

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

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APPLICATION INFORMATION

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

County: Woodbury		Amount Requested: \$ 821,262 (Total Form D1)	
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Is this an application for a continuation grant? (Check yes or no): ☐ Yes ☒ No

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 15
- ☐ 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 #:
Leeds - 419700074 Irving - 419700089

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: The Iowa Department of Education has designated Irving Elementary School as Removed in mathematics and SINA-3 in reading and has designated Leeds Elementary School as SINA-3 in both mathematics and reading. Source: 2013-14 Iowa SINA Schools (<https://www.educateiowa.gov/pk-12/no-child-left-behind/schools-and-districts-need-assistance-sinadina>).

Example of documentation: SINA list provided by the Iowa Department of Education available at www.educateiowa.gov.

- 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: Siouxland Human Investment Partnership collaborates with the Sioux City Community School District and other partners in jointly submitting this application. Please see the attached letters of support containing original signatures.

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

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1. Beyond the Bell Proposal Abstract

Beyond the Bell (BTB) consulted a wide variety of stakeholders to propose services based on student, family, school, and community needs. In this application, BTB proposes before, after, and summer programs at two Sioux City public elementary schools: Irving and Leeds. Both schools have substantial poverty among their families: 82.9% at Irving and 62.6% at Leeds. Poverty means that these children face serious barriers, including lack of access to academic assistance at home and lack of the transportation that would enable them to attend school regularly and receive help after school. Reading and math proficiency percentages show major achievement gaps, between the sites, the district, and the state and among student subgroups. Irving has a SINA-3 designation in reading, Leeds is SINA-3 in both reading and math, and the school district is DINA-7 in reading and math. From this evidence and review of CSIP goals, children 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. Family support for basic needs, English literacy, and family literacy;
2. A safe, consistent, structured, supportive, and stimulating environment after school;
3. Academic assistance in reading and math, especially for less advantaged students;
4. Educational enrichment activities that families are unable to provide;
5. Activities that enable academic achievement, e.g., social skills 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 children for two hours before school and 2.5 hours after school every day school is in session. This includes an extra hour each week for early dismissal and 15 additional non-school days during the school year. In summer, BTB proposes to provide 40 days of programming. BTB works closely with the school district to address children's 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, and cooking. BTB helps children increase social competence through the same Positive Behavioral Interventions and Supports curriculum that the district uses during the day. BTB staff promote a positive, professional, and respectful environment and Youth Workers, who supervise children at a 1:15 ratio whenever they are not working with teachers, lead enrichment activities, advocate for children, 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. Children participate in a wide variety of physical activities that combine learning and exercise and help them 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 a center-based program that offers children a wide variety of educational enrichment and youth development activities and a daily choice among five standard centers: Science/STEM, Literacy, Homework Help, Arts, and Manipulatives. BTB and partners rotate month-long centers among sites, including Cooking, Science, Building, Music, Business, Theater, and Service Learning. The rotating centers offer children field trips and more in-depth experiences and activities than the standard centers do. For example, children tour a Mexican restaurant where they make their own tacos and Hy-Vee where they make pita pockets.

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, 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 sites, 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 other partners, and more than 50 community-based organizations 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, 73% 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 ***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.

2. Student Needs Assessment

Student Poverty: Free and/or Reduced Price Lunch Eligibility for Targeted Schools	
School	Eligibility - As % of total student population
Irving Elementary	82.9% (92% for 2014-15 per the principal)
Leeds Elementary	62.6% (increased in 2014-15 per the principal)
<i>Sources: Iowa Dept. of Education, Bureau of Information and Analysis Service. "2013-2014 Iowa Public School PK-12 Students Eligible for Free and Reduced-Price Lunch by School."</i>	

According to the principals, extreme poverty at both schools means that families may be homeless and have little or no access to reliable transportation, so school attendance is a problem. Often, children must walk long distances to school without warm enough clothing. Leeds administrators pick up students before school and take them home after school to increase attendance. Poverty means that many parents work at low-wage jobs, often on the night shift, creating concerns about safety and adequate supervision. Health is a big issue, with head lice and hygiene, and students come to school with dirty clothes. Poverty also means that families lack the resources to help their children, including access to healthy food, technology, or even such tools as pencils, paper, and rulers. Behavior is a concern, such as kicking and biting, because many children entering kindergarten have no preschool experience. Examples include:

-  Irving placed a new 7 year old student in kindergarten because the child had never been in school and did not even know how to hold a pencil.
-  A Leeds student lived with his mother in a hotel that was not clean and where he did not receive proper nutrition. DHS removed the boy and placed him with his grandmother.

<i>Student Achievement</i> School	2012-13 School in Need of Assistance (SINA) Status	Noteworthy Student Achievement Data
Irving Elementary	12-13 AMO Math: Removed 12-13 AMO Reading: SINA-3	The IA DE lists the Sioux City School District as DINA-7 for both reading and math in its “2013-14 Iowa DINA List.”
Leeds Elementary	12-13 AMO Math: SINA-3 12-13 AMO Reading: SINA-3	
SINA Source: Iowa Department of Education. “2013-2014 Iowa SINA Schools.”		

The table of proficiency percentages below shows data for 2013-14 for the Sioux City schools and for 2012-13 for the state. Students at the two schools have multiple academic deficiencies, including major achievement gaps among categories of students.

Reading	Irving			Leeds			District			State		
Grades	3	4	5	3	4	5	3	4	5	3	4	5
ALL	56.3	54.0	SB	69.4	69.8	SB	67.1	70.4	71.9	76.5	75.7	75.9
African Am.	28.6	57.1	SB	NA	NA	SB	42.9	55.3	43.8	52.7	49.2	48.5
Am.Indian	33.3	40.0	SB	NA	NA	SB	59.3	53.7	40.0	70.3	64.2	67.0
Asian	83.3	80.0	SB	NA	NA	SB	90.0	81.1	76.9	76.8	76.1	74.4
Hispanic	60.3	52.0	SB	50.0	37.5	SB	57.0	55.4	68.8	59.3	58.2	60.2
White	54.5	50.0	SB	74.0	84.1	SB	76.1	81.0	77.9	80.3	79.7	79.7
Male	51.7	47.4	SB	66.7	37.5	SB	66.5	66.2	68.0	74.3	73.3	73.9
Female	62.3	60.7	SB	72.5	74.6	SB	67.8	74.5	76.3	78.9	78.1	77.9
Disability	27.3	20.0	SB	25.0	29.2	SB	30.3	32.7	32.9	39.1	35.9	36.8
ELL	59.2	54.3	SB	50.0	38.9	SB	56.1	55.5	60.4	49.5	49.3	46.4
F/R lunch	58.2	49.0	SB	64.2	59.7	SB	78.2	64.3	69.8	64.5	63.1	63.6

Math	Irving			Leeds			District			State		
Grades	3	4	5	3	4	5	3	4	5	3	4	5
ALL	SB	73.2	61.8	SB	72.9	72.3	81.4	73.7	71.9	78.0	79.1	79.2
African Am.	SB	71.4	42.9	SB	NA	NA	50.0	57.4	53.5	49.0	51.0	51.4
Am. Indian	SB	50.0	60.0	SB	NA	NA	56.3	57.5	51.6	70.3	68.9	63.1
Asian	SB	80.0	100	SB	NA	NA	85.7	81.3	85.7	82.3	84.5	82.8
Hispanic	SB	77.3	61.1	SB	54.2	65.0	76.6	64.9	61.4	67.1	67.2	66.2
White	SB	40.0	63.6	SB	81.2	79.2	88.4	81.3	80.3	81.4	82.4	82.7
Male	SB	80.7	54.9	SB	66.7	73.9	81.1	75.8	73.3	78.4	79.4	80.1
Female	SB	65.5	68.6	SB	61.9	70.8	81.7	71.6	70.4	77.7	78.8	78.3
Disability	SB	53.3	16.7	SB	56.0	50.0	45.3	45.7	37.9	50.0	47.1	45.4
ELL	SB	75.7	59.3	SB	47.4	69.6	75.2	64.9	60.6	62.0	62.0	58.2
F/R lunch	SB	69.5	61.5	SB	61.9	69.2	76.3	68.1	66.7	67.5	68.0	67.7
Science	55.7	66.7	55.1	70.1	79.1	79.2	74.0	80.8	74.2	Not avail.	77.5	
SB = Smarter Balance pilot assessment; NA = fewer than 10 students.												

Irving teachers give only simplified homework to children because their parents are not able to help at home. Leeds has a school policy that homework be kept to a minimum and encourages teachers to send home “practice” because not all children have help or materials at home. The table below further demonstrates the need for family literacy action in Sioux City. Generally, Sioux City residents have less English proficiency, less education, less married couple families, lower incomes, and higher poverty than other Iowa residents.

Family Needs	Sioux City	Iowa
Language other than English at home, age 5+	17.8%	7.1%
Students less than proficient in English in 2013-14*	18.4%	5.0%
Educational attainment ages 25 and over – less than high school	15.8%	8.4%
High school diploma or equivalent	36.3%	32.7%
Some college or associate degree	29.1%	32.5%
Bachelor’s degree or higher	18.8%	26.5%
Educational attainment ages 18 to 24 – less than high school	16.6%	11.5%
High school diploma or equivalent	29.5%	24.6%
Some college or associate degree	49.4%	53.2%
Bachelor’s degree or higher	4.6%	10.7%
Married couple families as a % of all households	44.0%	50.6%
Single householder, no spouse present, with own children < 18	19.1%	8.7%
Income - Median household income	\$44,073	\$52,229
Median family income	\$55,437	\$66,684
Per capita income	\$22,216	\$27,740
Poverty in the past 12 months – all families	10.4%	8.1%
Families with related children under 18 years	17.2%	13.9%
Families with female householder, no spouse present	35.2%	31.3%
Female householder with related children under 18 years	43.8%	40.7%
Source: U.S. Census Bureau, 2013 American Community Survey 1-year Estimates;		
*IA Dept. of Education for Students less than proficient in English.		

Irving has many immigrant families with no understanding of English and some parents are illiterate even in their own language. Irving offers ESL classes, but they are not successful

because many parents work the night shift or have no one to care for their children. Irving has the highest percentage of ELL children in the district: 75% have Spanish as a first language. Often, children build their vocabulary words but parents don't. Some Leeds parents do not speak any English at home and Leeds ELL students dropped 20% last year in reading and math. Some Leeds ELL students receive an intervention, but not all ELL children because of budget cuts and because not all of them can stay after school for help.

BTB surveys participants annually about the program and their activity preferences. Most younger children say the program is "fun," they "love" it, and they do not want to change anything, but older children are often less enthusiastic. Therefore, BTB conducted focus groups with current participants in grades 3-5 at the proposed sites. They said they want more challenging chapter books at their current reading level. They said, "Leapfrogs are boring" because they don't allow them to read; they just have to listen. They said there is not enough help from BTB staff for everyone who has homework to complete. They want improved rules, especially for the younger students. Students said they love the cooking center, but want more of it, such as having someone come to the site and cook something with them or making different foods from around the world. In addition, they want more board games, arts and crafts, supplies for experiments, and daily choices among various activities.

Although BTB surveys parents annually as well, the program surveyed parents at the two proposed sites for this application. Thirty parents of 38 currently participating children responded. All parents said that "a safe place outside of school time" and "reliable child care" were the most important components of a program. Nearly all (95.7%) said healthy activities and exercise were very important. Fewer said that homework help (60.9%) and tutoring (52.2%) were very important and only one-third (34.8%) said transportation was very important. Eight of each ten said they wanted to learn more about how to help their children with schoolwork by attending the Family Literacy events BTB plans to offer.

The principals said the top priority of the students and families is meeting basic needs, including information about safe places to go, food and clothing for those who cannot afford them, transportation, and an afterschool snack. Many Leeds students go home after school and do not receive food again until the next morning when they arrive at school. Principals said that addressing these needs would promote better school attendance and enable a focus on academic needs and student achievement. Finally, they recommended a focus on social skills.

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

BTB proposes the programming described below to address these student, family, and school needs directly. In designing the proposed program, BTB consulted with the program's Advisory Committee, conducted focus groups with current 3rd through 5th grade participants, surveyed parents, and interviewed other children, parents, and school staff. The proposed program recognizes all the needs described above and incorporates the results of last year's stakeholder surveys of participants, parents, and teachers. The program design below addresses the needs stakeholders identified and the recommendations they made.






3. Project. BTB provides the safe and stimulating environment that responds to family, school, and community needs and the mentoring and advocacy that engage and support the high needs children. BTB works closely with the school district to address student needs in three areas: academic achievement, social skill building, and physical well-being. To increase academic achievement, Iowa-certified teachers assess each child 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, and cooking. BTB activities increase social competence through the same research-based Positive Behavioral Interventions and Supports that the district uses during the day. BTB staff promote a positive, professional, and respectful environment. The front-line BTB Youth Workers supervise students at a 1:15 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 every day and healthy lunches and snacks every day in the summer. Daily, BTB students participate in a wide variety of recreational activities that combine learning and physical exercise and help develop teamwork skills. Principals and teachers refer children with academic deficiencies to BTB, especially when the children lack a safe environment after school, and BTB gives enrollment preference to the children the schools refer. Evaluations demonstrate that BTB programming increases academic achievement, social skills, family literacy, and school safety.

BTB operates for two hours immediately before school and from 3:30 to 6:00 pm every day school is in session (180 days). The district dismisses students one hour early on Mondays for teacher professional development and BTB operates during that hour, too. In surveys, parents often request more days of BTB, so BTB provides programming on all non-school days during the year (15 days total), from 6:30 am to 6:00 pm, except for the two parent-teacher conference days. During the school year, students have 25 minutes of recreation first each day, including skill games focusing on group interaction, team building, respect, and cooperative effort, either in the school building or on adjacent grounds. Next, BTB serves a healthy snack provided by the district through the USDA National School Lunch Program, and then students participate in academics and educational enrichment. In the summer, BTB serves children for 40 days (an increase from the previous 30 days), Monday through Friday from 8:30 am to 4:00 pm, with surround care from 7:30 to 8:30 am and 4:00 to 5:30 pm for the convenience of families.

Academic Services. During the school year, BTB delivers academic assistance to children through an Individualized Afterschool Plan (IAP). Initially, regular daytime teachers complete the IAP referral form for children they refer to BTB. On receiving the form, BTB assigns a certified teacher to assist the student. BTB teachers collaborate with the daytime teachers to develop an instructional plan for each student, also welcoming input on IAP goals from children and parents. The IAPs identify children's individual academic needs and enable BTB teachers to tailor instruction toward those areas. BTB teachers continue to coordinate regularly with daytime teachers and send quarterly academic progress reports home to parents. Students who need academic assistance receive tutoring for 30 minutes per day, Tuesday through Friday, in the area(s) of need. In the summer, students spend three hours each morning receiving literacy and math assistance from certified teachers. These services address the needs for academic assistance described above.







Enrichment Services. All BTB participants have access to a wide variety of educational enrichment and youth development activities. Children at each site specify the enrichment

activities they want, informally and in an annual survey, and BTB plans accordingly. BTB uses a centers-based approach, offering children a daily choice among these five standard centers:

-  *Science/STEM:* Activities include working with magnets, microscopes with premade slides such as insects and seeds and blank slides for children to fill, and science puzzles and books.
-  *Literacy:* Includes a “cozy area” with rugs and beanbag chairs, books at appropriate reading levels, Leapfrogs, iPads, puppets, and staff reading to children and listening to them read.
-  *Homework:* All children use this center daily, receiving homework help if they have homework; if not, they use dry erase boards, flash cards, math games, and iPad apps.
-  *Arts:* Children use sketch books, drawing pencils and markers, how-to-draw books, and craft materials such as glitter, glue, pompoms, canvases, and paints.
-  *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 rotate month-long centers among sites, including the following:

-  *Cooking:* Foods world-wide, including samples such as a Japanese rice dish; table etiquette and manners; USDA MyPlate; field trips to a Mexican restaurant where children make their own tacos and Hy-Vee where they tour the store and make pita pockets.
-  *Science:* Experiments such as growing a seed in a clear cup to watch root development and field trips to the Dorothy Pecaut Nature Center, which offers interactive prairie, wetland, and woodland exhibits, live native reptile and fish exhibits, and butterfly and wildflower gardens.
-  *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.
-  *Music:* History including change in genres, making instruments such as tambourines and drums, karaoke, forming a band, and a field trip to the Sioux City Conservatory of Music.
-  *Business:* Led by students from Briar Cliff University’s Roth Center for Entrepreneurship, children learn to form a business plan, get a “loan” from BTB, and make and market their product. For example, children made scarves from old BTB t-shirts and sold them.
-  *Theater:* Readers Theater units, puppets, dance, a field trip to the Sioux City Community Theater (SCCT), and children put on a play with help from SCCT volunteers.

In 2006-07, BTB began a Service Learning Challenge (SLC) where children plan and implement a wide range of projects partnering with community groups. Children assess community need, plan as a group, develop a budget and time line, and reflect in journals. When completed, children present their projects to community members, school staff, and parents. Each year, BTB staff work with children 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 (Iowa Department of Education 2011).

Family Literacy Services. BTB offers four Family Literacy Nights annually to promote parent/child/school interaction, where families, BTB staff, and school staff share a meal and participate in literacy activities. At the events, families receive books and/or games to take home and speakers increase their awareness of local resources, such as state child care benefits and the local community college’s high school equivalency program. BTB provides services to families through collaboration with community agencies, such as the Mary Treglia Community House which offers English classes emphasizing listening, speaking, reading, and writing, along with a GED program taught in Spanish. Parents can participate in general skill development sessions, such as basic computers and parenting skills. Extreme poverty at the sites and low Sioux City educational attainment provide evidence of need for these services. 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 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: At least 20 families at each site attend Family Literacy events.

Objective 2b: In annual surveys, parents say their communication with the school increased.

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 uses Go Math!, which offers “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 uses Bridges to Literature (Holt McDougal retrieved 3/19/2014), which, “by its very nature and design, is motivating for students... Research indicates that motivation increases when teachers can help students meet their basic needs for competence, affiliation, and autonomy (Deci, 1995). Competence is aided by explicitly teaching scaffolding, the use of cognitive and metacognitive strategies that students need to meet their academic goals (Langer, Close, Angelis, & Preller, 2000). Affiliation is fostered through close interpersonal relationships with teachers and peers. Motivation is improved when students have the chance to apply their knowledge and skills to learning topics and tasks that interest them (Jackson & Davis, 2000).”

BTB has over a decade of **experience** in programs that evaluations show complement and enhance academic performance and positive youth development. Concerned community leaders collaborated to begin BTB in 2001 with assistance from United Way of Siouxland. Within three months, the U.S. Department of Justice awarded a \$7.4 million Safe Schools/ Healthy Students grant to the Sioux City schools, which dedicated about half of this award to BTB. BTB served five schools in the first year and three new schools in the second year. In the third year, BTB added two sites and incorporated ten Siouxland Y sites into the BTB model. During 2013-2014, BTB served 880 students at eight public elementary schools and a K-8 parochial school with support from 21st CCLC and another 841 children at other public schools. In summer 2013, BTB served 305 children from the 21st CCLC sites for six weeks, along with 164 children from other schools. During 2014-15, BTB serves 1,571 children so far overall.

4. Research Base. BTB is dedicated to keeping up with current afterschool research in order to design, modify, improve, and enhance programming and use this research to plan, implement, and guide operations. One important guide is the standards and indicators of quality afterschool developed by the Iowa Afterschool Alliance (2008). Indicator categories with examples of supporting research that BTB uses are:

-  *Positive Human Relationships:* Youth benefit from partnerships with adults who see them as competent and contributing individuals; positive relationships with adults tend to decrease risk behaviors and improve communication skills (Russell, Polen, and Tepper 2009).
-  *Appropriate Indoor and Outdoor Environments:* Creating “a safe and orderly environment is a necessary condition for students to learn” (Institute of Education Sciences 2009:9).
-  *Effective Programming:* 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 2009:26).
-  *Strong Partnerships:* Partnerships “enable youth to have full-day and/or year-round, rather than piecemeal, learning opportunities” (Harvard Family Research Project 2010:4).
-  *Effective Administration:* Effective supervision “develops the leadership skills of both staff and participants. It promotes individual and group development, both necessary for organizational health and growth” (Youth Development Institute 2009:7).
-  *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).
-  *Youth Development Principles and Practices:* “Successfully empowering youth requires navigating a set of hidden pitfalls, unpacking assumptions, making numerous mid-course corrections, and articulating a logic model that takes these numerous complexities into account” (Larson, Perry, Kang, and Walker 2011:2). “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 2011b:2).
-  *Outcome Measurement:* “Information gathered during an evaluation helps demonstrate your program’s effectiveness and provides valuable insight into how the program can better serve its population” (Harvard Family Research Project 2011:1).
-  *Fiscal Management:* “In the language of nonprofit accounting, the best practice is for organizations to develop a ‘program-based budget’ that includes not only direct activity costs, but also the indirect administrative expenses that should be appropriately allocated to each program” (Summers and Price 2008:28).
-  *Advocacy:* “In order to promote program quality, program characteristics associated with proven outcomes must be identified so that the field has tangible standards for which to strive. With a better sense of what makes a quality program, afterschool advocates are able to craft specific policy recommendations that support the movement toward quality afterschool for all” (Afterschool Alliance 2011a:2).

Finally, BTB coordinates the afterschool curricula with the district’s research-based curricula.

5. 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 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 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 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; help children identify their academic and enrichment activities for the day; ensure that sites have required materials and supplies.
- 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 facilitate 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 participate in conferences.
- Qualifications and recruitment: Same as for the MSM.

Iowa-certified teachers tutor children for four 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 children at a no more than a 1:15 ratio whenever the children are not working with teachers. In addition, YWs:

- Assist the SCs with planning site activities; implement site enrichment activities.
- Communicate regularly and effectively with children and their families.
- Qualifications: Pass a criminal background check and have successful college experience, which shows that YWs value education and can convey respect for education to the children. 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. 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 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.

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 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, regional, 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 senior staff includes the Program Director, who coordinates all aspects of BTB, and Directors of Finance/Compliance (who oversee budgets and compliance with district, state, and federal regulations), Personnel/Development (who provides human resources functions and seeks funding streams), and Elementary School Programs, who confers regularly on curriculum with the district's Director of Elementary Education/K-12 Curriculum and the district's head reading, math, and science teachers to maintain alignment with school instruction. Senior staff report to and confer regularly with the BTB Advisory Committee.

Transportation and access. The 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 community-based organizations and 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 promote 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 2014-2015. 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 by allowing designated donations to BTB. More than 50 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. In 2004, a Carol White Physical Fitness grant provided equipment for school and afterschool programs. The district supports BTB from its General Fund 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 school facilities and resources 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, clothing, 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, the school district and its other partners are committed to sustainability as well (please see the "Partnership" section below). 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.

6. Communication Plan. BTB disseminates information about its program systemically. 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 children to take home to their families and at school events, including kindergarten roundup, PTA meetings, and the twice-yearly parent-teacher conferences. Each BTB site sends monthly 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 children to the program regularly. Since the program operates every school day in the elementary schools, staff can make daily contact with children, school staff, and families. BTB staff contact families directly when the school refers children to the program at any time during the school year. Parents, students, and school staff have regular input into BTB programming, since BTB surveys each of these key stakeholders annually in addition to conducting considerable informal communication with each. 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. Generally, children learn about BTB from their families, teachers, and principals, but perhaps most importantly, from their peers. As BTB succeeds in providing engaging and stimulating programming that children describe as "fun," the children themselves become the program's best ambassadors. Combined, these activities effectively increase awareness of BTB programs for children, families, and school staff.

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 Siouxland Human Investment Partnership, the community-based organization that provides fiscal and grant management, and the president of the United Way of Siouxland. BTB's annual "Lights On Afterschool" and "Service Learning Challenge" presentations 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 programs meet together regularly to share concerns and strategies for addressing them.

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.

7. 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 BTB programs. The Advisory Committee builds upon existing collaborative relationships, connects existing program strategies, and provides a unified system of service. 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 (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."

The **Sioux City Community School District (SCCSD)** supports BTB in multiple ways, including cooperative planning, funding from its General Fund 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. District administrators, teachers, counselors, and other staff refer children to BTB for academic assistance.

United Way of Siouxland supports BTB by providing funding for the Jumpstart program for children entering kindergarten and by allowing donors to designate their contributions for BTB.

Western Iowa Tech Community College has a long history of partnership with SHIP and BTB, along with importantly contributing to the BTB Family Literacy programs.




The **Council on Sexual Assault and Domestic Violence** sends trained staff to present information about bullying and body safety to BTB children regularly.

The **Morningside College Performing Arts Department** supports BTB by offering free and low-cost music and theatre performances for the children. In addition, the College provides BTB with free use of Eppley Auditorium for hosting family events.

The **Girl Scouts of Greater Iowa** and the **Mid-America Council of the Boy Scouts of America** both send scouts weekly to meet with BTB children and lead them in activities.

The **Chesterman Company**, the local Coca Cola bottler, hosts field trips and gives BTB children complementary beverages.






The following partners provide reduced-cost experiences for BTB children:

-  **Southern Hills Carmike Cinemas** – movie admissions and snacks,
-  **Play All Day** – offers “over-the-top fun” with inflatables and many play centers, and
-  **El Tapatio** Mexican restaurant – children tour the kitchen and make their own tacos.

Little Caesars Pizza provides reduced cost food for BTB’s student and family literacy programs. The children call this pizza their “favorite food.”

BTB has invited all partners described above to provide representatives for 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 and SHIP, are committed to continuing quality programming and meeting project timelines. The Advisory Committee intends to continue engaging 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 collaborates with more than 50 other community-based organizations. BTB has regularly purchased supplies from the local Walmart Supercenter, which provides discounted prices in order to help BTB allocate its scarce resources most effectively. Walmart donates supplies about three times a year. Other organizations provide education-enhancement programming for BTB participants, such as field trips to public swimming pools, bowling alleys, golf courses, libraries, museums, and art center, or, for example, field trips to:

-  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 can hike into the wilderness and climb a high hill to view three states (Iowa, Nebraska, and South Dakota); and
-  Local businesses/organizations where children see such activities as pet grooming, using horses to help people with disabilities, milk production at a dairy farm, 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.

8. Evaluation. 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 agreed to provide student-level data annually in July, including measures in the table below. The district supplies these data for all students, using internally generated ID numbers instead of names for FERPA protection. BTB agrees to provide all requested data and program information to the state.

SCCSD Data Measures	BTB Data Measures
Academic measures: Iowa Assessments scores and quarterly district-assessed achievement scores related to standards (report card equivalent).	BTB teachers assess literacy and math at the beginning and end of the summer sessions.
Student level demographics, including school, school transfers, grade, gender, race/ethnicity, IEP, lunch status, ELL status.	BTB records student demographics, including school, grade, gender, race, and ELL and lunch status (where known).
Student level attendance by quarter, including excused and unexcused absences, tardies, suspensions.	BTB staff record daily program and family literacy attendance.
Student level data on discipline referrals.	Qualitative reports of discipline issues.
Results of annual parent surveys about school climate, available on each school's website.	BTB surveys parents, students, teachers, and staff annually.

BTB also collects qualitative data on program implementation, including operational changes and staffing, through observations and interviews with staff, teachers, parents, and students. BTB staff use Cayen to record students' "success stories." The evaluator uses all data to report annually on how the program is meeting its objectives as stated in the application.

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. Contact information: Karen Mullin, paradoxx_e@mediacombb.net, 563.424.1784.

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, including quarterly achievement related to standards. 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 average literacy and math scores at the beginning and end of the year for all. Compare pre and post scores for summer. Compare participants and non-participants by quarter for all and by 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.

Data Analysis to Measure Program Objectives and Effectiveness	
Objectives and Goals	Data Analysis
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.	

To test for effective programming, the evaluation will use t-tests to compare academic outcomes for children who did and did not participate 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 whether number of days of BTB attendance is related to academic outcomes, school attendance, and discipline referrals. Multiple regression controls for factors known to produce the achievement gaps as described in the student needs section above, such as economic status, IEPs, and gender. A matched samples design creates a control group and provides 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 produces positive outcomes.





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 official school data annually, 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 identify and resolve challenges. 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.

9. Budget Narrative

Personnel. BTB requests support for high-quality dedicated staff. The amount requested will support services to 150 children for 195 days during the school year (180 days plus 15 non-school days) and for 90 children for 40 days in summer, 30 days with teachers and 10 without.

Personnel	Salary	Hours /day	Days /year	# staff	Subtotal	Benefits	Subtotal	SHIP 4%	Total
Multi-Site Manager (FT)	\$35,000			1	35,000	11,436	46,436	1,857	48,293
SY Site Coordinator AS Mon	\$15/hr	3.75	36	2	4,050	389	4,439	178	4,617
SY Site Coord. AS T-F	\$15/hr	2.75	144	2	11,880	1,142	13,022	521	13,543
SY Site Coord. BS	\$15/hr	2	180	2	10,800	1,038	11,838	474	12,311
SY Site Coord. NS	\$15/hr	8	15	2	3,600	346	3,946	158	4,104
SY YWs AS - Mon	\$10/hr	3.5	36	8	10,080	969	11,049	442	11,491
SY YWs AS - Tues-Fri	\$10/hr	2.5	144	8	28,800	5,340	34,140	1,366	35,505
SY YWs BS	\$10/hr	2	180	4	14,400	1,384	15,784	631	16,415
SY YWs (5/site NS)	\$10/hr	8	15	10	12,000	1,153	13,153	526	13,679
SY teachers	\$25/hr	1	128	2	6,400	1,187	7,587	303	7,890
Summer YWs t-days	\$10/hr	6	30	6	10,800	1,038	11,838	474	12,311
Summer YWs nont-days	\$10/hr	8	10	6	4,800	461	5,261	210	5,472
Summer teachers (2/site)	\$25/hr	3.5	30	4	10,500	1,947	12,447	498	12,945
Total student program personnel:					163,110	27,828	190,938	7,638	198,576
SY Site Coordinator (SC)	\$15/hr	2.5	4	2	300	29	329	13	342
SY YWs	\$10/hr	2	4	2	160	15	175	7	182
SY teachers	\$25/hr	2	4	2	400	74	474	19	493
Total family literacy personnel:					860	118	978	39	1,018

Key: SY = school year, AS = afterschool, BS = before school, NS = non-school days, YW = Youth Worker, t-days = days with teachers present, nont-days = days without teachers present.

-  The Site Coordinators supervise site operations and act as Youth Workers.
-  Iowa-certified teachers tutor at no more than a 1:10 teacher-child ratio at a negotiated salary of \$25/hour plus 22.5% standard SHIP benefits. BTB requests support for one teacher per site at this rate and will use each site's ≈ 5% share of the District's annual \$148,000 contribution from the General Fund to pay two more teachers per site (total three per site).
-  YWs supervise students whenever they are not with teachers at a maximum 1:15 ratio.
-  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.

All salaries and benefits are standard for BTB. SHIP charges a 4% employer of record fee for payroll on salaries and benefits to cover the cost of the services SHIP provides.

The new sites require one Multi-Site Manager (MSM) to coordinate planning and budgets and supervise staff. The MSM receives standard SHIP benefits (39.7%) including life, long-term disability, liability, health, and dental insurance. SCs and YWs get 13.6% benefits. The personnel portion of the budget request is 72.9%.

Staff travel. MSMs and SCs transport materials and food to support site operations. When emergency situations arise, staff transport children. BTB requests support for 900 miles annually plus another 300 miles annually for Family Literacy at the standard Iowa mileage rate of \$.56, for an annual total of \$840 (0.3% of the total budget request).

Materials. BTB requests \$7,500/year per site for materials and supplies. The amount will support curricula to remain aligned with the district, paper, paints, scissors, rulers, glue, and other supplies to support enrichment activities for 150 students during the 195 school year days and 90 students for 40 days in the summer. BTB requests \$1,200 per year per site for the four Family Literacy events, which provides shared meals, materials for activities, and the books and games families take home. Support for materials constitutes 6.4% of the budget request.

Professional development helps train and retain high-quality staff, and BTB requests \$13,688 per year for PD (5% of the budget request).

Student access is vital to effective programming and child safety. The district charges BTB for the driver's salary only, \$14/hour during the school year. BTB also requests support for one field trip per month per site during the school year. In the summer, actual needs are for 30 hours/week (transportation to and from the site plus field trips). The summer 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 summer than in the school year, so this budget uses \$25 per hour for summer. The total access request is \$15,964, 5.8% of the budget.

Access	Days	Driver	Hours/day	# Buses	Cost
School year	195	\$14/hour	1	2	\$5,460
SY field trips	9	\$14/hour	2	2	\$504
Summer	40	\$25/hour	5	2	\$10,000

Even though students and their families have language-interpretation needs, BTB accommodates these needs by employing bilingual staff and collaborating with other community agencies.

Evaluation enables program improvement and sustainability. BTB's experienced independent evaluator has worked with the program since 2003 and will provide 75 hours of work at \$42/hr. (\$3,150). BTB office staff enter data for approximately two hours per day when the program is in session (235 days x 2 hours x \$17/hr. = \$7,990). BTB senior staff collect data for required state reports for about 5 hours/month (60 hours x \$24/hr. = \$1,440). The total requested for evaluation is \$12,580 annually, which is 4.6% of the total requested budget.

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

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: \$65/week for after school for full pay, \$35/week for reduced-cost lunch, and \$20/week for free lunch. If a family cannot afford the fees, BTB waives them with a statement from the principal or a teacher recommending a waiver. BTB asks every family to pay something to promote commitment to the program. Fees cover expenses that the proposed budget does not, such as program administration and additional materials costs. The District allocates support from its General Fund for use at the 19 public schools BTB serves. The share for the two sites proposed in this application will pay for two school year teachers that this budget does not include.

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.

December 1, 2014
Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146



United Way is an important funding source and community builder in the Siouxland community. Volunteer committees oversee all major functions of the organization and a small professional staff administers the day-to-day operations. United Way is dedicated to effectively investing the community's financial support and human resources to make a better community for us all. We work with local volunteers, community agencies, and others to find solutions to our community's most pressing problems. United Way raises funds and invests them in 30 community partners and initiatives. Last year, United Way of Siouxland, through its member agencies, touched the lives over 49,000 people in the Siouxland area.

United Way focuses on advancing the Education, Income & Health of our community. With our work in Education, we seek to ensure that children grow into successful adults and take a holistic approach to developing educational capacity. Education is more than just a classroom or a teacher. In order for youth to receive a quality education, it takes the focus and resources of the entire community to create learning-rich environments where dreams are fueled and opportunities are delivered to those who need them. Among its 30 community partners, United Way of Siouxland supports Beyond the Bell (BTB) because its programs provide the learning-rich environments the entire community needs. United Way support for BTB includes:

- Funding support for BTB's summer Jumpstart program that helps ensure that children enter kindergarten ready to learn;

- United Way allows donors to designate their contributions specifically to BTB;

- United Way actively participates in the BTB Advisory Committee; and

- United Way invites BTB children to participate in its semi-annual Day of Action

United Way of Siouxland commits to continuing this support for BTB as long as BTB continues to meet the strict guidelines required of United Way agencies:

- An agency must demonstrate that it is performing an essential service to the community and provide measurable results.

- It must be a tax-exempt, non-profit corporation governed by a volunteer managing board whose members are elected.

- It must undergo an independent annual financial audit or equivalent evaluation and must meet reasonable standards of financial responsibility and efficiency.

Since Beyond the Bell performs essential services to the community, United Way of Siouxland strongly supports the program's application for a 21st Century Community Learning Center grant and urges the Iowa Department of Education to support BTB's application as well.

Sincerely,

Heather Hennings, President

November 24, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

The Council on Sexual Assault and Domestic Violence is a private, non profit agency that is dedicated to helping victims of sexual assault and/or domestic violence become empowered in their quest for dignity and self-respect. CSADV's **Mission Statement** is to provide support, advocacy, and a safe environment to empower adults and children who have experienced domestic violence and/or sexual assault. Through leadership and education, CSADV works collaboratively with the community to promote social change and to end violence. Our community outreach program also strives to create awareness and educate the community concerning the issues of domestic violence, sexual assault, and child victimization. To accomplish this, we offer education to different groups within the community and we have implemented a comprehensive informational campaign concerning the issues of domestic violence, sexual assault, and child victimization.

CSADV provides educational prevention programming for preschool children through college level. All curriculum concepts are age and developmentally appropriate and each level builds upon the previous section. This programming is designed to address the issues of domestic violence and sexual assault in a non-threatening fashion. The educational programs incorporate role plays, skits, live characters, printed materials, film and video, discussion between the presenter and audience, and much more. It is our belief that prevention education is vital to ending child and adult victimization. All education programs are offered free of charge, as are all CSADV services. CSADV's education programs include:

Prevention Programming, Elementary School PreK, Kindergarten, First Grade, Happy Bear: Happy Bear uses a panda mascot to help children understand safe versus unsafe touch and how to tell an adult if they are touched. This is an interactive, fun program.

Kindergarten—Third Grade, Quit It! This research-based program gives children a vocabulary and conceptual framework that allows them to understand the distinction between teasing and bullying and how to respond to bullying.

Fourth and Fifth Grade, Bully Proof: This research-based program engages children to think about the distinctions between teasing and bullying. Activities help children focus on the boundaries between appropriate and inappropriate, playful and hurtful behavior. Useful tips on how to safely respond to a bully are included.

Second and Fourth Grade, Body Safety and Me: The focus of this program is to help students identify what sexual abuse is and how to respond. The program empowers children that their bodies are their own and no one has the right to touch them inappropriately. Children are taught how to tell and who to tell.



**council on sexual assault
and domestic violence**
P.O. Box 1565
Sioux City, Iowa 51102
crisis line: (712) 258-7233
FAX: (712) 258-8790
administration: (712) 277-0131
In Le Mans: (712) 546-6764
Margaret@csadv.org
www.safefromabuse.com

executive director
Margaret Sanders

board of directors
president
Steve Cray
immediate past-president
William Foulk
vice president
Sheri Young
treasurer
Joe Twidwell

Mark Bohner
Sandra Colter
Jim France
Jane Hedlund
Amber Hegarty
Ted Massey
Col. Brian Miller
Marvin Pottebaum
Royce Ranniger
Martin Reimer
Angelia Sanders
John Spies
Jeff Toisma
Gary Wandersheid
Taffy A. Zoelle

a united way agency



CSADV Mission Statement

The Council on Sexual Assault and Domestic Violence, CSADV, provides support, advocacy and a safe environment to empower adults and children who have experienced domestic violence, sexual assault or homicide. Through leadership and education, CSADV works collaboratively with the community to promote social change and to end violence.

Grades 4 through High school, Sexting and Cyber bullying: A new phenomena

... sexting and cyber bullying are quickly becoming a major problem in our schools and communities. Recent suicides of cyber bullying victims have brought this issue to light. Students receive information about the serious consequences including possible criminal actions. Step by step instruction is given to students on what they can do if they become a victim of these crimes.

CSADV staff recognizes that these are sensitive issues. Presenters are certified as sexual abuse and domestic abuse counselors/advocates and are trained in each of these curricula.

As part of its community outreach, CSADV supports Beyond the Bell's 21st Century Community Learning Centers grant application for services to children and families at Irving and Leeds Elementary Schools. For the newly proposed programs, CSADV commits to working with Beyond the Bell to identify appropriate training and to sending a certified presenter to speak with Beyond the Bell's staff, children, and/or families at the program sites as we have been doing for many years. CSADV is pleased to recommend Beyond the Bell for a 21st CCLC award because of the valuable services the program provides to the disadvantaged and because of the valuable results the program produces. Like CSADV, Beyond the Bell works diligently to improve life in the Siouxland community.

Yours truly,



Margaret Sanders

Executive Director

CSADV



Southern Hills 12 Carmike Cinemas, Inc.

4400 Sergeant Road Suite 15 Sioux City, IA 51106

November 24, 2014

Iowa Department of Education

Grimes State Office Building

400 E 14th Street Des Moines, IA 50319-0146

As a longtime member of the Siouxland Community, Carmike Cinemas supports Beyond the Bell's application for a 21st Century Community Learning Centers grant to serve children and families at Irving and Leeds Elementary Schools. Quality out-of-school-time programming makes an important difference for disadvantaged children in our community and Carmike is proud to support Beyond the Bell. Specifically, Carmike Cinemas commits to hosting field trips for Beyond the Bell children at the discounted rate of \$5.00 per student for a soft drink, popcorn and admission or \$3.00 for admission only. For several years, Beyond the Bell has brought children to the theater during their school year and summer programs and the children are always welcome here.

Sincerely,

Brent Monckton

December 2, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

The Sioux City Community School District (SCCSD) agrees to enter into a collaborative agreement with Siouxland Human Investment Partnership (SHIP) and other partners in a project to provide before, after, and summer school programming at Irving Elementary School and Leeds Elementary School beginning in 2015-2016. SHIP will be the named applicant and fiscal agent and, through the established Beyond the Bell (BTB) program, will provide programs at Irving and Leeds Elementary Schools. The SCCSD will directly support BTB programming at the named sites. The application for funds to initiate and expand BTB programs in the two SCCSD elementary schools and implement Family Literacy Programs at both sites is to be submitted to the Iowa 21st Century Community Learning Centers Program, Iowa Department of Education, on or before December 12, 2014.

The SCCSD and SHIP 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. The SCCSD agrees to continue this collaboration and working relationship to incorporate and expand Beyond the Bell and Family Literacy programming at the two SCCSD elementary schools.

Specifically, 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 Irving and Leeds Elementary 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 two 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; and
 - c. Student level data on discipline referrals, suspensions, and school safety.

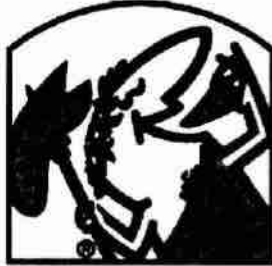
Since few of the children BTB serves have two years of standardized test scores to compare, provide other measures of academic progress for all students, e.g., grades.

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

Signed:



Dr. Paul Gausman, Superintendent
Sioux City Community School District



Little Caesars Pizza

2900 Gordon Drive
Sioux City, IA 51106

November 24, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

Throughout its history, Little Caesars has provided quality pizza at a great price, resulting in outstanding value for customers. Quality and value are core values at Little Caesars, but the brand also represents passion, fun, commitment, and a focus on family. This spirit comes to life in the fun-loving "Little Caesar" character who is loved by kids and adults alike around the globe. Giving back has always been a part of the way Little Caesars does business. Unique programs such as Little Caesars youth hockey, the Little Caesars Love Kitchen, and the Little Caesars Veterans Program have made a difference for millions of people through the years.

In the spirit of giving back, Little Caesars supports the Beyond the Bell program that has made a difference for thousands of Siouxland children and, specifically, supports Beyond the Bell's application for a 21st Century Community Learning Centers grant at Irving and Leeds Elementary Schools. For several years, Little Caesars has provided Beyond the Bell with discounted pizzas during the school year and summer programs for both the students and family nights. Beyond the Bell tells us that our pizza is the children's "favorite food"! Little Caesars commits to continued support for Beyond the Bell by providing quality pizza at a discounted cost.

It has been a remarkable ride for the entire Little Caesars family, from colleagues, to franchisees, vendors, and crew members. The company's history demonstrates that achieving the American dream is possible for those who dream big, take risks, and work hard. Along the way, company leaders have shared opportunities with others and earned respect by demonstrating humility. Please help make the American dream possible for disadvantaged Siouxland children by supporting the new programs Beyond the Bell proposes.

Sincerely,

Charles Hutchinson, Store Manager

A handwritten signature in black ink, appearing to read "Charles Hutchinson".



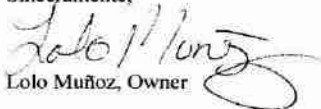
El Tapatio Mexican Grill
3400 Gordon Dr
Sioux City, IA 51105
712-276-2133

November 24, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

El Tapatio is a restaurant that has served Sioux City since 2010. Since 2012, El Tapatio has partnered with Beyond the Bell to provide new experiences and increased awareness of foods around the world for the children Beyond the Bell serves. Therefore, El Tapatio supports Beyond the Bell's application for a 21st Century Learning Centers grant to expand service to children at Irving and Leeds Elementary Schools and their families. During the school year and summer Beyond the Bell programs, El Tapatio invites the children to their location to tour the kitchen and make their own tacos. El Tapatio will provide the taco ingredients, beans, rice, chips, salsa, and beverage for the discounted price of \$3.00 per child. El Tapatio appreciates this opportunity to partner with Beyond the Bell to expand awareness and appreciation of Mexican cuisine and the restaurant business.

Sinceramente,


Lolo Muñoz, Owner



3243 Gordon Dr
Sioux City, IA 51105

November 25, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

Play All Day is a safe, fun, friendly, and comfortable environment where children and families can spend quality time playing together. We offer over-the-top fun with four awesome inflatables and many play centers that engage young imaginations. Our location at the Gordon Plaza in Sioux City offers more inflatables and a specific area for children 3 and younger. There are two private party rooms, and a larger retail area with a wide variety of merchandise, including Melissa and Doug, Neat-Oh, Unipac Designs, Alex, Best of the Best, and Educational Insights.

For Children up to Age 10:

- * Top-of-the-Line Inflatables
- * Fully Stocked Play Kitchen
- * Pint-Sized Grocery Store

For Adults:

- * Comfortable Couches and Seating Areas
- * Wireless Internet
- * A Fabulous Toy Shop

Play All Day commits to partnering with Beyond the Bell in the project they propose in their application for a 21st Century Community Learning Centers grant at Irving and Leeds Elementary Schools. Play All Day supports Beyond the Bell's important efforts in the community and agrees to provide Beyond the Bell's younger children with a fun place to play during the summer at the discounted cost of \$3 per child. Play All Day has provided services to Beyond the Bell for two years on non-school days during the year and in the summer. We invite Beyond the Bell to continue to visit our facility and look forward to serving the program in the future.

Sincerely,

Stacy Latimer
Manager



BOY SCOUTS OF AMERICA[®]
MID-AMERICA COUNCIL

BOY SCOUTS OF AMERICA
Mid-America Council
306 Virginia Street, Suite C
Sioux City, IA 51101
P 712.255.8846 Ext 291

November 24, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

Since 1910, the Boy Scouts of America has instilled timeless values of character, citizenship and leadership in each young person who has entered the Scouting program. The Mid-America Council was formed from a merger of the Covered Wagon Council and the Southwest Iowa Council in 1965. In 2000, our council merged with the Prairie Gold Council in the Sioux City, Iowa area. The Mid-America Council covers 58 counties in Nebraska, Iowa, and South Dakota and includes 20,814 Scouts and 7,017 volunteer leaders. The Mid-America Council has a strong tradition as one of the Nation's premier Scout Councils and continues this tradition through educational based skills and activities. Our vision is *Unparalleled experiences for more youth*, because unparalleled experiences create value, enthusiasm, robust growth, and retention of program participants. Our Mission is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout oath and law.

The Mid-America Council recognizes that Beyond the Bell provides important services to Sioux City children and their families and is pleased to support Beyond the Bell's application for a 21st Century Community Learning Centers grant for programming at Irving and Leeds Elementary Schools. In support of the proposed programming, the Mid-America Council agrees that Boy Scouts from Sioux City troops will meet with Beyond the Bell's first through fifth grade boys once a week throughout the school year and regularly during the summer program. The Scouts will provide information to the boys and lead them in activities that build character, citizenship responsibilities, and personal fitness. Activities will focus on such topics as outdoor skills, arts, the environment, and science, and they will encourage the children to try new things, provide service to others, build self-confidence, and reinforce ethical standards.

For over a century, the BSA has helped build the future leaders of this country by combining educational activities and lifelong values with fun. The Boy Scouts of America believes — and, through over a century of experience, knows — that helping youth is a key to building a more conscientious, responsible, and productive society. The Mid-America Council appreciates the opportunity to share these goals with Beyond the Bell.

Sincerely,

Christy Schwaderer

Christy Schwaderer, Field Coordinator

Sioux City Scout Center
306 Virginia Street, Suite C
Sioux City, IA 51101
P: 712.255.8846
F: 712.255.9587
www.mac-bsa.org

Prepared. For Life.™





Girl Scouts of Greater Iowa
1515 Zenith Drive
Sioux City, IA 51103
T 712-255-0187 ext. 16

December 2, 2014

Girl Scouts of Greater Iowa

10715 Hickman Rd.
Des Moines, IA 50322
515-278-2881
800-342-8389

1860 Madison Ave, Suite 3
Council Bluffs, IA 51503
712-328-2338
800-422-2093

112 S 3rd St
Fort Dodge, IA 50501
515-573-8141
800-798-8141

601 S Illinois Ave
Mason City, IA 50401
641-423-3044
800-857-5853

1515 Zenith Dr
Sioux City, IA 51103
712-255-0187
800-746-8947

girlscoutsiowa.org

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

Girl Scouts of the USA is the largest organization for girls in the world. Our mission is to build girls of courage, confidence, and character, who make the world a better place. Through activities in science and technology, business and economic literacy, and outdoor and environmental awareness, Girl Scouting provides girls with opportunities for fun and friendship while fostering the development of leadership skills and self-esteem. Girl Scouts of Greater Iowa serves nearly 14,000 girls and more than 4,000 adults. Our goal is to empower girls and provide them with the leadership skills they need to develop their full individual potential.

In keeping with our mission, Girls Scouts of Greater Iowa is pleased to support Beyond the Bell's application for a 21st Century Community Learning Centers grant to serve children and the families at Irving and Leeds Elementary Schools. Girl Scouts of Greater Iowa has been an active community partner with Beyond the Bell for 5 years. For the new programs Beyond the Bell is proposing, we will participate after school and during the summer program. Girl Scouts from troops in Sioux City will engage K-5th grade girls for an hour each week during the school year and two hours once a week during the summer. The Scouts will present information on such topics as science, technology, bullying, and the environment, and lead the children in activities that increase their competence and self-confidence.



Girl Scouting builds girls of courage, confidence, and character,
who make the world a better place.

Girl Scouts of Greater Iowa is an advocacy champion for girls in Iowa by educating state and local elected officials on the needs of girls. As an advocacy champion, we help advance the Girl Scout Movement and improve girls' lives through legislative awareness and education to address issues that impact girls.

- We advocate for girls because they need us.
- We advocate for girls because they are our future.
- We advocate for girls because we can be a loud voice, with an intentional, positive, and sustainable mission.

We recognize that Beyond the Bell and its partners advocate for disadvantaged children because they need the program, because they too are our future, and with an intentional, positive, and sustainable mission. We are happy to partner with them in their efforts and support them for a 21st CCLC award.

Sincerely,

A handwritten signature in cursive script that reads "Barb Kurtenbach".

Barb Kurtenbach, Girl Services Manager - Troops



December 08, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

Morningside College was founded in 1894 by the Methodist Episcopal Church as a private, four year, coeducational, liberal arts institution. Since then, we've been helping students become flexible, confident thinkers in an increasingly fast-paced world. More than 2,400 students attend Morningside in Sioux City, Iowa, representing 21 states and nine foreign countries. The College's Mission is that the Morningside College experience cultivates a passion for life-long learning and a dedication to ethical leadership and civic responsibility. The purpose of the Morningside College Performing Arts Department is to educate and prepare students who intend to pursue a career in music, theatre, or dance; to provide opportunities for all students to cultivate a life-long appreciation of music, theatre or dance; to model and teach ethical leadership for musicians, thespians, and dancers, and to contribute to the cultural enrichment of the Morningside College experience and the community.

In keeping with the College's Mission and the Department's purpose, the Morningside College Performing Arts Department supports Beyond the Bell's application for a 21st Century Community Learning Centers grant for programs at Irving and Leeds Elementary Schools. The Department invites Beyond the Bell's children to attend its Betty Ling Tsang Fine Arts Series, named for the late Betty Ling Tsang, a 1940 Morningside College music graduate. It is designed to bring free, quality music and theatre performances to residents of the Sioux City area. In July 2014, the College presented the children's musical "Honk!" in the Buhler Outdoor Performance Center. Other summer 2014 productions included the Lamb Caravan production "Snow White and the Missing Dwarfs" and the Stephen Sondheim musical "Putting It Together: A Musical Review." The Department also invites Beyond the Bell children to attend other performances at its Eppley Auditorium, the 300-seat Klinger-Neal Theatre, at the discounted rate of \$2 per child. In addition, the College will provide Beyond the Bell with free use of Eppley Auditorium for hosting family events.

Morningside College and the Performing Arts Department appreciate this opportunity to contribute to the community and to Beyond the Bell's important work.

Sincerely,

Heath Weber

Assoc Dean for Performing Arts



Chesterman Co.

November 25, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

While proudly serving Coca-Cola since 1904, Chesterman Company is an independently owned and operated Coca-Cola Bottling Company based in Sioux City, Iowa. With our production facility in Sioux City, we have been making quality beverages for the Midwest since 1872 and supplying them from eight distribution centers across Iowa, Nebraska, Illinois, and South Dakota. Our primary objective is to be a premier beverage and food service company in the markets we serve! To accomplish this objective, we aspire to be governed by the following beliefs:

- Our employees, as individuals are our most valuable resource, and as a team, our source of competitive advantage. Both individual potential and teamwork must be developed through building a staff of highly skilled people that provide excellence in production, marketing, sales and service.
- Our customers determine the fate of our organization. We strive to build and retain relationships with our customers by providing the highest quality goods and services in the beverage and food industries.
- We must work as partners with our communities, making them better places to live. The communities in which we conduct business should feel that a meaningful contribution has been made by our presence.
- In order to provide excellent financial results, we will work to produce a high level of profitability, emphasizing the proper balance between short-term performance and consistent long-term growth.

As a meaningful contribution to the Siouxland community, the Chesterman Company is pleased to support Beyond the Bell's application to 21st Century Community Learning Centers for a grant to serve children at Irving and Leeds Elementary Schools. For many years, Chesterman's has provided Beyond the Bell children with a tour of its large modern facility in Sioux City without cost during the Beyond the Bell summer program. At the end of the tour, Chesterman's gives the children a beverage, also without cost. The Company commits to continuing these contributions to Beyond the Bell and looks forward to an ongoing relationship with the program. Chesterman's urges the Iowa Department of Education to support Beyond the Bell's application.

Sincerely,

Cy W. Chesterman
Chesterman Co.

P.O. Box 3657
4700 South Lewis Boulevard
Sioux City, Iowa 51102
712-255-8814



■
Western Iowa Tech
Community College

4647 Stone Avenue
P.O. Box 5199
Sioux City, IA 51102-5199
712-274-6400
800-352-4949
Fax: 712-274-6412
www.witcc.edu

■
Cherokee Campus
& Conference Center
Denison Campus
Le Mars Center
Mapleton Center
Sioux City Campus

December 10, 2014

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146

Western Iowa Tech Community College (WITCC) agrees to enter into a collaborative agreement with Siouxland Human Investment Partnership (SHIP) and other partners in a project to provide before, after, and summer school programming at Irving Elementary and Leeds Elementary School beginning in 2014-2015.

SHIP will be the named applicant and fiscal agent and, through the established Beyond the Bell (BTB) program, will provide programs at Irving and Leeds Elementary Schools.

WITCC will directly support the Family Literacy component of BTB programming at the Western Iowa Tech Community College campus at 4647 Stone Ave., Sioux City, Iowa.

The application of funds to initiate and expand BTB programs in the two Sioux City Community School District (SCCD) elementary schools and implement Family Literacy Programs at both sites and at the Western Iowa Tech Community College site is to be submitted to the Iowa 21st Century Community Learning Centers Program, Iowa Department of Education, on or before December 12, 2014.

WITCC and SHIP have had informal and formal collaborative relationships for many years, including the Sioux City YouthBuild project supported by the U.S. Department of Labor and 21st CCLC programs provided by BTB.

WITCC continues to provide BTB with Family Literacy services and agrees to continue this collaboration and working relationship to incorporate and expand BTB and Family Literacy programming at the Western Iowa Tech Community College campus.

Specifically, 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.

Signed:

Patricia Sutherland, Dean of Completion
Western Iowa Tech Community College

Western Iowa Tech Community College... "The Best Place to Start"

FORM A: SITE INFORMATION

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

21CCLC Site Name: Irving Elementary School		
Site Address: 901 Floyd Boulevard		
City, State, Zip: Sioux City, Iowa 51105		
Phone: 712.279.6834		
Site Contact Person: TBD – Jenna Meyer, Director, Beyond the Bell		
Feeder School Name(s)	Building Number(s)	#of pupils from this school in 21CCLC program
None	526 (Irving)	75 proposed from Irving
21CCLC Site Name: Leeds Elementary School		
Site Address: 3919 Jefferson Street		
City, State, Zip: Sioux City, Iowa 51108		
Phone: 712.239.7034		
Site Contact Person: TBD – Jenna Meyer, Director, Beyond the Bell		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
None	539 (Leeds)	75 proposed from Leeds
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 21CCLC 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 21CCLC program

(If more sites are included in the application, please duplicate this form.)

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.



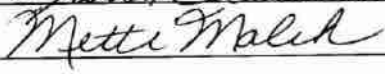
Part N: Grant Termination (Additional conditions in appendix D)

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
	Matt Ohman, Executive Director Siouxland Human Investment Partnership

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
 12-2-14	Dr. Paul Gausman, Superintendent Sioux City Community School District
Signature of Site Principal for Each 21 st Century Community Learning Centers-Funded Site	Site Name
	Maria Ruelas, Principal Irving Elementary School
	Mette Malek, Principal Leeds Elementary 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	Anyelva Duvall	Agency	Irving School
Signature		Address	
		City/Zip	Sioux City
		Phone	
Name/Title	Hillary Hagge, YC	Agency	Beyond the Bell-Irving
Signature	Hillary Hagge	Address	Floyd
		City/Zip	Sioux City, IA
		Phone	
Name/Title	Kelly Nautal Office	Agency	Irving School
Signature	K Nautal	Address	901 Floyd
		City/Zip	SC IA
		Phone	279-6834
Name/Title	ERIKA KAMMERZ	Agency	
Signature	Erika Kammerz	Address	4248 Tyler St
		City/Zip	Sioux City
		Phone	(712) 577-4232
Name/Title	Hortencia	Agency	Irving BTB
Signature	Hortencia S. Ronier	Address	901 Floyd
		City/Zip	Sioux City
		Phone	
Name/Title	Jody Ferris	Agency	Beyond The Bell-Irving
Signature	Jody Ferris	Address	Floyd
		City/Zip	Sioux City, IA
		Phone	
Name/Title	Mia Ladeaux	Agency	Irving BTB
Signature	ML	Address	901 Floyd
		City/Zip	Sioux City
		Phone	712-212-0121
Name/Title	Francisca Ladeaux	Agency	Irving
Signature		Address	901 Floyd
		City/Zip	Sioux City
		Phone	712-212-0121
Name/Title	Thalia Ladeaux	Agency	Irving
Signature	Thalia	Address	901 Floyd
		City/Zip	Sioux City
		Phone	712-212-0121

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	Jessie Thiele / School Nurse	Agency	
Signature	Jessie Thiele	Address	
		City/Zip	Phone
Name/Title	Lisa Schiltz / Teacher	Agency	
Signature	Lisa Schiltz	Address	
		City/Zip	Phone
Name/Title	Molly Bennett / Teacher	Agency	
Signature	Molly Bennett	Address	
		City/Zip	Phone
Name/Title	Teresa Stueber	Agency	
Signature	Teresa Stueber	Address	
		City/Zip	Phone
Name/Title	Megan Bishop / Teacher	Agency	
Signature	M. Bishop	Address	
		City/Zip	Phone
Name/Title	Maggie Norton / Pre-K Assistant	Agency	
Signature	Maggie Norton	Address	
		City/Zip	Phone
Name/Title	Janice Ryan - Teacher	Agency	
Signature	Janice Ryan	Address	
		City/Zip	Phone
Name/Title	Deb Forrester - Teacher	Agency	
Signature	Deb Forrester	Address	
		City/Zip	Phone
Name/Title	Mary Barkley - Librarian	Agency	
Signature	Mary Barkley	Address	
		City/Zip	Phone

FORM C: COLLABORATIVE SIGNATURES

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

Name/Signature		Agency Affiliation	
Name/Title	ESL Tutor	Agency	
Signature	Nancy Furness	Address	
	Nancy Furness	City/Zip	Phone
Name/Title	BTB Tutor	Agency	
Signature	Rollie Allard	Address	
		City/Zip	Phone
Name/Title	teacher / tutor	Agency	
Signature	Cindy Bennett	Address	
		City/Zip	Phone
Name/Title	teacher / tutor	Agency	
Signature	Julie Krommenhoek	Address	
		City/Zip	Phone
Name/Title		Agency	
Signature	Cia Koop	Address	
		City/Zip	Phone
Name/Title	teacher	Agency	
Signature	Erin Lindsay	Address	
		City/Zip	Phone
Name/Title	Teacher	Agency	
Signature	Julie Allard	Address	
		City/Zip	Phone
Name/Title	office manager	Agency	
Signature	Jamie Huffy	Address	
		City/Zip	Phone
Name/Title	Elem. Teacher	Agency	
Signature	Robert L. Duncan	Address	
		City/Zip	Phone

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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 <u>Tonio LaDeaux</u>	Agency <u>Irving</u>
Signature <u>Tonio L.D.</u>	Address <u>901 Floyd</u>
	City/Zip <u>Sioux city</u> Phone <u>712-212-0121</u>
Name/Title <u>Josue F</u>	Agency <u>Irving BTB</u>
Signature <u>JF</u>	Address <u>901 Floyd</u>
	City/Zip <u>Sioux city</u> Phone
Name/Title <u>Jazmin G. Lopez</u>	Agency <u>Irving / West Middle</u>
Signature <u>J. Lopez</u>	Address <u>901 Floyd Blvd / W. 19th</u>
	City/Zip <u>Sioux city</u> Phone <u>712-212-0121</u>
Name/Title <u>Roxana Angel</u>	Agency <u>Irving</u>
Signature <u>Roxana Angel</u>	Address <u>901 Floyd</u>
	City/Zip <u>Sioux city</u> Phone <u>712-212-0121</u>
Name/Title <u>LOAN PETERSON</u>	Agency <u>Irving</u>
Signature <u>Loan</u>	Address <u>901 Floyd</u>
	City/Zip <u>Sioux city</u> Phone
Name/Title <u>Craig Sandvick</u>	Agency
Signature <u>Craig Sandvick</u>	Address
	City/Zip Phone
Name/Title <u>Joe Lopez</u>	Agency
Signature <u>Joe Lopez</u>	Address
	City/Zip Phone
Name/Title <u>maricela Hernandez</u>	Agency
Signature <u>MH</u>	Address
	City/Zip Phone
Name/Title <u>Zuleym Estrada</u>	Agency
Signature <u>Estrada</u>	Address
	City/Zip Phone

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	Gage Reisdorph	Agency	Irving School
Signature		Address	
		City/Zip	Sioux City Phone
Name/Title	David Peterson	Agency	Irving School
Signature		Address	
		City/Zip	Sioux City Phone
Name/Title	Tykel Geasman	Agency	Irving School
Signature		Address	
		City/Zip	Sioux City Phone
Name/Title	John	Agency	Irving School
Signature		Address	
		City/Zip	Sioux City Phone
Name/Title	Felisha Ibarra	Agency	BTB Irving
Signature		Address	
		City/Zip	Sioux City Phone
Name/Title	Marian Pyle-Span	Agency	
Signature		Address	East 17th Street 1112
		City/Zip	NE, Sioux City Phone
Name/Title	Isaac A. Wright	Agency	BTB
Signature		Address	309 South Cassia Street 31
		City/Zip	Sioux City IA Phone 712-223-4646
Name/Title	Allen Hinds - MSC	Agency	Beyond the Bell
Signature		Address	2600 Glenn Ave.
		City/Zip	Sioux City, IA 50201 Phone 712-277-3600
Name/Title	Lauren Woods	Agency	Irving School
Signature		Address	
		City/Zip	Sioux City Phone

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	Karla Frey / Sp. Ed Teacher	Agency	
Signature	<i>Karla Frey</i>	Address	
		City/Zip	Phone
Name/Title	Suzanne Jansen / Sp. Ed Coach	Agency	
Signature	<i>Suzanne Jansen</i>	Address	
		City/Zip	Phone
Name/Title	Marc Curry / T & E	Agency	
Signature	<i>Marc Curry</i>	Address	
		City/Zip	Phone
Name/Title	Lisa Schultz / Sp. Ed Teacher	Agency	
Signature	<i>Lisa Schultz</i>	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 and Summer Program Funds)			
Number of program sites included in this application:	Total number of students being served (all sites for one year): School year: 150 Summer: 90	Total first-year funding request (all sites):	Total three-year funding request (all sites):
<u>2</u>		<u>\$ 273,754</u>	<u>\$ 821,262</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site	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
Irving Elementary School	\$ 136,877	\$ 136,877	\$ 136,877	\$ 410,631	120
Leeds Elementary School	\$ 136,877	\$ 136,877	\$ 136,877	\$ 410,631	120
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: 240

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

Applicant Agency:

Siouxland Human Investment Partnership (SHIP) Site: Irving Elementary 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:** 120

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	99,288	509	99,288	509	99,288	509	299,391
Staff Travel	336	84	336	84	336	84	1,260
Materials	7,500	1,200	7,500	1,200	7,500	1,200	26,100
Professional Development (minimum 4% per year)	6,094	750	6,094	750	6,094	750	20,532
Student Access, Transportation etc. (maximum 8% per year)	7,982	0	7,982	0	7,982	0	23,946
Evaluation (about 4% per year)	5,661	629	5,661	629	5,661	629	18,870
Administrative/ Indirect Costs (maximum 8% per year)	6,094	750	6,094	750	6,094	750	20,532
Totals	132,955	3,922	132,955	3,922	132,955	3,922	410,631

Required: One form D2 per site. Please reproduce this page for each site included in the application. **CONTINUATION GRANTEES MUST ALSO SUBMIT FORM D4. SEE THE APPENDIX ON CONTINUATION GRANTS FOR THE FORM.**

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

Applicant Agency:

Siouxland Human Investment Partnership (SHIP) Site: Leeds Elementary 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:** 120

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	99,288	509	99,288	509	99,288	509	299,391
Staff Travel	336	84	336	84	336	84	1,260
Materials	7,500	1,200	7,500	1,200	7,500	1,200	26,100
Professional Development (minimum 4% per year)	6,094	750	6,094	750	6,094	750	20,532
Student Access, Transportation etc. (maximum 8% per year)	7,982	0	7,982	0	7,982	0	23,946
Evaluation (about 4% per year)	5,661	629	5,661	629	5,661	629	18,870
Administrative/ Indirect Costs (maximum 8% per year)	6,094	750	6,094	750	6,094	750	20,532
Totals	132,955	3,922	132,955	3,922	132,955	3,922	410,631

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.

<input type="checkbox"/>	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.
X	<p>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.)*</p> <ol style="list-style-type: none">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 2013 independent audit reflects the financial capacities of the organization: Total Revenue - \$7,142,512; Total Expenses - \$7,092,447; and Net Assets - \$81,248.Security National Bank, Sioux City, Iowa serves as SHIP's financial institution.<ol style="list-style-type: none">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.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.Banking Information: Security National Bank, 601 Pierce Street, Sioux City, Iowa 51102Checking Account Balance (June 30, 2014) \$775,797.03Accounts Receivable Balance (June 30, 2014) \$1,103,368.36Line 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. <p>* <u>Note</u>: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.</p> <p>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.</p> <p>* <u>Note</u>: Agencies must validate their resources before any award can be made.</p>

FORM E: MINORITY IMPACT STATEMENT

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

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

- ☒ The proposed grant project programs or policies could have a disproportionate or unique **positive** impact on minority persons. Describe the positive impact expected from this project:

Indicate which group is impacted:

- | | |
|---|---|
| <input type="checkbox"/> Women | <input checked="" type="checkbox"/> American Indians |
| <input checked="" type="checkbox"/> Asians | <input checked="" type="checkbox"/> Latinos |
| <input checked="" type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input checked="" type="checkbox"/> Other – 2 or more races |
| <input checked="" type="checkbox"/> Blacks | <input checked="" type="checkbox"/> Other – English Language Learners |

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 1,721 children BTB served during the 2013-14 school year, for children in the two elementary schools that BTB proposes to serve in this application, for the school district (SCCSD), and for Iowa. The Sioux City and Iowa percentages come from the U.S. Census Bureau 2013 American Community Survey One-Year Estimates. The elementary and SCCSD percentages are from the 2013-14 Annual Reports for Irving and Leeds Elementary. 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.

2013	BTB	Irving	Leeds	SCCSD	Sioux City	Iowa
White	58.9%	10.1%	62.1%	53.6%	84.4%	91.4%
Black or African American	4.7%	7.3%	4.2%	5.4%	3.8%	3.3%
American Indian	3.1%	6.6%	1.7%	3.7%	1.0%	0.2%
Asian	2.7%	5.1%	3.8%	3.5%	2.6%	2.1%
Hispanic or Latino	19.9%	65.1%	22.7%	30.2%	18.3%	5.4%
Some other race (unknown)	0.3%	0.9%	0.1%	0.5%	4.3%	1.2%
Two or more races	10.3%	4.9%	5.2%	3.2%	4.0%	1.7%
Special Education (disability)	13.8%	10.6%	12.8%	13.6%	---	---
English Language Learners	14.8%	62.9%	20.5%	19.7%	---	---

- ☐ 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:

- | | |
|--|---|
| <input type="checkbox"/> Women | <input type="checkbox"/> American Indians |
| <input type="checkbox"/> Asians | <input type="checkbox"/> Latinos |
| <input type="checkbox"/> Persons with a Disability | <input type="checkbox"/> Alaskan Native Americans |
| <input type="checkbox"/> Pacific Islanders | <input type="checkbox"/> Other |
| <input type="checkbox"/> Blacks | |

- ☐ The proposed grant project programs or policies are **not expected to have** a disproportionate or unique impact on minority persons. Present the rationale for determining no impact:

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

Name: 

Title: Executive Director, Siouxland Human Investment Partnership (SHIP)

Definitions

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

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

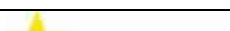
(1) "Disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of the individual, a record of physical or mental impairment that substantially limits one or more of the major life activities of the individual,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

"Disability" does not include any of the following:

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

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

FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

	<p>Private School Consultation Meeting Log</p> <p>Date 11/11/14 Time 1:30pm Location St Paul's Lutheran School</p>
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Meeting called by: Jenna Meyer **Type of meeting:** Informal
Attendees: Alyce Strong (Principal, St. Paul Lutheran) Jenna Meyer (Beyond the Bell)

----- Agenda Topics -----		
Welcome	[Jenna]	[5 min]
<p><u>Discussion:</u> Mrs. Strong and I introduced ourselves. She mentioned she had met with Matt Ohman in the past about this opportunity and that St Paul's has an afterschool program in place, but is always willing to listen to new ideas. I told Mrs. Strong about the programs we offer and how they might be different from years past in what she has heard. I told her about our new "center based" approach with the daily activities and the tutoring that we are able to offer the students.</p> <p><u>Conclusions:</u> Mrs. Strong was rushed for time as she was needing to get back to supervising the students in the gym. She listened intently, but didn't have much to respond about school year collaboration, but did have a few questions about summer.</p>		
<u>Action Items:</u> N/A	Person responsible:	Deadline:
Resources for Non-Public Schools	[Jenna Meyer]	[5 mins]
<p><u>Discussion:</u> I gave Mrs. Strong a few brochures on all the programs Beyond the Bell offers, as well as my card so she, other staff, or family's members could call me directly with questions.</p> <p><u>Conclusions:</u> Mrs. Strong is going to take the brochure to the church council and share the information we spoke about. _</p>		
<u>Action Items:</u> Follow up with Mrs. Strong before summer program	Person responsible: Jenna Meyer_	Deadline: 2/1/15

[Continues on next page]

Consultation Procedures	[Jenna Meyer]	[10 minutes]
<p><u>Discussion:</u> I first tried to get ahold of Mrs. Strong via the phone, she later explained via email that she is in the classroom until the afternoon. She also mentioned that she already had an</p>		

afterschool program running but was willing to hear new ideas. We set up a meeting for 11/11/14 at 1:30pm.

Conclusions: Networking is always a good thing. At this time, Mrs. Strong said she would give my information to the church council and they would have to make the decision. She said that in the past the church has decided to stay away from Dept. of Ed funding because of their faith based education.

<u>Action Items:</u>	Person responsible:	Deadline:
N/A	_____	_____

Questions All Staff [5 mins]

Discussion: Mrs. Strong was interested in our summer program for her families since they do not have that available. I gave her a brief overview of how that program works and pointed out in the brochure where that information was. _

Conclusions: She asked me to send a few more brochures and registration forms so she could distribute them to her families. _

<u>Action Items:</u>	Person responsible:	Deadline:
Send brochures and registration forms	Jenna Meyer	2/1/15

Other Information

Resource persons:	
Special notes:	

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

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