

GRANT AGREEMENT

STATE OF IOWA
Iowa Department of Education

Rec'd
4/12/10

Grimes State Office Building
Des Moines, IA 50319-0146

CFDA Number: 84-287
Source Code 4646
Agreement #: 10CL-03

Grant Program:
21st CENTURY COMMUNITY LEARNING CENTERS

| | | |
|--------------------------|--|---|
| Grantee Name and Address | Siouxland Human Investment Partnership (SHIP) 1520 Morningside Avenue Sioux City, IA 51106 | Grantee Federal Identification Number: 42149583600 |
| | | |

| | |
|---|---|
| Name and Address of Grant Contact Person: | Siouxland Human Investment Partnership (SHIP) (Crescent Park Elem, Everett Elem, Whittier Elem) James B. France 1520 Morningside Avenue Sioux City, IA 51106 |
|---|---|

| | | |
|-------------------|--------------|--|
| Telephone Number: | Fax Number: | E-Mail Address: |
| 712-222-6364 | 712-222-6216 | bhervey@beyondthebell.us.com (Brenda Hervey) |

Grant Amount: \$ 400,767.63

| | |
|-----------------------------|--|
| Funding Period: | January 1, 2010 to June 30, 2014 |
| Grant Period: (Year 1 of 5) | January 1, 2010 to December 31, 2010 (Yr 1)* An Amendment to Grant Agreement will be issued annually for Yrs 2-5, at the discretion of the DE as funding permits. |

Description:
The funds are designed for the development of high quality before and after school or out-of-school time programs at the local level by providing US Department of Education federal funds to local school districts, nonprofit organizations, faith-based, community-based and other public and private organizations that were reviewed and recommended for funding by the Iowa Department of Education review panel and approved for funding by the Department for the next five years. Funding for years 2 – 5 will be based on the availability of funds.

Provisions from the grantee proposal and Request for Applications (RFA) are hereby incorporated into this agreement. If there should be a conflict in language between any documents, the order of precedent shall be RFA, agreement, and proposal.

Performance Monitoring Strategy:
Grantees will be required to submit the following reports at a minimum each year. More performance and monitoring reports could be required if deemed appropriate at the federal or state level:

- (a) Quarterly financial budget reports detailing expenditures.
- (b) Year End budget report
- (c) Year End Performance and Monitoring report.
- (d) Data collection and evaluation information for the PPICS system – Profile and Performance Information Collection System (federal requirement).

Other grant conditions that must be met:

- (a) Grantees must participate in professional development opportunities at local, regional, state, and national levels according to minimum and maximums outlined within their grant budget.
- (b) Grantees must cooperate in research activities or evaluation opportunities which would help advance the before and after school movement at a locally, regional, state, or national level.
- (c) Grantees must share and disseminate information about the local 21st CCLC program with a variety of audiences, to work toward an element of sustainability of the program in the fourth and fifth years of the 21st CCLC grant when overall funding for the grant begins to occur.

An annual written year end performance and monitoring report must be provided the DE on or before January 31st following each year of the grant.

Grant applications are approved and funded for a period of five years contingent upon federal appropriations to the 21st CCLC program each year of the grant award years.

Claims for payment:

Payments will be made on an actual cost incurred basis after review and approval by the Department of fiscal activity on a quarterly basis. Claims for reimbursement should be received within 45 days of the end of each quarter. Distribution of funds will be electronic to the grant organization. Carry over of funds are permitted in years 1 – 3 only and are determined on a case-by-case basis; is not automatic; and a request must be submitted in writing or email format. Carry over funds in years 4 and 5 are not permitted. Funds in Year 4 of the grant will be reduced by 25%; Year 5 reduced by 50%; from the initial Year 1 award. Extension of grant funds beyond the fifth and final year of the grant is also not permitted at this time.

Final claims for payment and written reports are due on or before January 31st following each year of the grant with payment contingent upon receipt and acceptance the annual written year end performance and monitoring report by the DE.

*****For Department of Education Use Only*****

| FY | Fund | AGENCY | ORGANIZ. | S/ORGAN. | OBJ | ARC | AMOUNT |
|------|------|--------|----------|----------|------|-----|---------------|
| 2010 | 0268 | 282 | 3331 | | 4100 | | \$ 400,767.63 |
| | | | | | | | |
| | | | | | | | |

TERMINATION: This agreement may be terminated by either party upon ten (10) days written notice.

NONTRANSFERENCE: Unless otherwise stipulated in this agreement, the grantee shall not transfer any interest in this agreement without prior written approval from the Department of Education.

AMENDMENTS: Requests for and approval of amendments to this agreement must be mutually acceptable and in writing.

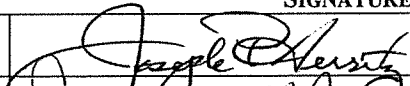
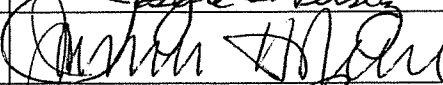
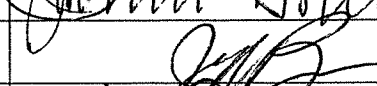

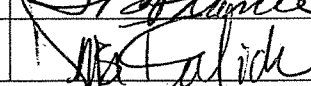
INDEMINIFICATION: The grantee agrees jointly and severally to indemnify and hold the State, its successors, and assigns harmless from and against all liability, loss, damage, or expense, including reasonable counsel fees, which the State shall incur by reason of the failure of the grantee to perform fully and comply with the terms and obligations of this agreement.

AVAILABILITY OF FUNDS: If this agreement has a multi-year operational period, its continuation is subject to the future availability of Federal and/or State funds under the program from which it is supported.

ASSURANCE: The GRANTEE, by signatures affixed below, assures the Department that the grantee is operating in compliance with all applicable FEDERAL, STATE, and LOCAL statutes, rules and regulations.

REPRESENTATIONS: Representations, verbal or written, that may have been made prior to the signing of this agreement and not expressly stated in the terms of this agreement, are nonbinding, void and of no effect. Neither party has relied on such prior representations in entering into this agreement.

Grantee: Obtain and date all required signatures and RETURN ORIGINAL using enclosed, addressed envelope to: Jill Corsbie, Accounting Technician 2, Bureau of Teaching and Learning Services, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146. Retain a copy for your agency records. Receipt of the SIGNED AND DATED ORIGINAL agreement form will initiate the request for initial grant payment as identified in this agreement.

| TITLE | SIGNATURE | DATE |
|---|---|----------|
| DE Consultant (Program Manager, Project Director) |  | 3/30/10 |
| DE Bureau Chief |  | 3/31/10 |
| DE Authorizing Signature |  | 4/14/10 |
| Grantee Superintendent or Chief Administrator |  Evee Director | 4/5/2010 |
| Grantee Business Officer |  | 4/8/10 |

**Project Application
21st Century Community Learning Centers**

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

Return to: Ruth Jones
Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

**Due:
OCTOBER 20, 2009**

PART I: APPLICATION INFORMATION

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

| | | | |
|---|-------------------|---|-------------------|
| County: Woodbury | | Amount Requested: \$ 1,703,262.44 (Total Form D1) | |
| Director of Agency: (Superintendent, City Manager, Executive Director, etc) James B. France, SHIP Executive Director | | Grant Contact/Project Director: Brenda Hervey, Beyond the Bell Program Director | |
| Agency Name: Siouxland Human Investment Partnership | | Agency Name: Beyond the Bell | |
| Address: 1520 Morningside Avenue | | Address: P. O. Box 2129 | |
| City: Sioux City | Zip: 51106 | City: Sioux City | Zip: 51104 |
| Phone: 712.222.6364 | FAX: 712.222.6216 | Phone: 712.277.3600 | FAX: 712.277.3610 |
| Email: jfrance@nwaea.com | | Email: bhervey@beyondthebell.us.com | |

| | | | |
|---|---------------------|---|-------------------|
| PPIC's Data Collection Contact: James B. France, SHIP Executive Director | | Fiscal Contact: James B. France, SHIP Executive Director | |
| Address: 1520 Morningside Avenue | | Address: 1520 Morningside Avenue | |
| City: Sioux City | City: Sioux City | City: Sioux City | Zip: 51106 |
| Phone: 712.222.6364 | Phone: 712.222.6364 | Phone: 712.222.6364 | FAX: 712.222.6216 |
| Email: jfrance@nwaea.com | | Email: jfrance@nwaea.com | |

LEGAL STATUS OF APPLICANT AGENCY

(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 11
- 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 #:
Everett Elementary School 419700019
Whittier Elementary School 4197084

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SITE INFORMATION

Please fill out this section if you are planning to operate the program at a site other than where the pupils you are serving regularly attend school (e.g., CBO, university, one school serving multiple school sites, etc). School site programs serving only pupils enrolled at this school do not need to fill out this form.

| After-school Site Name: NOT APPLICABLE | | |
|--|-----------------|--|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| School Name | Building Number | #of pupils from this school in 21 st CCLC program |
| | | |
| | | |
| | | |
| | | |
| | | |

| After-school Site Name: | | |
|-------------------------|-----------------|---|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| School Name | Building Number | # of pupils from this school in 21 st Century Community Learning Centers Program |
| | | |
| | | |
| | | |
| | | |
| | | |

| After-school Site Name: | | |
|-------------------------|-----------------|---|
| Site Address: | | |
| City, State, Zip: | | |
| Phone: | | |
| Site Contact Person: | | |
| School Name | Building Number | # of pupils from this school in 21 st CCLC program |
| | | |
| | | |
| | | |
| | | |
| | | |

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

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.

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 schoolwide 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 21st CCLC 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 F: 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 G: 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 H: 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.

Part I: 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 J: Public Review of the Application

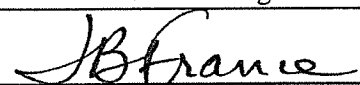
As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

Part K: 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.

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 21 st Century Community Learning Centers Program | Applicant Agency Name |
|  | Siouxland Human Investment Partnership James B. France, Executive Director |

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


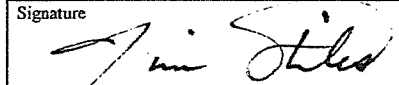
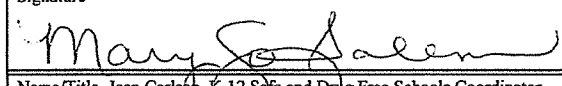

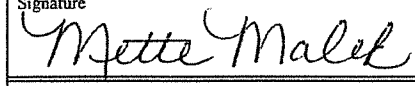

| | |
|---|---|
| Signature of Local Education Agency Representative on behalf of the 21 st Century Community Learning Centers Program | Local Education Agency Name |
|  | Sioux City Community School District Paul R. Gausman, Superintendent |

| Signatures of Principals of all Participating Schools | School Name |
|---|--|
| <i>Michael Bartek</i> | Crescent Park Elementary School Michael Bartek, Principal |
| <i>Mette Malek</i> | Everett Elementary School Mette Malek, Principal |
| <i>Linda Waugh</i> | Whittier Elementary School Linda Waugh, Principal |

COLLABORATIVE SIGNATURES

Every 21st CCLC 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.

Attach as many additional sheets as necessary

| Name/Signature | | Agency Affiliation | |
|----------------|---|--|--------------|
| Name/Title | Brenda Hervey, Beyond the Bell Program Director | Agency Beyond the Bell | |
| Signature |  | Address P. O. Box 2129 | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51104 | 712.277.3600 |
| Name/Title | Tim Stiles, BTB Governance Board President | Agency United Way of Siouxland | |
| Signature |  | Address 701 Steuben Street | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51101 | 712.255.3551 |
| Name/Title | Mary Jo Salem, Director of Elementary Education/K-12 Curriculum | Agency Sioux City Community School District | |
| Signature |  | Address 1221 Pierce Street | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51105 | 712.279.6677 |
| Name/Title | Jean Carlson, K-12 Safe and Drug Free Schools Coordinator | Agency Sioux City Community School District | |
| Signature |  | Address 1221 Pierce Street | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51105 | 712.279.6826 |
| Name/Title | Mette Malek, Principal | Agency Everett Elementary School (Ms. Malek is also Principal of Smith Elementary School.) | |
| Signature |  | Address 1314 W. 3 rd Street | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51103 | 712.279.6827 |
| Name/Title | Michael Bartek, Principal | Agency Crescent Park Elementary School | |
| Signature |  | Address 1114 W. 27 th Street | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51104 | 712-279-6825 |
| Name/Title | Linda Waugh, Principal | Agency Whittier Elementary School | |
| Signature | | Address 4820 4 th Avenue | |
| | | City/Zip | Phone |
| | | Sioux City, Iowa 51106 | 712-274-4050 |
| Name/Title | | Agency | |
| Signature | | Address | |
| | | City/Zip | Phone |
| | | | |
| Name/Title | | Agency | |
| Signature | | Address | |
| | | City/Zip | Phone |
| | | | |

21ST CCLC APPLICATION FUNDING REQUEST SUMMARY

Form D1

| 21ST CCLC TOTAL FUNDING REQUEST (Before and/or After School Program Funds) | | | |
|---|--|---|--|
| Number of program sites included in this application: | Total number of students being served (all sites): Annual numbers: 195 before and after school, 195 in the summer. | Total first year funding request (all sites): \$ 400,767.63 | Total five year funding request (all sites): \$ 1,703,262.44 |
| 3 | | | |

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.

| <i>Name of Program Site</i> | Year 1 Funding Request (see below 1, 2) | Year 4 Funding Request (75%) (see below 1, 2) | Year 5 Funding Request (50%) (see below 1, 2) | Total Funding Request (5 year total) | Number of Students being served |
|---------------------------------|---|---|---|---|--|
| Crescent Park Elementary | \$ 125,393.58 | \$ 94,045.19 | \$ 62,696.79 | \$ 532,922.72 | 60 before and after school, 60 in the summer |
| Everett Elementary | \$ 149,980.47 | \$ 112,485.35 | \$ 74,990.23 | \$ 637,417.00 | 75 before and after school, 75 in the summer |
| Whittier Elementary | \$ 125,393.58 | \$ 94,045.19 | \$ 62,696.79 | \$ 532,922.72 | 60 before and after school, 60 in the summer |
| | \$ | \$ | \$ | \$ | |

- Continuation grants are funded at the 50% level for years 1-5 based on their Cohort II (2004-2009) fifth and final year
- New grants are funded at 100% levels in years 1-3; and 75% in year 4; and 50% in year 5

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: 60 before and after school, 60 in the summer.

| Categories | Year 1 | | Year 2 | | Year 3 | | Year 4 (25% decrease) | | Year 5 (50% decrease) | | Totals |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------|-----------------|--------------------------|-----------------|--------------|
| | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | |
| Personnel | 84,720.79 | 7,345.69 | 84,720.79 | 7,345.69 | 84,720.79 | 7,345.69 | 63,540.59 | 5,509.27 | 42,360.39 | 3,672.85 | \$391,282.55 |
| Staff Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Materials | 4,150.00 | 1,850.00 | 4,150.00 | 1,850.00 | 4,150.00 | 1,850.00 | 3,112.50 | 1,387.50 | 2,075.00 | 925.00 | \$ 25,500.00 |
| Professional Development (minimum 4% per year) | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 4,587.48 | 114.78 | 3,058.32 | 76.52 | 26,646.14 |
| Student Access, Transportation etc. (maximum 8% per year) | 9,772.00 | 0 | 9,772.00 | 0 | 9,772.00 | 0 | 7,329.00 | 0 | 4,886.00 | 0 | 41,531.00 |
| Evaluation (minimum 4% per year) | 4,893.31 | 122.43 | 4,893.31 | 122.43 | 4,893.31 | 122.43 | 3,669.98 | 91.82 | 2,446.66 | 61.22 | 21,316.90 |
| Administrative/ Indirect Costs (maximum 8% per year) | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 4,587.48 | 114.78 | 3,058.32 | 76.52 | 26,646.14 |
| Totals | 115,769.38 | 9,624.20 | 115,769.38 | 9,624.20 | 115,769.38 | 9,624.20 | 86,827.03 | 7,218.15 | 57,884.69 | 4,812.10 | \$532,922.72 |

Applicant Agency: Siouxland Human Investment Partnership

Site: Everett 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: 75 before and after school, 75 in the summer.

| Categories | Year 1 | | Year 2 | | Year 3 | | Year 4 (25% decrease) | | Year 5 (50% decrease) | | Totals |
|--|-------------------|------------------|-------------------|------------------|-------------------|------------------|--------------------------|-----------------|--------------------------|-----------------|----------------------|
| | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | |
| Personnel | 99,294.69 | 9,533.50 | 99,294.69 | 9,533.50 | 99,294.69 | 9,533.50 | 74,471.02 | 7,150.12 | 49,647.35 | 4,766.75 | \$ 462,519.81 |
| Staff Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | \$ 0 |
| Materials | 6,075.00 | 2,400.00 | 6,075.00 | 2,400.00 | 6,075.00 | 2,400.00 | 4,556.25 | 1,800.00 | 3,037.50 | 1,200.00 | \$ 36,018.75 |
| Professional Development (minimum 4% per year) | 7,314.01 | 185.02 | 7,314.01 | 185.02 | 7,314.01 | 185.02 | 5,485.51 | 138.77 | 3,657.01 | 92.51 | \$ 31,870.88 |
| Student Access, Transportation etc. (maximum 8% per year) | 11,680.00 | 0 | 11,680.00 | 0 | 11,680.00 | 0 | 8,760.00 | 0 | 5,840.00 | 0 | \$ 49,640.00 |
| Evaluation (minimum 4% per year) | 5,851.21 | 148.01 | 5,851.21 | 148.01 | 5,851.21 | 148.01 | 4,388.41 | 111.01 | 2,925.61 | 74.01 | \$ 25,496.69 |
| Administrative/ Indirect Costs (maximum 8% per year) | 7,314.01 | 185.02 | 7,314.01 | 185.02 | 7,314.01 | 185.02 | 5,485.51 | 138.77 | 3,657.01 | 92.51 | \$ 31,870.88 |
| Totals | 137,528.92 | 12,451.55 | 137,528.92 | 12,451.55 | 137,528.92 | 12,451.55 | 103,146.69 | 9,338.66 | 68,764.46 | 6,225.77 | \$ 637,417.00 |

Applicant Agency: Siouxland Human Investment PartnershipSite: Whittier 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: 60 before and after school, 60 in the summer.

| Categories | Year 1 | | Year 2 | | Year 3 | | Year 4 (25% decrease) | | Year 5 (50% decrease) | | Totals |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------------------------|-----------------|--------------------------|-----------------|--------------|
| | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | Student Program | Family Literacy | |
| Personnel | 84,720.79 | 7,345.69 | 84,720.79 | 7,345.69 | 84,720.79 | 7,345.69 | 63,540.59 | 5,509.27 | 42,360.39 | 3,672.85 | \$391,282.55 |
| Staff Travel | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Materials | 4,150.00 | 1,850.00 | 4,150.00 | 1,850.00 | 4,150.00 | 1,850.00 | 3,112.50 | 1,387.50 | 2,075.00 | 925.00 | \$ 25,500.00 |
| Professional Development (minimum 4% per year) | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 4,587.48 | 114.78 | 3,058.32 | 76.52 | 26,646.14 |
| Student Access, Transportation etc. (maximum 8% per year) | 9,772.00 | 0 | 9,772.00 | 0 | 9,772.00 | 0 | 7,329.00 | 0 | 4,886.00 | 0 | 41,531.00 |
| Evaluation (minimum 4% per year) | 4,893.31 | 122.43 | 4,893.31 | 122.43 | 4,893.31 | 122.43 | 3,669.98 | 91.82 | 2,446.66 | 61.22 | 21,316.90 |
| Administrative/ Indirect Costs (maximum 8% per year) | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 6,116.64 | 153.04 | 4,587.48 | 114.78 | 3,058.32 | 76.52 | 26,646.14 |
| Totals | 115,769.38 | 9,624.20 | 115,769.38 | 9,624.20 | 115,769.38 | 9,624.20 | 86,827.03 | 7,218.15 | 57,884.69 | 4,812.10 | \$532,922.72 |

Applicant Agency's Fiscal Resource Information

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

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

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

Siouxland Human Investment Partnership (SHIP) is a private nonprofit community-based organization that has been in existence as a corporation since 1998. Currently, SHIP is responsible for fiscal agent and program oversight services to allocations and grants totaling \$8.8 million, annually. The agency works closely with its accounting (Williams & Company, CPA) and banking (Security National Bank) partners to review our cash management policies and cash flow needs. In 2008, the agency completed the upgrading of its accounting system to an automated fund accounting system which meets the growing needs for financial information. These policies and procedures guide the decisions made by the agency to apply for new grants and to ensure that we can cover initial start up and operating costs for new grants and programs which become part of an array of programs and grants for which SHIP is responsible.

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.

Budget Narrative (16 points)

This application includes budgets for three Beyond the Bell (BTB) sites offering before school, afterschool, and summer programming for 195 children each year. Each budget includes staff, professional development, student materials and transportation, evaluation, and administration. Thus, the budgets relate to the proposed activities. In addition, partners understand and comply with the requirement to supplement and not supplant existing funding.

Personnel. Siouxland Human Investment Partnership (SHIP) will act as employer of record for all positions proposed in this application. Given the state of the economy, this application does not propose annual salary increases for any of the positions. This could change as the economy improves.

Each budget includes partial support for the full-time Multi-Site Manager (MSM, 40% in the Everett budget and 30% each in the Crescent Park and Whittier budgets), who will organize and oversee the three sites and serve as Coordinator for the Family Literacy portion of this project. The MSM hires and supervises BTB staff for the three sites, plans and coordinates staff development, implements BTB academic program policies and procedures, completes the monthly payroll, and manages the site budgets. The MSM plans, implements, and evaluates program activities, administers and evaluates assessments for BTB students, and maintains appropriate BTB curriculum materials. The MSM meets regularly with school principals, teachers, students, parents, and program staff to support the ongoing relationships so integral to the program. Within Family Literacy, the MSM analyzes parents' education and parenting needs through a family assessment and connects families with existing local GED/ESL resources as well as those developed for this program. The MSM coordinates other family education opportunities and makes home visits to explain available services. The MSM plans and facilitates the six annual family nights, provides support at family activities, and participates in program conferences.

The MSM position pays \$33,000 annually, a standard salary for similar positions in this area. This position receives standard SHIP benefits: 7.65% FICA, 6.65% retirement benefits (Iowa Public Employees' Benefits System), health and dental insurance (current cost \$3,704.64 annually), insurance (general liability, errors and omissions, professional liability, life, and long-term disability, current cost \$438.24 annually), unemployment insurance (1.0%), Workers' Compensation (1.74%), and general administration (direct deposit, health/childcare savings plan, payroll administration, etc., 3.0%).

Certified teachers staff the BTB afterschool and summer programs. During the school year, teachers work with BTB students at a 1:10 ratio for two hours/week (30 minutes/day, Monday through Thursday), for 31 weeks/year. In summer, teachers work 17.5 hours/week for six weeks. Teachers receive \$23/hour, and standard part-time benefits: 7.65% FICA and 1.0% Workers' Compensation. Teachers assess each BTB student to identify individual academic deficiencies and tailor instructional content to address those areas. The instructional sessions consist of tutoring in the research-based curriculum the District designates, or math- and reading-centered activities that adhere to District standards and benchmarks.

Youth Workers (YWs) directly supervise BTB students at a 1:15 ratio at all times when the students are not with teachers. During the school year, YWs work for 10 hours/week in the before school program and for 15 hours/week in the after school program. In the summer, YWs work 40 hours/week for six weeks. YWs receive \$10 per hour, standard college student wages in this area, 7.65% FICA, and 1.0% Workers' Compensation. YWs recruit and supervise student

participants, assist with program planning and field trips, lead students in planned activities, promote a positive, professional, and respectful program environment, seek out and work with volunteers, establish a strong professional relationship with custodial staff, maintain a clean site and a safe environment, maintain frequent communication among BTB staff, parents, and school staff, and maintain student discipline. YWs record student participation, distribute snacks (and lunches in the summer), and may supervise students on buses.

Staff Travel. This budget does not request support for staff travel.

Materials. The Everett budget requests \$6,075 for program supplies (\$4,000 during the year and \$2,075 for the summer) and \$2,400 for Family Literacy (FL) materials. The other two budgets request \$4,150 for program supplies (\$3,000 during the year and \$1,150 in the summer) and \$1,850 for FL materials. BTB students use the supplies during educational and recreational activities. Supplies include pencils, pens, crayons, paint, paper, curriculum materials, and pumpkins for students to paint. FL materials include prizes for families who attend the family nights, such as books, games, school supplies, and admissions to family-oriented events. BTB serves food at these family nights, and the budget supports the meals as well. Local BTB supporters will donate some incentives and food, but the amount requested will feed and provide incentives for the number of people expected to attend. Last fall, BTB stretched FL budgets to provide face painting and a book for each child who attended Lights On Afterschool. Overall, BTB will serve 195 students, before school, afterschool, and in the summer, at approximately \$75 each in supply costs, and provide six FL events annually for 150 families at just over \$40 per family. The amounts requested provide materials for 775 hours/child during the school year and 217.5 hours/child in the summer—total 992.5 hours/child—at a cost just over \$.07 per hour per child. BTB operates 24 sites in addition to proposed three, so economies of scale apply and BTB makes every effort to purchase consumable materials cost effectively.

Professional Development. The funds requested for professional development assure training and technical assistance for BTB staff. One example of use of these funds is Character Counts! training (\$1,000 for The Institute for Character Development at Drake University to provide training for the YWs and \$25 per person for materials). BTB also takes advantage of local opportunities such as the upcoming Youth Worker Training presented by the Siouxland Nonprofit Management Alliance, a partnership of Iowa State University Extension-Woodbury County, United Way of Siouxland, and the Tri-State Graduate Center (at \$20 per person). In addition to the amounts requested here, the SCCSD provides substantial professional development to BTB staff, such as consultation, in-service, and technical support through its Technology Education Department. The requested amount is 5% of each site budget.

Student Access/Transportation. Funds requested assure safe and reliable transportation for students from their homes to school before school, from school to home for after school, and round trip in the summer on school district buses. Because of the 8% 21st CCLC cap, these budgets request full transportation in the summer, but only 172 days for Everett and 119 days for the other two sites of the 180 days of transportation that students require. During the remaining 8(61) days, sites will share buses.

Evaluation. The 4% of each site budget requested for evaluation assure program accountability in meeting the purpose and goals of the 21st CCLC BTB program. Siouxland Human Investment Partnership (SHIP) has a legislative mandate to provide evaluation for the programs it administers, so SHIP will select and oversee the work of the evaluator(s). SHIP will select qualified and experienced evaluators who will provide evaluation of performance to improve

programming. Evaluation reports include information on the grant as a whole (goals, objectives, lessons learned, planned adjustment, community collaboration, and budget); site-level data (student characteristics, participation rates, activities, links to school); and achievement (successes and challenges, grades, test scores, and teacher surveys). If the requested amounts are not sufficient to provide the required reports, SHIP will use other funding to fill the gap.

Administrative Costs. The funds requested for administration assure coordinated and collaborative project planning, sustainability planning, and fiscal management. In addition to providing evaluation, SHIP acts as employer of record for BTB staff and assigns a Contract Coordinator to provide the day-to-day fiscal management that enables BTB to achieve objectives on time and within budget. Through its Board of Directors and the BTB Governance Board, SHIP works with project partners to implement BTB's Sustainability Plan for continuing beyond the grant funding. SHIP performs all these vital activities for 5% of the total budget.

Partners' In-Kind Contributions. The Memorandum of Understanding details partners' in-kind contributions (please see the MOU for more details). All partners communicate regularly to provide updates on emerging issues, challenges, successes, and ongoing project need. They take time to consult with BTB in planning and implementing programming and advocate for quality BTB programming in the community. Representatives of the Sioux City Community School District (SCCSD), SHIP, United Way of Siouxland, and the local business community devote considerable time and effort to service on the BTB Governance Board.

- Although SHIP receives reimbursement for serving as the BTB fiscal agent and employer of record, these funds do not cover ongoing program support and staff development. Nor do the funds cover such unexpected expenses as the recent physical relocation of BTB administrative offices, for which SHIP provided in-kind support. Equally importantly, SHIP supports sustainability, including funding grant writing, without grant reimbursement.
- The SCCSD provides classroom space, facilities, and equipment for BTB programs, technical support through its Technology Education Department, funding for certified teachers and one summer program site, some bus transportation for BTB participants, food service for BTB participants, and substantial curriculum consultation.
- United Way of Siouxland supports BTB sustainability through funding allocations, designating BTB as an option for United Way donors, and including BTB support in its Community Impact Team processes.

In addition to support from partners, community-based organizations support BTB. For example, organizations partner with BTB students in the Service Learning Challenge (SLC). In the SLC, BTB students identify a community need and work with a community-based partner organization to design and conduct a project to address this need. When projects are complete, students present information about the projects to an audience of community members. The audience always includes representatives of partner organizations. Further, more than 50 local businesses and organizations provide materials and support for BTB programming.

Summary. Overall, the requested budget will provide quality BTB before school, after school, and summer programming for 195 academically challenged children at just over \$2.00 per hour per child. Because evaluations show that BTB improves school attendance, decreases discipline incidents, and increases academic achievement, this investment benefits children, their families, and the community as a whole.

Abstract (16 points)

This application proposes new and expanded programs at three Beyond the Bell (BTB) sites in Sioux City for the FY 2009-2014 application cycle. Siouxland Human Investment Partnership (SHIP) submits this application to the Iowa 21st Century Community Learning Centers Program on behalf of BTB. Expected measurable long-term student outcomes/performance are:

- BTB's academic assistance component will improve participants' academic achievement, as measured by assessments, grades, and standardized test scores.
- BTB's educational enrichment component will improve participants' social skills and increase productive communication among participants, families, school staff, and community members, as measured by activity participation and surveys of students, families, and staff.
- BTB's family literacy component will assess the need for family literacy services among participants' adult family members and assist family members in satisfying those needs, as measured by activity participation and surveys of families and staff.
- Overall, BTB programming will provide a safe environment where students can grow academically, socially, and physically, as measured by academic achievement data, social skills surveys, and reports of violence-related incidents in the schools.

Striving toward these student outcomes helps BTB move toward its vision of a community where all youth reach their full potential through access to quality BTB programming, before school, after school, and in the summer. BTB works closely with participating school districts to address student and community needs in three areas: academic achievement, social skill building, and physical well-being. To increase academic achievement, BTB uses certified teachers at a 1:10 teacher-student ratio to assess each child individually and deliver appropriate instruction. BTB coordinates programming with the school district, and the district provides regular professional development and technical assistance. To build social skills, BTB emphasizes character development in activities that increase cultural awareness, such as music, dance, cooking, and recreation. BTB helps students become socially competent through the same "Character Counts!" curriculum that the district uses during the school day. BTB staff members promote a positive, professional, and respectful environment and the front-line BTB Youth Workers, who 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 during the school year and healthy lunches and snacks during the summer. Daily, BTB students participate in a wide variety of recreational activities that combine learning and physical exercise and help students develop teamwork skills. Evaluations demonstrate that BTB programming increases academic achievement, social skills, family literacy, and school safety.

The BTB expansion proposed in this application will serve 195 students before and after school and in the summer. To accomplish program goals most effectively, BTB targets students at Title I schools who have academic deficiencies and are performing below grade level. Often, these students are from low-income families and racial minority categories, and many have a special education curriculum and/or are English language learners. Although the program focuses on students who are not proficient in reading and mathematics, BTB does not deny program access to any student and is the only program in Sioux City that is publicly available regardless of families' ability to pay. All BTB programming is free from discrimination and provides equal opportunity for all participants.

BTB directly addresses community needs for safe reliable childcare and reduced achievement gaps 1) between Sioux City and the State, and 2) among categories of students. Sioux City's low average income and educational levels exacerbate the achievement gaps and support the need for Family Literacy services. To address these needs, BTB proposes activities to meet its program objectives that align with the District's Comprehensive School Improvement Plan.

- Increase BTB participants' grades and the percentages of BTB students at proficient ITBS performance levels in mathematics and reading. *Activities:* Students who need academic assistance participate 30 minutes per day, Monday through Thursday, in instructional sessions in their area(s) of need. The instructional session consists of teacher tutoring in the district-designated research-based curriculum or students working with educational computer programs, which they use at least once each week. BTB's educational enrichment activities include journaling, service learning, field trips, and extended access to the school library.
- Increase collaboration among BTB students, BTB parents, and school staff to improve student success. *Activities:* BTB staff assist parents and students in setting goals for an Individualized Afterschool Plan (IAP). BTB teachers combine IAP goals with initial student assessments to devise appropriate academic strategies. Regularly, BTB teachers and staff consult with parents and school staff about student progress. Regular consultations include conferences twice a year for teachers, BTB staff, and parents. BTB seeks program planning input from students and families, and parents serve on the BTB Governance Board. BTB families attend six Family Nights each year where they share a meal with BTB and school staff, participate in literacy activities, and take home books or games. Also, families make trips to the public library, attend such family events as the circus and performing arts, and use the Passpoint program with incentive-based rewards.
- Improve safety by reducing violent incidents in the schools. *Activities:* BTB offers social skill enhancements, such as conflict mediation, mentoring, and recreational activities focusing on caring, respect, responsibility, and honesty; use of the Character Counts! curriculum; activities to increase cultural awareness.

Dedicated, long-term community-based partners in this application are:

- SHIP serves as applicant, fiscal agent, and employer of record for BTB staff, and SHIP conducts program evaluations.
- The Sioux City Community School District (SCCSD) provides classroom space and facilities for BTB programs, technical support through its Technology Education Department, funding for certified teachers and summer programming, some bus transportation and food service for students, and curriculum consultation.
- United Way of Siouxland supports BTB sustainability through funding allocations, designating BTB as an option for United Way donors, and including BTB in its Community Impact Team processes.

SHIP, the SCCSD, United Way of Siouxland, and parents provide members for the BTB Governance Board. The Board provides program vision, goal setting, and strong management. This active Board meets regularly to establish and review program policies and monitor program success. Board members work to promote and expand high-quality before school, after school, and summer BTB programming. Representing diverse segments of the community, Board members advocate for BTB, maintain collaborations, forge new alliances, and seek new funding sources to ensure a broad support base and long-term sustainability.

General, Cross-Cutting Elements (16 points)

Beyond the Bell (BTB) programming, before and after school and in the summer, contributes to all four “Results for Iowa Youth” (Iowa 21st CCLC Program RFA 2009:6).

1. “All Iowa children and youth are healthy and socially competent.” BTB provides healthy snacks during the school year and healthy lunches and snacks during the summer as established by the National School Lunch Program. BTB offers programming that emphasizes nutrition and healthy eating, and students participate daily in a wide variety of recreational activities that combine learning and physical exercise. BTB increases social competence through maintaining an orderly and respectful environment and using the same “Character Counts!” curriculum focused on the Six Pillars of Character that the school district uses during the school day.

2. “All Iowa children and youth succeed in school.” BTB provides academic assistance, targeting students at Title I schools who have academic deficiencies and are performing below grade level. Certified teachers work with students for four days each week, providing individual assistance at less than a 1:10 ratio. Students outside the target audience who participate in the program also receive academic assistance as identified by individual student assessments. The program performs extensive outreach to BTB parents to help young people succeed in school.

3. and 4. “All Iowa children and youth are prepared for productive adulthood” and “All Iowa children and youth have the benefit of safe and supportive families, schools, and communities.” BTB encourages collaboration among program staff, school personnel, and parents to help children succeed in school. The program encourages parents to become and stay involved in the school life of their children, both academically and as role models. Because students see their parents as role models, BTB works to enhance parents’ independence and productivity through family literacy programming.

BTB is based on the ten common elements of a quality afterschool program.

| Table 1. Ten Common Elements of Quality Afterschool Programs and BTB | |
|---|--|
| <i>Common Element</i> | <i>Basis in BTB</i> |
| The program is a combination of academic, enrichment, cultural, and recreational activities that guide learning and engage children and youth in wholesome activities | BTB combines: <ul style="list-style-type: none"> • Individualized tutoring from certified teachers, • Enrichment such as service learning and field trips, • Cultural activities through music, dance, and cooking, • Daily recreation that builds health and cooperation. |
| Goal setting and strong management | Teachers, parents, and students set and collaboratively address student outcome goals. The BTB Governance Board meets bimonthly to monitor progress toward goals and ensure that the program meets legal requirements. |
| Planning for long-term sustainability | BTB Governance Board members completed 21 st CCLC Sustainability Training and continue to implement, review, and revise the ongoing sustainability plan. |
| Quality after-school staffing | BTB hires, works to retain, and compensates highly qualified staff, including a dedicated program administrator, certified teachers who work with students at a 1:10 ratio, Youth Workers who supervise students at a 1:15 ratio, and volunteers. All staff participate in ongoing professional development. |
| Attention to safety, health, and nutrition issues | The BTB Mission is to provide a safe environment where students can grow academically, socially, and physically. BTB serves healthy snacks (and lunches in the summer) provided by the School District through the National School Lunch Program. |
| Effective partnerships | Diverse community representatives populate the BTB Governance Board and enlist additional community-based organizations into the collaboration. BTB builds partnerships with existing community services. |
| Strong involvement of families | Families provide regular feedback to BTB and serve as members of the BTB Governance Board. BTB involves youth in program planning and offers transportation, when possible, and surround care in the summer. |
| Extended learning opportunities | BTB consults regularly with School Districts to ensure school-day and afterschool curriculum coordination. |
| Linkages between school-day and after-school personnel | BTB provides essential planning time. All BTB sites are at neighborhood schools and BTB transports youth to field trips at community facilities. |
| Evaluation of program progress and effectiveness | SHIP provides professional, data-based evaluations that address program and student outcomes. The BTB Governance Board uses the evaluations to monitor program progress and effectiveness. |

System Capacity Summary (16 points)

Capacity to meet timelines. In 1996, community partners began the long-term collaboration that produced quality Beyond the Bell (BTB) programming. Throughout their history, partners have established and met timelines, for BTB design, implementation, evaluation, fiscal management, and sustainability. Today, dedicated partners, including Siouxland Human Investment Partnership (SHIP) and the LEA, are committed to continuing quality programming and meeting project timelines. BTB has successfully used current levels of material and human resources to serve students for the past 8 years, before school, after school, and in the summer.

Evidence of previous success. Concerned community leaders collaborated to begin BTB in fall 2001 with advocacy and 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 Community School District. The District dedicated approximately half of this award to the new BTB program. Within a year, BTB merged with the Siouxland Y's after school program to become the only program publicly available regardless of families' ability to pay. BTB served five schools during the first year and three new schools in the second year. In the third year, BTB added two sites and incorporated ten previously existing Siouxland Y sites into the BTB model. In 2008-09, BTB served more than 750 students during the school year at five elementary schools, a K-8 parochial school, and a middle school through 21st CCLC grants with SHIP acting as fiscal agent. Throughout BTB's history, the same dedicated Program Director has done an exemplary job of managing the program.

Table 2. BTB evaluations show success in providing positive youth development.

“Participation in BTB helped students below the [ITBS] 41st percentile obtain better classroom grades more than it was able to help students above the 40th percentile. In other words, BTB can be a powerful tool that addresses the needs of lower-performing students, who often are some of the hardest to help.”

Teachers report that 72% of students have improved school attendance when attending BTB.

| |
|---|
| Table 2. BTB evaluations show success in providing positive youth development. |
| “Students who attend Beyond the Bell regularly and participate in academic time made bigger gains than their peers in all content areas of the District Levels Tests and ITBS.” |
| “Elementary and middle school students who participated in both the summer and the regular year programs earned better grades than they did in the previous year.” |
| It “is obvious from the data that the 2006 summer and 2006-07 afterschool programs were an important intervention for the children and families who participated. The children were enthusiastic about them and the parents were appreciative and supportive of them... Over 80% of the summer program children... showed a significant improvement in math skills... Overall, for the afterschool participants there was significant improvement in reading...”. |
| In surveys parents completed at the ends of the 2008 and 2009 summer sessions, they expressed gratitude for the “excellent program” with such comments as, “Thank you to all the staff for a wonderful and safe summer” and “My child was very happy and learned more.” One wrote, “BTB is the best program, for any amount of money, I have seen anywhere in the U.S.” |
| <i>Sources:</i> Kuehne 2005; Witte 2006, 2007; Mullin 2008, 2009. |

Two recent evaluations (summer 2008 and 2009) demonstrated that K-5 children significantly increased their mathematics and literacy skills. For most assessments, children with the lowest initial scores gained the most skills and those who attended more days of BTB improved more.

Evidence of capacity to administer the program. Founded in 1998, SHIP is a private nonprofit community-based organization that serves as the Empowerment and Decategorization Boards for Woodbury County. In 2008, SHIP completed the upgrade of its accounting system to meet its growing needs for financial information. The agency works closely with its accounting and banking partners to review cash management policies and cash flow needs. These procedures guide SHIP’s decisions to apply for new grants and to ensure the ability to cover initial start up and operating costs for new grants and programs. Currently, SHIP is responsible for fiscal agent and program oversight services to allocations and grants totaling \$8.8 million annually. SHIP has been the clearinghouse for Empowerment, Decategorization, Criminal and Juvenile Justice Planning, Tobacco Community Partnership, Wellmark Foundation, and 21st CCLC grant funds. Please see SHIP’s most recent annual audit report and documented plan of linkage among the school district and community partners (the Memorandum of Understanding, both attached) for more information.

Evidence of technology capacity. 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 uses Pentamation software with a Pinnacle user interface to record and track student data and uses this software to download official school data for BTB evaluation.

| | Crescent Park | Everett | Whittier | School District |
|---------------------|----------------------|----------------|-----------------|---|
| Computers available | 26 | 45 | 24 | All sites have access to PLATO and Reading Counts software. The District provides technical support to BTB. |
| Proposed # to serve | 60 | 75 | 60 | |
| Students/computer | 2.3 | 1.7 | 2.5 | |

Sources: Sioux City Community School District, 2009; BTB 2009 Proposal.

BTB students rotate times and days so that each can work individually on a computer, only sharing computers when working on a group project. BTB instructs students on the internet and provides “Computer Quiz” questions that require students to use the internet to find answers.

Evidence of capacity to sustain the program. Please see the “Sustainability” section below.

Education and Enrichment (64 points)

Comprehensive School Improvement Plan (CSIP). BTB continues to work closely with District officials, including the School Improvement Advisory Committee and personnel responsible for CSIP development, to ensure that BTB programming supports District goals and coordinates with District curricula to meet student needs. BTB partners meet regularly with District officials to plan programming and these officials helped develop this application.

| CSIP Long-Range Goal: | BTB support for the CSIP Goal: |
|--|--|
| <i>Goals 1-3:</i> “All K-12 students will achieve at the proficient level in reading comprehension [2: mathematics, 3: science], prepared for success beyond high school.” | BTB provides students having academic difficulty with instruction from certified teachers at a 1:10 ratio for two hours per week. BTB staff and volunteers help students with homework at no more than a 1:15 ratio. BTB targets students with academic difficulties, and this helps them succeed. |

| | |
|--|---|
| Goal 4: "All K-12 students will use technology in developing proficiency in reading, math, and science." | BTB students have access to technology and work with PLATO each week. PLATO is researched-based and offers differentiated instruction to address individual student needs. This is a smooth transition from the school day, because students can work on PLATO during school and during BTB. |
| Goal 5: "All schools will maintain a school climate that is safe, orderly and conducive to academic productivity for all students." | BTB maintains a safe environment where students can grow academically, socially, and physically. When students are not working with teachers, staff supervise student activities at no greater than a 1:15 ratio. BTB promotes a positive environment and staff advocate for students and serve as role models. |
| Through analysis of building and district data, the District CSIP (2006) reports: | |
| <ul style="list-style-type: none"> ● The white and Asian-American subgroups... score higher than other racial ethnic subgroups. ● An achievement gap exists when comparing low SES students to students who are not low SES... in both reading and math. ● The special education subgroup has a lower than average attendance rate and a higher than average dropout rate as compared to our non-special education group. ● The ELL subgroup is not showing needed progress in raising the level of students proficient in reading and math. | BTB targets students with academic deficiencies, including subcategories of students the District CSIP identifies. On average, BTB participants are less often white and Asian-American and more often from low-income families and in the special education and ELL subgroups than the population of students in the District. |
| ● We have higher dropout rates among African-American students, Hispanic students, and Native American students than would reasonably be expected. | BTB addresses dropout rates by helping students succeed academically at the elementary level and providing healthy and productive afterschool activities. |
| ● We need to build stronger relationships with parents and students. | BTB establishes and maintains strong relationships with families and students. |
| <i>Source of Goals: 2004-2009 CSIP, Sioux City Community Schools July 2006:7-8.</i> | |

Assessment of Student and Community Needs. BTB supports the CSIP, as noted above, and responds to student and community needs. Table 5 compares 2008-09 Sioux City and Iowa ITBS/ITED proficiency levels and demonstrates the gap between Sioux City and Iowa. BTB addresses this gap by targeting students with academic difficulties.

| Grades | Sioux City | | | Iowa | | |
|-------------|------------|-------|-------|-------|-------|-------|
| | 4 | 8 | 11 | 4 | 8 | 11 |
| Reading | 68.9% | 64.7% | 67.6% | 81.2% | 74.3% | 76.8% |
| Mathematics | 68.0% | 66.3% | 67.6% | 81.2% | 77.0% | 77.8% |

Sources: Sioux City Community Schools Annual Progress Report 2008-2009; The State Report Card for No Child Left Behind (Iowa Department of Education, September 2009).

| Table 6. Sioux City Community School District ITBS Proficiency Percentages | | | | | | | | |
|--|------|------|---------|------------|------|-------|------------------|-------------------|
| | All | IEP | Low SES | Higher SES | ELL | White | African-American | Hispanic-American |
| READING | | | | | | | | |
| 3rd grade 2004 | 64.6 | 30.3 | 52.8 | 77.6 | 45.3 | 74.1 | 42.6 | 47.6 |
| 2005 | 63.0 | 30.5 | 51.5 | 74.4 | 39.0 | 70.9 | 53.5 | 48.4 |
| 2006 | 65.5 | 27.9 | 56.2 | 76.7 | 48.7 | 72.0 | 47.4 | 55.0 |
| 2007 | 63.5 | 32.4 | 53.0 | 77.8 | 44.3 | 72.1 | 52.1 | 47.8 |
| 2008 | 65.8 | 39.3 | 59.0 | 77.2 | 48.8 | 76.4 | 49.3 | 52.1 |
| 4th grade 2004 | 67.3 | 32.3 | 57.9 | 77.9 | 46.1 | 73.5 | 54.7 | 53.1 |
| 2005 | 70.2 | 40.4 | 61.2 | 81.0 | 41.4 | 79.5 | 49.3 | 55.6 |
| 2006 | 69.9 | 36.3 | 59.7 | 80.4 | 52.4 | 76.1 | 61.4 | 57.5 |
| 2007 | 64.6 | 20.2 | 54.0 | 79.5 | 46.9 | 73.1 | 52.4 | 53.7 |
| 2008 | 68.9 | 43.0 | 61.6 | 80.1 | 50.7 | 77.7 | 59.4 | 54.0 |
| 5th grade 2004 | 66.9 | 38.7 | 54.4 | 78.4 | 44.2 | 75.5 | 47.1 | 49.8 |
| 2005 | 67.2 | 31.6 | 56.7 | 77.4 | 34.2 | 73.9 | 56.7 | 50.0 |
| 2006 | 69.7 | 33.6 | 60.2 | 78.9 | 48.6 | 76.7 | 55.0 | 59.7 |
| 2007 | 64.9 | 29.9 | 54.6 | 76.6 | 49.2 | 71.3 | 52.7 | 56.4 |
| 2008 | 69.2 | 32.4 | 60.3 | 82.8 | 55.0 | 76.4 | 50.0 | 62.7 |
| MATHEMATICS | | | | | | | | |
| 3rd grade 2004 | 65.6 | 45.8 | 55.4 | 76.6 | 48.8 | 74.4 | 41.2 | 53.9 |
| 2005 | 62.0 | 47.4 | 50.5 | 73.8 | 43.3 | 70.8 | 50.0 | 48.0 |
| 2006 | 68.3 | 40.4 | 58.1 | 80.4 | 55.1 | 75.6 | 52.6 | 58.2 |
| 2007 | 59.0 | 33.3 | 50.3 | 70.9 | 40.3 | 68.0 | 52.1 | 42.4 |
| 2008 | 64.7 | 41.0 | 57.6 | 76.6 | 54.7 | 73.1 | 50.7 | 54.8 |
| 4th grade 2004 | 69.9 | 39.4 | 60.1 | 81.0 | 46.9 | 75.4 | 59.4 | 58.2 |
| 2005 | 69.4 | 48.3 | 61.5 | 78.7 | 50.0 | 75.8 | 54.4 | 59.9 |
| 2006 | 69.9 | 48.7 | 59.7 | 80.4 | 54.5 | 78.1 | 54.3 | 58.4 |
| 2007 | 70.6 | 38.8 | 60.1 | 85.3 | 58.7 | 78.5 | 52.4 | 58.4 |
| 2008 | 68.0 | 42.2 | 59.3 | 81.4 | 45.7 | 78.0 | 58.0 | 51.3 |
| 5th grade 2004 | 63.8 | 45.2 | 50.4 | 76.3 | 39.2 | 73.4 | 38.2 | 46.4 |
| 2005 | 68.6 | 37.2 | 58.3 | 78.5 | 34.2 | 74.5 | 50.7 | 55.2 |
| 2006 | 68.0 | 37.6 | 57.0 | 78.7 | 41.8 | 75.9 | 43.3 | 56.6 |
| 2007 | 66.9 | 39.6 | 56.0 | 79.3 | 56.1 | 74.5 | 47.3 | 59.2 |
| 2008 | 71.4 | 40.8 | 64.1 | 82.8 | 58.2 | 78.8 | 53.4 | 64.7 |

Table 6 shows percentages of 3rd through 5th grade students proficient (at or above the 41st percentile on the ITBS) for 2004-08 (Sioux City Community Schools 2006, 2007, 2009). As is evident, proficiency percentages have generally increased over this period, with some exceptions, but achievement gaps remain. BTB addresses achievement gaps by targeting students with academic deficiencies and offering healthy, productive afterschool activities.

Table 7 shows the high percentage of families with all parents in the workforce that need a safe and productive place for their children after school. Table 6 also displays the high poverty rates and low educational levels in Sioux City that support the need for Family Literacy services.

| Table 7. Sioux City Characteristics Compared with Iowa and U.S. Characteristics | | | | | |
|---|----------------|--------------|---------------|--------------|--------------|
| | N Sioux City % | | N Iowa % | | U.S. |
| Population size* | 85,236 | 2.9% of IA | 2,988,047 | 0.9% of US | 301,621,159 |
| All parents in the workforce | 66.0% | | 71.8% | | 61.7% |
| Median household income* | \$42,560 | 90% of IA | \$47,292 | 93% of US | \$50,740 |
| People below poverty level* | 15,002 | 17.6% | 328,685 | 11.0% | 13.0% |
| Families below poverty level* | 2,302 | 11.7% | 58,779 | 7.4% | 10.2% |
| With related children under 18* | 1,690 | 19.6% | 98,496 | 12.4% | 14.9% |
| With related children under 5* | N/A | 42.3% | N/A | 15.4% | 16.0% |
| Education (ages 25+)* < 9 th grade | 4,318 | 8.0% | 78,448 | 4.0% | 6.4% |
| 9th to 12th grade, no diploma | 5,451 | 10.1% | 126,376 | 6.4% | 9.1% |
| High school graduate | 20,876 | 38.5% | 702,217 | 35.6% | 30.1% |
| Some college or more | 23,589 | 43.5% | 1,067,435 | 54.1% | 54.4% |
| Education (ages 18-24)** < 9 th grade | 539 | 4.7% | 5,620 | 1.6% | |
| 9th to 12th grade, no diploma | 1,984 | 17.4% | 49,684 | 14.1% | |
| Total 18-24: no high school diploma | 2,523 | 22.1% | 55,304 | 15.6% | 19.6% |
| High school graduate | 2,895 | 25.4% | 79,706 | 22.6% | 34.0% |
| Some college or more | 3,460 | 30.3% | 163,124 | 46.2% | 46.4% |

Sources: *U.S. Census Bureau, 2007 American Community Survey; **U.S. Census Bureau, 2000.

BTB proposes before and after school and summer programs at three Title I eligible sites.

| Table 8. Site populations, free/reduced cost lunch %s, plans for BTB service, site need | | | |
|---|--|--|----------|
| School: | Crescent Park | Everett | Whittier |
| Number of students (2008-09) | 255 | 324 | 342 |
| % of free/reduced cost lunch students (2008-09) | 62.7% | 84.3% | 50.9% |
| SINA designations (2009-10) | None | Math, Reading | Math |
| Planned # students: before and after school (180 days) and summer (29 days) | 60 | 75 | 60 |
| Planned # families to serve with Family Literacy | 45 | 60 | 45 |
| Specific need for BTB at this school | No current BTB programming at this school. | BTB currently serves 50 students at Everett with 20 on a wait list, and 40 at Whittier. Both sites have minimal academics with no certified teachers, no transportation, no Family Literacy programming, and no outreach. Both require increased capacity. | |

Sources of statistics: Iowa Department of Education 2008, 2009; Beyond the Bell 2009.

| Table 9. Percent proficient on the Fall 2008 ITBS - Grades 3 through 5 | | | | |
|---|----------------------|----------------|-----------------|-----------------|
| READING | Crescent Park | Everett | Whittier | District |
| All | 68.1% | 43.2% | 70.9% | 67.9% |
| African American | 80.0% | 41.2% | (Fewer than 10) | 53.0% |
| Native American | 100.0% | 33.3% | (Fewer than 10) | 56.0% |
| Asian American | (Fewer than 10) | 42.9% | (Fewer than 10) | 60.9% |
| European American | 75.4% | 51.4% | 81.2% | 76.9% |
| Hispanic/Latino American | 54.3% | 42.0% | 50.0% | 56.3% |
| Free or Reduced Lunch | 61.7% | 42.9% | 61.8% | 60.3% |
| Non-free or Reduced Lunch | 84.4% | 45.0% | 83.1% | 80.1% |
| Special Education Students | 37.5% | 11.1% | 38.2% | 38.1% |
| English Language Learners | 48.6% | 38.9% | 42.9% | 51.2% |
| MATHEMATICS | Crescent Park | Everett | Whittier | District |
| All | 67.3% | 49.3% | 72.1 | 68.0% |
| African American | 50.0% | 52.9% | (Fewer than 10) | 54.0% |
| Native American | 100.0% | 27.8% | (Fewer than 10) | 50.6% |
| Asian American | (Fewer than 10) | 85.7% | (Fewer than 10) | 68.0% |
| European American | 78.9% | 65.7% | 80.3% | 76.7% |
| Hispanic/Latino American | 45.7% | 42.0% | 59.1% | 56.6% |
| Free or Reduced Lunch | 58.0% | 49.2% | 64.7% | 60.3% |
| Non-free or Reduced Lunch | 90.6% | 50.0% | 81.8% | 72.0% |
| Special Education Students | 41.7% | 22.2% | 44.1% | 41.1% |
| English Language Learners | 51.4% | 44.4% | 45.7% | 52.7% |

Evidence of achievement gaps in Table 8 (Sioux City Community Schools 2009) and resolve to address academic deficiencies in the CSIP indicate student need for BTB because evaluations show that BTB participation increases academic achievement.

BTB Goals, Objectives, Student Outcomes/Indicators, and Activities. BTB's programming will involve a broad coalition of community partners using new and existing programming. Through a variety of academic/recreational activities and environmental/cultural experiences, BTB acts to meet student needs and promote positive youth development. Although BTB specifically targets the academically deficient, the program does not deny access to any student. BTB programming is free from discrimination and provides equal opportunity for all.

The BTB afterschool program operates Tuesday through Friday for three hours and on Monday for an extra half hour because the District releases students early for teacher

development. First, students participate in a 25-minute recreation period that includes skill games focusing on group interaction, team building, respect, and cooperative effort. These activities take place in the program site or on adjacent grounds and emphasize expansion of students' physical and teamwork skills. Next, BTB serves a healthy snack provided by the District through the National School Lunch Program, and then students work on academics. BTB plans field trips in collaboration with community agencies, such as the Art Center, Girls Inc., and the Boys Club. BTB surveys students about activities that interest them and designs activities from the results. The schools are unable to provide these activities during the school day, and all these activities **promote positive youth development and contribute to the first three Results for Iowa Youth.**

| Table 10. BTB Goals, Objectives, Student Outcomes/Indicators, and Activities | | | |
|---|---|--|---|
| Goal | Objectives, Outcomes, and Indicators | Activities | CSIP Goal / Results for IA Youth |
| 1. Percentages of BTB students performing at the intermediate or high levels on the ITBS in mathematics will increase to meet District standards. | <ul style="list-style-type: none"> • BTB students will actively participate in math activities as recorded by their teachers. • BTB students' math achievement will increase as measured by the ITBS. | Up to 2 hours of District math curriculum weekly; math teachers/tutors; access to computers using math programs; research-based math curriculum, such as PLATO, Math Counts, Accelerated Math, Great Source After-school Math Club; participation in games emphasizing math skills. | CSIP Annual Improvement Goal 2B / Contributes to Results 2 and 3. |
| 2. Percentages of BTB students performing at the intermediate or high levels on the ITBS in reading will increase to meet District standards. | <ul style="list-style-type: none"> • BTB students will actively participate in reading activities as recorded by their teachers. • BTB students' reading achievement will increase as measured by the ITBS. | Up to 2 hours of District reading curriculum weekly; reading teachers/tutors; access to computers using reading programs; research-based curriculum such as PLATO, Reading Counts, Accelerated Reading, Great Source After-school Reading Club; family trips to the public library; journaling activities to expand interest in creative writing; and extension of school library hours 2 nights per week. | CSIP Annual Improvement Goal 2B / Contributes to Results 2 and 3. |

Table 10. BTB Goals, Objectives, Student Outcomes/Indicators, and Activities

| Goal | Objectives, Outcomes, and Indicators | Activities | CSIP Goal / Results for IA Youth |
|--|--|---|---|
| 3. Increase collaboration among BTB students, BTB parents, BTB staff, and school staff to improve student success. | <ul style="list-style-type: none"> • Students, parents, and staff will communicate to meet student needs as measured by teacher and parent surveys. • Cooperative goal setting and assessment of goal achievement. | Parents, teachers, and students set goals on entry to the program; teachers and BTB staff individually tailor instruction to meet goals; parents, teachers, students, and staff assess progress toward goals; one-on-one communication with parents; regularly scheduled communication between after-school staff and school staff; parent conferences twice a year for teachers, BTB staff, and parents. | CSIP Annual Improvement Goals 1A and 1E / Contributes to Results 1, 3, and 4. |
| 4. Increase parents' participation in Family Literacy programming to improve student success. | <ul style="list-style-type: none"> • At least 40% of families will participate. • BTB students' academic achievement will increase with family participation as measured by grades and the ITBS. | Family literacy trips to the public library; family events, such as performing arts and quarterly family activity nights; the Parents' Passpoint Program that involves incentive-based rewards for parents participating in events for their children; adult literacy programming in collaboration with existing agencies; regular direct contact between BTB staff and the BTB parents. | CSIP Annual Improvement Goal 1E / Contributes to Results 2, 3, and 4. |
| 5. Improve safety by reducing violent incidents in the schools to meet District standards. | <ul style="list-style-type: none"> • BTB students' violence-related discipline referrals will decline as documented by the District. • BTB students' suspensions will decline as documented by the District. | Social skill enhancement such as conflict mediation, mentoring, and recreational activities focusing on caring, respect, responsibility and honesty; use of the Character Counts, 6 Pillars of Character curriculum; activities to increase cultural awareness through music, dance, cooking, and recreation. | CSIP Annual Improvement Goal 1D / Contributes to Results 3 and 4. |
| 6. BTB participants improve their school attendance to comply with District standards. | Participants have fewer excused and unexcused absences and tardies than they did before they participated in BTB as documented by the District. | All activities contribute to BTB participants' improved attendance, because students help plan the activities and enjoy the activities. BTB helps students want to come to school. In addition, BTB contact with parents helps them to understand the importance of school attendance. | CSIP Annual Improvement Goal 5 / Contributes to Results 2 and 3. |

| Table 10. BTB Goals, Objectives, Student Outcomes/Indicators, and Activities | | | |
|---|--|--|---|
| Goal | Objectives, Outcomes, and Indicators | Activities | CSIP Goal / Results for IA Youth |
| 7. BTB participants have increased academic achievement to meet District standards. | <ul style="list-style-type: none"> • Average grades are higher with BTB participation. • Days of BTB participation correlate with improvement in average grades. | All BTB activities contribute to these outcomes, including academic activities, enrichment activities, cultural experiences, social skills activities, and recreation. | CSIP Annual Improvement Goal 1A / Contributes to Results 2 and 3. |

Program Alignment with the School Curriculum and Communication Plan. BTB works closely with the District to meet District standards. Certified classroom teachers teach in BTB, and many BTB students have the same teacher during the day and after school. BTB uses the reading and math curricula selected by the District head reading and math teachers and principals, and the BTB curriculum supplements the day school curriculum. The reading curriculum is research-based, and BTB teachers use the same research-based strategies as they use during the day. BTB staff members meet regularly with staff at the students' home schools to discuss students' academic progress and monitor established objectives. The District provides in-service opportunities for teachers working in BTB to communicate program goals, discuss research-based strategies for afterschool, and present 'best practices' in afterschool tutoring.

Plan to Implement Effective, Evidence-Based, and Varied Activities. BTB delivers **academic assistance** to students through an Individualized Afterschool Plan (IAP). At the beginning of the year, families and students collaborate to set goals for the student during a Family Literacy Night. BTB teachers assess each student on BTB enrollment, using the IAP goals, information from the day teacher, and the student's school records. This assessment identifies individual deficiencies and allows BTB teachers to tailor instruction to address those areas. BTB staff monitor each student's progress in collaboration with the day teacher and

families. Students who need academic assistance participate 60 minutes per day, Monday through Thursday, in instruction in the area(s) of need. The instructional session consists of teacher tutoring in the designated research-based curriculum or working with educational computer programs, which students use at least once each week. They spend the remainder of their instructional time on math and reading activities that adhere to District standards and benchmarks. In addition, schools will extend their library hours two nights per week. BTB staff members encourage parental involvement at every program level to reinforce the importance of learning at home. *These activities contribute to Results 2 and 3 of Results for Iowa Youth.*

All BTB students have access to a wide variety of **educational enrichment** and youth development activities that they help to identify through a fall survey, such as field trips, journaling, and music, speech, and creative writing activities. To focus the activities, BTB uses materials developed and continuously updated by the Institute for Character Development at Drake University in Des Moines, Iowa. These materials center on the same Character Counts! curriculum and the Six Pillars of Character that the District uses during the school day.

| Table 11. Specific Examples of BTB Enrichment Activities |
|--|
| A professional chef teaches students to make their own snacks and main dishes and, during the process, teaches them about nutrition. |
| The Council on Sexual Assault and Domestic Violence presents “Quit It!” for K-3 children and “Bully Proof” for 4th and 5th grade children. Both help children understand the difference between teasing and bullying and contribute to a safe environment. |
| A local mental health therapist presents the “Rock in Prevention” program that introduces students to mental health and substance use/abuse prevention issues. |
| In the summer, the Missoula Children’s Theater offers performing arts to program sites. In summer 2008, children presented “The Little Mermaid” and in 2009, “The Pied Piper.” |
| In 2006-07, BTB implemented the Service Learning Challenge (SLC) at all program sites. Students plan and, over 12 weeks, implement a wide range of projects, partnering with community groups. Students assess community need, plan as a group, develop a project budget and time line, and reflect in service learning journals. BTB staff work with students to ensure their projects contain the four essential elements of quality service learning and cross-curricular connections. At the end, teams of students present their projects to a panel of community members, school staff, parents, and local government officials. The SLC continues annually. |

BTB provides **literacy and other educational services** to participant families through extensive collaboration with community agencies. Parents can participate in general skill development sessions, such as basic computers, parenting skills, and community education. Low average Sioux City educational attainment and high poverty provide evidence of the need for these services. The Mary Treglia Community House offers English classes emphasizing listening, speaking, reading, and writing. Adult GED and literacy programs are available through Even Start and Western Iowa Tech Community College. At these sites, parents can work toward economic self-sufficiency and gain the literacy that helps them teach their children.

| Table 12. Details of BTB Family Literacy Activities |
|--|
| During the school year, BTB offers six Family Literacy Nights, where families, BTB staff, and school staff share a meal and participate in literacy activities focused on reading and math. The goals for these events are to increase parent/child interaction and benefit children academically. Families receive books and/or games to take home and continue to use. |
| BTB uses the Passpoint incentive-based reward system for parents during the school year, similar to the Parent Passport Program developed by Safe Schools/Health Students. Via this system, parents receive rewards for participating in educational activities for their child. This helps increase the percentage of parents who attend school activities and promotes adult literacy. |
| With assistance from the United Way of Siouxland, BTB offers "First Teacher" for parents of preschoolers during six weekly summer sessions, explaining the "Get Ready to Read" program and how parents can help their preschoolers prepare for kindergarten. Parents attend with their children, share a meal with BTB staff, and participate in literacy activities. |
| BTB offers childcare for parents during literacy activities. Other funding streams, such as TANF and in-kind resources, provide this childcare, and BTB provides transportation to those parents who need this service and qualify for the assistance. |

BTB activities meet the three **"Principles of Effectiveness."** Community stakeholders used assessments of objective data to establish the need for BTB programming. BTB measures the objective and subjective indicators listed in the goals/objectives section to ensure high quality academic opportunities. BTB research-based curricula and strategies meet District standards and correspond to classroom curricula. Pre-tests and post-tests, daily assignments, and student self-evaluation all contribute to evaluation of student progress. Parents complete a family literacy assessment (Familia Inventory) as a baseline when their children enroll in BTB and at the end of

each year to access levels and regularity of literacy-related activities in ten areas of family activity. BTB evaluators conduct scientifically-based research to assess program outcomes.

Effective Collaboration and Partnerships (48 points)

Evidence of Active Partner Involvement. In fall 1997, interested community members formed a collaboration that became the 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 school program, now known as Beyond the Bell (BTB). 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, the Crittenton Center, SHIP, the Salvation Army, Sanford Center, Girls Inc., Boys & Girls Home/Family Services, Mary J. Treglia Community House, Iowa Third District Juvenile Court Services, and the Iowa Department of Human Services. Representatives of some of these agencies and others now form the BTB Governance Board, which continues to meet bimonthly to monitor and enhance the existing program. The active BTB Governance Board builds upon existing collaborative relationships, connects existing program strategies, and provides a unified system of service. Please see the attached Memorandum of Understanding for clear statements of the role and capacity of each organization partnering in this application.

Ongoing Partnership Maintenance. Since its inception, BTB and its partners have worked closely with the local LEA to ensure that afterschool and summer curricula complement daytime academics and that BTB works toward the District's CSIP goals. Since 2003, BTB partners have coordinated programming with Bishop Heelan Catholic Schools in Sioux City and BTB began

working with the South Sioux City, Nebraska, public schools in 2008. BTB maintains these partnerships through bimonthly Governance Board meetings that include LEA representatives and other stakeholders and regular contact with additional partners via speaking engagements and newsletters, for example. BTB Board members continue to maintain established partnerships and seek new collaborators through interpersonal communication.

Using Public Resources Effectively. Through the SHIP and BASP collaborations, BTB has used existing programs to offer the most effective use of public resources. Thus, students can access programs that their families most likely could not afford. Through an integrated citywide system, all BTB sites can use facilities, such as the Art Center and the Nature Center, by making one contact and sharing information at the monthly BTB staff meeting. This enables equitable services at each site, while maintaining the ability to meet individual student needs. Parents needing childcare before and/or after the summer program can use the surround care BTB provides from 7:30 to 8:30 am and from 4:00 to 5:30 pm. BTB collaborates with the District to transport students between home and the program (and vice versa).

Through the family literacy component, BTB developed a partnership with the Sioux City Public Library that allows use of the library for student and family events. Participants can attend story telling, puppet shows, and tours/demonstrations at the library and parents can choose times and locations that meet their schedules, increasing participation. BTB encourages parents to attend events that help them read to their children and increase familiarity with the library.

BTB uses state and federal resources effectively. In 2004, a Carol White Physical Fitness grant provided equipment for the school and afterschool programs. The SCCSD supports BTB from its General Fund, from Title I funding, and provides snacks and summer lunches through the U.S. Department of Agriculture Food and Nutrition Service. BTB receives allocations from

Iowa Quality Rating System funds, along with support from the Iowa Department of Human Services Childcare, because current BTB sites hold state Childcare Center licenses.

Students and parents continually provide input via surveys and communication with BTB staff and Board members. BTB staff and Governance Board, which includes parents, use this input to plan new programs, such as those proposed in this application, and to evaluate and realign existing programs to meet student, family, District, and community needs. Parents and students collaboratively set individualized goals for each student each year.

The BTB Governance Board makes all major program design and implementation decisions during regular meetings, with input from the Program Director. The District's K-12 Safe and Drug Free Schools Coordinator and the Director of Elementary Education/K-12 Curriculum are members of the BTB Board, linking it with the District's SIAC. The Board contains members from organizations (SHIP, local businesses, and United Way) that represent community diversity. The Board seeks input from other community organizations, such as Northwest Area Education Agency, the Boys Club, the Crittenton Center, the Salvation Army, Sanford Center, Boys & Girls Home and Family Services, Woodbury County Disproportionate Minority Contact, Iowa 3rd District Juvenile Court Services, and the Iowa Department of Human Services. This ensures that BTB includes diverse perspectives in its design and operation.

Program Administration (20 points)

Program and Fiscal Management Plan. BTB will connect the three new sites with the other 23 sites and ensure achievement of the proposed project objectives on time and within budget. Management for the proposed sites follows the same model as BTB has used successfully throughout its history. The BTB Program Director has ultimate responsibility for the activities in the table below, but the Board, LEA officials, parents, and students advise the Director.

| Table 13. Program and Fiscal Management Plan | | |
|--|--|------------------------------|
| Milestone | Activities | Timeline |
| Planning | Consult with students, parents, BTB Governance Board, LEA, and principals about site needs, required capacity, and optimal programming. Plan required staffing. | Sept. 2009 through Nov. 2009 |
| Recruit applicants for staff positions | Use standard BTB job descriptions to recruit highly qualified applicants for staff positions at the three new sites: <ul style="list-style-type: none"> • 0.75 FTE Multi-Site Manager (MSM): Responsible for oversight of the new sites. Ensure adequate staffing to meet staff-to-student ratios, plan and schedule activities, purchase supplies, monitor students' progress toward goals by communicating with teachers and parents, and oversee site budgets and staff development. • Certified teachers to tutor students for 4 hours per week at no more than a 1:10 teacher/student ratio. • Youth Workers (YWs) to supervise students at a no more than a 1:15 ratio whenever students are not with teachers. • 0.25 FTE Literacy Coordinator (LC): Responsible for the Family Literacy component at the new sites. Analyze parents' adult and parenting education needs through a family assessment. Connect families with existing GED/ESL resources and those developed for this program. Coordinate other opportunities for families, such as field trips, and make home visits to families to explain available services. Plan and facilitate the quarterly family nights, provide support at activities, and participate in conferences. | Complete by Jan. 2010 |
| Fiscal management | Extend SHIP's current fiscal management to the new sites. The MSM monitors site budgets, purchases supplies, and delivers itemized receipts to the BTB Program Director monthly. The Director reviews expenditures and delivers receipts to SHIP. The SHIP Contract Coordinator assigned to BTB fiscal management submits the expenses to the SHIP Board for approval and payment. | Complete by Jan. 2010 |
| Hire, screen, and train staff | Use standard BTB procedures to interview applicants and select, hire, and screen the most qualified. Ensure that principals approve of the MSM by including them in the MSM interviews and decision-making. Train staff members (please see requirements below). | Complete by Feb. 2010 |
| Transportation | Arrange with the LEA for transportation from home to school for the before school programs and from school to home for the afterschool programs. Schedule YWs to ensure safety during transportation. | Complete by Feb. 2010 |
| Snacks | Arrange with the LEA for healthy snacks as established by the National School Lunch Program. | Complete by 2/2010 |
| Publicity | On notification of award, publicize programs to teachers at the new sites so they can refer students with academic needs to the programs. Notify families using posters, flyers, and one-to-one contact. | Complete by Feb. 2010 |
| Implement | Enroll students in the programs. Conduct planned activities. | Feb. 2010 |

Safe facility. The three new 21st CCLC sites are located in public school buildings. All sites meet code for school programming and are within Special Education Compliance. BTB staff

supervise students at no more than a 1:15 ratio. This assures that the programs take place in a safe facility, 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 entitled to busing from home to the program and from the program to their homes. Bus aides or BTB Youth Workers staff the buses to ensure proper supervision. Families take responsibility for arranging and supervising transportation when their children attend programs at other locations than their daytime schools and when they are not entitled to busing. BTB assists families in making these arrangements and ensure that only persons families designate may pick up children after the programs.

BTB **disseminates information about the program** systemically. With the same core program citywide, BTB increases program awareness using school handouts, teacher referrals, and word of mouth. Staff have personal contact with potential participants, school personnel, and parents. BTB receives considerable favorable media coverage, and this attracts families to the program. BTB program brochures in three languages ensure communication with non-English speaking parents and BTB has developed a website for each program site.

BTB **recruits highly qualified staff**, provides appropriate professional development, and works to retain effective workers. In all cases, BTB hires the most qualified applicant. In addition to requirements listed below, BTB staff and volunteers comply with the health screening and fingerprint clearance requirements in current law and District policy for school personnel.

| Table 14. BTB Staff Recruitment, Requirements, Training, and Retention | | |
|--|--|---|
| Position | Requirements | Recruitment |
| Multi-Site Manager and Literacy Coordinator | Bachelor's degree in a discipline related to BTB programming. Ability to work independently and within established budgets, meet deadlines, and communicate effectively. Bilingual skills preferred. | Through the Area Education Agency, the LEA, and advertise in local media. Seek recommendations from current school and BTB staff. |

| Table 14. BTB Staff Recruitment, Requirements, Training, and Retention | | |
|--|---|--|
| Teachers | Elementary teaching certification and experience. | Certified teachers seek afterschool positions regularly. BTB advertises unfilled teaching positions through the AEA and recruits teachers from program sites. |
| Youth Workers (YWs) | At least two years of college, pass a criminal background check, and be interested in working with school-age students. | Recruit at local colleges, using recommendations from professors, counselors, administrators, and student organizations. Advertise in local media. |
| Volunteers | At least two years of college, pass a criminal background check, and be interested in working with school-age students. | Recruit at local colleges for students who need to complete practicum requirements. Recruit qualified senior volunteers and BTB parents to work one-on-one in academic enrichment. |
| <p>Training. BTB conducts orientations for all new staff 3-4 times per year. As licensed childcare sites, DHS requires all BTB staff to complete mandatory training, such as CPR/First Aid, training on youth development issues, and other training pertinent to their job. BTB requires all staff to complete Behavior Management and Character Education training. YWs meet state of Iowa licensing requirements for 10 hours per year of continuing education. The District provides in-service training that supplements BTB professional development. Full-time staff attend state and national conferences and workshops. The BTB Program Director assesses the work of staff members based on input from other staff, parents, students, and evaluation results, to determine areas of future staff development. Full-time BTB staff attend state and national conferences and workshops so that they can share information with other BTB staff. Currently, BTB is planning training in Love and Logic behavior management and the research-based Second Step social skills curriculum that the LEA is implementing district-wide.</p> <p>Retention. BTB communicates regularly with all staff and attends to their suggestions and concerns. Staff participation in planning and implementing the BTB program leads to a sense of ownership and retention of highly qualified, trained, and effective workers.</p> | | |

Sustainability (12 points)

As a Cohort I (2003-08) program, BTB worked with 21st CCLC through year-long training and technical assistance to develop a local sustainability plan in 2007. BTB stakeholders are now implementing the plan. Partner organizations and grants have contributed the funds and in-kind resources to sustain BTB through 2009-2010. Sources that provide sustainability include support from the City of Sioux City (HUD) Opportunity Fund, the J. C. Penney After School Foundation, the Siouxland Y, a Carol White Physical Fitness grant, and the Kind World Foundation. BTB receives allocations from Iowa Quality Rating System funds based on current site ratings, and

from the Iowa Department of Human Services Childcare funds, because all current BTB sites hold state Childcare Center licenses. United Way allocates regular BTB support and designated BTB as an option for donors, which brings private contributions. An active BTB Governance Board continues to seek new sources to ensure a broad funding base. More than 50 business partners contribute materials and supplies to BTB.

Program components BTB will retain and sustain:

- Targeting youth with academic performance needs,
- Coordination with school academic programming and school staff,
- Certified teachers at all sites,
- All sites registered with DHS as licensed childcare sites, and
- Working closely with school staff, parents, and students to ensure a quality program.

Ongoing collaborative sustainability efforts will enable BTB to achieve these goals:

- Service to all community children, from preschool through 8th grade,
- Character Counts! at all sites, complete with materials,
- Integrate “First Teacher” and Family Literacy into all sites,
- Maintain current successful partnerships with mentoring programs,
- Achieve at least at Iowa QRS Level 4 rating at all sites,
- Breakfast and dinner available at all high-poverty sites, and
- Six weeks of summer programming at all sites.

BTB stakeholders identified financing strategies and funding sources to meet the need for the approximate \$7,500,000 that will sustain and expand BTB for the next five years. BTB supporters plan to maintain existing funding streams and generate new ones.

Table 15. Planned BTB Sustainability Sources

| |
|---|
| ● Continue and expand contributions from local businesses; |
| ● Increase allocations from Iowa Quality Rating System funds based on improved site ratings; |
| ● Continue allocations from the Iowa Department of Human Services Childcare funds; |
| ● Continue Sioux City Community School District (SCCSD) General Fund and Titles I and IV support and new Title V support; joint efforts with the SCCSD Summer School Program; |
| ● Establish new program collaborations with the SCCSD, e.g., expanding BTB service to preschool and middle school students; |
| ● Cooperative summer youth programs with the Sioux City Parks and Recreation Department; |
| ● Continue United Way (UW) support through designation of BTB as a donor option and expand support from UW Community Impact Teams (CITs); |

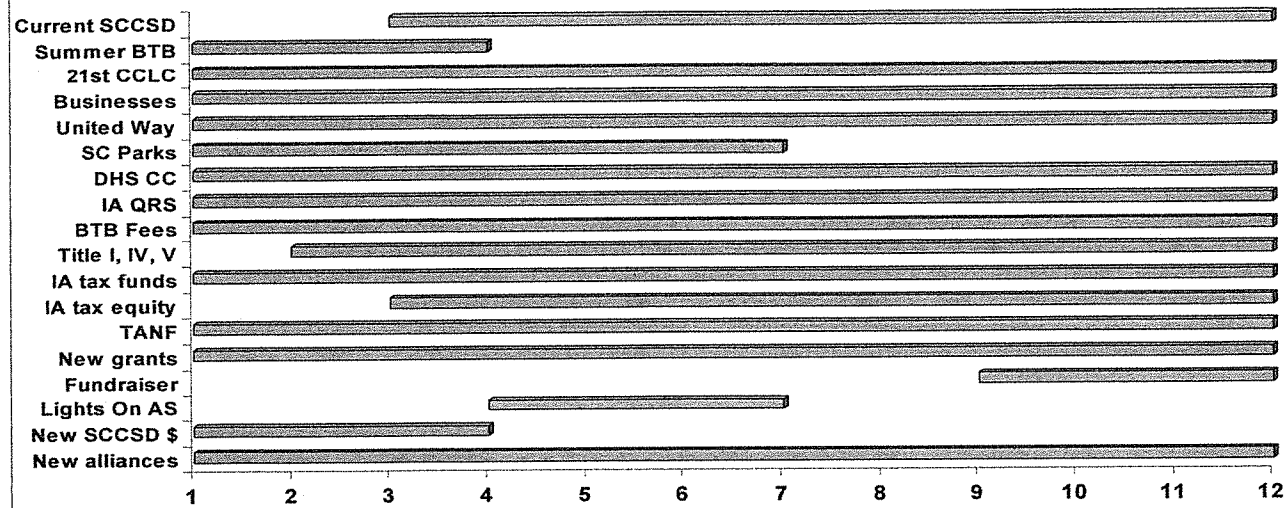
- ☛ Iowa Education Funding for afterschool programs;
- ☛ Seek funds from Temporary Assistance for Needy Families for low-income families;
- ☛ BTB staff and SHIP regularly seek local, state, and national grant opportunities that are appropriate for BTB and they write and submit the grants to public and private grantors; and
- ☛ BTB holds a popular annual fund-raising event selling bulbs and plants in the spring.

There are at least two more issues related to sustainability: connections with other afterschool programs and the favorable publicity that mobilizes community support. BTB has been extremely fortunate to have both advantages.

| Table 16. BTB's Connections and Favorable Publicity |
|---|
| In 2007, Learning Points Associates named BTB as a program with "Exemplary Activities." |
| In September 2007, Afterschool Alliance (AA) named BTB's Program Director Brenda Hervey as a 2007-08 Afterschool Ambassador. According to AA, "Selected from some of most effective afterschool programs and advocacy organizations in the nation, Ambassadors work every day to help keep kids safe, inspire children to learn and help working families" (afterschoolalliance.org 2009). Director Hervey continued to direct BTB while serving a one-year term organizing public events, communicating with policy makers, and building support for afterschool programs. Currently, she serves AA as an "Ambassador Emeritus." |
| In summer 2009, the Iowa Afterschool Alliance named Director Hervey as a Board Member. |
| In August 2009, the national Afterschool Alliance named Director Hervey and the BTB Assistant Director as Endorsers for the Council on Accreditation for afterschool programs. Endorsers make site visits to afterschool programs applying for accreditation. |
| Each year Director Hervey and the BTB staff and supporters plan major events for <i>Lights On Afterschool</i> , the Afterschool Alliance's nationwide rally for afterschool. This year's celebration will be on October 22, 2009, and this celebration receives considerable favorable publicity. |

BTB has good working relationships with the community, state and federal legislative leadership, and a variety of funding agencies. In addition to implementing sustainability strategies according to the timelines below, BTB Governance Board members and supporters continue to be vigilant in their efforts to work with the legislators and agencies to seek other funding opportunities. The Governance Board implemented the 2007 Sustainability Plan, assesses successes and shortfalls, and updates the plan annually. Key BTB leaders seek new alliances and collaborations that benefit BTB, partner organizations, and students. Leaders are available to "work" the sustainability plan and supporters will rise to the funding challenge.

Beyond the Bell Sustainability Strategies



This 12-month annual plan begins in May 2009 and repeats annually through April 2014.

Monitoring, Evaluation, and Program Accountability (16 points)

SHIP takes responsibility for hiring a qualified and experienced evaluator to conduct comprehensive, rigorous evaluation at the local level, maintaining the tradition of professional evaluations since BTB's inception. SHIP provides all requested information and data to the state, and intends to continue doing so in cooperation with the Iowa Department of Education.

Table 17. BTB Evaluation Plan

Types of data collected, when, and instruments:

- The Program Director ensures that Youth Workers accurately record student and family BTB participation and provides participation information to evaluators at the end of each year.
- Families and students develop individualized goals for students each fall. BTB teachers assess each student and use these goals to develop an Individualized Afterschool Plan (IAP) for each student. Teachers prepare quarterly reports of each student's progress, providing copies to BTB, the home school, families, and the evaluator.
- BTB staff survey day school teachers at the end of each year about student behavior, such as class participation, interest, and study habits, to determine if the program meets student needs.
- BTB surveys families about the program at the end of each year and summer session.
- BTB staff complete social skills assessments for each student at the beginning and end of each semester.
- BTB has developed the IAP, teacher and family surveys, and the social skills assessment instruments and validated them.
- The Literacy Coordinator interviews families about their literacy needs and outcomes using an established instrument, the Familia Inventory.
- The evaluator observes BTB operations and interviews BTB staff, at least twice each semester.

Table 17. BTB Evaluation Plan

- Upon verification of appropriate releases, the SCCSD transfers official school data that include student demographics, school attendance, discipline referrals, suspensions, grades, and ITBS and other standardized test scores to the evaluator at the end of each semester.
- To document BTB implementation, the BTB Governance Board keeps minutes of meetings and the BTB Program Director, Multi-Site Manager, and Literacy Coordinator keep records of when and how they accomplish tasks.
- Thus, evaluation uses a battery of quantitative and qualitative tools, triangulating observations with survey and quantitative data, to provide sufficient information to judge BTB effectiveness.

Designs and methods of data analysis:

- At the end of each semester, the evaluator combines student and family BTB participation data with results from quarterly IAP reports, day teacher surveys, social skills assessments, and official school data.
- The evaluator computes descriptive statistics for all measures and outcomes using frequency distributions and/or measures of central tendency (mean, median, and mode) and standard deviations, as appropriate for the measure.
- The evaluator compares outcomes for BTB students with their outcomes prior to BTB participation to determine whether outcomes differ significantly. This analysis uses matched pairs t-tests.
- The evaluator compares outcomes for BTB students with outcomes for non-participants at the same schools to determine whether outcomes differ significantly. This analysis uses independent samples t-tests.
- The evaluator uses multiple regression, controlling for grade level, gender, race, lunch status, curriculum (regular or special education), days of BTB participation, parent participation, and family literacy, to assess effects on each appropriate outcome.
- Evaluators repeat the outcome assessments described above using a “matched sample design” by identifying students who did not participate in BTB, but are as similar to participants as possible. For example, if a Native American 4th grade boy, who is 9 years old with a special education curriculum and reduced cost lunch, participated in the BTB program at a specific site, evaluators will try to match this participant with a non-participant with the same characteristics. If the elementary sites have 50 participants, the matched sample will have 50 non-participants from that school. Then, evaluators compare outcomes for the matched samples. Matching automatically provides a control group for this quasi-experimental design.

When reports of results and outcomes will become available: The evaluator provides complete reports of results and outcomes within 30 days of receiving data from BTB and the District.

How BTB will use the information to monitor success:

- The BTB Governance Board and the BTB Program Director review the evaluation reports to determine whether the program meets its goals and to what degree. The evaluator remains available for consultation during this process.
- For any area in which results are less than optimal, they use the data to identify, plan, and implement modifications they expect will address the issues.
- At the time of the next evaluation report, the Board and Program Director recheck the suboptimal areas to determine whether the program requires additional modifications.
- In these ways, BTB uses evaluation reports to refine, improve, and strengthen the program and individual student achievement.

Table 17. BTB Evaluation Plan

How BTB provides information to stakeholders about the success of the project:

- The evaluator prepares a summary of significant findings with each report, using easily understood language.
- Within 30 days of receiving each evaluation report, BTB providing copies of the summaries to each school, the District, partners, the city and county, nonprofit youth-serving organizations, and businesses. BTB provides families and the community at large with evaluation results in newsletters and on BTB websites.
- In addition to providing copies of the report, BTB will provide stakeholders with information about any remedial actions they will take in response to the report.

Evaluation aligns with the four (4) “Results for Iowa Youth,” the project’s goals, indicators, and program activities:

- 1) *All Iowa children and youth are healthy and socially competent.*
Evaluations of BTB attendance, social skills assessments, and recorded participation in such educational enrichment as service learning and Family Literacy events align with Result 1.
- 2) *All Iowa children and youth succeed in school.*
Evaluations of school attendance, discipline referrals, grades, and ITBS and other standardized test scores align with Result 2.
- 3) *All Iowa children and youth are prepared for productive adulthood.*
Evaluations of participation in such BTB activities as career explorations align with Result 3, as do all the evaluations that align with Result 2.
- 4) *All Iowa children and youth have the benefit of safe and supportive families, schools, and communities.*
Evaluations of family participation in BTB activities, day school teacher and principal cooperation and participation, and community organizations that contribute and/or participate in service learning align with Result 4.

Competitive Priority (10 points, 5 points each)

- a. The primary sources of students attending programs at the two of the three proposed sites are Title I schools designated as “schools in need of improvement.” Schools are Everett, SINA-1 in both Reading and Math Proficiency, and Whittier, SINA-1 in Math Proficiency (Iowa Department of Education, “The State Report Card for No Child Left Behind” 2009:56).
- b. This proposal is jointly submitted by a local educational agency receiving funds under Title I—the Sioux City Community School District—and a community-based organization or other public or private entity—Siouxland Human Investment Partnership.

Memorandum of Understanding

The Sioux City Community School District (SCCSD), United Way of Siouxland (UW), and Siouxland Human Investment Partnership (SHIP) have agreed to enter into a collaborative Agreement. SHIP will be the named applicant and fiscal agent and, through the established Beyond the Bell (BTB) program, will provide before-school, after-school, and summer programs at Crescent Park Elementary School, Everett Elementary School, and Whittier Elementary School. SCCSD will directly support BTB programming at the named sites. All partners support quality BTB programming, and SCCSD, UW, and SHIP provide representatives on the BTB Governance Board. The partners desire to enter into a Memorandum of Understanding (MOU) setting forth the services provided by the collaborative agreement.

The application for funds to initiate, continue, and expand before- and after-school and summer BTB programs in the three SCCSD elementary schools and implement the Family Literacy Program at these sites in Sioux City is to be submitted to the Iowa 21st Century Community Learning Centers Program, Iowa Department of Education, on or before October 20, 2009.

These organizations have had informal and formal collaborative relationships for more than eight years of providing BTB programs. Since 2001, 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 to conduct educational, enrichment, and recreational activities and to consume snacks.

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

AGREEMENT

Siouxland Human Investment Partnership will:

1. Develop the contracting agreements;
2. Serve as fiscal agent;
3. Maintain documentation and records;
4. Perform program evaluations;
5. Serve as employer of record for BTB staff; and
6. Continue to participate actively in BTB Governance Board activities.

Siouxland Human Investment Partnership and Beyond the Bell staff members will:

1. Serve as Program Director, leading the continuation and expansion of BTB programming at the three sites;
2. Manage the hiring of the BTB Literacy Coordinator for the three sites;
3. Oversee the hiring of Youth Workers for the BTB programming at the three sites;
4. Provide appropriate staff development training to BTB staff at the three sites; and
5. Support BTB administrative offices for BTB staff.

The Sioux City Community School District will:

1. Continue to provide classroom space and facilities for BTB programs;
2. Continue to provide technical support to BTB staff through its Technology Education Department;
3. Continue to provide funding for certified teachers and one summer program site, as allowed by the District budget;
4. Continue to provide some SCCSD transportation for BTB participants, as allowed by the District budget;
5. Continue to provide food service for BTB participants during the school year and in the summer;
6. 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;
7. Continue to allocate time for the principals and teachers at the three SCCSD schools to consult with BTB staff about students from their schools who participate in BTB;
8. With appropriate release of information from SCCSD families, provide official District student level data for all SCCSD students to SHIP evaluator(s) for the purpose of evaluating BTB programming at the three SCCSD sites, as required by 21st CCLC, to include:
 - a. Student achievement data from the ITBS/ITEDS, and 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.
9. Coordinate with teaching staff and BTB staff to provide staff development training; and
10. Continue to participate actively in BTB Governance Board activities.

United Way of Siouxland will:

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

Together, all partners will:

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

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

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

By signing this MOU, each partner makes a commitment to work together to achieve the goals of the proposed BTB continuation. The term of this understanding is five years from the award date. Each entity recognizes that information learned from this project is confidential and may not be divulged to any other entities, regardless of the MOU.

J B France 10/16/09 *[Signature]* 10-16-09
James B. France, Executive Director Date
Siouxland Human Investment Partnership Sioux City Community School District

Michael Bartek 10-15-09 *Mette Malek* 10-16-09
Michael Bartek, Principal Date
Crescent Park Elementary School Mette Malek, Principal
Everett Elementary School Date

Brenda Hervey 10/15/09 *Linda Waugh* 10/16/09
Brenda Hervey, Program Director Date
Beyond the Bell Linda Waugh, Principal
Whittier Elementary School Date

Tim Stiles 10/16/09
Tim Stiles, President Date
United Way of Siouxland

**SIOUXLAND HUMAN INVESTMENT
PARTNERSHIP, INC.**

Independent Auditors' Report

June 30, 2008



21 1st Avenue NW
P.O. Box 1010
Le Mars, IA 51031
Phone (712) 546-7801
Fax (712) 546-6543

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Siouxland Human Investment Partnership, Inc.
Sioux City, IA

We have audited the accompanying statement of financial position of Siouxland Human Investment Partnership, Inc. (SHIP) (a nonprofit organization) as of June 30, 2008, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of SHIP's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects the financial position of SHIP as of June 30, 2008, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated February 5, 2009, on our consideration of SHIP's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements of SHIP taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Le Mars, Iowa
February 5, 2009

Williams & Company, P.C.

STOUXLAND HUMAN INVESTMENT PARTNERSHIP, INC.
Statement of Activities
For the Year Ended June 30, 2008

| | <u>2008</u> |
|---|---------------------|
| | <u>Unrestricted</u> |
| Revenues | |
| Contributions | |
| Federal Grants | \$ 1,624,417 |
| State Grants | 2,047,365 |
| Cash Donations | 115,816 |
| Contract and service fees | 1,068,242 |
| Interest income | 18,433 |
| Miscellaneous | 2,472 |
| Total Revenues | <u>4,876,745</u> |
| Expenses | |
| Grant awards made | 3,512,084 |
| Cost of Contracted Services | 997,750 |
| Salaries and benefits | 194,414 |
| Supplies | 2,542 |
| Professional services | 17,181 |
| Contracted services | 75,712 |
| Mileage, travel, and lodging | 3,448 |
| Occupancy | 3,600 |
| Training | 799 |
| Telephone | 309 |
| Insurance | 10,530 |
| General Expenses | 17,349 |
| Depreciation | 18,974 |
| Postage and printing | 3,477 |
| Total Expenses | <u>4,858,169</u> |
| | |
| Increase in Net Assets | 18,576 |
| | |
| Net Assets at Beginning of Year | <u>115,216</u> |
| Prior Period Adjustment | <u>(40,926)</u> |
| Net Assets at Beginning of Year, restated | <u>74,290</u> |
| Net Assets at End of Year | <u>\$ 92,866</u> |

See Accompanying Notes to Financial Statements

SIOUXLAND HUMAN INVESTMENT PARTNERSHIP, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 1 – NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities – Siouxland Human Investment Partnership, Inc. (SHIP) is a not-for-profit organization located in Sioux City, Iowa providing leadership in response to identified community needs and influence to engage Siouxland in creating a comprehensive service delivery system to support and strengthen children, families, and individuals by holding that system accountable, and changing public attitudes towards the system. SHIP's Board of Directors also serves as the designated Empowerment Board and Decategorization Board for Woodbury County.

Early Childhood Program – Iowa Legislature initiative to enhance child care for the State's low-income population.

School Ready Program – Iowa Legislature initiative to ensure that children aged 0 to 5 are healthy and ready to learn when they enter kindergarten.

21st Century Community Learning Centers Program – Iowa Legislature initiative to establish or expand community learning centers that provide students with academic enrichment opportunities along with activities designed to complement the students' regular academic program.

Voluntary Preschool for 4-Year Olds – Preschool Initiative – Iowa Legislature initiative to provide quality preschool programs and services to 4-year olds in Iowa. Sioux City School District collaborates with SHIP to provide these programs and services in the school district and the collaboration sub-contracts with area providers to conduct the educational programs.

Division of Criminal and Juvenile Justice Planning (CJJP) – CJJP and Iowa Department of Human Services have designated SHIP as the fiscal agent over their contract to provide juvenile justice programming in conformance with the annual Child Welfare, Juvenile Justice and Youth Development Plan. Under the fiscal agent agreement, SHIP must have in place a formal system for review of the invoice to verify that the services billed were provided in accordance with the terms of any subcontracts. SHIP is then responsible for payment to the subcontractor in accordance with the fiscal agent's contract. SHIP submits claims to CJJP and Iowa Department of Human Services for reimbursement.

Beyond the Bell - This citywide before and after school learning program is operated by a consortium of 13 local organizations. These organizations share resources, program and staff at sites throughout the city in order to serve more youth and provide enhanced programming in a safe environment. SHIP has been designated as the fiscal agent for funds received from different grants for the Beyond the Bell program.

CSADV Grants – Funds from the United States Department of Justice will be used through two different grant programs to collaborate with the CSADV and numerous other organizations to provide programs and services to victims of domestic violence.

Carol White Physical Education (PE) Program – Funds allocated by the U.S. Department of Education to provide knowledge and technology on physical education that will be incorporated into the curriculum of both school day and after school programming.

SHIP has entered into various fiscal agent agreements with different governmental and non-profit agencies. These transactions have been recorded as Agency funds. Agency funds represent assets entrusted to SHIP only for the purpose of receiving, holding and disbursing such funds according to the depositor's intentions.

SIOUXLAND HUMAN INVESTMENT PARTNERSHIP, INC.
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2008

**NOTE 1 – NATURE OF ACTIVITIES AND SIGNIFICANT ACCOUNTING POLICIES
 (CONTINUED)**

temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Income Taxes – SHIP is exempt from federal income taxes under Section 501 (c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as a publicly supported organization, and not as a private foundation. SHIP did not conduct unrelated business activities and, therefore, has made no provision for federal income taxes in the accompanying financial statements.

Cash Equivalents – For purposes of the Statement of Cash Flows, SHIP considered all highly liquid investments with an initial maturity of three months or less to be cash equivalents.

Equipment – Equipment acquired by SHIP is considered to be owned by SHIP. Equipment is recorded at cost or if donated, at the estimated fair value at the time of donation. Depreciation is computed on the straight-line basis over the estimated useful lives of the assets. It is SHIP's policy to capitalize all equipment acquired with a cost or estimated fair value greater than \$5,000.

Estimates The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires the use of estimates that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2 – GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable are deemed to be fully collectible by management and consist of the following at June 30, 2008:

| Funding Source | Description | Receivable Amount |
|--|---|----------------------|
| Iowa Department of Education | 21 st Century Community Learning Centers | \$ 213,546 |
| Iowa Division of Criminal and Juvenile Justice | CJJP/Drug Endangered Grant | 67,310 |
| Iowa Commission on Volunteer Service | AmeriCorps Grant | 28,748 |
| Iowa Department of Human Services | Woodbury Decategorization | 80,243 |
| Various | Beyond the Bell | 67,354 |
| U.S. Department of Justice | CSADV Grants | 79,943 |
| Other | Other Program Services | 35,457 |
| Total | | <u>\$ 572,601</u> |

NOTE 3 – REFUNDABLE GRANT ADVANCES

Refundable grant advances represents cash received from funding sources in excess of expenses paid or payable to subrecipients. The balance at June 30, 2008 consists of:

| | |
|---|-------------------|
| Preschool Initiative | \$ 165,803 |
| Early Childhood Program | 33,035 |
| School Ready Program | 108,310 |
| 21 st Century Community Learning Centers Program/ Beyond the Bell | 111,549 |
| Court Mediation | 610 |
| United Way First Teacher | 10,610 |
| Wellmark Hospice Grant | 16,603 |
| Middle School Athletics | 8,869 |
| | <u>\$ 455,389</u> |

SIOUXLAND HUMAN INVESTMENT PARTNERSHIP, INC.
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2008

NOTE 7 – RETIREMENT SYSTEM

SHIP contributes to the Iowa Public Employees Retirement System (IPERS) which is a cost-sharing multiple-employer defined benefit pension plan administered by the State of Iowa. IPERS provides retirement and death benefits that are established by State statute to plan members and beneficiaries. IPERS issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by writing to IPERS, P.O. Box 9117, Des Moines, Iowa 50306-9117.

Plan members are required to contribute 3.9% of their annual salary and SHIP is required to contribute 6.05% of annual payroll. Contribution requirements are established by State statute. SHIP's contribution to IPERS for the years ended June 30, 2008, 2007 and 2006, were \$77,247, \$28,518 and \$2,213, equal to the required contributions for the year. SHIP began processing their own payroll on April 1, 2006, thus no information is presented for previous years and the expense reported above is only for the final 3 months of the fiscal year ended June 30, 2006.

NOTE 8 – PRIOR PERIOD ADJUSTMENT

In the financial statements for the year ended June 30, 2007, interest income earned by various programs was not properly allocated to the programs thus the amount of refundable grant advances reported was understated. The error has been corrected and has the following effect on the beginning net assets:

| | |
|--|------------------|
| Beginning Net Assets, As Previously Reported | \$ 115,216 |
| Prior Period Adjustment | (40,926) |
| Beginning Net Assets, As Restated | <u>\$ 74,290</u> |



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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF THE FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Siouxland Human Investment Partnership, Inc.
Sioux City, Iowa

We have audited the financial statements of Siouxland Human Investment Partnership, Inc. (SHIP), as of and for the year ended June 30, 2008, and have issued our report thereon dated February 5, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered SHIP's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing our opinion on the effectiveness of SHIP's internal control over financial reporting. Accordingly, we do not express an opinion of the effectiveness of SHIP's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses. However, as discussed below, we identified certain deficiencies in internal control over financial reporting that we consider to be significant deficiencies and material weaknesses.

A control deficiency exists when the design or operation of the control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with U.S. generally accepted accounting principles such that there is more than a remote likelihood a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control. We consider the deficiencies in internal control described in Part II of the accompanying Schedule of Findings and Questioned Costs to be significant deficiencies in internal control over financial reporting.

A material weakness is a significant deficiency or combination of significant deficiencies that results in more than a remote likelihood a material misstatement of the financial statements will not be prevented or detected by SHIP's internal control.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in the internal control that might be significant deficiencies and, accordingly, would not necessarily disclose all significant deficiencies that are also considered to be material weaknesses. However, the significant deficiencies described above, as items II-A-08 and II-B-08 we believe to be material weaknesses.

Compliance:

As part of obtaining reasonable assurance about whether SHIP's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of audit and, accordingly, we do not express such an opinion. The results of



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REPORT ON COMPLIANCE WITH REQUIREMENTS APPLICABLE
TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To the Board of Directors
Siouxland Human Investment Partnership, Inc.
Sioux City, Iowa

Compliance

We have audited the compliance of Siouxland Human Investment Partnership, Inc. (SHIP) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2008. SHIP's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of SHIP's management. Our responsibility is to express an opinion on SHIP's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about SHIP's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of SHIP's compliance with those requirements.

In our opinion, SHIP complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2008.

Internal Control Over Compliance

The management of SHIP is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grant agreements applicable to federal programs. In planning and performing our audit, we considered the entity's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion of the effectiveness of the entity's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and would not necessarily identify all deficiencies in the entity's internal control that might be significant deficiencies or material weaknesses as defined below.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

SIOUXLAND HUMAN INVESTMENT PARTNERSHIP, INC.
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2008

Part I: Summary of the Independent Auditor's Results

- a) An unqualified opinion was issued on the financial statements.
- b) Significant deficiencies in internal control over financial reporting were disclosed by the audit of the financial statements, including material weaknesses.
- c) The audit did not disclose any non-compliance which is material to the financial statements.
- d) No significant deficiencies in internal control over major programs were disclosed by the audit of the financial statements.
- e) An unqualified opinion was issued on compliance with requirements applicable to each major program.
- f) The audit disclosed no audit findings which were required to be reported in accordance with Office of Management and Budget Circular A-133, Section .510(a).
- g) Major programs were as follows:
 - a. CFDA Number 93.575 – Child Care and Development Block Grant
 - b. CFDA Number 84.287 – Twenty-first Century Community Learning Centers
- f) The dollar threshold used to distinguish between Type A and Type B programs was \$300,000.
- g) Siouxland Human Investment Partnership, Inc. does not qualify as a low-risk auditee.

Part II: Findings Related to the Financial Statements

INSTANCES OF NON-COMPLIANCE:

No Matters were noted.

SIOUXLAND HUMAN INVESTMENT PARTNERSHIP, INC.
SUMMARY SCHEDULE OF PRIOR YEAR AUDIT FINDINGS
JUNE 30, 2008

Findings – Year ended June 30, 2007

U.S. Department of Education; U.S. Department of Health and Human Services

III-A-07: Twenty-first Century Community Learning Centers – CFDA No. 84.287; Child Care and Development Block Grant – CFDA No. 93.575

Condition: A review of invoices supporting grant expenditures lacked proper documentation of approval. As a result, we were unable to determine if invoices had been approved for payment and reviewed by appropriate personnel for allowability.

Recommendation: SHIP should implement policies and procedures to document approval of grant invoices.

Current Status: SHIP has begun the process of requiring an authorizing signature approving grant expenditures by appropriate supervising individual.

U.S. Department of Health and Human Services

III-B-07: Child Care and Development Block Grant – CFDA No. 93.575

Condition: A review of grants made to subrecipients during the year showed that the agreements lacked the proper information such as: CFDA title and number, award name, and name of federal awarding agency. It was also found that in several cases no on-site visits were being made to the subrecipients and in all cases there was no documentation or inadequate documentation of the visits.

Recommendation: Policies and procedures should be written to provide guidance to all employees concerning subrecipient monitoring requirements.

Current Status: SHIP has subsequently updated their subrecipient contracts to include the appropriate information.

III-C-07: Grants Management

Condition: During the audit it was noted that the entities control system to monitor the various grants is not sufficient to provide the required information and to ensure compliance with the various applicable laws, regulations, contracts, and grant agreements.

Questioned Cost: None

Recommendation: SHIP should ensure that an individual is assigned to administer each grant who is familiar with the applicable grant requirements and is able to ensure compliance with all regulations and agreements.

Current Status: SHIP has taken measures to identify and ensure compliance with all federal source grants.

Exhibit D

CERTIFICATION REGARDING PLAGIARISM

By signing and submitting this form, the undersigned certifies to the best of his or her knowledge and belief, that:

- A. The work product in this grant application is the original work of the district/applicant and its agents who worked on the application.
- B. If a discovery of plagiarism is made known or brought to the attention of officials at the Iowa Department of Education during a current grant competition, then at the discretion of the Department, the Department has the right to remove the grant application for funding consideration because of the occurrence of cause.
- C. Plagiarism of the work of another person or entity could result in a private cause of action against the undersigned and/or the undersigned's employer, as well as a complaint being filed against the undersigned with the Iowa Board of Educational Examiners.

Signature: *Karen Mullin*

Title: Grant Writer, Program Evaluator, and Beyond the Bell Governance Board Member

Organization: Siouxland Human Investment Partnership (SHIP) on Behalf of Beyond the Bell

Date: October 20, 2009