine voice in selecting and monitoring BTB programming. BTB intends to structure the proposed program as semester-long “clubs” that students select. In a late 2013 survey of current 4th and 5th grade BTB participants, the students said the activities they most wanted were sports, cooking, technology, and art. Thus, BTB will provide these four “clubs” during the first semester in addition to Academic Club. The program divides each club into two one-hour segments so students can participate in two clubs each day. As the first semester progresses, BTB will consult with individual students, families, and the YACs to monitor the success of each current club. Near the end of each semester, the YACs will decide whether to continue current clubs during the next semester or whether to offer new clubs.

Sioux City provides “Middle School Athletics” that offer student-athletes the opportunity to compete in an environment that supports high expectations, personal growth, and sportsmanship, but only support 8th grade and some 7th grade sports. Sixth graders can only join organized athletics if their families can afford private memberships. BTB proposes a “Sports Club” for 6th graders. A coach or other specialist will work with students to identify particular sports, but students said in the 2013 survey that they most wanted football, basketball, and baseball/softball.

In the past, a local “celebrity chef” conducted very successful cooking classes for troubled high school students and BTB will model its “Cooking Club” after those classes. A chef or other expert will help students develop the knowledge, skills, and motivation they need to make good decisions about eating habits. Students learn, for example, about the glycemic index and the difference between simple and complex carbohydrates. Since the body metabolizes simple carbohydrates (as in white flour and white rice) into sugar much more quickly than complex carbohydrates (in wheat flour and brown rice), students learn to choose an apple or carrot for a snack instead of candy or a sugar-laden soft drink. They learn to prepare healthy snacks safely and help their families make healthy choices that use food dollars more efficiently. The Club will share the food they prepare with other students and at Family Literacy events.

Also in the past, West Middle had a very popular Tech Club, which met in the school computer lab three times a week. Concerning that Club, a newspaper article said, “Click by click, they are building video games, complete with storylines, characters and fantasy worlds to conquer -- or to save. ‘Game designers can choose their avatar, press save and then choose different scenes to place them in, creating a game setting,’ said sixth-grader Dominic Trujillo, 12. ‘Then you write dialogue and it pops up when you touch the cursor to your character’” (Sioux City Journal 1/31/12). BTB will model the new Club after the previous one but will offer it five days/week.

The Art Club will offer music, drama, dance, and visual and digital arts, and students select the art(s) they want to pursue. The Club will encourage and stimulate students’ creative curiosity while increasing their skills. Research shows that “Arts have the ability to excite and motivate youth, acting as a gateway to develop their interests in other subjects and improving levels of engagement and lowering levels of indifference among youth. A study examining middle school students in eight afterschool programs focused on arts... as well as academic enrichment, community service, sports and physical activity found students demonstrated positive engagement and development and exhibited high levels of motivation” (MetLife Foundation 2013).

In 2006-07, BTB implemented the Service Learning Challenge (SLC) at all sites. Over 16 weeks, students plan and implement a wide range of projects, partnering with community groups.

Students assess community need, plan as a group, develop a project budget and time line, and reflect in service learning journals. One important SLC component is that students have a field trip related to their project, usually to the location of their community group partner. At the end of their projects, teams of students present their activities to a panel of community members, school staff, parents, and government officials. Through-out the SLC, BTB staff work with students to ensure their projects contain the four essential elements of quality service learning and cross-curricular connections: student involvement, meaningful service, school/ classroom connection, and reflection (IA Dept. of Education 2011). BTB will offer SLC as a spring club.

Partners and volunteers will offer other enrichment activities on Mondays when teachers are not present. For example, the Sioux City Public Works Dept. will offer students geo-mapping.

Family Literacy Services. During the school year, BTB offers four Family Literacy events where families and BTB and school staff share a meal and conduct reading and math literacy activities. Families receive books and/or games to take home and continue to use. During the events, BTB brings in speakers to increase awareness of local resources and benefits to which families may be entitled. Examples include the Department of Human Services describing child care benefits and the local community college describing their GED program. BTB provides services to families through collaboration with community agencies. Parents can participate in general skill development sessions, such as basic computers and parenting skills. Low average Sioux City educational attainment and high poverty provide evidence of need for these services. Another local agency offers English classes emphasizing listening, speaking, reading, and writing, along with a GED program taught in Spanish. At partner sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children.

Goals and objectives for all BTB activities are to provide a safe environment that will:

Goal 1: Increase students' academic achievement.

Objective 1a: Students actively participate in literacy and math activities as recorded by staff.

Objective 1b: In annual surveys, school staff report that BTB students improve academically.

Objective 1c: BTB students' literacy and math achievements increase as measured by Iowa Assessments scores and other BTB and LEA assessments.

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

Objective 2a: At least 20 families at each site attend Family Literacy events.

Objective 2b: BTB parents collaborate with teachers in cooperative IAP goal setting.

Objective 2c: BTB parents attend twice-yearly conferences with school and BTB staff.

Objective 2d: BTB parents and school staff participate in the BTB Advisory Committee.

Goal 3: Increase student attachment to education, their peers, adults, and the community.

Objective 3a: At least 20 at each site participate in the annual Service Learning Challenge.

Objective 3b: At least 80% of BTB students participate in field trips to community partner sites.

Objective 3c: In annual surveys, school-day teachers report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others.

BTB has **experience** operating programs that evaluations show complement and enhance academic performance and positive youth development. Community leaders initiated BTB in 2001 with assistance from United Way. Within three months, the U.S. Dept. of Justice awarded a \$7.4 million Safe Schools/Healthy Students grant to Sioux City, which dedicated about half of the award to BTB. BTB served five schools in the first year and three more in the second year. During 2012-13, BTB served 2,014 students before/after school and in the summer at 18 public schools. During the current school year, BTB serves 1,626 children at its 18 sites overall.

Research Base. Over more than a decade of service, BTB has monitored current research in order to design, modify, and improve programming. One important resource BTB uses is the indicators of quality afterschool developed by the Iowa Afterschool Alliance (IAA 2008).

Positive Human Relationships: Peer relationships and friendships are “a large motivating factor when seeking to engage older youth” (Harvard Family Research Project 2011). “When students’ achievement in middle school declines, it is often an indication that their complex socio-emotional needs are not being addressed” (ActKnowledge 2009). Time “for socializing is developmentally important and appropriate for middle school youth... opportunities to develop peer relationships in safe, structured environments can help youth create positive peer influences and develop positive social skills” (Deschenes, Little, Grossman, and Arbretton 2010). Staff in high-retention middle school programs “pay attention to what individual youth need and treat them with respect... Staff members call every youth by name and remember what is happening in their lives—good or bad” (Harvard Family Research Project 2010). Afterschool programs for older youth “that pay particular attention to hiring, training, orienting, supporting, and evaluating staff based on their relationships with youth, not just on their administrative or supervisory capacity, are most successful with recruitment and retention” (Jones 2008). “Both research and practice make clear that neither schools nor afterschool programs will succeed in improving student outcomes without engaging families” (Henderson and Strickland 2013).

Effective Programming: High quality programs provide “rich and varied academic support, recreation, arts opportunities, and other enrichment activities” (Reisner, Vandell, Pechman, Pierce, Brown, and Bolt 2007). Balancing “academic support with a variety of engaging, fun, and structured... activities that promote youth development... appears to support and improve academic performance” (Harvard Family Research Project 2009). To “most effectively engage older youth, OST programs should provide them with meaningful opportunities to choose and help lead activities, have their voices heard during the process of programmatic decision-making, and play an active role in various volunteer and community-service activities connected to their OST programs” (Harvard Family Research Project 2011). “Studies have found that students who participate in arts programs show academic progress and have associated greater levels of engagement in the arts with greater academic gains—students with high levels of participation in the arts received better grades and higher standardized test scores compared to students who had very little involvement in the arts... Highly effective programming can be built around readily accessible [digital media] technology” (MetLife Foundation, Afterschool Alliance 2013).

Effective Staffing and Professional Development: “When afterschool professionals are equipped with specialized education and training, and continue to learn and develop as professionals, they are better able to provide experiences and environments that support every aspect of children’s growth and learning” and research “indicates that the growth and development of a child or youth is optimized when afterschool and youth development professionals know and apply the fundamental principles of human development” (National Afterschool Association 2011:68; 21). Programs “with regular staff meetings were significantly more likely to have high retention rates than those without” (Harvard Family Research Project 2011).

Youth Development Principles and Practices: Middle school programs “where youth gave high ratings to their exposure to new and interesting experiences... were also more likely to have active Youth Councils” (LaFleur, Russell, Low, and Romash 2011). “With its blend of enhanced social awareness and supplemental academic enrichment, service-learning can offer students a multitude of varied benefits. Not only does it present an enhanced and more practical understanding of school-day lessons, but it also provides opportunities for students to grow socially and emotionally” (Afterschool Alliance 2011).

Management Plan. BTB recruits, hires, trains, and works to retain effective and highly-qualified staff who treat participants with respect, advocate for them, and act as mentors for them to increase their potential for healthy and socially competent behavior. The BTB Program Director prepares a staffing plan for each site to identify the number of staff the program will need to maintain appropriate staff-student ratios. BTB uses existing job descriptions and standard SHIP hiring procedures to secure highly-qualified applicants for BTB positions.

A full-time *Multi-Site Manager* (MSM) oversees the three proposed sites. The MSM:

- Ensures adequate staffing to meet staff-to-student ratios, supervises Site Coordinators, oversees site budgets, purchases supplies, and works with site staff to plan and schedule activities and monitor students' and program progress toward goals.
- Convenes regular staff meetings, assesses site staff, and schedules staff development.
- Qualifications: Bachelor's degree in a discipline related to BTB programming; ability to work independently and within established budgets, meet deadlines, and communicate effectively; experience working with school children; pass a background check; bilingual skills preferred.
- Recruitment: Through the Area Education Agency, the LEA, and local media advertising; seek recommendations from current school and BTB staff.

A *Site Coordinator* (SC) supervises operations at each of the three sites. The SCs:

- Plan, schedule, oversee, and facilitate all site activities and supervise Youth Workers.
- Record daily attendance at each site and help students determine their academic and enrichment activities for the day; convene regular Youth Advisory Council meetings.
- Acts as a site Youth Worker (please see below) to engage, support, and mentor students.
- Communicate regularly with school staff and families about students' academic progress.
- Assist with planning and facilitates Family Literacy events; analyze parents' adult and parenting education needs through a family assessment; connect families with existing community resources and those developed for this program; coordinate other opportunities for families, such as field trips; and communicate with families to explain available services.
- Provide support for all BTB activities at assigned sites and participates in conferences.
- Qualifications and recruitment: Same as for the MSM.

Iowa-certified teachers tutor and operate Clubs for 8 hours per week at no more than a 1:10 teacher/student ratio and confer regularly with school staff about students' academic progress.

- Qualifications: Iowa teaching certification and teaching experience; prefer bilingual skills and experience at the site where they will work.
- Recruitment: Certified teachers seek afterschool positions regularly. BTB advertises unfilled teaching positions through the AEA and recruits teachers from program sites.

Youth Workers (YWs) supervise middle school students at a no more than a 1:25 ratio whenever the students are not working with teachers. In addition, YWs:

- Assist the SCs with planning site activities; implement site enrichment activities.
- Communicate regularly and effectively with middle school students and their families.
- Qualifications: YWs must have some college and pass a criminal background check. Successful educational experiences enable YWs to convey respect for education to the students. At least some college shows that YWs value education and have successfully negotiated high school completion and college matriculation. YWs need first-hand experience with youth, as workers, siblings, or volunteers. YWs must be willing to advocate for students, have the ability to learn to do so, demonstrate maturity and caring, and have good problem-solving and communication skills. YWs need patience, persistence, and the ability to find and build on the students' strengths. Perhaps most importantly, YWs need a sense of humor.

- BTB recruits YWs at two local colleges, using recommendations from professors, counselors, administrators, and student organizations. If needed, BTB advertises in local media. *Volunteers* tutor and/or mentor students one-on-one. They also lead enrichment clubs/activities, e.g., geo-mapping, music, dance, gardening, sewing, fiscal management.
- Recruit at local colleges for students who need to complete practicum requirements. Recruit qualified senior volunteers, BTB parents, students' families (e.g., grandparents), retired teachers, and others from retirement, faith-based, community service, and senior organizations.
- Requirements: At least two years of college, pass a criminal background check, be interested in and have experience working with middle school-age students.

Training/retention. BTB conducts orientations for new staff and volunteers at least three times per year. Staff complete mandatory training such as CPR/First Aid, child development, and other training pertinent to their jobs. BTB requires all staff and encourages all volunteers to complete Behavior Management and Character Education training. YWs meet state of Iowa licensing requirements for 10 hours per year of continuing education and BTB encourages volunteer continuing education. For example, they received recent training in the research-based Second Step social skills curriculum and plan training in Positive Behavioral Interventions and Supports. As quality control, BTB administrators assess staff and volunteers' work regularly, based on input from school and BTB staff, volunteers, parents, students, and evaluation results, to determine areas for future staff development. Full-time staff attend state and national conferences and workshops so that they can share information with other staff and volunteers. District in-service training supplements BTB professional development. BTB retains effective staff and volunteers by attending to their needs and concerns, seeking their input in planning, and generally promoting their investment in and ownership of the site programs.

Leadership. BTB's Multi-Site Managers report to senior staff: the BTB Program Director, On Site Coordinator, Academic Coordinator, Human Resources, and Marketing Coordinator. Senior staff work regularly with district teachers and administrators to maintain alignment with school instruction. They confer with the district's Director of Elementary Education/K-12 Curriculum and the district's head reading, math, and science teachers at least annually on curriculum. Youth Advisory Councils discuss BTB programming and report to Site Coordinators.

Transportation and access. All three proposed BTB sites are located 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. To assure safe travel, most students attend BTB programs at their daytime schools. Regular school buses transport students who live at least two miles from their schools between the program and their homes. Bus aides or BTB Youth Workers staff the buses to ensure proper supervision when needed. Families take responsibility for arranging and supervising transportation when they elect for their children to attend programs at sites other than their daytime schools and when they are not entitled to busing. BTB assists families in making these arrangements and ensures that only persons families designate may pick up students after the programs. At sites where a significant number of students and their families speak Spanish, at least one BTB staff member at that site is bilingual. Although the program targets students with academic deficiencies, BTB does not deny program access to any student. All BTB programming is free from discrimination and provides equal opportunity for all.

Stakeholder advisory group. Partners, stakeholders (including district administrators, teachers, and parents), and supporters (including businesses) participate in the BTB Advisory Committee, which provides program vision, goal setting, and strong management. This active committee

meets regularly to establish and review program policies, identify and resolve challenges, and monitor program success. Members work to promote and expand high-quality before school, after school, and summer programming by meeting regularly with BTB senior staff and the program evaluator. Representing diverse segments of the community, committee members advocate for BTB, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability.

Sustainability. As a Cohort I (2003-08) program, BTB worked with 21st CCLC through a year-long training and technical assistance to develop a local sustainability plan in 2007. Since then, partner organizations, businesses, and grants have contributed the funds and in-kind resources to sustain BTB through 2011-2012. In addition to 21st CCLC grants, sustainability sources have included the City of Sioux City (HUD) Opportunity Fund, the J. C. Penney After School Foundation, the Kind World Foundation, and Ronald McDonald House Charities. United Way continues to support the program as described in the partnership section below. More than 50 businesses contribute materials and supplies to BTB.

BTB uses existing programs to offer the most effective use of public resources. Through an integrated citywide system, all BTB sites use facilities, such as the Art Center and museum, by making one contact and sharing information at BTB staff meetings. This enables equitable services at each site, while maintaining the ability to meet individual student needs. BTB collaborates with the district to transport students between home and the program.

BTB uses state and federal resources effectively. In 2004, a Carol White Physical Fitness grant provided equipment for school and afterschool programs. The district supports BTB from its General Fund and from Title I funding, and provides snacks and summer lunches through the U.S. Department of Agriculture Food and Nutrition Service. BTB receives allocations from the Iowa Quality Rating System based on current site ratings, along with support from Iowa Department of Human Services childcare funds, because all current BTB sites hold state Childcare Center licenses. BTB cooperates and collaborates with the site principals to use Title I and Title 3 funds effectively. BTB uses other public funding streams, such as TANF, to provide childcare during family literacy events, and refers families to such community resources as:

- 🍎 SHIP for scholarships to Preschool Initiative preschools throughout the city;
- 🍎 Love and Logic parenting classes presented in English or Spanish at Catholic Charities;
- 🍎 Center for Siouxland's Community Assistance Program for help with basic needs of food, prescription medicine, utility assistance, and shelter or help with financial literacy;
- 🍎 Iowa Workforce Development for help with basic skills, job seeking, and job placement;
- 🍎 Western Iowa Tech Community College for Adult Basic Education, ESL, and GED; and
- 🍎 The Community Action Agency of Siouxland for Early Head Start, Head Start, money management, and financial assistance.

To promote sustainability, BTB continues to target youth with academic needs, coordinates regularly with the LEA, hires and retains certified teachers and other highly-qualified staff, acquires and maintains childcare licenses, and works closely with schools, parents, and students. As BTB's employer of record and fiscal agent, Siouxland Human Investment Partnership is committed to sustaining the program in many ways, such as advocacy and support for finding funding opportunities and preparing applications. Because BTB produces good outcomes for academically disadvantaged children, United Way of Siouxland and the school district are committed to sustainability as well (please see the "Partnership" section). Finally, an active BTB Advisory Committee continues to seek new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources.

Communication Plan. BTB disseminates information about its program systemically. As described above, BTB staff communicate personally with students, school staff, and families and staff communicate regularly with each other. With the same core program citywide, BTB provides brochures about the program in two languages (English and Spanish) to ensure communication with non-English speaking parents. BTB distributes the brochures and flyers as handouts in school for students to take home to their families and at school events, including all-school events and the twice-yearly parent-teacher conferences. Each BTB site sends regular newsletters to students' families. BTB's long-standing partnership with the school district and record of effectiveness means that teachers, administrators, and counselors refer academically needy students to the program regularly. Since the program proposed in this application will operate every school day in every public middle school, site staff can make this contact daily, in response to referrals and to increase awareness of the program. BTB staff contact families directly when the school refers students to the program, as a result of academic assessments or at any time during the school year. When parents respond to surveys asking how they heard about the program, they identify direct communication from the child's teacher, principal, or BTB staff as most important. Word-of-mouth is another important source many parents identify, saying they heard about the program from friends, neighbors, or coworkers.

Parents, students, and school staff have regular input into BTB programming. BTB surveys each of these key stakeholders annually in addition to conducting considerable informal communication with each. Because school staff and research on quality afterschool programming both say middle school youth need more leadership opportunities, BTB proposes in this application to implement Youth Advisory Councils at each middle school site. This mechanism formalizes youth input into establishing, monitoring, and maintaining quality programming.

The community learns about the program in multiple ways, including information on the BTB website (<http://www.beyondthebell.us.com/>). BTB is fortunate to have effective champions who promote quality afterschool programming at every opportunity, including BTB and school staff, the Executive Director of the community-based organization that provides fiscal and personnel management, and the president of the United Way of Siouxland. BTB's annual "Lights On Afterschool" and "Service Learning Challenge" highlight quality afterschool programming and attract community attention, since participants and their families invite other relatives, friends, and neighbors to attend. United Way invites BTB to participate in its citywide carnival. Finally, BTB receives considerable favorable media coverage, and all of this increases community awareness of the program.

BTB keeps staff at its sites aware of program activities and techniques and up-to-date on professional development through regular multi-site staff meetings. Staff for the proposed middle school programs will meet together regularly to share concerns and strategies.

BTB's Advisory Committee, consisting of members of the broader community, parents, and partners, meets regularly to monitor the program. BTB's independent evaluator provides the Advisory Committee with annual reports on the school year and summer programs. The Advisory Committee uses the reports to monitor trends and progress toward goals, identify and resolve challenges, and maintain/increase program quality. Advisory Committee membership represents all BTB partners. When the evaluator finalizes reports in response to Advisory Committee feedback, if any, Committee members post the reports on their websites for public perusal and communicate the results to increase awareness of BTB programs and pursue sustainability. In addition, BTB shares key evaluation findings on its website and in parent newsletters, monthly during the school year and weekly in the summer.

Partnerships. BTB has long-term and meaningful organizational and programmatic partnerships that importantly impact programming and sustainability. In fall 1997, interested and concerned community members formed a collaboration that became Siouxland Human Investment Partnership (SHIP). SHIP's purpose was to provide the opportunity for representatives of all major human service agencies to work together to solve problems. As a result, the Before and After School Partnership (BASP) began in fall 2000 to design, develop, and implement an afterschool and summer program, now known as Beyond the Bell. Twelve agencies worked together for a year through BASP to develop BTB with the goal of making the program available citywide. Those agencies were the Siouxland Y, the Sioux City Community School District (SCCSD), the Boys Club, Crittenton Center, SHIP, the Salvation Army, Sanford Community Center, Girls Inc., Boys & Girls Home/Family Services, Mary J. Treglia Community House, Iowa Third Judicial District Juvenile Court Services, and the Iowa Department of Human Services. Representatives of some of these agencies and others now form the BTB Advisory Committee, which continues to meet regularly to monitor existing programs. The Advisory Committee builds upon existing collaborative relationships, connects existing program strategies, and provides a unified system of service. Please see the attached Memorandum of Understanding for clear statements of the role and capacity of each partner in this application.

The SCCSD supports BTB in multiple ways, including cooperative planning, funding for certified teachers and transportation, and provision of healthy snacks, professional development, and technical assistance. The district provides classroom space and facilities for BTB programs, along with providing curriculum consultation from the head reading, math, and science teachers and the K-12 Curriculum Director to ensure that BTB activities align with SCCSD standards and benchmarks. The SCCSD allocates time for principals and teachers at BTB sites to consult with BTB staff about students from their schools who participate in BTB. Equally importantly, district administrators and teachers refer children to BTB for academic assistance.

SHIP acts as fiscal agent and employer of record for BTB staff. Woodbury County designated SHIP as the Decategorization and Empowerment (now Early Childhood Iowa) Boards in 1999. Since then, SHIP has administered community initiatives with a focus on health, human services, education, and public safety. SHIP promotes, initiates, and sustains collaborations and strategic planning among agencies, effectively leveraging the human and fiduciary resources that improve community quality of life. Legislative mandate requires that SHIP develop the contracting agreements, administer the approval and distribution of funds, monitor accuracy of financial reporting, and complete program evaluations for programs it facilitates, and SHIP conducts these activities for BTB. According to the Iowa 21st Century Community Learning Centers "Best Practices Site Visit Reporting Completed by the Iowa Afterschool Alliance for the Iowa Department of Education" (2011:4-5), "BTB has a strong fiscal partner in Siouxland Human Investment Partnership... SHIP is also a strong partner in its advocacy support. SHIP talks highly of the program and serves as an advocate for BTB with district administration and within the community. SHIP is an important partner in that it serves as a community convener and, thus, maintains connections throughout the community and at the state level."

United Way of Siouxland (UW) has supported BTB since before the program's inception (as described above). In 2008, UW's Academic Achievement Gap Community Impact Team (CIT) began support for a new "First Teacher" preschool program. Each spring, BTB, First Teacher, and the school district collaborate to assess the literacy readiness of children who will enter kindergarten the following fall. The district identifies the least ready of these children and refers them to BTB for a six-week summer program for them and their families. The children attend

BTB during the day, receiving literacy readiness instruction from Iowa-certified teachers in the morning and participating in education enrichment activities in the afternoons. BTB offers families the opportunity to gather weekly to share a meal, learn how to assist their children with literacy readiness, and receive books and games to take home. Evaluations of the summer First Teacher programs demonstrate that (1) First Teacher children increased their reading readiness; (2) children with the lowest readiness scores improved the most; and (3) children whose families attended the weekly sessions have the largest readiness increases. UW continues to support BTB through funding allocations, designating BTB as an option for United Way donors, and including BTB in its Community Impact Team processes. UW continues this support because the community has large achievement gaps, between the community and the state and among categories of students, and evaluations consistently show that BTB programming increases achievement for students with educational deficiencies. According to the Iowa Afterschool Alliance site visit report cited above (2011:3), “Tim Stiles of the United Way of Siouxland is a strong advocate for the Sioux City 21CCLC program. As chair of BTB’s governing board, he has had a significant role in discussions around the program’s sustainability.”

The City of Sioux City’s Public Works Department is a new partner BTB is happy to gain this year. Within Public Works, the Engineering Department needs more staff who know about GIS and geo mapping and they hope to interest middle school students in these.

All partners described above provide representatives who participate actively in the BTB Advisory Committee, along with parents and representatives of other community-based organizations and businesses. Throughout their history, partners have established and met timelines, for BTB design, implementation, evaluation, fiscal management, and sustainability. Today, dedicated partners, including the Sioux City Community School District, Siouxland Human Investment Partnership, and United Way of Siouxland, are committed to continuing quality programming and meeting project timelines. The Advisory Committee plans to continue to engage partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from such sectors as city government, faith-based and community service organizations, and music and drama groups. The Committee sets goals for the number of new partners to recruit in a year, makes a list of contacts, and arranges to meet with potential new partners to recruit their support.

BTB partners with more than 50 community-based organizations in order to provide education-enhancement programming, such as field trips to public swimming pools, bowling alleys, golf courses, libraries, and the museum and art center, or, for example, field trips to:

- 🍎 The Wells Blue Bunny Visitors’ Center in LeMars, Iowa—the “ice cream capitol of the world”—to see ice cream and popsicle manufacturing and eat ice cream;
- 🍎 The fire station, court house, airport, hospital, and radio/television stations;
- 🍎 The Lewis and Clark Interpretive Center, where students explore the interactive displays and watch Lewis and Clark videos;
- 🍎 The local Nature Center, where students can hike into the wilderness and climb a high hill to view three states (Iowa, Nebraska, and South Dakota); and
- 🍎 Local businesses where students see such activities as Coca-Cola bottling, pet grooming, and candy making.

Volunteers enhance BTB programming through one-on-one tutoring, field trip accompaniment to ensure student safety, and presenting programs for BTB participants, such as gardening activities where students plant seeds to watch them grow and Humane Society presentations where students learn about pets and how to care for them.

Evaluation (10 possible points)

Data collection. BTB uses the web-based Cayen System Academic Plus Software, which Cayen designed to capture all data necessary for 21st CCLC reporting requirements, including individual BTB attendance, program activities, program goals and objectives, and assessment results. The Sioux City Community School District (SCCSD) has signed a Memorandum of Understanding agreeing to provide other data for BTB participants as summarized below.

Data Measures	Responsible Agency - Timeline
Student achievement data from the Iowa Assessments and other district-wide assessments.	SCCSD agrees to provide these data annually.
Student achievement data measured at the beginning and end of the BTB summer session.	BTB teachers assess literacy and math at the start and end of the summer session.
Student level data regarding the attendance and enrollment in the regular school day program.	SCCSD agrees to provide these data annually.
Student level enrollment and attendance in BTB afterschool and summer programs.	BTB collects these data regularly using its Cayen software.
Student level data on discipline referrals, suspensions, and school safety.	SCCSD agrees to provide these data annually.
School and program level data from parent, teacher, student, and staff surveys.	BTB surveys parents, students, teachers, and staff annually.
Qualitative data describing implementation of the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application	The evaluator collects these data through observations and interviews with staff, teachers, parents, and students. The evaluator reports on these annually.

BTB intends to provide all requested data and program information to the state.

Evaluator. Since 2003, BTB has employed an independent evaluator who has the capacity and experience to conduct comprehensive, rigorous evaluations of program effectiveness, at the local level and in cooperation with the Iowa Department of Education. This evaluator has 35 graduate hours of doctoral level education, training, and practice in statistics and research methods and also served as evaluator for a local project funded by the Children and Family Administration and two U.S. Department of Labor-funded projects at Western Iowa Tech Community College.

Data analysis measures the accomplishment of program goals and objectives and the effectiveness of activities and partnerships.

Objectives and Goals	Data Analysis
<i>Objective 1a:</i> Students actively participate in literacy and math activities as recorded by staff.	Average percentages of students participating in these activities daily.
<i>Objective 1b:</i> In annual surveys, day teachers report that BTB students improve academically.	Annual teacher survey reports of the # who improve / the # who needed to improve.
<i>Objective 1c:</i> BTB students' literacy and math achievements increase as measured by Iowa Assessment scores and other assessments.	# and %s of students who increase their scores from year to year and BTB-assessed scores from start to end of the program.
Goal 1: Increase students' academic achievement. BTB achieves this goal if evaluations report positive outcomes for the three objectives listed above.	
<i>Objective 2a:</i> At least 20 families at each site attend Family Literacy events.	Report the # of families attending and the #s of events they attend.

Objectives and Goals	Data Analysis
<i>Objective 2b:</i> BTB parents collaborate with teachers in cooperative IAP goal setting.	Report the # of parents and the % of IAP children whose parents collaborate.
<i>Objective 2c:</i> BTB parents attend twice-yearly conferences with school and BTB staff.	Report the # of families attending and the #s of conferences they attend.
<i>Objective 2d:</i> BTB parents and school staff participate in the BTB Advisory Committee.	Report the # of parents and staff on the Committee and their #s of meetings.
Goal 2: Increase student, parent, and school staff communication to improve student success. BTB achieves this goal with positive outcomes for the four objectives listed above.	
<i>Objective 3a:</i> At least 20 at each site participate in the annual Service Learning Challenge.	Report the #s and %s of children who participate in the SLC.
<i>Objective 3b:</i> At least 80% of BTB students participate in field trips to community partner sites.	Report the #s and %s of children who participate in field trips.
<i>Objective 3c:</i> In annual surveys, school staff report that students who need to do so improve their behavior, are more motivated, and increase their ability to get along with others.	Annual teacher survey reports of the # who improve / the # who needed to improve for behavior, motivation, and ability to get along with others.
Goal 3: Increase student attachment to education, their peers, adults, and the community. BTB achieves this goal with positive outcomes for the five objectives listed above.	

To test for activity effectiveness, the evaluation will use t-tests to compare academic outcomes for students who did and did not participate in BTB, the SLC, and field trips and whose parents did and did not participate in setting IAP goals and Family Literacy events. The evaluation will use correlations and multiple regression to determine whether number of days of BTB attendance is related to academic outcomes, including comparisons of children who did and did not participate in BTB. The multiple regression analyses will control for factors that currently produce the achievement gaps as described in the student needs section above. A matched samples design will provide a second test of BTB programming effectiveness. The evaluator will match each BTB participant with another student who did not participate in BTB as closely as possible on the following dimensions: school, grade level, age, gender, race/ethnicity, poverty (lunch status), disability (IEP), and language spoken at home. Results of t-tests and multiple regression analyses will demonstrate further whether BTB attendance influences academic achievement.

Evaluation results will be used to refine, improve, and strengthen the program and build community support as described in the sustainability and “Communication Plan” sections above. The SCCSD has agreed to provide official school data in July of each year. The evaluator will report on school and BTB data to the Advisory Committee within six weeks of receiving the school data. When the BTB summer program concludes, the evaluator will provide the summer report to the Advisory Committee within six weeks. The Committee will begin using results immediately to refine, improve, and strengthen the program. Within six weeks of receiving the evaluations, the Advisory Committee will review the annual reports and confirm that the reports contain all required information in a form and language that is easily understood. When the Advisory Committee provides these confirmations, BTB will provide a summary of the results to BTB and school staff and parents. Then, BTB and partners post the reports, in brief and in full, on their websites and begin using the results to build community support.

Budget Narrative

Personnel. BTB requests support for high-quality dedicated staff to provide the proposed programming. The amount requested will support service to 210 children during the school year.

- 🍎 Three Site Coordinators (SCs, one at each middle school) supervise site operations for 3.75 hours after school on Mondays and 2.75 hours/day after school Tuesday through Friday, plus 3.25 hours per week for preparation, cleanup, and communication with school staff. They will work for 36 weeks during the school year at \$20/hour plus 13.6% benefits.
- 🍎 In the fall, four Iowa-certified teachers tutor students at each site for 8 hours/week (16 weeks) at a negotiated salary of \$25/hour plus standard SHIP benefits of 22.5%. In the spring, each site will have three teachers for 8 hours/week (16 weeks), allowing the Service Learning Club which SCs operate. This enables teachers to tutor each student who needs assistance for one hour/day, four days/week at no greater than a 1:10 teacher-student ratio.
- 🍎 At each site, two Youth Workers (YWs) will supervise students whenever they are not with teachers for 15 hours/week and 36 weeks/school year at \$9/hour plus 13.6% benefits.
- 🍎 The SC, one YW, and one teacher at each site staff four Family Literacy events for two hours at each event at the salary and benefits listed above.

During summer, BTB will serve 60 middle school students; the requested budget will support:

- 🍎 One Iowa-certified teacher at each site who will work 17.5 hours/week for six weeks (for 30 days, 3.5 hours per day, Monday through Friday) at the salary and benefits given above.
- 🍎 Two YWs at each site for 6 hours/day for 34 days at the salary/benefits listed above.

The three new sites will require one Multi-Site Manager (MSM) to manage planning and budgets and supervise staff. BTB requests support for this MSM at one-third of BTB's standard annual \$30,000 salary for each site, plus 39.7% benefits (includes life, long-term disability, and liability, health, and dental insurance). The personnel portion of the budget request is 74.2%.

Staff travel. In addition to traveling to and from work, for which BTB does not pay mileage, MSMs and SCs transport materials and food to support site operations. When emergency situations arise, staff transport children. BTB requests support for 1,200 miles annually plus another 300 miles annually for Family Literacy at the standard Iowa mileage rate of \$.39, for an annual total of \$585 (0.2% of the total budget request).

Materials. BTB requests \$6,451/year per middle school site for materials and supplies. The amount will support new curricula to remain aligned with the district, along with the paper, paints, scissors, rulers, glue, and other supplies to support enrichment activities for 210 students during the school year and 60 students in the summer. Within the requested amount, BTB plans to allocate some funds to supplement the research-based Lego Robotics activities in the Tech Club. BTB requests \$800 per year per site for Family Literacy, which will provide the materials for the family activities at the four events, along with support for the books and games families take home with them. Support for materials constitutes 7.3% of the budget request.

Professional development is important for training and retaining high-quality staff, and BTB requests \$12,000 per year for this purpose (\$11,500 for student programs and \$500 for Family Literacy programs: 4.0% of the overall budget). BTB will use these funds for in-person and online training from professionals, materials for BTB senior staff to use in training, two trips per year to Des Moines for 21st CCLC workshops, and for sending full-time staff to regional, state, and national afterschool conferences so that they can share information with part-time staff.

Student access is vital to effective programming and constitutes 8.0% of the budget request. The district charges BTB for actual busing costs during the school year: \$140/week, which totals

\$5,040 per site. The three middle schools cover large geographic areas and require buses that enable students to stay after school and participate. The school district provides an activity bus at each middle school that departs at 4:15. The district allows BTB participants to use this bus if they want to leave before the end of the program at 5:35. The activity buses help accommodate access for the 210 students. BTB also requests support for one field trip per month per site during the school year, paying drivers \$30 per hour for two hours per field trip.

In the summer, actual needs are for 30 hours/week (transportation to and from the site, plus field trips) for seven weeks. The cost/hour depends on the pay individual bus drivers receive and the particular drivers who bid to transport BTB children. Bidding is much more competitive during the school year and much less so during the summer, so this budget uses \$25 per hour for summer (30 hours/week x 7 weeks x \$25 x 1.5 buses = \$7,875). Because BTB already operates summer buses, an additional half bus per site should accommodate the middle school students.

Access	Weeks	Cost/week	# Buses	Total Cost	Total Requested	Balance
School year	36	\$140	3	\$15,120	\$14,925	\$195
SY field trips	9	\$60	3	\$1,620	1,200	\$420
Summer	7	\$750	1.5	\$7,875	7,875	---

Because 21st CCLC does not permit enough access funding to cover actual transportation needs, BTB will collaborate with the District to generate the remaining needed funds. Even though BTB’s students and their families have considerable language-interpretation needs, BTB accommodates these needs without using grant funding by employing bilingual staff and cooperating with other community agencies.

Evaluation enables program improvement and sustainability. BTB has an experienced independent evaluator who has worked with the program since 2003. This enables the evaluator to conduct assessments and report on program operations for much less than the recommended 4% of the budget. From long experience, the evaluator can provide school year and summer reports for the proposed three sites for \$4,000 per year (1.3% of the requested budget).

Administration. SHIP acts as employer of record for BTB staff, providing all human resources and payroll administration functions. In addition, SHIP provides grant and fiscal management, maintaining the budgets and providing all required fiscal reporting. All are vital to a successful program and SHIP provides them for 5% of the requested budget, 3% less than allowed. Thus, SHIP and other partners provide in-kind administrative services with no compensation, including community relations, advocacy, clerical support, and regular additional consultation.

With this request for 21st CCLC support, BTB seeks to supplement, rather than supplant, current funding. BTB services are equally accessible to all students targeted for services, regardless of their ability to pay. With this request for 21st CCLC support, BTB seeks to supplement, rather than supplant, current funding. BTB services are equally accessible to all students targeted for services, regardless of their ability to pay. BTB charges sliding-scale fees according to children’s lunch status: full pay - \$20/month for after school, reduced-cost lunch - \$10/month, free lunch - \$5/month. If a family cannot afford the lowest tier, BTB waives the fees on a case-by-case basis with a statement from the principal or a teacher recommending waiver. BTB asks every family to pay something to promote commitment to the program. Fees and school district support cover expenses that the proposed budget does not, such as additional bus and materials costs. BTB and its stakeholders and supporters are dedicated to quality programs that address student, family, and community needs and they thank 21st CCLC for considering this application.

Memorandum of Understanding

The Sioux City Community School District (SCCSD), United Way of Siouxland (UW), Western Iowa Tech Community College (WITCC), the City of Sioux City Public Works Department, and Siouxland Human Investment Partnership (SHIP) have agreed to enter into a collaborative agreement. SHIP will be the named applicant and fiscal agent and, through the established Beyond the Bell (BTB) program, will provide programs at East Middle School, North Middle School, and West Middle School. SCCSD will directly support BTB programming at the named sites. All partners support quality BTB programming and provide representatives on the BTB Advisory Committee. The partners desire to enter into a Memorandum of Understanding (MOU) setting forth the services provided by the collaborative agreement.

The application for funds to initiate and expand afterschool and summer BTB programs in the three SCCSD elementary schools and implement Family Literacy Programs at the three sites is to be submitted to the Iowa 21st Century Community Learning Centers Program, Iowa Department of Education, on or before January 31, 2014.

These organizations have had informal and formal collaborative relationships for more than ten years of providing BTB programs. Since 2003, SHIP has developed the contracting agreements, administered the approval and distribution of funds, monitored accuracy of financial reporting, and completed the program evaluations for previous grant-funded projects involving the Safe Schools/Healthy Students Grant, Carol E. White PE Grant, and 21st CCLC grants in collaboration with the SCCSD. The SCCSD continues to make facilities available to conduct the BTB programming, allowing students to use classroom space, playground equipment, and common areas for educational, enrichment, and recreational activities and snacks. SHIP and WITCC have collaborated on Sioux City YouthBuild and other grant-funded projects. These long-time partners welcome the City of Sioux City Public Works Department as a new partner this year.

The partners agree to continue this collaboration and working relationship to incorporate and expand Beyond the Bell and Family Literacy programming at the three SCCSD middle schools.

AGREEMENT

Siouxland Human Investment Partnership will:

1. Develop the contracting agreements;
2. Serve as fiscal agent;
3. Provide all required fiscal reports to the State;
4. Maintain documentation and records;
5. Conduct program evaluations;
6. Serve as employer of record for BTB staff; and
7. Continue to participate actively in BTB Advisory Committee activities.

Beyond the Bell staff members will:

1. Serve as Program Director, leading the BTB programming at the three sites;
2. Manage the hiring of the Multisite Manager for the three sites;
3. Oversee the recruitment, screening, hiring, training, and retention of certified teachers and Youth Workers for the BTB programming at the three sites;
4. Provide appropriate professional development training to BTB staff at the three sites; and
5. Support administrative offices for BTB staff.

The Sioux City Community School District will:

1. Continue to provide classroom space and facilities for BTB programs;
2. Continue to provide technical support to BTB staff through its Technology Education Department;
3. Continue to provide some SCCSD transportation for BTB participants, as allowed by the District budget;
4. Continue to provide food service for BTB participants during the school year and in the summer;
5. Continue to provide curriculum consultation from the head reading and mathematics teachers and the Curriculum Director to ensure that BTB activities are aligned with SCCSD standards and benchmarks;
6. Continue to allocate time for the principals and teachers at the three SCCSD schools to consult with BTB staff about students from their schools who participate in BTB;
7. Provide official District student level data to SHIP's independent evaluator for the purpose of evaluating BTB programming at the three SCCSD sites. Provide school year data by July 1 of each year. 21st CCLC requires that the data include:
 - a. Student achievement data from the Iowa Assessments, and, if appropriate, other district-wide assessments.
 - b. Student level data regarding the attendance and enrollment in the regular school day program.
 - c. Student level data on discipline referrals, suspensions, and school safety.

Since few of the children BTB serves have two years of standardized test scores to compare, provide other measures of academic progress for all students, e.g., grades.

8. Coordinate with teaching staff and BTB staff to provide professional development; and
9. Continue to participate actively in BTB Advisory Committee activities.

At no cost to the BTB program, United Way of Siouxland will:

1. Continue to support BTB sustainability by designating BTB as an option for United Way donors, as long as BTB continues to meet United Way standards; and
2. Continue to participate actively in BTB Advisory Committee activities.

At no cost to the BTB program, Western Iowa Tech Community College (WITCC) will:

1. Accept referrals of family members from BTB;
2. Work with the family members to determine which of WITCC's adult literacy programs will best serve the family members' needs;
3. Assist the family members with enrollment and in qualifying for all financial assistance and/or scholarships for which they are eligible; and
4. Provide the literacy services that they desire that will most benefit the family members.

At no cost to the BTB program, the City of Sioux City Public Works (PW) Department will:

1. Provide nine one-hour sessions of instruction in geo mapping/Geographic Information Systems programming at each middle school site;
2. Work with students during these sessions to increase their knowledge of and interest in geo mapping; and
3. Participate actively in BTB Advisory Committee activities.

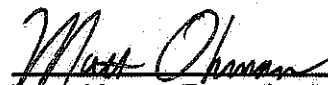
Together, all partners will:

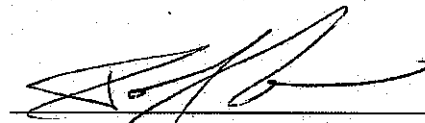
1. Provide periodic updates on emerging issues, challenges, successes, and ongoing project needs;
2. Work within the limits of the proposed budget;
3. Meet and communicate regularly to fulfill the goals of BTB programming;
4. Continue to consult with BTB in planning and implementing BTB programming;
5. Advocate for quality BTB programming in the community; and
6. Support BTB and Family Literacy programming to the extent of their ability and resources.

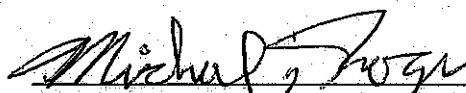
All partners in this collaborative endeavor agree to the following basic rules:

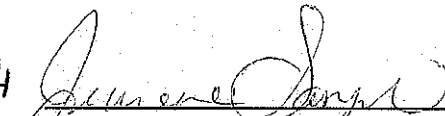
1. All references to "BTB programming" in this agreement include Family Literacy programming.
2. Student well-being, with academic and social development, is the ultimate goal.
3. Confidentiality of information will be enforced; staff will not divulge any student information to other entities.


By signing this MOU, each partner makes a commitment to work together to achieve the goals of the proposed BTB programs. The term of this understanding is three years from the award date.

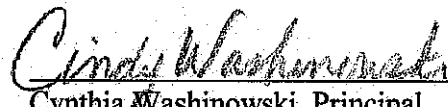

Matt Ohman, Executive Director Date
Siouxland Human Investment Partnership 1/22/14

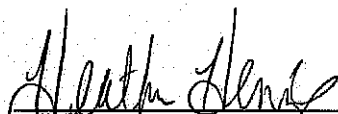

Dr. Paul Gausman, Superintendent Date
Sioux City Community School District 1-15-2014

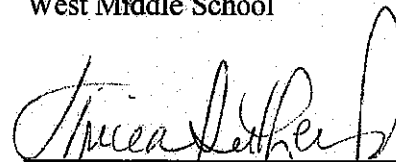

Dr. Michael Rogers, Principal Date
East Middle School 1/15/14

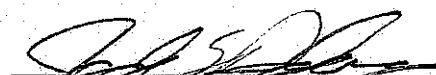

Jeanene Sampson, Principal Date
North Middle School 1-15-2014


Jenna Meyer, Program Director Date
Beyond the Bell 1-15-2014


Cynthia Washinowski, Principal Date
West Middle School 1-15-2014


Heather Hennings, President Date
United Way of Siouxland 1-20-2014


Trisha Sutherland, Dean of Students Date
Western Iowa Tech Community College 1-21-14


Jade Dundas, Public Works Director Date
City of Sioux City

FORM A: SITE INFORMATION

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

21CCLC Site Name: East Middle School		
Site Address: 5401 Lorraine		
City, State, Zip: Sioux City, Iowa 51106		
Phone: 712-274-4030		
Site Contact Person: Jenna Meyer, Beyond the Bell Program Director		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21 st CCLC program

21CCLC Site Name: North Middle School		
Site Address: 2101 Outer Drive North		
City, State, Zip: Sioux City, Iowa 51104		
Phone: 712-279-6804		
Site Contact Person: Jenna Meyer, Beyond the Bell Program Director		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st CCLC Program

21CCLC Site Name: West Middle School		
Site Address: 3301 W. 19th Street		
City, State, Zip: Sioux City, Iowa 51103		
Phone: 712-279-6813		
Site Contact Person: Jenna Meyer, Beyond the Bell Program Director		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st CCLC program

21CCLC Site Name:		
Site Address:		
City, State, Zip:		
Phone:		
Site Contact Person:		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st CCLC program

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

Part D: Fiscal Control and Accounting Procedures

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will 1) submit periodic program and fiscal reports as required by the state fiscal agent, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted; 2) maintain records and provide access to those records when requested by the state fiscal agent; 3) maintain all supporting documentation of the status and results of the initiative for up to three years following completion of the 21CCLC award period.

Part E: Control of Funds

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

Part F: Program Accountability

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program Elements, budget or other sections as stated in the request for applications.

Part G: Evaluation and Data Collection

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

Part H: Program Site

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either

an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

As the designated Applicant Agency, I certify that a process will be put in place to obtain parent consent from the parents of students who participate in the proposed Community Learning Center program for the purpose of transferring records between the participant students schools and the proposed program.

The Applicant agrees to meet with project staff at the Iowa Department of Education upon request.


Part M: Private and Public School Consultation

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


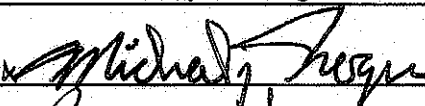
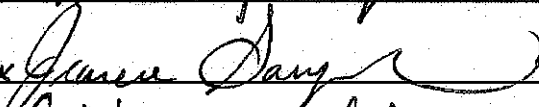
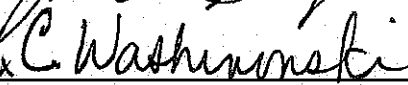
Part N: Grant Termination (Additional conditions in appendix D)

Grantees are subject to annual progress review by the Iowa Department of Education. The department may terminate a grant with a 10 day notice as a result of a non-compliance issue(s).

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Siouxland Human Investment Partnership (SHIP) Matt Ohman, SHIP Executive Director

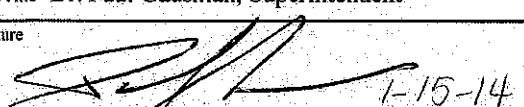

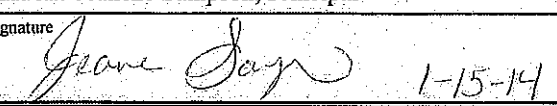
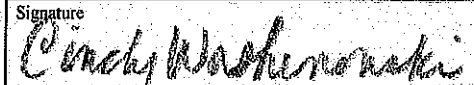
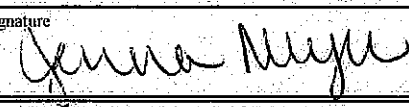
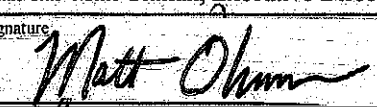
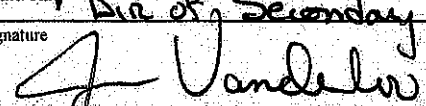
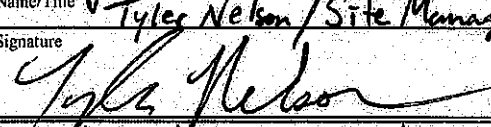
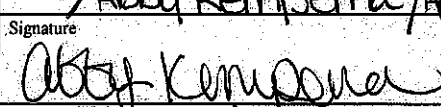
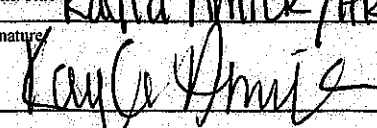
Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement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



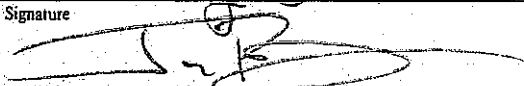


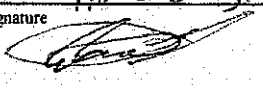

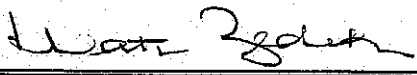
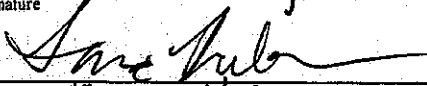

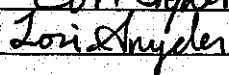
Signature of Local Education Agency Superintendent	Local Education Agency Name
	Sioux City Community School District Dr. Paul Gausman, Superintendent
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Dr. Michael Rogers, Principal East Middle School
	Jeanene Sampson, Principal North Middle School
	Cynthia Washinowski, Principal West Middle School

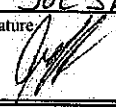
FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation
Name/Title Dr. Paul Gausman, Superintendent	Agency Sioux City Community School District
Signature  1-15-14	Address 627 4th Street
	City/Zip Sioux City, Iowa 51101 Phone 712.279.6643
Name/Title Dr. Mike Rogers, Principal	Agency East Middle School
Signature  1/15/14	Address 5401 Lorraine
	City/Zip Sioux City, Iowa 51106 Phone 712.274.4030
Name/Title Jeanene Sampson, Principal	Agency North Middle School
Signature  1-15-14	Address 2101 Outer Drive North
	City/Zip Sioux City, Iowa 51104 Phone 712.279.6804
Name/Title Cynthia Washinowski, Principal	Agency West Middle School
Signature 	Address 3301 W. 19th Street
	City/Zip Sioux City, Iowa 51103 Phone 712.279.6813
Name/Title Jenna Meyer, Beyond the Bell Program Director	Agency Beyond the Bell
Signature 	Address 1314 W. 3rd Street
	City/Zip Sioux City, Iowa 51103 Phone 712.277.3600
Name/Title Matt Ohman, Executive Director	Agency Siouxland Human Investment Partnership
Signature 	Address 1520 Morningside Avenue
	City/Zip Sioux City, Iowa 51106 Phone 712.222.6364
Name/Title Dir. of Secondary Ed. / Tim Vandenberg	Agency Sioux City Comm. Schools
Signature 	Address 627th Street Sioux City
	City/Zip Sioux City Phone 712.251.3817
Name/Title Tyler Nelson / Site Manager	Agency Beyond the Bell
Signature 	Address 1314 W 3rd St.
	City/Zip Sioux City, IA 51106 Phone 712-202-5539
Name/Title Abby Kempema / Academic Coord.	Agency Beyond the Bell
Signature 	Address 1314 W 3rd St.
	City/Zip Sioux City, IA 51106 Phone 712-202-3541
Name/Title Kayla Amick / HR Coord.	Agency Beyond the Bell
Signature 	Address 1314 W 3rd St.
	City/Zip Sioux City, IA 51103 Phone 712-202-3542

Name/Signature		Agency Affiliation	
Name/Title	Jessica Kreis	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title		Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	ERIKA NEWTON	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	Jeremy Bartolo	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	Charles McParmenter	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	Angela Jenkins	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	Aaron Slotsky	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	Sherry Klein	Agency	BTB Clark
Signature		Address	
		City/Zip	Phone
Name/Title	Heather Zeider	Agency	BTB
Signature		Address	Clark
		City/Zip	Phone
Name/Title	Sara Ruby	Agency	
Signature		Address	3206 Rebecca St.
		City/Zip	Phone 712-212-5081
Name/Title	Kim Nolen	Agency	
Signature		Address	4001 Kateri Way
		City/Zip	Phone 712-251-2097
Name/Title	Cori Snyder	Agency	
Signature		Address	1069 Dallas Ave.
		City/Zip	Phone 712-490-6677

Name/Signature		Agency Affiliation	
Name/Title	Joe Steffy / step father	Agency	Beyond the Bell
Signature		Address	Emerson
		City/Zip	Phone
Name/Title	Marlo Hodges mom	Agency	Beyond The Bell
Signature	Marlo Hodges	Address	Emerson
		City/Zip	Phone
Name/Title	Nate Pies	Agency	Beyond The Bell
Signature	Nathaniel Pies	Address	Emerson
		City/Zip	Phone
Name/Title	Jaimie Benson - mom	Agency	Beyond the Bell
Signature	Jamie Benson	Address	Emerson
		City/Zip	Phone
Name/Title		Agency	Beyond the Bell
Signature		Address	Emerson
		City/Zip	Phone
Name/Title		Agency	Beyond the Bell
Signature		Address	Emerson
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone
Name/Title		Agency	
Signature		Address	
		City/Zip	Phone

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites):	Total first-year funding request (all sites):	Total three-year funding request (all sites):
3	225 before and after school during the school year and 60 in the summer.	\$ 300,000	\$ 900,000

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
East Middle School	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000	75/20
North Middle School	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000	75/20
West Middle School	\$ 100,000	\$ 100,000	\$ 100,000	\$ 300,000	75/20
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

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

Applicant Agency: Siouxland Human Investment Partnership **Site:** East Middle School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** School year: 75; summer: 20

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	73,758	463	73,758	463	73,758	463	222,662
Staff Travel	156	39	156	39	156	39	585
Materials	6,451	800	6,451	800	6,451	800	21,753
Professional Development (minimum 4% per year)	3,833	167	3,833	167	3,833	167	12,000
Student Access, Transportation etc. (maximum 8% per year)	8,000	-	8,000	-	8,000	-	24,000
Evaluation (about 4% per year)	1,167	166	1,167	166	1,167	166	4,000
Administrative/ Indirect Costs (maximum 8% per year)	4,500	500	4,500	500	4,500	500	15,000
Totals	97,865	2,135	97,865	2,135	97,865	2,135	300,000

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

Applicant Agency: Siouxland Human Investment Partnership **Site:** North Middle School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. **Number of Students Served:** School year: 75; summer: 20

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	73,758	463	73,758	463	73,758	463	222,662
Staff Travel	156	39	156	39	156	39	585
Materials	6,451	800	6,451	800	6,451	800	21,753
Professional Development (minimum 4% per year)	3,833	167	3,833	167	3,833	167	12,000
Student Access, Transportation etc. (maximum 8% per year)	8,000	-	8,000	-	8,000	-	24,000
Evaluation (about 4% per year)	1,167	166	1,167	166	1,167	166	4,000
Administrative/ Indirect Costs (maximum 8% per year)	4,500	500	4,500	500	4,500	500	15,000
Totals	97,865	2,135	97,865	2,135	97,865	2,135	300,000

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

Applicant Agency: Siouxland Human Investment Partnership **Site:** West Middle School

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

Restrictions: Please refer to **Section II C** of the RFA for specific budget restrictions. **Number of Students Served:** School year: 75; summer: 20

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	73,758	463	73,758	463	73,758	463	222,662
Staff Travel	156	39	156	39	156	39	585
Materials	6,451	800	6,451	800	6,451	800	21,753
Professional Development (minimum 4% per year)	3,833	167	3,833	167	3,833	167	12,000
Student Access, Transportation etc. (maximum 8% per year)	8,000	-	8,000	-	8,000	-	24,000
Evaluation (about 4% per year)	1,167	166	1,167	166	1,167	166	4,000
Administrative/ Indirect Costs (maximum 8% per year)	4,500	500	4,500	500	4,500	500	15,000
Totals	97,865	2,135	97,865	2,135	97,865	2,135	300,000

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g., bank or lender names; name of the holder of the account.)*

1. SHIP has been incorporated as a non-profit corporation since 1999 and responsively uses funds to meet all financial responsibilities. The Statement of Accounts for the 2012 independent audit reflects the financial capacities of the organization: Total Revenue - \$7,017,896, Total Expenses - \$7,045,180 and Net Assets - \$31,183.
2. Security National Bank, Sioux City, Iowa serves as SHIP's financial institution.
 - a. The bank provides for the secure holding of SHIP's funds, and SHIP uses a sweep account that automatically transfers funds between SHIP's regular checking account and an interest-earning account as needed.
 - b. The bank recognizes the array of funding sources with which SHIP does business and the resulting array of payment schedules and provides SHIP with a line of credit when needed. SHIP's agreement with the bank provides funds for periods of time when SHIP needs additional dollars to meet timely payments. SHIP has also used this line of credit to cover costs of home construction for the Sioux City YouthBuild program.
3. Banking Information: Security National Bank, 601 Pierce Street, Sioux City, Iowa 51102
4. Checking Account Balance (December 31, 2013) \$925,434.05
5. Accounts Receivable Balance (December 31, 2013) \$295,477.83
6. Line of Credit is on an "as needed" basis without any maximum dollar amount. SHIP allocations and grants are reimbursable funding, so our accounts receivable balances serve as security for the line of credit from Security Bank.

Agencies that do not have adequate fiscal resources on hand are eligible to participate in the application process. However, the applicant must describe in this section the agency's plan to secure the necessary fiscal resources for this program application.

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

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).

X 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:

Beyond the Bell (BTB) targets students at Title I schools who have academic deficiencies and are performing below grade level. Often, these students are from racial minority categories, and many have a special education curriculum and/or are English language learners. The table below displays the percentages of people by race, for Sioux City, for the children BTB currently serves, and for students in the three middle schools that BTB proposes to serve in this application. The Sioux City percentages come from the U.S. Census Bureau 2012 American Community Survey 1-Year Estimates and the BTB percentages represent the 2,148 children BTB served during the 2012-2013 school year. The middle school percentages are from the 2012-13 Annual Reports for East, North, and West Middle Schools. Evaluations have demonstrated that BTB programming increases school attendance and academic proficiency, and these are the positive impacts BTB disproportionately provides to the minority students it serves.

2010 Race/ethnicity	Sioux City	BTB	EMS	NMS	WMS
White	83.3%	55.3%	71.4%	43.0%	50.5%
Black or African American	3.2%	5.3%	2.7%	7.1%	6.1%
American Indian	1.8%	3.2%	2.2%	4.4%	5.5%
Asian	2.8%	2.1%	2.4%	5.0%	3.9%
Hispanic or Latino	17.0%	21.6%	19.3%	37.2%	31.5%
Some other race (unknown)	5.3%	3.2%	---	---	---
Two or more races	3.6%	9.4%	1.7%	2.4%	1.8%

Indicate which group is impacted:

- Women
- Asians
- Persons with a Disability
- Pacific Islanders
- Blacks
- American Indians
- Latinos
- Alaskan Native Americans
- Other – two or more races

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
- Asians
- Persons with a Disability
- American Indians
- Latinos
- Alaskan Native Americans

Private School Consultation Meeting Log Template

	<p>Private School Consultation Meeting Log</p> <p>1/09/14 1:45pm Aspenwood Christian School</p>
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Meeting called by: Tyler Nelson **Type of meeting:** Informational - phone
Attendees: Susan (Principal, Aspenwood Christian School), Tyler Nelson (Beyond the Bell)

----- Agenda Topics -----		
<p>Welcome [Tyler] [2 minutes]</p> <p><u>Discussion:</u> I introduced myself to Susan and stated the purpose of my call, letting her know we were writing for a middle school afterschool program and were interested in partnering with them.</p> <p><u>Conclusions:</u> Susan (I didn't receive a last name) stated that she only had 7 children enrolled at Aspenwood, none of which had needs for afterschool programming. There was no need to meet.</p>		
<p><u>Action Items:</u> N/A</p>	<p>Person responsible:</p>	<p>Deadline:</p>
<p>Resources for Non-Public Schools [Tyler] [2 minutes]</p> <p><u>Discussion:</u> I talked a bit about Beyond the Bell's 21st Century grant funding, our various sites and our academic and tutoring components. I mentioned Sacred Heart's Beyond the Bell site, and how that site has been funded by 21st Century grants for nearly 10 years.</p> <p><u>Conclusions:</u> Susan was not interested in partnering.</p>		
<p><u>Action Items:</u> N/A</p>	<p>Person responsible:</p>	<p>Deadline:</p>

<p>Consultation Procedures [Tyler] [5 minutes]</p> <p><u>Discussion:</u> I emailed Aspenwood ahead of time and then placed a follow up phone call on January 9. I spoke with Susan briefly on the phone and we concluded we had no need to meet.</p> <p><u>Conclusions:</u> I believe this call was a success. I found out what I needed to know about Aspenwood and they are now aware we offer programming should they ever choose to partner.</p>		
<p><u>Action Items:</u></p>	<p>Person responsible:</p>	<p>Deadline:</p>


N/A _____	_____	_____
Questions	All Staff	[Insert <i>time allocation</i>]
<u>Discussion:</u> None		
<u>Conclusions:</u> None		
<u>Action Items:</u>	Person responsible:	Deadline:
N/A _____	_____	_____

Other Information

Resource persons: N/A	
Special notes: N/A	

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.

Private School Consultation Meeting Log Template

	<p>Private School Consultation Meeting Log</p> <p>1/9/14 1:50pm Siouxland Community Christian School</p>
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Meeting called by: Tyler Nelson **Type of meeting:** Informational-phone-Voicemail
Attendees: Steve Peters (Superintendent, Siouxland Community Christian), Tyler Nelson (Beyond the Bell)

----- Agenda Topics -----		
<p>Welcome [Tyler] [2 minutes]</p> <p><u>Discussion:</u> I originally emailed Mr. Peters on 12/23/13 and stated that I would be calling him in the coming weeks with information about a grant we're writing. I then phoned him on 1/9/14. He was out of the office and I was transferred to his voicemail. I left a message stating my reason for the call. Mr. Peters returned my call while I was in a advisory committee meeting and left a voicemail for me stating that last year when he was approached by us for a different grant there was a conflict with their afterschool schedule and assumed this year would be the same.</p> <p><u>Conclusions:</u>. Mr. Peters did not feel they would qualify to be a part of the grant nor did he feel our program would be of much benefit for them as they currently have programs taking place during the same period of time.</p>		
<p><u>Action Items:</u> N/A</p>	<p>Person responsible: Tyler</p>	<p>Deadline: N/A</p>
<p>Resources for Non-Public Schools [Tyler] [2 minutes]</p> <p><u>Discussion:</u> None</p> <p><u>Conclusions:</u> We will continue to contact S.C. C. S. for future grants and add value to them in any way possible.</p>		
<p><u>Action Items:</u> Touch base with Mr. Peters in the future.</p>	<p>Person responsible: Tyler</p>	<p>Deadline: At the date of new grant applications.</p>
<p>Consultation Procedures [Tyler] []</p> <p><u>Discussion:</u> None</p>		


<u>Conclusions:</u>		
<u>Action Items:</u> N/A _____	Person responsible: _____	Deadline: _____
Questions	All Staff	[Insert <i>time allocation</i>]
<u>Discussion:</u> None		
<u>Conclusions:</u> None		
<u>Action Items:</u> N/A _____	Person responsible: _____	Deadline: _____

Other Information

Resource persons: N/A	
Special notes: N/A	

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Private School Consultation Meeting Log Template

	<p>Private School Consultation Meeting Log</p> <p>1/15/14 10:26 St Paul Luthern</p>
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Meeting called by: Tyler Nelson

of meeting: Informational - phone

Attendees: Alyce Strong(Principal, St Paul Luthern), Tyler Nelson (Beyond the Bell)

----- Agenda Topics -----		
<p>Welcome [Tyler] [3 minutes]</p> <p><u>Discussion:</u> I greeted Alyce and stated my reason for the phone call. She would love to partner with us however, their school only goes to grade 5.</p> <p><u>Conclusions:</u> Mrs. Strong thanked me for calling and asked to re-contact her should we ever choose to write for a new elementary grant.</p>		
<p><u>Action Items:</u> Follow Up</p> <hr/>	<p>Person responsible: Tyler Nelson</p> <hr/>	<p>Deadline: Date of any future grants</p>
<p>Resources for Non-Public Schools [Tyler] [2 minutes]</p> <p><u>Discussion:</u> I mentioned what Beyond the Bell has to offer and gave a brief description of what we were looking to implement.</p> <p><u>Conclusions:</u> Mrs. Strong would like to partner with us in the future should we choose to write for a new elementary grant.</p>		
<p><u>Action Items:</u> N/A</p>	<p>Person responsible: Tyler</p>	<p>Deadline: Date of future grants</p>
<p>Consultation Procedures [Tyler] [5 minutes]</p> <p><u>Discussion:</u> St. Paul only serves up to grade 5. There was no need to meet.</p> <p><u>Conclusions:</u> N/A</p>		


<u>Action Items:</u> N/A_____	Person responsible: _____	Deadline: _____
Questions All Staff [Insert <i>time allocation</i>] <u>Discussion:</u> None <u>Conclusions:</u> None		
<u>Action Items:</u> N/A_____	Person responsible: _____	Deadline: _____

Other Information

Resource persons: N/A	
Special notes: N/A	

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Private School Consultation Meeting Log Template

	<p>Private School Consultation Meeting Log</p> <p>12/23/13(email),1/9/14(phone),1/17/14(email),1/21/14(phone), 1/23/14(phone)</p> <p>Various times of the day Catholic Diocese of Sioux City</p>
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Meeting called by: Tyler **Type of meeting:** Informational-Phone call-Email
Attendees: Dan Ryan (phone conversation) Brenda Ferrie (email) Jim Tschann (phone call)
 Mike Sweeney (phone call)

----- Agenda Topics -----		
<p>Welcome [Tyler] [10 minutes total]</p> <p><u>Discussion:</u> My initial call was to Mr. Mike Sweeney. Mr Sweeney and I had trouble connecting due to our conflicting schedules. We left a series of voicemails back and forth. My messages consisted of stating the reason for the call, brief details about the grant and our program. Mr. Sweeney's voicemail was simply stating to return his call at my earliest convenience to which I made two calls and a follow up email. I received no response to any of those. I then contacted Dan Ryan who referred me to Mrs. Brenda Ferrie, Mr. Jim Tschann, and Mr. Mike Sweeney. I emailed all parties and received an email back from Mrs. Ferrie who stated she would be interested in continuing to partner, as we are already serving her school, Sacred Heart, with an existing grant. A meeting was not necessary. As of 1/24/14 I have yet to hear back from Mr. Tschann. According to information we have collected independently, Sacred Heart would be the only school that would qualify to partner with us on any grants based on their poverty level.</p> <p><u>Conclusions:</u> We will continue to serve Sacred Heart for the next two years until their current grant expires and certainly include them in any future applications as this has been a great, long lasting relationship with the Sacred Heart school. We will continue to contact all parties above on any future grant applications and serve them in any way Beyond the Bell can.</p>		
<p><u>Action Items:</u> Continue servicing Sacred Heart and contact all other affiliates of the Catholic Diocese on future grants.</p> <p>_____</p>	<p>Person responsible: Tyler</p> <p>_____</p>	<p>Deadline: Date of any future grants.</p> <p>_____</p>
<p>Resources for Non-Public Schools [Tyler] [10 minutes]</p> <p><u>Discussion:</u> Brenda Ferrie, principal at Sacred Heart, would like to continue to partner with Beyond the Bell. I assured her we will continue to serve them and include SH in any future opportunities.</p> <p><u>Conclusions:</u> Follow up with Sacred Heart on future opportunities.</p>		
<p><u>Action Items:</u> Follow-up</p>	<p>Person responsible: Tyler</p>	<p>Deadline: Date of any future grants</p>

Consultation Procedures [Tyler] [5 minutes]		
<u>Discussion:</u> Phone calls, email.		
<u>Conclusions:</u> Sacred Heart is the only school interested in partnering with BTB and we will continue to do so.		
<u>Action Items:</u> N/A _____	<u>Person responsible:</u> _____	<u>Deadline:</u> _____
Questions All Staff [10 minutes]		
<u>Discussion:</u> N/A		
<u>Conclusions:</u> N/A		
<u>Action Items:</u> N/A _____	<u>Person responsible:</u> _____	<u>Deadline:</u> _____

Other Information

Resource persons: N/A	
Special notes: N/A	

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