

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

**Iowa Department of Education
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Des Moines, Iowa 50319**

Mail Applications to:

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APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Siouxland Human Investment Partnership (SHIP)

County: Woodbury		Amount Requested: \$ 299,998 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Matt Ohman, Executive Director		Grant Contact/Project Director: Jenna Meyer, Beyond the Bell Director	
Agency Name: Siouxland Human Investment Partnership		Agency Name: Beyond the Bell	
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BEFORE YOU APPLY

These steps should be completed **before** you begin writing your application. Please submit this form with your application.

- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://www.educateiowa.gov/documents/building-level/2015/12/2015-16-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated December 31, 2015, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Hunt Elementary
 - Free and Reduced Lunch Rate Percentage: 84.1%
 - Site/Building Name: Spalding Park Elementary
 - Free and Reduced Lunch Rate Percentage: 73.9%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____

- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School

- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - 152 number of children x 180 days x \$10.00 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$273,600 (total funding request for before and afterschool programs)

- **Summer School Formula**
 - 70 children x 40 days = (minimum 30 days) x \$10.00 = \$28,000 (total funding amount for summer)
 - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter. **[Formula allows up to 301,600; however, the request is 299,998].**

Funding Request for Year One: \$299,998
Funding Request total for Three Years: \$899,994
Number of Children Served in Year One: 222
Number of Children Served in Three Years: 666

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 17
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number: <u>42-1495836</u> OR Enter School District Code _____

(If applicable) Enter Child Care License #: <u>N/A</u>

REQUEST FOR COMPETITIVE PRIORITY

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

- Application proposes to serve children and youth in ***schools designated "Priority" or "Needs Improvement" on the Iowa School Report Card. 5 additional points awarded***

District No	District Name	School Name	Designation
6039	Sioux City	Hunt Elementary School	Needs Improvement
6039	Sioux City	Spalding Elementary School	<i>Commendable*</i>

Source: Iowa School Report Card.
<http://reports.educateiowa.gov/schoolreportcard>.

*New school with combined student population from Joy & Longfellow; both SINA schools.

District No	District Name	Math Designation	Year	Reading Designation	Year
6039	Sioux City Community School District	DINA	9	DINA	9

Source: Schools/Districts in Need of Assistance Status: Sioux City Comm. School District. Iowa Department of Education. <http://reports.educateiowa.gov/Home/reportWrapper>

- 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: Sioux City Community School District in collaboration with a local community based organization, Siouxland Human Investment Partnership, is jointly submitting this application with SHIP as prime. (Documentation is provided in attached signed letter)

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1. Beyond the Bell Proposal Abstract

The Sioux City Community School District and the Siouxland Human Investment Partnership have collaborated to provide Beyond the Bell (BTB) to two schools determined by community input to be in need of services based on a community-wide needs assessment from stakeholders. Student, parent, family, school and community needs were assessed and results demonstrated need for before, after, and summer programs at two Sioux City public elementary schools: Hunt A+ Elementary and Spalding Park Environmental Sciences (ES) Elementary. Both schools have substantial poverty among their families in excess of 84.1% at Hunt A+ Elementary and 73.9% at Spalding Park ES Elementary. In addition to the high percentages in poverty, Hunt A+ Elementary is designated by the state as *needs improvement* and Spalding Park Environmental Sciences (ES) Elementary BTB is a new school combining students from Joy (SINA in Math and Reading, 2013) and Longfellow (Delay in Math, SINA in Reading, 2013), two schools which were on the Iowa SINA list; the Sioux City Community School District is also designated a District in Need of Assistance. Support in our proposed service to 222 children, 152 children for 180 days during the school year and for 70 children for 40 days in the summer, is requested.

Student Needs Assessment: High levels of poverty among our children means that they face serious challenges to educational success. Some lack academic assistance at home or lack transportation that would enable them to attend school more regularly and receive help after school. Reading and math levels at these schools are well below the state average. Over the past two school years, Hunt A+ reached an average combined proficiency level of 54.1%. Spalding Park ES (a new larger school with students from Joy and Longfellow schools, two SINA schools) recently reached 72.1% (2014) to meet proficiency standards for the first time even though their scores were lower than the state average. Both Hunt A+ and Spalding Park ES have gaps in academic proficiency by ethnicity. Hispanic/Latino students are currently performing substantially below their white peers in both math and reading. From a review of Comprehensive School Improvement Plan (CSIP) goals, children and families at the proposed schools (sites) have the following needs that are well beyond their ability to pay for:

1. Support for the families' basic needs, English literacy, and school engagement;
2. Activities that enable academic achievement, e.g., social skills and healthy snacks (nutrition);
3. Academic assistance in reading and STEM, especially for less advantaged students;
4. A safe, consistent, structured, supportive, and stimulating environment after school; and
5. Educational enrichment activities that families need and desire but are unable to provide.

Project: Beyond the Bell proposes to offer out-of-school programming that will provide a safe and stimulating environment, academic support, educational enrichment, and family literacy activities to improve academic performance in the core areas of reading, math, and STEM. BTB offers quality center based programming for 2 hours before school begins and 4 hours after school is dismissed during the school year. BTB center-based programming gives children a wide variety of educational enrichment activities and each day students choose among five standard centers: Science/STEM, Literacy, Homework Help, Arts, and Manipulatives. Hunt A+ and Spalding Park ES are innovative schools that have developed specialties to engage students and focus curricula on the Arts (Hunt) and Environmental Sciences (Spalding). The BTB programs at these sites will emphasize each school's focus in each of the five centers and throughout the entire program. These activities will help students develop a variety of life skills, academic proficiency, character development, and positive peer relationships. To increase academic achievement, BTB's academic coordinator will assign certified teachers to oversee academic instruction (tutoring in core areas, small group instruction, and homework help) which will be implemented by BTB staff. Academic instruction will align with daytime classroom instruction through consistent materials and regular communication and input from district administrators, based on CSIP goals, and school day staff. BTB will help children improve social competence through the same Positive Behavioral Interventions and Supports curriculum that the district uses during the day. BTB staff will promote a positive, professional, and respectful environment in each and every program.

To improve health and physical well-being, BTB will provide daily physical activity and a nutritional snack during the school year. During summer programs, BTB provides breakfast, lunch, and an afternoon snack that meets the USDA guidelines for healthy snacks. BTB students participate in a wide variety of physical activities that combine learning and exercise and helps to develop teamwork skills.

Research Base: BTB's program goals are to provide a safe environment that will:

Goal 1: Increase academic achievement.

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

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

BTB has more than a decade of experience in programming and working with the community and specifically the local school system. Evaluations have shown how the program complements and enhances the academic performance, achievement and positive youth development of students.

Throughout its experience, BTB has used current research on afterschool programming and results in order to design, improve, and enhance programming and operations.

Management and Sustainability Plan: BTB recruits, hires, and trains highly-qualified staff, provides them with appropriate professional development, and retains them to increase engagement with BTB students and enhance healthy and socially competent behavior. Each school has an onsite manager who oversees daily operations and those who directly serve students (teachers, youth workers, bus drivers, volunteers). In positioning BTB for sustainability, volunteers provide enrichment activities and family engagement and at least one BTB staff member is bilingual at each site. Partners and stakeholders are part of the BTB Advisory Committee (AC), which will meet quarterly to review program policies, identify and resolve challenges, and monitor program success. BTB's experienced independent evaluator will provide reports on the school year and summer programs and provide analysis and insight from current evidence to assist the AC in promoting high-quality programming. The AC advocates for BTB, promoting collaborations, forging new alliances, and seeking funding sources to ensure a broad support base and long-term sustainability for programs after grant funds run out.

Communication Plan: BTB provides brochures in at least two languages to communicate with non-English speaking parents. BTB's long-standing partnership with the school district and record of effectiveness means that schools are able to regularly refer children with academic and hardship needs and families will accept services because BTB staff also have regular community contact.

Partnerships: The partnership of SCCSD and SHIP collaborating with Big Brothers Big Sisters (mentoring), Parks and Rec (environmental science), Food Bank of Siouxland (mobile pantry), Public Library (education activity) and many other community organizations (e.g., Sioux City PD, United Way, Youth for Christ, Briar Cliff, etc.) integrates BTB in the larger community of collaboration among private and public agencies working together to serve the Siouxland area.

Evaluation: The BTB programs at Hunt A+ Elementary and Spalding Park ES Elementary will use the web-based Cayen System Academic Plus Software, which was designed for 21st CCLC reporting requirements, and SCCSD data that are used, while protecting confidentiality, for analysis by the BTB highly experienced independent evaluators at the University of Iowa to complete reporting requirements and support the project through expert analysis.

Budget Narrative: The funding formula is based on the number of students multiplied by the number of days of programming multiplied by the cost of programming per student per day (according to the formula, BTB will add value by providing services to more children than the funding requested). The formula results in: School year: 152 students x 180 days x \$10.00 = \$273,600 per year
Summer Program: 70 students x 40 days x \$10.00= \$28,000 per year; only \$299,998 is requested.

Documentation of Competitive Priority: BTB requests competitive priority status because (1) this application proposes to serve students at a school designated "Needs Improvement" on the Iowa School Report Card (2) this application is a collaboration and joint submission by the Sioux City Community School District, which receives funds under Title I, and Siouxland Human Investment Partnership, a community-based organization.

2. Student Needs Assessment

<i>Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools</i>		
School	2015-16 Eligibility	Official 2015-16 Enrollment
Hunt A+ Elementary	84.1%	315
Spalding Park ES Elementary	73.9%	633
<i>Source: Iowa Dept. of Education, Bureau of Information and Analysis Service. "2015-2016 Iowa Public School K-12 Students Eligible for Free and Reduced-Price Lunch by School."</i>		

Currently, 84.1% of students at Hunt A+ and 73.9% of students at Spalding Park ES, are eligible for free and/or reduced price lunch. High levels of poverty mean families with students at these schools have high rates of homelessness and transportation access issues, making school attendance a problem. BTB assessed the needs of families at Hunt A+ and Spalding Park ES and survey results showed great need for programming at the two schools. Both principals say they frequently see children with inadequate seasonal clothing (flip flops in winter, no coat) and clothes that are not clean. Many parents work at low-wage jobs, sometimes more than one and/or extended shifts, creating concerns about safety and adequate supervision. Many students at these schools do not have a family doctor or dentist and do not have access to quality health care. Poverty also means that families lack the resources to help their children access technology, educational enrichment (libraries, museums, etc.), or even pencils, paper, and rulers. Parents find it a hardship to get away from work for conferences or school functions, which some could interpret as school is not important. Children are sometimes hungry and the principals say the children may only have access to substantial meals during the week are at school. As noted by Hunt's principal, physical needs must be met before academic needs can be addressed.

<i>Student Achievement</i> School	2015-16 School in Need of Assistance (SINA) Status	Noteworthy Student Achievement Data
Hunt A+ Elementary	Math, Reading, and Overall: SINA - 3	The IA DE lists the SCCSD as DINA-9 for reading, math, & overall (2015-16 Iowa DINA List).
Spalding Park ES Elementary	Math, Reading, and Overall: MET	
<i>SINA Source: Iowa Department of Education. "2015-2016 Iowa SINA List."</i>		

As a new school, Spalding Park does not have trend data (only two state data points are available). Joy and Longfellow schools, which merged to form Spalding Park, were both designated as SINA schools, suggesting students at this school have high needs. Spalding Park ES falls into a dangerous gap. A school with high rates of poverty and homelessness that, based on the limited data currently available, appears to be teetering on the edge of success. A similar BTB school did not receive 21st CCLC funding in 2015-16 and the community saw a dramatic decrease in regular attendees of the program. That site had 132 students that were considered regular attendees, with an average daily attendance of 91 until last year when the number of regular attendees dropped to 89, and the average daily attendance dropped to 50. Spalding Park ES Elementary would likely experience a similar fate if it were not funded by 21st CCLC. BTB would be able to sustain the program, but without this funding it would fall far short of serving the number of children with high need. Our economy places many of the families at Spalding Park ES Elementary in the category of "working low income." Families indicate that they are making too much money to qualify for assistance such as DHS child care, housing, etc. However, they do not make enough money to pay all of their living expenses without strain. Thus creating a vicious cycle of poverty. If one does not have a safe place for their child to be while they work, they cannot work. If they cannot work, they cannot pay living expenses. This funding is imperative to keep families at Spalding Park ES afloat and protected from some of the negative affects of poverty.

Hunt A+ serves 43.2% of its children with English Language Learner (ELL) programing, and Spalding Park ES serves 12.2% with ELL programing, compared to the state average of 5.7%. Students at both schools struggle with core subjects. Both principals say that most students are not fluent readers and lack

foundational skills such as rhyming and decoding. In 2015, Hunt A+ and Spalding Park ES had proficiency levels of 54.1% and 72.1%, respectively, compared to the state average of 79.3%. In 2015, minority students at Hunt A+ had proficiency levels 4.9% lower than white students at Hunt A+ and 29.9% lower than white students statewide. Minority students at Spalding Park ES had proficiency levels 9.1% lower than white students at Spalding Park ES and 16.7% lower than white students statewide. Children at these schools have high academic, economic, and safety needs, and both schools show major achievement gaps.

Reading	Hunt A+			Spalding Park			SC District			State of Iowa		
Grades	3	4	5	3	4	5	3	4	5	3	4	5
ALL	56.5	50.0	48.7	72.5	72.4	77.9	67.2	65.4	71.2	76.9	75.6	76.9
Afr. Am.	NA	NA	NA	NA	NA	NA	56.5	51.1	50.0	50.2	50.3	52.5
Nat. Am.	NA	NA	NA	NA	NA	NA	52.0	56.5	66.7	66.0	66.3	66.0
Asian	NA	NA	NA	NA	NA	NA	65.5	60.0	77.8	79.4	75.8	81.1
White	90.9	NA	NA	72.9	77.9	77.9	77.8	70.5	81.5	81.2	80.1	80.9
Hispanic	40.9	52.6	35.3	71.4	40.0	40.0	52.3	60.6	55.3	61.9	57.5	59.9
Male	52.6	50.0	44.0	76.9	68.6	68.5	66.0	64.3	68.1	74.2	73.6	74.0
Female	59.2	50.0	58.3	68.3	78.8	78.9	68.5	66.6	74.6	79.7	77.7	80.0
Disability	NA	NA	NA	25.0	35.7	35.7	31.3	28.7	38.7	37.8	35.6	35.0
ELL	25.0	31.3	25.0	NA	NA	NA	37.4	49.1	36.3	49.8	44.8	41.5
F/R lunch	56.4	44.8	61.9	69.6	71.9	71.9	61.0	61.9	65.9	64.4	63.4	65.5

Math	Hunt A+			Spalding Park			SC District			State		
ALL	54.4	44.4	56.8	80.0	75.9	75.8	74.1	69.0	70.9	79.8	79.0	76.8
Afr. Am.	NA	NA	NA	NA	NA	NA	67.3	38.3	47.5	51.0	50.6	46.4
Nat. Am.	NA	NA	NA	NA	NA	NA	60.0	52.2	58.3	71.7	60.2	62.0
Asian	NA	NA	NA	NA	NA	NA	75.9	66.7	74.1	84.3	78.7	81.7
White	81.8	NA	NA	83.1	82.4	75.4	80.0	75.4	81.1	83.8	83.6	81.5
Hispanic	40.9	52.6	52.9	57.1	53.3	76.5	65.1	65.4	58.9	68.1	63.1	59.3
Male	47.4	50.0	60.0	84.6	74.1	80.6	75.6	72.8	74.9	80.8	80.4	77.8
Female	59.3	40.0	50.0	75.6	78.8	72.0	72.5	65.0	66.4	78.9	77.4	75.8
Disability	NA	NA	NA	50.0	71.4	53.9	48.9	50.0	39.4	49.5	44.9	36.2
ELL	33.3	25.0	50.0	NA	NA	NA	55.3	56.8	49.4	60.5	55.2	44.4
F/R lunch	56.4	41.4	57.1	78.6	73.4	77.4	69.6	64.6	64.1	68.7	66.7	64.0
Science	56.7	50.0	52.9	76.6	87.1	78.0	72.0	77.1	73.0			79.6

Source: Spalding Park Annual Report 2015-2016; Hunt Annual Report 2015-2016.

Principals provided a wealth of information about these schools, their students, and families when we talked with them. Hunt A+'s principal indicated that written communication from parents often has grammatical and spelling errors, and that some parents do not spell their own child's name the same on records. The table below further highlights the need for family literacy in Sioux City. Residents of Sioux City tend to have less English proficiency, less education, there are fewer married couple families, lower incomes and higher poverty compared to Iowa averages.

<i>Family Needs</i>	Sioux City	Iowa
Speak only English, age 5+*	82.1%	92.6%
Students less than proficient in English in 2014-15**	19.4%	5.7%
Educational attainment ages 25 and over – < high school	15.9%	8.3%
High school diploma or equivalent	35.5%	32.1%
Some college or associate degree	27.1%	32.8%
Bachelor's degree or higher	21.7%	26.9%

Educational attainment ages 18 to 24 – < high school	14.2%	10.9%
High school diploma or equivalent	37.7%	26.1%
Some college or associate degree	44.8%	53.1%
Bachelor’s degree or higher	3.3%	9.9%
Married couple families as a % of all households	40.2%	50.3%
Single householder, no spouse present, own children < 18	14.8%	8.4%
Income - Median household income	\$47,584	\$54,736
Median family income	\$55,435	\$69,382
Per capita income	\$23,742	\$28,628
Poverty in the past 12 months – all families	13.0%	7.7%
Families with related children under 18 years	22.0%	13.3%
Families with female householder, no spouse present	38.5%	28.2%
Female householder with related children under 18 years	46.7%	36.8%
Source: U.S. Census Bureau, 2015 ACS 1-year Estimates; * 2010-14 ACS 5-year Estimates; **IA Dept. of Education for Students less than proficient in English.		

BTB proposes to address the physical, economic and academic needs of students at these two elementary schools by providing a safe, enriching environment that provides nutritious daily snacks and meals, excellent academic support, and linkages for families to necessary community resources. The following pages provide a detailed summary of how the proposed program will address student and family needs.

3. Project. BTB will provide a safe, stimulating and engaging environment that responds to the needs of each family and school as well as the community needs. Mentoring and advocacy will also be emphasized to engage and support children with high academic and/or economic needs. BTB will operate for two hours immediately before school and for two and a half to three and a half hours after school every day school is in session. The BTB after school program at Spalding Park Environmental Sciences Elementary will operate from 3:30-6:00pm daily and Hunt A+ Elementary program will operate from 3:30-7:00pm daily to accommodate families we know (from needs assessment, principal interviews and our own experience) are working and tell us they need more time for them to pick up their children. The district dismisses students one hour early on Mondays for teacher professional development and BTB operates an additional hour on those days. During the school year, children will have 25 minutes of recreation to begin each day, including skill games emphasizing group interaction, team building, respect, and cooperative effort. Next, BTB will serve a healthy snack provided by the district through the USDA National School Lunch Program, and then children will participate in a variety of academic and enrichment activities. BTB's summer program will run from 6:30 am to 6:00 pm with academic time daily from 8:30-11:30 am focusing on literacy and math skills at no more than a 1:15 teacher-student ratio.

BTB will work closely with the school district to address student needs in three areas: academic assistance, enrichment services, and family literacy. The front-line Youth Workers, who will supervise children at a 1:15 ratio, will also lead enrichment activities, advocate for children, serve as role models, and assist teachers. To improve physical well-being, BTB will provide nutrition education and healthy snacks during the school year, and healthy lunches and snacks in the summer. To address the issue of food insecurity that stakeholders have identified Hunt A+, BTB will partner with the local food bank to have a mobile pantry at this site twice a month. BTB's long-standing partnership with the school district and record of effectiveness means that schools will refer children with academic and/or economic needs to the program, particularly children who lack a safe environment after school. BTB will give enrollment priority to the children the schools refer. BTB proposes to get families directly involved by hosting monthly educational dinners. For example, families may learn how to prepare a healthy meal together or participate in a question-answer session with local law enforcement.

Academic Services. To increase academic achievement, BTB's academic coordinator will assign certified teachers to mentor and oversee instruction in reading, math, and STEM by small group instruction and/or homework help. The certified teacher will coordinate with BTB staff to help implement instruction. BTB will align programming with school day instruction through at least annual input from district administrators, based on CSIP goals, and weekly communication with school staff. BTB teachers will coordinate regularly with daytime teachers and keep parents informed about their children's academic progress.

Enrichment Services. BTB participants will have access to a wide variety of educational enrichment and youth development activities through BTB's center based program. Hunt A+ and Spalding Park ES are specialty schools and focus curricula on the Arts (Hunt) and Environmental Sciences (Spalding). The BTB programs at these sites will emphasize each school's focus in each of the five daily centers and throughout the entire program. BTB and partners will rotate month-long centers among sites, including Cooking, Science, Building, Music, Business, Theater, and Service Learning. The rotating centers will offer children field trips and more in-depth experiences than the standard centers do. BTB will also be able to extend learning in each specialty area by having students attend field trips or have speakers come to the site that they might not have time for during school hours. For example, at Spalding Park ES and Hunt A+ we have coordinated with Parks and Rec to have a BTB school garden with a master gardener. The BTB students can grow their own fruits and vegetables and learn how to use them in recipes. Children at each site will specify enrichment activities they want, informally and through an annual survey.

1. *Science/STEM:* Activities will include working with microscopes with premade slides such as insects and seeds and blank slides for children to fill. For specific curricula per school Spalding Park ES will be planting trees and growing plants. Hunt A+ will use movement and dance to model concepts that can't easily be seen.
2. *Literacy:* Will include a "cozy area" with rugs and beanbag chairs, books at appropriate reading levels, Kindles, iPads, puppets, and staff reading to children and listening to them read. Reading choices will directly support each school's mission. For example, at Hunt A+, BTB will provide books relating to the arts (dance, drama, music, and visual art), while the program at Spalding Park ES, will provide literacy materials relevant to environmental science. BTB will create a reading incentive program at each site for the minutes read by each student.
3. *Homework:* All children will use this center daily, receiving homework help if they have homework; if not, they may use dry erase boards, flash cards, math games, and iPad apps.
4. *Arts:* Children will use sketch books, drawing pencils and markers, how-to-draw books, and craft materials such as glitter, glue, pompoms, canvases, and paints.
5. *Manipulatives:* Fine motor: Iron beads using fingers and tweezers, Legos, lacing beads. Gross motor: organized games like silent speedball, Xbox and Wii exercise and dance.

BTB and partners also plan to rotate month-long educational intensives in the following subjects:

1. *Cooking:* Hy-Vee is partnering with BTB to have a chef come and teach students how to read a recipe and cook a meal. BTB students will be able to attend field trips to different green houses and local restaurants.
2. *Science:* Sioux City Parks and Rec (SCP&R) will help each site set up their own garden with a master gardener. Spalding Park ES will plant trees throughout the community as an extension of their environmental science curriculum and participate in field trips coordinated by SCP&R.
3. *Building:* Bird houses with materials donated by Lowe's and a field trip to Lowe's, building bridges with toothpicks and gumdrops and learning how much weight the bridge will hold.
4. *Music:* BTB will support the school band programs by encouraging children to practice their instruments during the program, creating one less thing for parents to do at home. Field trips to the Sioux City Conservatory of Music and the Sioux City Community Theater.
5. *Business:* Will be led by students from Briar Cliff University's Roth Center for Entrepreneurship, children will learn how to form a business plan, get a "loan" from BTB, and make and market their product. The products they choose will relate to their schools specialty.
6. *Theater:* Readers Theater units, puppets, dance, a field trip to the Sioux City Community Theater (SCCT) and children will put on a play with help from SCCT volunteers.

As a part of the BTB approach, a Service Learning Challenge (SLC) will allow children to plan and implement a wide range of projects partnering with community groups. Children will assess community need, plan as a group, develop a budget and timeline, and reflect in journals. When completed, children will present their projects to community members, school staff, and parents.

During summer, afternoon activities focus on educational field trips and community partner programs. BTB students will be able to attend field trips that they might not be able to experience without BTB. Field trips will include a local dairy farm, Sioux City Art Museum, Mid America Museum, Ponca State Park, swimming at the local community pools, and many more.

The *Family Literacy Coordinator* (FLC) will be the point person for each family that identifies a need or hardship. The FLC collaborates with community agencies to increase families' awareness of local resources, such as the Community Action Agency of Siouxland for help with food, housing, and early childhood education. The FLC will work in a different capacity at each site as the needs are different at each school. BTB partners with the local community college, Western Iowa Tech, to help enroll parents in a high school equivalency program, and the Mary Treglia Community House (MTCH) which offers ESL classes and a GED program taught in Spanish. At partner sites, including MTCH and the community college, family members can attend general skill development sessions, such as basic

computer and parenting skills. BTB also partners with The Parenting Way which holds parenting classes and these will be held at both sites.

In collaboration with the local Food Pantry the FLC will have a mobile food pantry at Hunt A+ twice a month. The FLC will also hold family literacy events that will include books and games to share at home to help continue academic and relationship skills at home. Extreme poverty at the sites, lack of literacy, and low Sioux City educational attainment provide evidence of need for family literacy services. At partner sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children. During summer program the FLC will implement a backpack drive for families in need of assistance buying school supplies for the upcoming school year.

These BTB sites will be in public school buildings that comply with Special Education and ADA regulations. SCCSD school buses will transport students between their homes and the program, addressing documented transportation challenges. At least one BTB staff member will be bilingual at each site. The program aims to primarily assist students with academic deficiencies and/or economic hardship, but BTB will not deny access to any student. All BTB programming will be free of discrimination and provide equal opportunities for all participants.

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

Goal 1: Increase academic achievement as described in the following objectives.

Objective 1a: In annual surveys, daytime teachers report that at least half the BTB participants who needed to improve academically did improve academically.

Objective 1b: BTB participants' literacy and math achievements increase over the year and summer as measured by BTB and the LEA, including quarterly achievement related to standards. Participants gain more than non-participants in district-reported literacy and math achievements. Participants in low-achieving subgroups gain more than non-participants in those subgroups.

Objective 1c: For BTB participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year.

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

Objective 2a: The Family Literacy Coordinator (FLC) serves at least 5 families at each site.

Objective 2b: In annual surveys, school day teachers report that at least half the BTB participants increased their communication with the school.

Objective 2c: 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: BTB participants have greater average school attendance and fewer tardies and discipline referrals than non-participants.

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

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 will use research-based reading, math, and character education curricula, as described in the *Research Base* section, that align with District standards. BTB program staff and volunteers are trained in these research-based curricula and that they communicate regularly with teachers and families. BTB supports academic achievement by planning activities, both academic and enrichment, that children enjoy. This encourages children to attend the program regularly and enables them to get the academic support they need. BTB has over a decade of program experience and evaluations has shown enhanced academic performance and positive youth development. In 2015-2016, BTB served 2,429 children at 16 SCCSD elementary schools, three SCCSD middle schools and at one K-8 Catholic school. BTB's reach was about one in four children in these schools. Program evaluations regularly show that BTB participation benefits children, academically and socially, and that participants say they "learned a lot" and the program is "fun."

4. Research Base. BTB is dedicated to keeping up with current afterschool and curricula research in order to design, modify, improve, and enhance programming and use this research to plan, implement, and guide operations. Alignment of national reading panel and BTB is shown below:

National Reading Panel findings*:	Beyond the Bell practices:
Teaching children to manipulate phonemes in words was highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels and that teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to PA (2000:7).	BTB uses the research-based “Literacy Wings” (LW) and “Intervention by Design” (IBD) curricula for struggling students. Both teach phonemic awareness, fluency, vocabulary and comprehension. Northwest AEA calls LW an “effective intervention for reading” (http://www.nwaea.k12.ia.us/) and a 2005 LW field study showed that “the average student improved 18 text levels over the course of the school year” (http://www.pioneervalleybooks.com/research/pilot). IBD “provides comprehensive instruction in all five” of the National Reading Panel’s pillars (http://www.hmhededucation.com/ibd/resources-2.php). BTB supplements these curricula with state and local benchmarks for instructional practices.
Systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and for children having difficulty learning to read (2000:9).	
Guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels (2000:12).	
Vocabulary should be taught both directly and indirectly. Repetition and multiple exposures to vocabulary items are important. Learning in rich contexts, incidental learning, and use of computer technology all enhance the acquisition of vocabulary (2000:14).	
Teaching a combination of reading comprehension techniques is the most effective (2000:15).	
*Source: National Reading Panel. 2000. “Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction and Five Components of Reading Instruction. Retrieved at: https://www.nichd.nih.gov/publications/pubs/nrp/Pages/findings.aspx on 12/13/2016.	

BTB uses Go Math! which contains: “effective approaches to mathematics instruction, data-driven instruction, instruction that meets the needs of all learners” (Houghton Mifflin Harcourt 2013:1). “Classrooms in which students write about and discuss their mathematical thinking and reasoning foster increased learning and critical thinking” (2013:20). Making “inter-disciplinary connections can increase students’ achievement” (2013:24). Use of “formative assessments minimizes achievement gaps while raising overall achievement” (2013:35). BTB operates with the evidence based practice called Positive Behavioral Interventions and Supports (PBIS) as does the SC School District. SAMHSA’s National Registry of Evidence-based Programs and Practices reports PBIS “is a multi-component, multi-tiered, comprehensive approach to schoolwide improvement” and rates PBIS at 4.0 on a 1-4 scale for implementation materials, training/support resources, quality assurance and overall with no weaknesses identified by reviewers. A randomized control trial study found PBIS to have high fidelity of implementation, result in reduced in office referrals and suspensions, and improved academic performance (Vincent, Sprague and Gau, NIH, University of Oregon, Oregon Research Institute, 2013, www.pbis.org; Skiba and Horner, personal communication 2012). The American Psychological Association (<http://www.apadivisions.org/>) reported that PBIS “improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time.”

5. Management and Sustainability Plan.

Training/retention. BTB provides orientation for new staff and volunteers providing content on general BTB policies, site specific information, research-based curricula and age/developmentally appropriate information. All staff complete mandatory trainings including CPR/First Aid, Universal Precautions, 12 hours of DHS essentials training, and other training specific to their jobs. BTB trains staff on Behavior Management and Character Education as well as PBIS and other evidence based practices. Trainings are a key element of the BTB management plan which builds staff commitment as well as knowledge of BTB internal policies, other policies, and will cover site specific information and best practices. Training is experiential in addition to content rich providing an opportunity to share experiences, successes, and concerns with each other, fostering a culture of open communication and continuous improvement. Additionally, BTB will arrange regular professional development sessions at each site focusing on evidence based curricula and practices and addressing emerging staff and volunteer needs. BTB uses many research and business source materials in the development of recruitment and retention strategies to hire high quality staff and volunteers, engaging staff through encouraging input at each step in our planning and implementation, and providing reflective supervision and opportunities for professional growth.

Leadership. The BTB Program Director will be responsible for all aspects of BTB. The Director of Elementary Programs will oversee day to day operations (e.g., curriculum, staffing, recruitment and enrollment). Each site will have an Onsite Coordinator who is in direct contact each day getting to know each school community closely and building strong relationships with school staff, administrators, students and families. They are familiar face that the school community knows and trusts they can go to with questions or concerns about the program or other family issues that may arise. The Director of Elementary Programs and Onsite Coordinator will meet regularly with BTB staff, volunteers, school staff and administrators at each site. Maintaining this level of communication and relationship positions BTB to be integral in programming and making sure that programming aligns with the public school curricula, and that BTB is responding appropriately to school needs throughout the year including summer. The Iowa-certified teachers hired by BTB at each site will also serve as a valuable bridge between school day and BTB curricula due to their deep knowledge and understanding of district standards and site specific practices. The Director of Elementary Programs will regularly conduct site visits to provide feedback to the Onsite Coordinator and BTB staff and volunteers at each site. BTB senior staff will report on a quarterly basis to the BTB AC for feedback and continuous quality improvement.

Position descriptions.

BTB will recruit, hire, and train highly-qualified staff in order to achieve BTB outcomes for students' healthy and socially competent behavior. The BTB Program Director prepares a staffing plan for each site to identify the staff needed for appropriate staff-student ratios. BTB uses existing job descriptions and standard SHIP hiring procedures to hire highly qualified applicants. Brief descriptions of positions and duties are provided below:

Onsite Coordinator oversees each proposed site.

Ensure adequate staffing to meet staff-to-student ratios, oversee site budgets, purchase supplies, supervise site Youth Workers, and work with site staff to plan and schedule site activities and monitor students' and program progress toward goals.

- Convene regular staff meetings, assess site staff, and schedule staff development.
- Record daily attendance and activities at each site;
- Act 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;
- Provide support for all BTB activities at assigned sites and participate in conferences; and
- Recruit, vet, train, engage, maintain, and supervise site volunteers.

- *Qualifications:* Bachelor's degree preferred in a discipline related to BTB programming; ability to work within established budgets, meet deadlines, and communicate effectively; experience working with school children; pass a background check; bilingual skills preferred.
- *Recruitment:* Through the LEA, and local media advertising; seek recommendations from current school and BTB staff.

Family Literacy Coordinator:

- Maintains current information about community resources where families can fulfill their food, housing, clothing, education, training, literacy, and parenting education needs;
- Meets personally with families to analyze parents' needs through a family assessment;
- Connects families with existing community resources and those developed for this program;
- Coordinates other opportunities for families, such as field trips; and
- Communicates with families at least monthly to identify any additional needs, connect them with more resources, if needed, and assess their satisfaction with current services and progress.
- *Qualifications:* Bachelor's degree in social work or counseling; social work licensure and a master's degree preferred. Knowledge of community resources or willingness to gain and maintain that knowledge. Bilingual preferred. Excellent communication skills.
- *Recruitment:* Through local post-secondary social work programs, area service agencies, and the same sources as for Onsite Coordinator recruitment.

Iowa-certified teachers tutor children and mentor BTB staff four hours per week at no more than a 1:15 teacher/student ratio, confer weekly with school staff about students' academic progress, and report children's academic progress to parents quarterly.

- *Qualifications:* Iowa teaching certification and teaching experience; prefer bilingual skills and teaching 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 supervise children at a no more than a 1:15 ratio whenever the children are not working with teachers.

Assist the SCs with planning site activities; implement site enrichment activities.

- Communicate regularly and effectively with children and their families.
- *Qualifications:* Pass all Iowa DHS licensing requirements. YWs need first-hand experience with youth, as workers, siblings, or volunteers. They must be able and willing to advocate for students, 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.
- 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 mentor students individually, including reading to them and listening to them read, and lead enrichment activities, e.g., music, dance, gardening, sewing, and drama.

- *Recruit* at local colleges for students who need to complete practicum requirements. Recruit BTB parents and qualified senior volunteers, including grandparents, retired teachers, and others from retirement, faith-based, community service, veterans', and senior organizations.
- *Requirements:* Pass a criminal background check; be interested in and have experience working with school-age children. At least some college and bilingual skills preferred.

Transportation and access. Partnering with Sioux City Schools, the two sites will be located in public school buildings that meet code for school programming and are comply with all Special Education and ADA rules and regulations. These facilities are safe and accessible to students and their families, including those with disabilities. We also pay attention to cultural and linguistic access through bilingual staff and translated materials to make sure that students and families who are English language learners feel welcome and that they are able to communicate easily. SCCSD school buses will transport students who live at least two miles from their schools between the program and their homes. BTB staffs buses

with Youth Workers or Aides to ensure proper supervision. BTB will assist families in making transportation arrangements and will ensure that only those that families have designated may pick up students after the programs. Families will be responsible for arranging transportation when they elect for their children to attend programs at sites other than their daytime schools or when students live less than two miles from their site. While BTB seeks to serve students with academic deficiencies, we work to be sure that all BTB programs are free from discrimination and all have equal opportunity.

Stakeholder advisory group. The BTB Advisory Committee (AC) consists of a minimum of ten partners, stakeholders (including district administrators, teachers, parents, and volunteers), and supporters (including community-based organizations and businesses) who provide vision, goal setting, strong management and ties to the community. The AC meets quarterly to establish and review the program including policies, challenges and monitoring of program success. Members promote high quality 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 expand support and develop long-term sustainability.

SUSTAINABILITY PLAN TEMPLATE

ORIGINAL SUSTAINABILITY PLAN (From your application) Boxes will adjust as you put text inside

As a Cohort I (2003-08) program, BTB worked with 21st CCLC through a year-long training and technical assistance initiative to develop a local sustainability plan in 2007. Since then, partner organizations, businesses, and grants have contributed funds and in-kind resources to sustain BTB. Sustainability sources have included the Sioux City Community School District, United Way (which supports the program by allowing designated donations to BTB) and of course foundational funding by the 21st CCLC grants. More than 50 local businesses and organizations 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. The District supports BTB and provides snacks and summer lunches through the District funds. BTB receives Iowa Quality Rating System allocations based on current site ratings and Iowa Department of Human Services childcare funds, because all BTB sites hold state Childcare Center licenses. BTB collaborates with principals to use school facilities and resources effectively. BTB uses other public funding streams to acquire resources for families and refers families to such public resources as:

- Western Iowa Tech Community College for Adult Basic Education and GED classes;
- Center for Siouxland- VITA volunteer income tax assistance- income tax prep for low income families.
- Salvation Army- food assistance/pantry/clothes and other items
- Goodwill- pantry/ clothing/ furniture
- Women Aware support services for women and children
- Iowa Workforce Development for help with basic skills, job seeking, and job placement;
- The Community Action Agency of Siouxland for money management, housing and energy assistance and financial assistance.
- Mary Treglia for ESL classes
- Big Brothers Big Sisters for a mentoring program

Each year, the diverse BTB AC works to monitor program improvement, build new partnerships, and seek new funding sources. The Committee utilizes evaluative information to set goals for the program including, the number of new partnerships needed from different sectors of the community each year. To promote sustainability during years 4 and 5 of 21CCLC funding, BTB will obtain additional funding through new community partners, community donations through the United Way of Siouxland, additional grants and community fundraisers.

To promote sustainability, BTB serves youth with academic needs and economic hardships, coordinates 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, SHIP is committed to sustaining the program in many ways including support for finding funding opportunities and preparing applications. Because BTB produces reliable outcomes for academically disadvantaged children, all partners are committed to sustainability. (Please see the "Partnership" section). Finally, the Advisory Committee promotes community support for BTB and seeks new funding sources to ensure a broad support base, including exploration of local, regional, state, and national public and private sources.

6. Communication Plan. BTB will disseminate information about its program systemically. BTB staff will communicate regularly with students, school staff, and families. To ensure outreach activities are collaborative and messaging is consistent, staff will also communicate regularly with each other. BTB will keep staff and volunteers at its sites aware of program activities and up-to-date on professional development through weekly multi-site meetings. Program staff and volunteers will also meet together weekly to share concerns and strategies for addressing them. Extensive communication and outreach efforts will promote recruitment and retention of high quality staff and community partners, as well as high rates of student attendance and family involvement at these two sites.

BTB will conduct ongoing outreach to recruit new AC members and build community awareness of the program. BTB will regularly post and update information and evaluation reports on its website (<http://www.beyondthebell.us.com/>) where interested individuals are likely to look. BTB annual events like “Lights on Afterschool” and “Service Learning Challenge” presentations will highlight quality afterschool programming and attract community attention.

BTB has a history of receiving favorable media coverage which increases community awareness of the program. BTB is fortunate to have effective champions who will promote quality afterschool programming at every opportunity. Program champions include BTB and school staff, the SHIP Executive Director, the BTB AC, and the president of the United Way of Siouxland. Senior staff will also invite community partners and interested community members to consider appointing a representative to the AC. Dedicated AC members become BTB champions. When community agencies and businesses see how students enjoy and benefit from the experiences and resources they provide, they frequently volunteer for AC membership and become committed champions of the program. Our communication plan is founded on outreach, building and maintaining long standing relationships with the broader Siouxland community to support sustainability through our champions and relationships in the community.

BTB is committed to fostering a culture of open communication between program stakeholders. BTB has developed brochures about the program in two languages (English and Spanish) to ensure effective communication with non-English speaking parents. BTB will distribute brochures and flyers at Hunt A+ and Spalding Park ES for children to take home to their families. Staff will also attend school events, including kindergarten roundup and parent-teacher conferences to distribute flyers, answer questions engage families. BTB’s long-standing partnership with the school district and record of effectiveness means that teachers, administrators, and counselors will routinely refer identified academically needy children to the program. BTB staff will contact families any time schools refer children to the program. Both BTB sites will produce newsletters to send home to families during the school year and during the summer. These newsletters will be in English and Spanish and will be produced in paper and electronically. Newsletters will include program updates, success stories, upcoming events, community resources, and evaluative information. Since the program will operate every day, BTB staff will be able to make daily contact with children, school staff, and families. BTB uses formal surveys and informal discussions with parents, students, school staff, and community partners to engage regular input into BTB programming. BTB has learned from past experience that high quality programming “speaks for itself” and part of high quality programming is the relationships we develop. BTB is known for providing engaging and stimulating education that children say is “fun.” Kids may “say the darndest things,” but our children are themselves some of our program’s best ambassadors. Diverse formal and informal communication and feedback channels will contribute to increasing program success, growth, and continuous improvement at both of these sites.

7. Partnerships. BTB has long-term, meaningful partnerships that enhance programming and sustainability. In 1997, concerned community members formed a collaboration that became Siouxland Human Investment Partnership (SHIP) to provide a space for members of all major human service agencies to work together to solve problems. As a result, the Before and After School Partnership (BASP) was formed in fall 2000 to design and implement an afterschool and summer program, now known as Beyond the Bell. Twelve BASP agencies collaborated to develop BTB and make it available citywide: the Siouxland Y, the Sioux City Community School District, 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 these agencies and others now form the BTB Advisory Committee (AC), which meets regularly to monitor BTB progress. Please see the attached letters of commitment for clear statements of the role and capacity of each partner in this application.

SHIP acts as fiscal agent and employer of record for BTB staff. Woodbury County designated SHIP as the Decategorization and Empowerment (Early Childhood Iowa) Board in 1999. 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. The Iowa 21st CCLC “Best Practices Site Visit Reporting Completed by the Iowa Afterschool Alliance” (2011:4-5) says, “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.”

The **Sioux City Community School District (SCCSD)** supports BTB in several ways, including cooperative planning, funding for certified teachers, the provision of healthy snacks, professional development, and technical assistance. SCCSD provides facilities for BTB programs, and curriculum consultation from head teachers and the K-12 Curriculum Director to ensure that BTB activities align with SCCSD standards. The SCCSD also allocates time for principals and teachers to consult with BTB staff. School staff regularly refer children to BTB for academic assistance.

United Way of Siouxland provides funding for the Jumpstart program for children entering kindergarten and allows donors to designate their contributions for BTB.

Western Iowa Tech Community College contributes to the BTB Family Literacy programs.

Mid-America Council of the Boy Scouts of America sends scouts to BTB each week to lead meetings and activities with students.

New Partnerships

Sioux City Community Police Department (SCPD) will send officers from the Hunt A+ and Spalding Park ES districts to meet with students and staff at least monthly throughout the year. Uniformed officers may present to the students, or they may simply “hang out,” play games and interact with students. The purpose of these visits is to ensure that students become more comfortable with the local police officers, to foster a positive relationship between the students and SCPD, and to provide positive adult role models in leadership roles. BTB staff will also facilitate town hall-style forums at each school 1-2 times a year where families can participate in a question-answer session with Police Officers. Dinner will be provided at these events, allowing for informal community outreach that will foster positive relationships between families and Police Officers.

Big Brothers Big Sisters offers BTB students expanded opportunities to grow and learn. As one of the largest mentoring networks in the nation, it is committed to helping children learn and grow with the help of community volunteers. BTB families will be informed of the program and encouraged to

participate. Students that enroll in this program will be paired with a mentor and will spend time with their “bigs” during BTB program hours at the student’s school.

Parenting Way is a partnership with BTB that has agreed to provide curriculum and financial support for parenting classes.

Siouxland Youth For Christ works with higher grade level elementary students at Hunt A+ to incorporate their mission of outreach through planned activities and engagement by visiting BTB once each month and continuing their support by allowing students to attend their youth center located a few blocks from Hunt A+ school.

Food Bank of Siouxland will offer a mobile pantry at Hunt A+ Elementary twice a month.

Iowa State Extension 4-H will assist in supporting positive youth development activities including, environmental learning activities (Spalding Park ES), Communication and the Arts, STEM and Citizenship and Leadership activities.

Agriculture in the Classroom Melissa Nelson will provide lessons focused agriculture in Iowa and the origin of different types of food.

Sioux City Parks and Rec (SCP&R) will offer experiences for students at Spalding Park ES that will delve into the environmental sciences. Students will take field trips to visit Prairie Park 2-3 times a year and will be able to utilize Spalding Park itself – a city park located just a few feet from the school. SCP&R is building basketball courts, walking trails and other amenities for students to enjoy. Students will participate in Arber Day planting activities, as well as community cleanups related to Earth Day. SCP&R will lead tours of local cemeteries for students to learn about historic burial sites, celebrate military history and National Women’s Month, and partake in a Civil War re-dedication. Students at both sites will also have the opportunity to participate in gardening and harvesting under the direction of SCP&R staff. Additionally, BTB will work with SCP&R to offer swimming at local pools during the summer, and may partner with SCP&R’s own summer program to provide even more experiences. BTB has invited all of its partners to provide representatives for the BTB AC. BTB engages partners by keeping them informed about programming and evaluation results. The AC intends to continue engaging partners meaningfully over the lifetime of the grant and of the program, maintaining current partnerships and recruiting new partners from city government, faith-based and community service organizations, music and drama groups, and others.

Sioux City Public Library will offer enrichment through story to support children in finding pleasure in reading. Activities will include interactive literacy games and stories, an on-site book club, and showing students how to sign up for a library card and check out books.

BTB collaborates with more than 50 other CBOs to provide programming for BTB participants, such as field trips to places including:

- The Morningside College Performing Arts Department invites BTB children to attend its Betty Ling Tsang Fine Arts Series for quality music and theatre performances;
- Southern Hills Carmike Cinemas for movie admissions and snacks;
- The Wells Blue Bunny Visitors’ Center in Le Mars, 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 children explore the interactive displays and watch Lewis and Clark videos;
- The local Nature Center, where children hike into the wilderness and climb a hill to view three states (Iowa, Nebraska, and South Dakota).

Volunteers enhance BTB 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. Site staff recruit and support volunteers continuously.

8. Evaluation.

Evaluation will be conducted by an independent evaluation team with extensive experience in education, early childhood, and research and evaluation. BTB will receive evaluation services from The University of Iowa. The University of Iowa is also locally based at Briar Cliff University where the UI School of Social Work has a longstanding program. Brad Richardson has been conducting research and evaluation for more than 30 years and has been at UI since 1993. He will lead the evaluation which is designed to provide the Iowa Department of Education with evaluation results and reports as well as feedback to our project and AC on performance measures for continuous quality improvement purposes. Evaluation data are entered and available for evaluation purposes through the Cayen System Academic Plus Software. Cayen is designed for input and analysis of all BTB data necessary for 21st CCLC reporting requirements (e.g., attendance, program activities, program goals and objectives, and assessment results). An agreement with the Sioux City Community School District (SCCSD) provides BTB with student-level data annually in July. The measures provided by the SCCSD include:

- Academic measures: Iowa Assessments scores and quarterly district-assessed achievement scores related to standards (report card equivalent).
- Student level demographics, including school, school transfers, grade, gender, race/ethnicity, IEP, lunch status, ELL status.
- Student level attendance by quarter, including excused and unexcused absences, tardies, and suspensions.
- Student level data on discipline referrals.
- Results of annual parent surveys about school climate, available on each school's website. To comply with FERPA, identifiable protected individual information is not included in any data transfer.
- Measures reported by BTB include:
 - Teacher assessment of literacy and math at the beginning and end of the summer sessions.
 - Demographics, including school, grade, gender, race, and ELL and lunch status.
 - Daily program and family literacy attendance.
 - Qualitative reports related to discipline issues.
 - Parent, student, and teacher annual surveys.

Program implementation data are also collected qualitatively which allows for the inclusion of contextual factors such as operational or staffing changes and observations and interviews with staff, teachers, parents, and students. BTB staff enter information in the Cayen system to maintain confidential records of student "success stories." The evaluation uses all data to report annually on how the program is meeting its objectives as stated in the application.

Contact information: Brad Richardson, brad-richardson@uiowa.edu, 319-335-4924, 515-235-4005 or 515-771-3589.

Methods and Analysis

To test for effective programming, the analysis will use standard significance testing (e.g., t-tests) to compare academic outcomes for children in BTB, the SLC, and whose parents did and did not participate in Family Literacy events. The evaluation will use correlations and multiple regression to determine factors significantly related to academic outcomes. Special attention in the analysis will be paid to school attendance and referrals for discipline. BTB uses evaluation results to refine, improve, and strengthen the program and build community support as described in the sections above. When the SCCSD provides annual official school data, the evaluation provides a report of the school and BTB data to the AC. When the BTB summer program concludes, the evaluation provides summer reports to the AC. The AC begins using results immediately to identify and resolve challenges and recognize positive results. The AC reviews the annual reports and confirms that the reports contain all required

information in a form and language that is easily understood. Once the AC provides these confirmations, BTB provides a summary of the results to BTB and school staff and parents. BTB and partners post the reports, in brief and in full, on their websites and begins using the results to build further community support. The table below shows the objectives and goals along with the corresponding data for analysis.

Data Analysis to Measure Program Objectives and Effectiveness	
Objectives and Goals	Data Analysis
In annual surveys, daytime teachers report that at least half the BTB participants who needed to improve academically did improve academically.	Teacher survey: identify those teachers said need to improve; calculate the percentage teachers said did improve.
Participants' literacy & math achievements increase over the year & summer as measured by BTB & the LEA. Participants gain more than non-participants in district-reported literacy & math achievements. Participants in low-achieving sub-groups gain more than non-participants in those subgroups.	Calculate distribution of literacy/math scores at the beginning and end of the year for all. Compare pre and post scores for summer. Compare participants and non-participants. Determine recommendations for low-achieving subgroups.
For BTB participants with two years of Iowa Assessment scores, at least one-fourth will increase their proficiency category by the second year.	Calculate the % who increase their proficiency category; compare with non-participants if data available.
Goal 1: Increase students' academic achievement. BTB achieves this goal if evaluations report positive outcomes for the three objectives listed above.	
At least 20 families at each site attend Family Literacy events.	Report the # of families attending and the #s of events they attend.
In annual surveys, parents say their communication with the school increased.	Report the # and % of parents who say their communication increased.
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 three objectives listed above.	
Participants have > average school attendance, and < tardies/discipline referrals than non-participants.	Compare participants and non-participants by quarter and over the school year.
At least 20 at each site participate in the annual Service Learning Challenge (SLC).	Report the #s and %s of children who participate in the SLC.
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 three objectives listed above.	

9. Budget Narrative.

Personnel. Staff support is requested for salaries and fringe for dedicated staff in two sites. At Hunt A+, staff support is requested for two (2) hours before school each day, and four (4) hours after school each day, plus one (1) additional hour on Mondays for 5 youth workers before school and 4 youth workers after school at \$11 per hour. The SCCSD provides three (3) teachers for 300 hours of service which reduces the request for support to one additional teacher at 100 hours at \$25 per hour. Support is requested for one family literacy coordinator at \$16.83 for 5% FTE (based on 2080 annual hours). An onsite coordinator at 8 hours for 260 work days at \$15 per hour for the school year and summer staffing is requested, along with 100 hours of certified teacher time at \$25, and two summer youth workers at \$10 per hour for 6 hours per day for 30 days and 8 hours per day for 10 days. Total salaries requested for this site is \$98,964.

Fringe benefits are calculated based on position. Benefits for youth workers care at 24% and include 7.65% for FICA, 1.96% for worker's compensation, standard approved employer of record charges of 4%, and 10.39% for a combination of life, long-term disability, liability, health, and dental. Teachers receive 24% including 7.65% for FICA, 1.96% for worker's compensation, employer of record charges of 4%, and a cafeteria plan including IPERS at 8.93%. BTB site and family literacy coordinators fringe benefits include FICA at 7.65%, workers compensation at 1.96%, employer of record at 4%, and a cafeteria plan of life insurance, long-term disability, liability, health, dental and retirement totaling 44%. The total fringe benefits portion of the budget is \$30,342. The total personnel budget at Hunt A+, including fringe benefits and personnel salaries, is \$129,306.

Staff support for salaries and fringe for dedicated staff at Spalding Park is requested for two (2) hours before school each day, and three (3) hours after school each day, plus one (1) additional hour on Mondays for 5 youth workers before school and 4 youth workers after school at \$11 per hour. The SCCSD provides three (3) teachers for 300 hours which reduces the request for support to one teacher at Spalding for 100 hours at \$25 per hour. Support is requested for one family literacy coordinator at \$16.83 for 5% FTE (based on 2080 annual hours). An onsite coordinator at 8 hours for 260 work days at \$15 per hour for the school year and summer staffing is requested, along with two (2) teachers each totaling 105 hours at \$25, and two summer youth workers at \$10 per hour for 6 hours per day for 30 days and 8 hours per day for 10 days. Total salaries requested for Spalding Park ES is \$91,044.

Fringe benefits are calculated based on position. For youth workers 24% fringe benefits includes 7.65% for FICA, 1.96% for worker's compensation, 4% for employer of record and 10.39% for a combination of life, long-term disability, liability, health, and dental. Teachers receive 24% including 7.65% for FICA, 1.96% for worker's compensation, 4% employer of record charges and a cafeteria plan including IPERS at 10.39%. BTB site and family literacy coordinators receive fringe benefits including FICA at 7.65%, workers compensation at 1.96%, 4% employer of record, and a cafeteria plan of life insurance, long-term disability, liability, health, dental and retirement totaling 44%. The total fringe benefits portion of the budget is \$28,441. The total personnel budget at Spalding Park ES, including fringe benefits and personnel salaries, is \$119,485.

Staff travel. Staff transport materials, food and, when situations or emergencies arise requiring it, staff transport children. The Family Literacy Coordinator delivers services in-home to families. BTB requests support for 250 miles for staff at .54 per mile, or \$135, for each site. The total for staff travel is \$270.

Materials. BTB requests \$8,032 year for materials for Spalding Park. The request will support new curricula to remain aligned with the specialty school. The material budget will help support students participating in outdoor garden instruction with Parks and Rec and Briar Cliff College. While students and families have access to a well-established mobile pantry in the area they have a high need for an on-site personal care closet and materials to stock it. This will provide daily necessities like warm clothes, shoes, shampoo, soap, and other toiletries that may be needed. The material budget will also help provide for materials to be stocked and replenished in each center. Based on experience with other similar programs, Family Literacy at Spalding Park ES is estimated at \$1000 per year for family literacy engagement materials, meals, and books for families. Hunt is a smaller but higher need school. We

request \$4,978 to support updated curricula to remain aligned with the specialty school and materials to support enrichment activities to remain aligned with the specialty school. The budget will help support items for the local Food Bank mobile pantry at Hunt A+. BTB will also extend the school day learning by having local artists and authors provide instruction to our students and attend field trips to the local museum, Sioux City Conservatory and other local partners. Family Literacy at Hunt A+ is requested at \$875 per year for family literacy engagement materials, monthly meals and books for families. The total request of \$13,010 is level funding over three years. Support for materials constitutes 4.3% of the total budget request.

Professional development. Effective professional development affects students and helps retain high-quality staff. The research on learning and achievement indicates that when educators engage in effective professional development focused on the skills educators need in order to address student learning challenges, it helps when ongoing training is provided to high-quality staff. Because BTB sites are DHS licensed, staff is required to complete training and remain in compliance with all regulations (e.g., background checks, national fingerprint check, mandatory reporting certificate, universal precautions, First Aid/CPR and 12 hours of essentials training within the first 3 months of employment). Beyond the Bell holds all staff trainings that include general BTB policy knowledge and site specific information. BTB hires developmentally and age appropriate trainers that are incorporated into these events. BTB full time staff also attend conferences such as IMPACT Afterschool conference and Beyond School Hours to stay current with the most recent information and evidence. This budget request will partially support professional development needs and is 5% of the total budget request.

Student access is vital to effective programming and child safety. The district charges BTB \$14 per hour for drivers during the school year (180 days) which totals \$2,520. The summer cost/hour depends on the pay individual bus drivers receive and the drivers who bid to transport BTB children. Bidding is much more competitive during the summer than in the school year, so this budget uses \$25 per hour for summer for an estimated 120 hours, totaling \$3,000. Two field trips are estimated at a flat rate of \$252 each, totaling \$504. The total for student access for Spalding is \$6,024, or 4.22% of the overall budget. Because of the two site locations, children at the two schools can share a bus. Students and families have different language-interpretation needs, and BTB accommodates these needs by employing bilingual staff and collaborating with community agencies. For Hunt, student access is estimated at \$1,260 for the school year (180 divided by 2 or 90 hours at \$14 per hour) plus \$1,000 for summer (reduced from \$2,520 due to sharing) and one field trip at \$252. The total for student access is \$8,536 which is 2.85% of the total budget.

Evaluation support in the amount of 40 hours at \$42 per hour has been negotiated to provide critical information for program performance, continuous quality improvement and provide measures to assist in sustainability efforts. BTB uses an experienced independent evaluator who will complete the required reporting including the annual state evaluation form and report requirements. The request for evaluation is \$1680 for each site; this is a total of \$3360 which is less than 2% of the overall budget.

Administration. Siouxland Human Investment Partnership (SHIP) was designated the Decategorization Board (DCAT) in 1998 and Empowerment Board for Woodbury County in 1999. SHIP administers Education, Health, Human Service and Public Safety programs and has a collaborative board of 25 members. SHIP's role is to serve as an advocate and collective voice of the community. SHIP serves as employer of record for BTB and provides fiscal, payroll and grant management functions. All are vital to a successful program and SHIP generally provides these services under OMB rules at a de minimis rate of 10%. SHIP will provide program administration with no grant support, including human resources and clerical support for BTB. The funds requested for 21st CCLC support for BTB will supplement, not supplant, current funding. The administrative/indirect cost for the two sites proposed in this application is reduced from the standard 10% to 5% of direct costs which is \$7,143 per site per year.