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Application Cover Page  
**21<sup>st</sup> Century Community Learning Centers**  
  
**Iowa Department of Education**  
**Grimes State Office Building**  
**400 E 14<sup>th</sup> Street**  
**Des Moines, Iowa 50319**

**Mail Applications to:**

**Jodi Bruce**

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**Address all questions to:**

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**APPLICATION INFORMATION**

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

County: Woodbury		Amount Requested: \$237,250 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Matt Ohman		Grant Contact/Project Director:  Jenna Andrews	
Agency Name: Siouxland Human Investment Partnership		Agency Name: Beyond the Bell	
Address: 1520 Morningside Ave		Address: 2500 Glenn Ave Suite 78	
City: Sioux City	Zip: 51106	City: Sioux City	Zip: 51106
Phone: 712-222-6389	FAX:	Phone: 712-277-3600	FAX: 712-277-3610
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DUNS Number: 02-625-85153			
Data Collection and Evaluation Contact: Consulting By Design		Fiscal Contact: Matt Ohman	
Address: P.O. Box 2698		Address: 1520 Morningside Ave	
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[mohman@siouxlandship.org](mailto:mohman@siouxlandship.org)

### **BEFORE YOU APPLY**

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

- If you are currently in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building (limit of 3) that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://educateiowa.gov/documents/school-fri/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEES ONLY):**

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

- **Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years?** Yes \_\_\_\_\_ No x \_\_\_\_\_
- **Did you meet your attendance goals for the past two years?** Yes x \_\_\_\_\_ No \_\_\_\_\_
- **Provide your last enrollment number(s):** 102 \_\_\_\_\_
- **Provide your last average daily attendance:** 84 \_\_\_\_\_
- **Did you meet your academic goals for the past two years?** Yes x \_\_\_\_\_ No \_\_\_\_\_
- **How many of your local evaluation goals did you meet over the past two years?** 100% \_\_\_\_\_ 90-55% X Over 50% \_\_\_\_\_ Less than 50% \_\_\_\_\_ None \_\_\_\_\_
- **How much have office referrals been reduced over the past five years of your grant?** Over 75% \_\_\_\_\_ Over 50% X Less than 50% \_\_\_\_\_ None \_\_\_\_\_
- **Have you provided children with the required snack?** Yes x \_\_\_\_\_ No \_\_\_\_\_ ✓
- **Have you exceeded the snack requirement?** \_\_\_\_\_ Yes x \_\_\_\_\_ No ✓
- **How many parent engagement meetings did you have in the past year?** 4 \_\_\_\_\_ ✓
- **How many field trips did you provide in the past year?** 15 \_\_\_\_\_ ✓
- **After 5 years, how many community partners for sustainability have been recruited?** More than 50 \_\_\_\_\_ 25 x Less than 25 \_\_\_\_\_ Less than 10 \_\_\_\_\_ ✓
- **Have you participated in required committee work in the last year?** Attended: x All Meetings \_\_\_\_\_ Some Meetings (3-5) \_\_\_\_\_ Rarely Participated (1-2) \_\_\_\_\_ None ✓
- **Have you attended required Professional Development in the last year?** Attended: \_\_\_\_\_ All , Meetings x Some Meetings(5-9) \_\_\_\_\_ Rarely Participated(1-4) \_\_\_\_\_ None ✓

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

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):**

- **What is the Free and Reduced Lunch Rate for each site?** List below:
  - Site/Building Name: Irving Elementary
    - Free and Reduced Lunch Rate Percentage: 57.92%
  - Site/Building Name: North Middle School
    - Free and Reduced Lunch Rate Percentage: 71.27%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs).  
 Yes  No \_\_\_\_\_ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only (minimum 30 days)
  - **Afterschool Only (maximum 180 days)**
  - **Before and After School**
  - **Before and After School and Summer**
  - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
  - 60 number of children x 180 days x \$7.50 (just afterschool) = \$81,000 total funding request for afterschool programs
  - and
  - 80 number of children x 180 days x \$10.00 (Before and afterschool) per day = \$144,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
  - 35 children x 35 of days = (minimum 30 days) x \$10.00 = \$12,250. (total funding amount for summer)
  - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
  - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$237,250.00  
 Number of Children Served in Year One: 175

## LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation

<b>OR</b>	Enter Federal Employer ID Number: _____ 42-1495836 _____
	Enter School District Code
(If applicable) Enter Child Care License #: _____ Irving- 30472 _____ NMS- 30167 _____	

- Private Nonprofit Organization-**  
Number of years in operation 19
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

## COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.  
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people

## REQUEST FOR COMPETITIVE PRIORITY

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

Application proposes to serve children and youth in ***schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors.  
*Up to 5 additional points awarded.*

Documentation (2 pieces required): Irving Elementary and North Middle School are designated as “Needs Improvement” on the Iowa School Performance Summary. Siouxland Human Investment Partnership collaborates with the Sioux City Community School District and to jointly submit this application. Please see the MOU for additional information.

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

- Application proposes to serve **a county with more than 18% child poverty**. *Up to 5 additional points awarded.*

Documentation: \_\_\_\_\_  
\_\_\_\_\_

Examples of documentation: Look up your county at [https://www.cfpciowa.org/documents/filelibrary/kids\\_count/2017\\_data/Final\\_2017\\_Child\\_poverty\\_430B292C27DE8.pdf](https://www.cfpciowa.org/documents/filelibrary/kids_count/2017_data/Final_2017_Child_poverty_430B292C27DE8.pdf).

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: \_\_\_\_\_  
\_\_\_\_\_

Example of documentation: Look up city populations at

<https://www.census.gov/quickfacts/fact/table/US/PST045217>

*NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.*

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# Beyond THE BELL

## 21<sup>st</sup> Century Learning Center Grant Application

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***Before and After School Site and summer:***

Irving Elementary- 80 school year students and 15 summer students

***After School Only Site and summer:***

North Middle School- 60 school year students and 20 summer students

***Competitive Priority:***

- Irving Elementary School and North Middle School (NMS) are designated as “Targeted” on the Iowa Department School Performance Profile at <https://www.iaschoolperformance.gov/ECP/Home/Index>.
- Siouxland Human Investment Partnership (SHIP) offers school age programming through the Beyond the Bell (BTB) program. SHIP and BTB are collaborating with the Sioux City Community School District (SCCSD) to jointly submit this 21CCLC grant application.

Beyond the Bell is a before school, after school, and summer program as well as current 21CCLC grantee. Irving Elementary is a current grantee that BTB has been able to provide high quality programming at while successfully meeting all attendance goals and objectives during this grant. This grant will end on June 30, 2020. BTB is requesting new 21CCLC funding, consistent with what is allowed per the RFA, “to support previously funded programs and services for before school, afterschool, and summer programs” to continue to serve our current students and meet the needs of new students beginning with the 2020-2021 school year. Irving Elementary has a 57.92% free and reduced lunch rate. North Middle School (NMS) is not a current 21CCLC grantee and requests funding for afterschool and summer programming for 6<sup>th</sup>-8<sup>th</sup> grade students beginning with the 2020-2021 school year. NMS has the highest student population in the SCCSD district with almost 90% of Irving Elementary 5<sup>th</sup> grade students feeding into this middle school. NMS has a 71.27% free and reduced lunch rate. The academic and economic needs at Irving Elementary and NMS are high, and English Language Learners (ELL) is a top priority.

***STUDENT NEED:*** Based on the student needs assessment, community focus groups, parent surveys, and school day staff interviews the information and data given shows substantial need in the areas of academic achievement, family engagement, and social-emotional learning which BTB programs will address through this grant.

- *Academic Need:* Students need other avenues to be able to succeed academically other than the confines of the school day.
- *Social-Emotional Need:* Families need a program that is easily accessible, safe and reliable. Resources within the community need to be made more accessible to our families.
- *Family Engagement:* Family units of elementary and middle school students differ slightly and need to be adapted to the need of each family and school. Families need support academically, socially and emotionally, culturally, and from community resources.

***PROJECT:*** At Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. BTB proposes to provide a safe and enrichment filled environment that responds to the needs of the students and families of Irving Elementary and NMS. Programming will be provided for 2 hours before school and immediately afterschool until 6:00 P.M every day school is in session at Irving Elementary. At NMS programming will be provided immediately afterschool until 6:00 P.M. every day school is in session. These program times include an extra hour each week for early dismissal on Mondays for school staff in service. During summer, BTB proposes to provide 35 days of programming. BTB works in collaboration with the SCCSD to address children and family need in these areas: academics, social and emotional development, and family engagement. BTB aligns programming with school day instruction through input from district administrators, specific school



goals, and regular communication with school day staff.

**RESEARCH BASE:** BTB is dedicated to high quality out of school programming and keeps current with curricula and research in order to design, modify, improve, and enhance programming by using the research to help plan, implement, and guide program options. Research studies around the importance of out of school time is a driving force behind what BTB implements in their day to day programming.

**MANAGEMENT AND SUSTAINABILITY:** The On-site Manager of each site will receive guidance from the BTB Director of Sioux City Programs, the BTB Cultural Liaison, and other BTB management. The advisory committee, which is composed of parents, teachers, and community partners will be charged with focusing on reviewing the local evaluation and community impact report and suggest improvements within the program. This committee will assist with development of new community partners, evaluate parent and student satisfaction, and help to seek funding for sustainability. The Advisory Committee will make recommendations to the SHIP Board of Directors for final approval.

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

**PARTNERSHIPS:** BTB has multiple community partners that offer a wide range of services and enrichment for not only our students but their families. BTB has MOU's from SCCSD, Sioux City Police Department, Launchpad Children's Museum, Girl Scouts of Greater Iowa, Boy Scouts of America, Tiger Rock, and Siouxland District Health Department. BTB's goal is to expand by two partners annually throughout this grant cycle.

**EVALUATION:** BTB will use Consulting by Design LLC as their evaluators for the 21CCLC application. Consulting by Design has been BTB's outside evaluator of 21CCLC programming in both Iowa and Nebraska since 2017. BTB's goals and objectives will be measured from data given to BTB by the school district along with pre and post-tests that will be conducted by certified teachers during our summer program. Surveys will be distributed to students, staff, parents, school day staff, and teachers. This feedback is utilized in multiple ways including BTB local evaluation, community impact report, and shared with the advisory committee to help make motions and recommendations regarding BTB.

**BUDGET NARRATIVE:** BTB used the funding formula as follows:

\$10.00 per day x 80 students x 180 days before and after school = \$144,000

\$10.00 per day x 15 students x 35 days summer = \$5,250.00

\$7.50 per day x 60 students x 180 days after school = \$81,000

\$10.00 per day x 20 students x 35 days summer = \$7,000.00

At Irving Elementary BTB proposes to serve 80 students during the school year for 180 days and 15 students during the summer for 35 days. NMS will serve 60 students during the school year after school and 20 students during summer for 35 days. This will allow BTB to serve 175 students a year with a request for \$237,250.00/year, totaling 525 students and a total request of \$711,750.00 over the year grant cycle.

## 2. Student Need

**Overview of Siouxland Human Investment Partnership:** SHIP is a non-profit organization that was established in 1998 as the Early Childhood Iowa and Decategorization (DCAT) Board for Woodbury County. In 2001, SHIP partnered with the United Way of Siouxland, the SCCSD and the Siouxland YMCA to develop the area's first afterschool program, Beyond the Bell. Originally a program of the YMCA, BTB began offering programming at all SCCSD elementary schools. Established as a fee-based program, the partners soon discovered that many low income, at-risk families could not afford to send their students to the program. SHIP, the fiscal agent for the program, applied for and was awarded 21CCLC funding and multiple grant-funded sites began offering the program free of charge to families. In 2007, the YMCA determined that it no longer desired to be the lead agency for BTB, so SHIP took over the program. Today, BTB operates at 24 sites across two states and three school districts, serving over 2,800 students in PreK - 8<sup>th</sup> grade. Currently, four sites are funded by Iowa 21CCLC grants, and five sites are funded by Nebraska 21CCLC grants. All non 21CCLC sites operate on a fee schedule, United Way and other funding sources are utilized to assist low income families at non-grant sites. The program is offered before school, after school and during the summer.

**2.1 Evidence of Student Need:** Irving BTB proposes to serve 95 students with before school, after school and summer programming. Irving Elementary is a current grantee that has provided high quality programming while successfully meeting all attendance goals and objectives. This grant will end on June 30, 2020. Irving Elementary student enrollment has increased by almost 40% over the last 5 years creating an even stronger need for BTB to continue to serve and meet the needs of this student population. BTB is requesting new 21CCLC funding consistent with what is allowed per the RFA, "to support previously funded programs and services for before school, afterschool, and summer programs" to continue to serve our current students and meet the needs of new students. Financial resources from parents and guardians at this location are minimal, and many are not able to afford fee based programming. Poverty is a continuous barrier for these students and families causing them to face serious road blocks, including lack of access to academic skills to support children's education success at home and no reliable form of transportation that would enable them to attend school regularly and receive help after school. Without 21CCLC funding at this location a BTB program will not be successful. Programming at this site will ensure that students are able to complete their homework or work on academic foundations on a daily basis, engage in enrichment activities, participate in student choice and student lead activities, attend various field trips within Siouxland, and have family engagement activities that help support the family unit.

NMS BTB will serve 80 students with after school and summer programming. The programming at this site will be club based, and the activities or clubs will be selected by the BTB NMS student leadership group. Homework help and academic fundamentals will be offered daily by staff. Sioux City has an understated and underrepresented refugee population which has led to an increase in Students with Limited or Interrupted Education (SLIFE), especially at NMS. These students and families are adjusting not only to a new cultural environment, but also language barriers, and financial adversity. These students are many times entering school for the first time and unfortunately there is not enough time during the school day to help them adjust. BTB can offer a multitude of different programming options for the refugee population to help acclimate the students and their families to the new environment.

**Academic Need:** Irving Elementary principal, Ms. Ruelas, states that the students at school show multiple signs of poverty. This overflows into the school day causing many of the students to fall behind in their schoolwork. Ms. Ruelas spoke about a study that Dr. Buryanek, Associate Superintendent of the SCCSD, completed last year that shows Irving Elementary students have less chronically absent students because of BTB. It was also found that ELL learner's assessment scores did not see as much of an improvement and is an area that needs improvement that can be addressed through the 21CCLC grant funding. At NMS, Mr. Cline the assistant principal states that the children at NMS need a safe place to go after school so they are not left on their own and can help stay current with their academic goals. According to the assistant principal at NMS, Mr. Cline, supporting the ELL population is a significant need at this school with an 18.4% population of ELL students within the SCCSD district. BTB conducted a community focus group that included representatives from the SCCSD, One Siouxland, Urban Native Center, and Mary Treglia. Tori Albright, the World Language

Program Coordinator with the SCCSD, stressed to BTB the need of programming for the refugee population at NMS. The majority of SLIFE students have never been to school and the gap for them is so large at the secondary education level, these students tend to have behaviors and a lack of feeling safe and would benefit from a mentor and education in self-awareness and self-esteem. The ELL population within the SCCSD is high which means there is a significant number of students whose first language is not English. BTB will use our bilingual staff members along with the SCCSD certified ELL teachers to meet this need.

<b>Overall Proficiency</b>	<b>State Average</b>	<b>Irving Elementary</b>	<b>North Middle School</b>
Reading	77.04%	51.64%	63.72%
Math	78.26%	57.7%	66.5%
ELP	54.37%	63.13%	29.57%

*Social-Emotional Need:* NMS’s World Language Program Coordinator spoke to BTB about the increase of the SLIFE student population and the need to have a program accessible to them. These students are beginning their educational career at 6<sup>th</sup> or 7<sup>th</sup> grade having never been in a school setting. Given the chance students would thrive with extra time to help guide them through school and cultural experiences. Many families at both locations lack access to reliable transportation. This affects the student’s daily attendance at school and the family’s ability to find resources when needed. If students were able to have a bus transport them home from BTB program during the school year and summer program that barrier would be broken. NMS has 1,180 students, which is the largest school enrollment throughout SCCSD elementary and middle schools, with almost 90% of Irving Elementary 5<sup>th</sup> grade students feeding into this middle school. As previously mentioned NMS has seen a large influx in their refugee population and that of SLIFE students.

Irving Elementary, a dual language school, serves an immensely diverse population with significant economic and academic needs with a free and reduced lunch rate of 57.92%. According to the principal at Irving Elementary, Ms. Ruelas, there are concerns for student health based on needs at home, such as nutrition and general well-being. There are many characteristics of children living in poverty that Ms. Ruelas said are very common at Irving Elementary. Some of those characteristics being hoarding food, the child’s physical appearance, the student is absent or misses school more often, student achievement is lower than those of their peers, and the student tends to gravitate to the care closet at the school.

<b>Student Poverty: Free and Reduced-Price Lunch Eligibility for Targeted Schools</b>	
School	2018-2019 Eligibility- % of total student population
<b>Irving Elementary</b>	<b>57.92%</b>
All SCCSD Elementary Schools	53.55%
<b>North Middle School</b>	<b>71.27%</b>
All SCCSD Middle Schools	70.15%
Source: <a href="https://educateiowa.gov/documents/school-frl/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced">https://educateiowa.gov/documents/school-frl/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced</a> .	

*Family Engagement:* The needs of each school and student are diverse and BTB understands that in order to be successful families need support academically, social and emotionally, culturally, and from community resources.

Irving Elementary family engagement would be on a quarterly basis to bring families together for a meal and to discuss projects that their child has been working on. An activity for the families to work on together will help parents understand the importance of adult engagement in education. The Irving Elementary families will also be invited to all NMS family engagement nights that are centered around education of and access to community resources.

According to the needs assessment the information shows that NMS families need to have access to community resources to help strengthen their family unit. BTB will host family nights every month from September-May. Each of these family engagement nights will spotlight a specific community resource that has

been picked by the student leadership team and parent board. The community resource will be conveniently housed at NMS for that evening or BTB will offer transportation for the student and family to the place of business. Examples of these resources will be: Siouxland Community Health to have child well checks, District Health to be able to answer questions regarding immunizations, a local dentist to offer dental screening, a local optometrist to offer vision screenings, Community Action Agency and/or Mary Treglia to help answer tax questions, etc.

Transportation, Access, Safety: Poverty is a continuous barrier for these students and families causing them to face several road blocks in achieving success. Many of these parents experience extended work hours making it harder for them to support children's educational success at home. Regular attendance is also a problem because of these hours, as well as a lack of reliable forms of transportation accessible to these families. Providing safe transportation is crucial for students and for parents to have peace of mind. Program busses will safely drop off each student directly at their home, and be staffed with a BTB employee to ensure the best practice safety procedures are being met. BTB students will have transportation home from program in both the school and summer program using the SCCSD transportation supported by the 21<sup>st</sup> CCLC budget.

BTB is conveniently located within the students' school day building allowing for safety and convenience for parents, and consistency for the students. This also allows for constant interactions between BTB and school day staff to discuss daily needs of students in our care. All BTB sites meet all city, state, and federal guidelines and regulations related to fire, health, natural disaster, emergency responses, and general safety. BTB programs are licensed by the Iowa Department of Human Services (DHS) providing us regulation on many safety measures such as sign in and out procedures, adult to student ratios, credential minimums for staff, and overarching best practices in caring for school aged children.

**2.2 Evidence of Stakeholders:** To help continue planning of 21CCLC grant development, BTB met with administrators of the SCCSD, principals, and BTB administrative team to develop which schools need assistance. The guidance provided by the stakeholders led to Irving Elementary and NMS being the highest need schools. BTB hosted parent meetings, community focus groups, individual meetings with principals, Director of Secondary Education, Director of Elementary Education, student surveys and parent surveys. BTB was able to reflect on the data that was received and many of the ideas and activities are represented in this application.

21CCLC programming will help fill a gap that the school day does not allow time for. Both programs will be able to implement a mentoring program that will provide congruent links for transitioning from Irving Elementary to NMS. All programs will focus on academic enrichments, social emotional development, and healthy choices.

**PROJECT**

**3.1 Link to Student Need:** Student Needs Assessments at Irving Elementary and NMS showed that families need academic assistance, social emotional resources, community assistance, and access to programming. BTB provides a safe and stimulating environment that responds to family, school and community needs along with mentoring and advocacy that engage and support the students. BTB’s programming is housed in each SCCSD day school which allows BTB to work closely with school day staff to address the needs of students. Areas of need have been identified as: academics, social and emotional skills, family engagement, and access. To begin to meet the needs of these students and families BTB proposes the following:

- To increase academic achievement, BTB staff will support students by providing individual and small group homework assistance. (Academic Need)
- Iowa certified teachers assess each child individually and deliver small group skills based instruction at no more than a 1:6 teacher to student ratio. BTB aligns this instruction with the school day curriculum using Lexia for reading and vocabulary instruction and Fast Math CBM CAP for math instruction. All certified classroom teachers have been trained in this curriculum and are provided ongoing support in its delivery by the SCCSD. This targeted tutoring and academic support will help BTB achieve academic goals of ensuring regular attendees will achieve greater growth in reading and math as measured by performance on Iowa Assessments and/or teacher proficiency and Government Performance and Results Act (GPRA) measures survey. (Academic Need)
- BTB staff will attend Positive Behavior Support Training (PBIS) provided by Irving Elementary administrators to implement during BTB program hours. (Social-Emotional Need)
- BTB will support the already existing caring closet by providing additional toiletries, clothing, and non-perishable food to students in need. (Community Assistance Need)
- Daily transportation home following programming in both school year and summer will be provided. (Access Need)
- BTB will host family engagement nights to provide academic enrichment activities and access to community resources. (Family Need)

**3.2 Academic, enrichment, family engagement, and snack.** BTB offers before school programming, Monday-Friday beginning at 6:30 A.M. until the start of school at Irving Elementary. The afterschool program is offered Monday-Friday from the end of school until 6:00 P.M. at Irving Elementary and NMS. Program starts early on every Monday for school day staff development, both programs are located in their respective school building.

Before and after school programs rotate through a variety of high-quality activities, centers, and clubs that are guided by student voice and choice allowing the on-site manager to develop the lesson plans. These centers or clubs are focused on homework help, math, literacy, STEM, gross motor, fine motor and much more. Activities may range from yoga and martial arts to a book club and creating their own garden. Students will attend field trips to the library, local nursing homes, museum, and many other community businesses. As much as possible, BTB will align learning activities and field trips with what students are learning during the school day.

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

<i>Academic Need: High quality academic and enrichment activities to address achievement gaps</i>	<i>Time Frame</i>	<i>Eligible Federal Activity</i>
Homework Help/Academic Fundamentals	5x per week	1-rem ed., 2-literacy, 3-math,7-tutor
Tutoring- Certified teachers with at least one experienced in ELL. To increase academic achievement, Iowa-certified teachers assess each child and will align small group tutoring at no more than a 1:6 staff to student ratio.	3 x per week	1-rem ed., 2-literacy, 3-math, 7-tutor, 9-ELL
Enrichment Activities- Center based learning with student choice activities based off monthly themes such as entrepreneurship, business,	5 x per week	5-arts/music,6-entrepreneurial,

service learning, cooking, STEM, etc. Club based learning such as Cooking, Coding, STEM, Chess, Book Club		10-rec, 15-field trips
Healthy Choices- Physical Activity involvement in large motor activities such as kick ball, hockey, soccer, and basketball. A snack will also be provided every afternoon program is in session from the SCCSD with USDA lunch program	5 x per week	10-rec and health, 15-enrichment
<b><i>Social-Emotional Need: Families need a program that is accessible, safe, and reliable with opportunities of character growth and leadership</i></b>		
	<b><i>Time Frame</i></b>	<b><i>Eligible Federal Activity</i></b>
BTB staff will attend Positive Behavior Support Training (PBIS) provided by Irving Elementary administrators to implement during BTB program hours.	4x per year	13-prevention, 16-char. Ed.
Student Leadership- Students will run for student leadership and their peers will vote them in to this position. Student leaders will meet regularly to help design the club interests and service-learning projects.	1x per month	8-volunteer,9-ELL, 13-prevention
Mentoring- NMS BTB students will mentor Irving Elementary 5 <sup>th</sup> grade students to prepare them for middle school. Mentoring- NMS BTB SLIFE students will be assigned with a high school mentor who will be able to acclimate them to their new culture and environment.	1x per quarter	6-entrepreneurial, 8-volunteer, 13-prevention 16-charc. Ed.
<b><i>Family Engagement Need- Activities and resources to provide adult learning opportunities and to support student and family success</i></b>		
	<b><i>Time Frame</i></b>	<b><i>Eligible Federal Activity</i></b>
Family Nights- family orientated educational activities that will involve showcasing the student's projects, an activity for student and parent to complete, field trip to the library, and a community resource fair.	4x per year	2-literacy 4-parent involvement 9-ELL
Community Resources- BTB will host community resource events with community partners that will help the families' access medical, dental, vision, and mental health services. The parent advisory committee and student leadership group will continually work to communicate the needs of the parents and students.	9x per year	4-parent involvement 13-prevention 14-counseling 16-char. Ed. 17-college
BTB will support the already existing caring closet by providing each location additional toiletries, clothing, and non-perishable food to students in need.	As needed	4-parent involvement 6-entrepreneurial 9-ELL
BTB proposes to have a Cultural Liaison to meet the needs of not only the student and families but that also of the SCCSD and BTB. This liaison will be the connection between the school day and after school hours.	Year Round	7-tutor 4- parent involvement
Adult Education- Adult education classes like HiSET will be provided by Western Iowa Technical Community College (WITCC).	1x per semester	4-parent involvement
<b><i>Access Need - Easily accessible, safe, and reliable program. Center and Club based activities offered.</i></b>		
	<b><i>Time Frame</i></b>	<b><i>Eligible Federal Activity</i></b>
Before School Program- 6:30 A.M. – school starts. Enrichment activities and large motor activities.	5x per week	1-rem. Ed., 2-literacy, 3-math, 5-arts/music, 10-rec
Afterschool Program- school dismissal- 6:00 P.M. located in the child's school day building. Center and Club based learning with student leadership and student lead activities. Homework help, tutoring, healthy snack, physical activity, and field trips.	5x per week	1-rem. Ed., 2- literacy 3-math, 5-arts/music 7-tutor, 9-ELL, 10-rec

Summer Program- 6:30 A.M-5:30 P.M. for 35 days during summer break. BTB students will be provided with breakfast, lunch and an afternoon snack daily. Students will participate in academic time, ran by certified teachers, for 3 hours in the morning focusing on literacy and math. NMS BTB will partner with the SCCSD career academy and WITCC to provide academic club-based programming at those locations ran by certified teachers. Afternoon program will consist of field trips and enrichment activities that are an extension from their morning work.	35 days	1-rem. Ed., 2-literacy 3-math, 5-arts/music 7-tutor, 9-ELL, 10-rec, 11-tech, 13-prevention, 15-field trips, 16-college
BTB proposes to provide transportation home from after school and summer programming.	5x per week	4-parent

**3.3 Family Engagement.** Family engagement nights will consist of community partners and resources that BTB can help make accessible to families. NMS will provide a family event every month September through May. These events will consist of educating parents on resources provided by Siouxland Community Health Center, Siouxland District Health Department, filing tax forms, DHS assistance, and WITCC for adult education classes.

A parent advisory board will be developed for both BTB locations, and meetings will be held monthly. One representative from each location will be asked to sit on the overarching BTB advisory committee that meets quarterly. This parent advisory will help BTB staff understand the needs of the students involved in programming along with continued support and connection to the families.

**3.4 Goals and objectives.** Mentoring and advocacy by BTB staff will be emphasized to engage and support children with high academic and/or economic needs. BTB works closely with the SCCSD to address student needs in three areas: academic assistance, enrichment services, and family engagement. Evaluation goals and objectives will include:

Goal 1: Provide high quality activities to help students meet and/or succeed proficiency goals in reading and math with additional support for ELL students.

- BTB will meet or exceed all IDOE and GPRA measures required by the RFA.
- At least 50% of students at each site participate in the annual Service-Learning Challenge.
- 80% attendance rate will be achieved for all regular attendees.
- BTB will operate 35 days during summer.

Measure of Effectiveness: BTB will provide tutoring, including ELL tutoring, at each cohort through SCCSD certified teachers. Students will be assessed during school year and summer program. Data will be compiled for 21CCLC reporting requirements.

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

- At least 50% of students will demonstrate increased school engagement and positive behavior as evidenced by the student and teacher survey.
- At least one school staff member participates in the BTB Advisory Committee.
- In annual surveys, at least 50% of BTB parents report being satisfied with the level of communication they receive from BTB.

Measure of Effectiveness: Surveys will be distributed to students, teachers, parents, and community partners throughout the year.

Goal 3: Provide opportunities for parents and families to be a part of the parent advisory board. Provide community resources that will support family academic success and access to resources.

- A majority of regular BTB families in each cohort participate in Family Literacy events.
- At least one BTB parent from each cohort participates in the BTB Advisory Committee.
- 80% of parents will indicate via a survey that the program has had a positive impact on their ability to help support their child’s educational and social achievement.

Measure of Effectiveness: BTB will assess opportunities through surveys and attendance of family nights.

**3.5 Align with the school day.** BTB is located in the students school day building which allows for the program to be an extension of the SCCSD by using the same academic programs, standards, curriculum, discipline, and vision. Being in the same location also results in constant communication with school day teachers and staff. Certified classroom teachers will tutor BTB students using the same skill based instruction and curriculum that is used during the school day. On-site Managers meet monthly with each school principal to let them know what has happened in the program during the month and what they can expect for the upcoming month. School day staff along with BTB’s Cultural Liaison will help BTB recruit and communicate with parents of students who need to be in the program based on academic or economic need. The Cultural Liaison will connect school day and afterschool by being not only a key component in the implementation of programming but also by planning and providing professional development regarding cultural diversity. BTB will participate in Positive Behavior Interventions and Support (PBIS) consistent with each school and will attend SCCSD professional development for the intervention. At Irving Elementary BTB will have their own color of PBIS card so that they can distinguish the students that are following the aligned strategies of school day PBIS during afterschool program.

**Alignment with School Improvement Plans.** The SCCSD goal areas are the following: provide relevant, rigorous and innovative academics, provide safe, healthy and supportive learning environments; attract and support highly effective teachers, leaders and staff; practice effective, efficient and sustainable business practices; and strengthen school, family and community engagement. The mission of BTB aligns with this strategic plan. BTB fulfills Focus 2022 goal areas by providing before and after school academic enrichment, ensuring a safe, healthy learning environment, partnering with SCCSD certified teachers, and providing a robust communication plan for successful engagement with students, parents, school, and community partners.

**3.6 Experience.** BTB has 19 years of experience in providing out of school time programming that positively impacts academic performance, school day attendance, and social and emotional development. BTB has grown to operate 24 sites across two states and three school districts, serving over 2,800 students in PreK-8<sup>th</sup> grade. Currently, four sites are funded by Iowa 21CCLC grants, and five sites are funded by Nebraska 21CCLC grants.

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

- According to BTB surveys, BTB fulfills a critical unmet school and community need in Siouxland by providing before and after school programming with most respondents indicating the program is “extremely important” or “important”.
- According to BTB’s 2017-2018 Community Impact Report the satisfaction and quality rating for BTB is very high, with over 90% of cumulative feedback from students, parents, BTB staff, and the community being affirming of the program.
- BTB is trusted for its safe, respectful, and child-centered before and after school program.
- Results of the BTB assessment for summer 2018 found significant improvement. Over 67% of students in each area improved in their pre-test to post-test in math and reading.

Data from the teacher surveys was compiled across elementary and middle school sites for the 2017-2018 school year as reported in BTB Community Impact Report.

<b>Teacher Reported Improvement for students who need Improvement</b>		
Demonstrated Moderate or Significant Improvement	21 <sup>st</sup> Century Sites	All BTB Sites
Improvement in Math	38%	42%
Improvement in Reading	30%	32%
Homework & Class Participation	60%	60%
Student Behavior	67%	68%



#### 4. Research Base

BTB is dedicated to high quality out of school programming and keeps current with curricula and research in order to design, modify, improve, and enhance programming by using the research to help plan, implement, and guide program options. Research studies around the importance of out of school time is a driving force behind what BTB implements in their day to day programming.

*Academic Need:* BTB focuses on boosting academic performance and decreasing summer learning loss. Kids who are behind in fourth grade are four times more likely to drop out of high school (Source: Annie E. Casey Foundation funded research: <http://www.aecf.org/m/resourcedoc/AECF-DoubleJeopardy-2012-Full.pdf>) Early intervention is critical: Students struggling in reading as 8<sup>th</sup> graders only have a 10% chance of catching up (Source: ACT research on early reading: <http://www.act.org/content/dam/act/unsecured/documents/ImportanceofEarlyLearning.pdf>)

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

*Social-Emotional Need:* According to, <https://www.strongnation.org/articles/930-from-risk-to-opportunity-afterschool-programs-keep-kids-safe>, we analyzed both FBI data and data provided by our law enforcement members on school-day crime rates for youth in 46 states. We found that the majority of states for which we had data, had a spike in crime during the after school hours from 2 to 6 p.m. The Sioux City Police Department (SCPD) over the last few years has become a very valuable partner with BTB. They have been able to see the importance of afterschool programming and the effect it has on their job. In Sioux City, the Police Department reported a 37% reduction in youth crime (Marie Davis, Crime Analysis Unit, Sioux City Police Department).

BTB uses the same PBIS as the SCCSD uses during the school day. BTB staff will be trained by the SCCSD on how to incorporate PBIS into the afterschool program to keep it continuous. The American Psychological Association says PBIS has "the potential, when implemented with fidelity, to improve school climate, reduce negative behavior, strengthen responsible behavior, and increase academically engaged time." (2012 (<http://www.apadivisions.org/>))

*Family Engagement Need:* As previously mentioned in the needs assessment section Sioux City has seen an influx in their refugee population. Over the past 10 years, more than 18,000 refugees have resettled directly to Iowa. While they have reached safety from persecution and refugee camps, they now face a different set of challenges. Families receive little support as they transition to their new lives as Iowans. Finding a job, enrolling in school, or accessing existing resources can be insurmountable challenges due to language and cultural barriers. (<https://www.refugeeriseiowa.org>)

*Access Need:* Afterschool programs bring a multitude of benefits to students, families, and their communities. These programs can boost academic performance, reduce youth violence, improve school day attendance, promote physical health and provide a safe, structured environment for the children of working parents. The importance of out of school care is undeniable, Iowa ranks first in the nation of percentage of children under 6 years old with all parents in the labor force (76.8%), <https://www.census.gov/acs/www/data/data-tables-and-tools/ranking-tables/>. Not only is there a need for a safe and structured environment for school age children due to parents being in work force, but it also gives them positive role models.

**5.1 Staffing, Professional Development, Leadership, and Volunteers Staffing and Retention:** BTB recruits, hires, trains, and works to retain effective and highly qualified staff who believe in BTB's mission: helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. BTB looks for staff that will treat all students and families with respect, advocate for them, and be a positive role model. The Director of Sioux City Programming prepares a staffing plan for each site to identify the number of staff that will be needed to maintain DHS appropriate staff-student ratios. BTB uses existing job descriptions and standard SHIP hiring procedures to secure highly qualified applicants for all positions.

The On-site Manager will meet at least once a month with each site's administrative team, including the building principal, to ensure the program and the school are collaboratively providing academic and social-emotional experiences that are consistent and complimentary. Beyond the Bell will strive to ensure that what students are learning in class during the day are being mirrored through activities and experiences at program. One example: BTB utilizes the SCCSD's PBIS curriculum, so that students and parents know the expectations around behavior, reward and consequences. BTB will also encourage positive communication between program staff and classroom teachers through a form that will be given to the principal and distributed to teachers on a weekly basis – this will ensure that any student having issues during class can work on these issues with staff at program.

#### On-Site Manager

- Ensure adequate staffing to meet all DHS required staff-to-student ratios, oversee youth workers, create and implement lesson plans, purchase supplies, oversee site budget, help monitor student progress.
- Lead regular staff meetings, assess and review site staff, and schedule staff development.
- Record daily attendance and activities at site
- Work in the staff-to-student ratio to engage, support, and mentor students
- Regularly communicate with school day staff
- Constant communication with families regarding their students
- Provide support for all activities at site and participate in any needed committees and conferences
- Recruit, train, engage, and supervise site volunteers

Qualifications: Bachelor's degree preferred in education, early childhood, or discipline related to BTB programming; ability to work within established budgets, meet deadlines, and communicate effectively; experience working with school aged children; pass background check and all DHS licensing requirements, bilingual skills preferred.

#### Cultural Liaison

Maintains current information about community resources where families can fulfill their food, housing, clothing, education, training, literacy, and parenting education needs. This position will also be part of BTB Advisory Committee

- Meets with students, families, school day staff, and BTB staff to analyze needs through assessment.
- Connects families with existing community resources and those developed for BTB
- Coordinates other opportunities for families
- Communicates with students and families regularly
- Both sites will have access to the cultural liaison. This position will be the first contact for school day staff and BTB staff for students in need

Qualifications: Bachelor's degree preferred in education, early childhood, or discipline related to BTB programming. Knowledge of community resources or willingness to gain and maintain knowledge. Bilingual in English and Spanish. Excellence communication skills.

### Youth Workers

- Supervise students at no more than a 1:15 staff/student ratio.
- Assist the onsite coordinator with planning site activities and help to implement
- Communicate effectively with student and parents

Qualifications: Pass all the DHS licensing requirements including background check and fingerprint results. Experience working with school age children including babysitting, mentoring, volunteering or other job history. Youth Workers need patience, persistence, and the ability to find and build on the students' strengths. BTB recruit's youth workers at four local colleges and the SCCSD by using recommendations from professors, counselors, administrators, and student organizations.

### Iowa-certified teachers

- Tutor students for three to four hours per week at no more than a 1:6 teacher/student ratio
  - Confer with school day staff regarding student need, and report on students' academic progress.
- Qualifications: Iowa teaching certificate and teaching experience; prefer experience at the site where they will work.

### Volunteers.

- Current high school silver cord students who are required to meet volunteer hours
- Local colleges for students who need to complete practicum requirements.

BTB also recruits parents and qualified senior volunteers, including grandparents, retired teachers, and others from retirement organizations. Qualifications: Pass a criminal background check; be interested in and have experience working with school age children.

**Training/retention.** BTB holds orientation for new staff and volunteers during the beginning of the school year and summer program. Staff complete mandatory trainings such as CPR/First Aid, mandatory reporting, universal precautions, child development, and other training pertinent to their jobs. BTB staff are required to complete 6 to 10 hours of continuing education. As quality control, BTB administrators assess staff and volunteers' work regularly, based on input from school and BTB staff, volunteers, parents, students, and survey results, to determine areas for future development. Full time staff attend local, state, and national conferences and are a part of 21CCLC committees and attend best practice webinars. The full-time staff are then able to share information that they have acquired at these trainings to their staff. SCCSD in service trainings also supplement BTB professional development. BTB retains effective staff by tending to their individual needs and concerns, seeking their input in planning, and generally promoting their investment in and ownership of the site programs. BTB continually assesses wages and benefits in the community to ensure that staff wages and benefits match or exceed other employment opportunities.

**Leadership.** BTB's senior staff includes the Program Director who coordinates all aspects of BTB, Director of Finance and Compliance who oversees budgets and compliance with the district, state and federal regulations, Sioux City Co Directors of Programming who confer on curriculum with the Academic Coordinator, oversee all full time On-site Managers, and maintain alignment with school instruction. Senior staff report to and confer quarterly with the BTB Advisory Committee.

\* Previous grantee documentation of 5 year history with sustainability included in Form G.

**5.2 Student transportation, safety, and inclusion.** BTB sites are in public school buildings that meet code for school programming and are within Special Education and ADA Compliance. This assures that the programs take place in a safe facility that is easily accessible to students and their families, including those with disabilities. BTB uses SCCSD busses to transport students on field trips and bus routes home when and if they are needed. BTB staffs each bus route to ensure essential supervision and a parent/guardian is home before child leaves our care. Each student must be signed in and out of BTB by a parent or guardian. BTB requires the parent to list adults who are designated to pick up their child from BTB programming. Designated adults who come to pick up a student at BTB must have a form of identification and must be listed on their registrations form. BTB assists families in making these arrangements and communicates their policies to parents during the registration of their student. At sites where a significant number of students and their families speak languages

other than English, at least one BTB staff member is bilingual. Although BTB targets students with academic deficiencies, all BTB programs are free from discrimination and all have equal opportunity. BTB consults with the Northwest Area Education Agency and the Special Education Department of SCCSD to ensure best practice for the student. Understanding school day accommodation strategies that special education teachers, para-professionals, or aides use ensure consistency and creates a comfortable environment for students with disabilities. BTB also recognizes that parents are typically the most important resource and they can help to prepare staff properly for most effective accommodations for the student.

**5.3 Sustainability of leadership structure and stakeholder advisory group engagement.** BTB programs are led and organized by the BTB administrative team. Philosophies and practices are in place at BTB to create a culture that upholds the overarching mission, vision, and values which is inviting and appealing to employees. Within the last 6 years BTB has experienced little to no turnover of leadership positions. The belief is that in order to effectively and positively take care of the students and families within the program, BTB must take care of the employees who are gifted with this responsibility. Professional development, annual reviews, and growth opportunities are utilized to promote personal growth and organizational expansion.

BTB will have site based leadership teams that meet monthly to discuss site specific information regarding programming, staffing, curriculum, and communication. This team consists of the On-site Manager, school principal, BTB facilitator, and the Sioux City Director of Programming. Each site will also have a site based advisory team consisting of parents, partners, On-site Manager, BTB facilitator, and Sioux City Director of Programming that meets monthly to discuss student and family needs at each site. The information from each of these meetings will be presented to both the SHIP Board monthly by BTB's Program Director, and also to BTB's Advisory Committee quarterly.

**5.4 Sustainability plan, continuous program improvement.** Based on the needs assessment, it was determined that through increased enrollment at both Irving Elementary and NMS, combined with the severe economic hardships the families of the students at these locations face, that the vast majority of households could not access a program that is maintained by parent fees. As stated previously, Irving Elementary student enrollment has increased by almost 40% over the last 5 years creating an even stronger need for BTB to continue to serve and meet the needs of this student population. This application has provided enough growth and need to justify the request for another 21CCLC grant as allowed per the RFA, "to support previously funded programs and services for before school, afterschool, and summer programs" to continue to serve our current students and meet the needs of new students. Enrichment activities, academic readiness and safe programming are a strong focus of BTB programming and will be continued beyond years four and five. Programming at Irving Elementary has been in place for over 10 years and NMS for over 6 years.

BTB has been able to establish, maintain and sustain community partnerships over the years to be able to provide services and in-kind resources to the BTB program. BTB administration assures the structure of the program will be maintained throughout each site location beyond the grant cycle to continue to produce high quality programming.

BTB has been offering programming for over 19 years within the SCCSD. Today, BTB operates at 24 sites across two states and three school districts with sites being funded by parent fees, Iowa 21CCLC grants, Nebraska 21CCLC grants, and community donors. To ensure sustainability several efforts occur. BTB will expand current partnerships, at a minimum of two per year, to increase in-kind services and goods. BTB will also continue to use their fundraising to raise awareness publicly regarding the program and will also use the parent and advisory committees to help think of new ideas to support sustainability.

**Continuous Improvement Plan.** BTB will develop an Irving and NMS Continuous Improvement Plan(CIP) to drive results and success. A CIP workgroup will be implemented with key stakeholders including but not limited to: Principals, On-Site Managers, Sioux City Director of Programming, BTB Director, community partners, and parents. The CIP workgroup will be charged with reviewing survey results, prioritizing quality improvement opportunities, and possible program enhancements. The results of the workgroup will be shared with the BTB advisory committee quarterly for recommendations on new goals, improvements, and enhancements to implement. This effort will further support BTB in its sustainability planning efforts for when 21CCLC funding ends.

## **6. Communication Plan.**

BTB focuses on the awareness of the full scope of programming offered and works towards continuous efforts to increase knowledge each year. BTB's communication plan is to grow connections within the SCCSD and the Siouxland community to continue to engage and promote the programming that is offered, and open doors to new opportunities.

BTB uses multiple outlets to inform the public of the continuous work that BTB does to make their mission, vision, and value known throughout Siouxland. The community learns about program highlights and evaluations through local television station spotlights, radio commentary, social media, and the BTB website [www.beyondthebell.us.com](http://www.beyondthebell.us.com). BTB is fortunate to have effective champions who promote the importance of quality afterschool programming at every opportunity. BTB's annual "Lights on Afterschool" and "Service-Learning Challenge" presentations highlight quality afterschool programming and shine a light on a few key elements of the program and the importance it has in our community.

BTB administrative members are on an array of community boards and groups including but not limited to: Iowa Afterschool Alliance Strategic Leadership Team, Bright Futures of Sioux City, United Way Young Leaders Society, and the Sioux City Chamber of Commerce.

With the same core program throughout Siouxland, all BTB information and materials are translated to Spanish in office. Any other translations that are needed BTB utilizes translators provided by One Siouxland to ensure communication with non-English speaking parents.

BTB uses multiple tools to share day to day information with parents through parent communication notes, monthly newsletters, BTB website [www.beyondthebell.us.com](http://www.beyondthebell.us.com), Instagram, and Facebook group posts. Having a long-standing relationship with the SCCSD and record of effectiveness means that teachers, administrators, counselors and other school day staff refer academically and economically needy children to the BTB program. The BTB program is conveniently located within the student's day school building which allows the BTB staff to have daily contact with students, parents, school day staff, and administrators. Staff of BTB contact families directly when the school refers children to the program at any time during the school year. Students, parents and school day staff have regular input into BTB programming through the student leadership committee, parent advisory board, and BTB advisory committee. BTB surveys parents, staff, students and partners annually to continue the communication process.

Students generally learn about BTB from their siblings, parents, teachers, or principals but most importantly from their peers. As BTB continues to succeed in providing academically enriching activities the students themselves are the programs best ambassadors. BTB's Cultural Liaison will present programming information and opportunities to student classrooms referred by the SCCSD within the targeted refugee and ELL populations.

Other ways that BTB communicates the results of their programming efforts is to publicly post on the BTB website the annual 21CCLC evaluation in December and Community Impact Report in February.

BTB communication is an ongoing activity with daily, weekly, monthly, quarterly and annual announcements planned. The BTB advisory committee evaluates the calendar of scheduled communications and events annually.

## 7. Partnerships

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

Key partners, as indicated by attached MOU's

Community Partner	Role/Area of Significant Impact
Sioux City Community School District (SCCSD)	For the past 19 years, Sioux City Community School district provides in-kind space and other essential services for BTB programming including: classrooms, playground, gym, library, common areas, heating and air conditioning of the buildings. They also provide food service for snacks and lunch, and referrals for children and families. Additionally, an administrator of SCCSD is part of the Advisory Committee. <b>The in-kind value of services provided by the SCCSD is \$160,000</b>
Siouxland Community Health Center	Siouxland Community Health Center will provide information about and access to the Siouxland Community Health Center. Will be in contact frequently with BTB Cultural Liaison. <b>This is valued at \$100 per hour.</b>
Launchpad Children's Museum	The Launchpad Children's Museums designed for children ages 6 months to 10years, exhibits reflect local themes such as water, wind, and building as well as a "farm to table" theme running from the agricultural exhibits to the market and on to the café. Exhibits are open-ended to promote free exploration and creativity. Services are provided at a discounted price which includes field trips and family literacy night events. <b>The museum is a multiple year partner, which offers a 50% discount per student. \$780.00 per year</b>
Girl Scouts of Greater Iowa	Girl Scouts of Greater Iowa provide an afterschool girls only club led by girl scout volunteers once weekly for 6 weeks. <b>\$240.00 per year</b>
Boy Scouts of America Mid-America Council	Boy Scouts of America Mid-America Council provide an afterschool boys only club led by boy scout volunteers once weekly for six weeks. <b>\$240.00 per year</b>
Community Action Agency of Siouxland	Community Action Agency will provide information about the services that they can provide for our families. Will be in frequent communication with BTB Cultural Liaison. <b>\$100.00 per hour.</b>
Siouxland District Health Department	Siouxland District Health will provide information for BTB families at family nights. <b>\$100.00 per year.</b>

**7.2 Meaningful and Engaging Partnerships.** The BTB partnership plan focuses on the philosophy and approach that collaborative relationships expand and enhance how we can meet the needs of students and families. Meaningful and engaging partnerships will be developed and sustained through the following strategies:

- Consistent formal and informal communication. This strategy is focused on informal communication on an ongoing basis and formal monthly communication to check in on progress, needs, and highlights. Communication via phone, email, and social media support ongoing and consistent engagement with partners. This also includes a monthly schedule of meetings. BTB will ensure active engagement in community groups and boards that further the BTB mission.
- Securing feedback. Partner feedback is critical for success, and is gathered from partners throughout the year. Examples include collaboration meetings with the SCCSD, survey administered with the teachers, parents, and partners that solicits feedback on the benefit, impact, and opportunities for program enhancement.
- Sharing data. Recommendations related to student enrichment interest areas and academic achievement from the ‘Student Leadership Group’ will be shared with parents, partners, school district, and BTB staff. For example, BTB service-learning activities will be planned and implemented based on the feedback of students and developed collaboratively with partners.
- Recognition and publicity. Ongoing publicity, through news releases, BTB website, social media, and newsletters will highlight activities, progress, and partner opportunities.
- Alignment with mission and sustainability. To support success, current and future partnerships will be reviewed and affirmed for mission alignment with the goal of 21CCLC priorities, BTB mission, partnership mission, and overall sustainability.

***Development & Sustainability of Partnerships.*** Director of Sioux City Elementary Programming, along with the On-Site Manager of Irving Elementary and NMS, Executive Director of SHIP, BTB Program Director, and BTB staff will be responsible for developing and expanding partnerships for all sites, implementing policies and procedures, and implementing approaches so all cohorts embrace an efficient shared partnership and sustainability model. New partners will be recruited through resource fairs, current volunteers, coalition participation, involvement in community workgroups, and the program. Existing partner relationships will be retained through effective communication, appropriate recognition strategies, activity/service rotation, and continual evaluation of programming efforts.

Beyond the Bell is a program of SHIP, which means it is governed by the SHIP Board of Directors. The Beyond the Bell program-wide Advisory Council will meet monthly and make motions/recommendations to the SHIP Board regarding Beyond the Bell programming, funding and future direction. The program-wide Advisory Council has administrative-level representation from all three school districts BTB serves, program partners, SHIP Board members and Beyond the Bell staff.

For the purposes of this grant, the On-Site Manager and the Director of Sioux City Programming will meet monthly with each site’s administrative team (Principal and any staff they desire to include) as well as program partners to ensure that the program is moving in a positive direction and staying on track with the goals set forth in this application.

SHIP’s Executive Director and BTB staff attend professional development opportunities as they arise, and will continue to serve on community boards and attend meetings to ensure constant connections to current or potential future partners. Meetings such as Growing Community Connections, Source for Siouxland, Healthy Siouxland Initiative, Brighter Futures, and SCCSD PBIS professional development are examples of commitments that On-Site Managers will attend.

Beyond the Bell will start this project with 8 partners, as evidenced by the MOUs included in this application. Staff will maintain these partnerships and will add a minimum of 2 new partners each year. New partner connections will be made while out in the community, but student, family and school input will also be sought to find new partners.

## 8. Evaluation

**8.1 Experienced Evaluator.** BTB in partnership with its external evaluator, Consulting By Design LLC, shall collect and analyze data to measure the effectiveness of program goals, activities, and partnerships. This firm has provided evaluation and consulting services supporting community-based organizations with evaluation, non-profit development, and quality assurance since 2001. In its eighteen year history, Consulting By Design LLC has served as the external and local evaluator on an array of federal funded projects in Minnesota, Nebraska, and Iowa to include Substance Abuse and Mental Health Services Administration (SAMHSA), Administration for Children and Families, Department of Labor, and Department of Education 21CCLC.

As the external evaluator since 2017, Consulting By Design LLC has demonstrated capacity to provide requested data and information to the Iowa Department of Education and is committed to attend local evaluator training hosted by 21CCLC. In addition, the firm maintains commitment to utilizing all evaluation tools and forms provided by the Iowa Department of Education. Contact information for the local evaluator is: Consulting By Design LLC, P.O. Box 2698, Sioux City, IA 51106; Email: [consultingbydesign@yahoo.com](mailto:consultingbydesign@yahoo.com); [heidi\\_kammerhodge@yahoo.com](mailto:heidi_kammerhodge@yahoo.com).

**Examples from previous local evaluations that demonstrate success.** Feedback from students, parents, BTB staff, community partners, and school staff consistently endorses quality and effectiveness of BTB, with the following evaluation themes over the past three years:

1. BTB fulfills a critical unmet school and community need in Siouxland by providing before and after-school programming with the vast majority of respondents indicating the program is “extremely important” or “important”.
2. The satisfaction and quality rating for BTB is very high, with over 90% of cumulative feedback from students, parents, BTB staff, and the community being affirming of the program.
3. BTB has focused on solidifying partnerships that strategically align with the mission of BTB and are sustainable. The partnership and communication between SCCSD and BTB is instrumental to the program’s success. Feedback from the SCCSD indicates a high level of value and satisfaction in the services provided by BTB to the students and community.

**8.2 Evaluation Results** Evaluation findings are key for program enhancement and quality assurance. The evaluation services shall ensure: review of student achievement data (academic, attendance, behavioral), meaningful analysis of teacher, staff, parent and youth surveys, and determination of progress toward program goals and objectives in a comprehensive, rigorous evaluation of effectiveness. The following outlines program goals, objectives, and activities.

### Goals.

1. Provide high quality activities to help student meet and/or succeed proficiency goals in reading and math with additional support for ELL students. BTB will operate 35 days during summer program.
2. Increase student, parent, and school staff communication to improve student success.
3. Provide opportunities for parents and families to be a part of the parent advisory board. Provide community resources that will support family academic success and improve access to resources.

**Objectives.** Evaluation objectives will include:

- BTB will meet or exceed all IDOE and GPRA measures required by the RFA.
- BTB will provide ELL tutoring at each cohort
- At least one school staff member participates in the BTB Advisory Committee.
- At least 50% of students will demonstrate increased school engagement and positive behaviors as evidenced by the student and teacher survey.
- BTB’s Cultural Liaison will host a family engagement night monthly through the school year and summer program.

All program activities will be examined, and recommendations will be made for continuous program improvement by the BTB Advisory Committee. The evaluation will examine how the program impacted



students, families, and key stakeholders. Program staff receive the reports during their weekly multi-site meetings allowing for discussion and use of the information in program improvement. Program staff from each site inform stakeholders with the results through formal and informal communication including site newsletters and brochures, personal contact with families, school staff and administrators and future program updates initiated from the reports. This data is also shared with SHIP.

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

**Annual Data Collection Plan**

Evaluation Strategy	Purpose	Method	Timeline
Parent, teacher, student survey	To collect quality assurance feedback about the program and collect progress data on students.	Written and electronic survey (survey monkey) to be administered when parents pick up students, via email, and text link.	March-April
Partner/Stakeholder Survey	To collect general feedback from community partners about the impact and quality of the program	Written and electronic survey to be administered directly from Director of BTB, Director of Sioux City Programming, and SHIP Executive Director	May
Local Evaluation	To gather GPRA related data required for reporting specific to each student on academic performance data	Annual Data Request to SCCSD based on GPRA data and other local evaluation data only available via school district. Cohort/ Student-specific data	November
State Survey	To provide information for specific 21CCLC data requirements	Information from BTB attendance and tracking software, Cayen	December
APR	To collect aggregate or general data required for APR and annual evaluation reporting tool.	Annual Data Request to SCCSD based on required APR data. Cohort/ Student-specific data	December
Community Impact Report	To provide overall summary information, data highlights, strengths, and opportunities about the community impact of Beyond the Bell on the community.	Written narrative/ summary report based on compiled data from multiple sources	February

**8.3 Measure of Effectiveness for previous grantees (ESSA).** BTB meets the Every Student Succeeds Act (ESSA) measures of effectiveness and is dedicated to consistently providing data about program success with attendance, behavior, literacy, and math through the annual performance report (APR), state survey, and local evaluation. Beyond the Bell is an experienced grantee with over 19 years of experience. Beyond the Bell has consistently met local evaluation objectives over the past years.

**Examples from previous local evaluations that demonstrate success.** Feedback from students, parents, BTB staff, community partners, and school staff consistently endorses quality and effectiveness of BTB, with the following:

**Achievement of Local Evaluation Objectives.**

- Increased Proficiency. *At least 25% of regular program attendees (at least 30 days) with two years of Iowa Assessments data who were not proficient in math in their first year will increase their proficiency category by the second year.* Success: Proficiency data for regular (at least 30 days) program attendees was provided by the Iowa Department of Education. Cohorts 8, 9, 10, and 11 surpassed this objective.
- Satisfaction with Services. *In annual surveys, at least 50% of BTB parents report being satisfied or very satisfied with the level of communication they receive from BTB.* Success. Over 90% of cumulative feedback from parents indicates satisfaction with communication from BTB.
- Service Learning. *At least 50% of students at each site participate in the annual Service Learning Challenge.* Success: 100% of regular attendees from each cohort participated in service-learning projects during the 2017-2018 summer and academic year.
- Community Involvement/ Field Trips. *At least 90% of regular (at least 30 days) program participants attend at least one field trip to a community partner site.* Success: 96% of all regular attendees attended at least one field trip

## 9. Budget Narrative

BTB requests support for high-quality dedicated staff to support services to 80 elementary students for 180 days during the school year and 15 students for 35 days in summer. The elementary budget for programming is \$149,250.00 per year. The Middle School program will serve 60 students' afterschool for 180 days during the school year and 20 students for 35 days in summer. The Middle School budget for programming is \$88,000.00 per year. Each budget has been calculated separately but shown below as a total of \$237,250.00 per year.

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

**Personnel:** *21CCLC:* Each site will have an On-Site Manager who supervises site operations and are counted in ratio during the afterschool program. This position has administrative duties such as entering attendance for activities, lesson planning, attending partner meetings, meeting with principals and school day staff, and planning family engagement nights. Certified teachers will tutor at no more than a 1:6 teacher-student ratio for 3 days per week. Youth Workers are the front-line staff who supervise the students at no more than a 1:15 staff-student ratio, engage in enrichment activities, and communicate with parents. Cultural Liaison will serve BTB families at NMS and Irving elementary to help close the gap between school day and afterschool. This position will help plan family engagement evenings and be the contact for families who need assistance either academically, economically or culturally.

- Irving Elementary On-Site Manager @\$15.00/hour + benefits for 6 hours/day for 215 day (.60 FTE)
- NMS On-Site Manager @\$15.00/hour +benefits for 5 hours/day for 215 days (.50 FTE)
- Cultural Liaison @15.00 per hour for 5 hours/day for 215 days
- Certified Teacher @\$30.00 per hour for 128 hours during school year
- Certified Teacher @\$30.00 per hour for 122 hours during summer
- Youth Workers @10.50 per hour for before school during school for 2 hours/day for 180 days
- Youth workers @\$10.50 per hour for afterschool on Mondays for 3.5 hours for 36 days
- Youth workers @\$10.50 per hour for afterschool Tuesday –Friday for 2.5 hours/day for 144 days
- Youth workers @\$10.50 per hour for summer program for 8 hours/day for 35 days

All salaries and benefits are standard for BTB. Fulltime positions receive 7.65% FICA, 8.93% IPERS, insurance (0.03% professional, 0.05% unemployment, and health/dental at \$4,955.00 per year) and 1.38% workers' compensation (WC). Teachers receive FICA, IPERS, and WC. Youth workers receive FICA, IPERS, and WC. SHIP charges a 4% employer of record fee on salaries and benefits to cover those costs. The personnel portion of the requested budget is 79%.

*In-Kind:* All partners will provide staff for their activities.

**Materials & Supplies.***21CCLC:* BTB requests \$17,227.00/year for materials and supplies for this 21CCLC grant application. The amount will support curriculum to continue to remain aligned with the SCCSD and day to day needs for homework, pencils, paper, calculators, rulers, glue, etc. This amount will also support enrichment activities for 140 students during the school year and 35 students during the summer program. Field trip costs, lesson plan materials, caring closet supplies, and center-based needs will be purchased. The family literacy portion will of the request will provide meals and activities for the 13 family engagement nights. Support for materials constitutes 7% of the requested budget.

*In-Kind:* All partners provide their own materials for any activities.

**Professional Development** at Beyond the Bell, we believe in helping children and families reach their full potential by providing a safe place to play, creating a quality learning environment and promoting growth. For this to be true BTB must invest in the staff with high quality staff development in all areas of children and students. The SCCSD will provide training for BTB staff to on PBIS so that it can run congruently through the school day and after school program. BTB brings in highly qualified sought-after afterschool professionals once a year to train all full and part time staff and a multitude of topics. In addition, BTB staff are required 6 hours of DHS trainings annually, CPR/First Aid, Mandatory Reporting, Universal Precaution, and DHS Essentials. BTB 21CCLC staff will also attend the annual IMPACT afterschool conference.

**Total Staff Development Budget:21CCLC:** \$11,862.50/per year

BTB requests \$7,462.50 at Irving Elementary and \$4,400.00 at NMS to train and retain high-quality staff. This amount will support BTB staff attending SCCSD PBIS trainings, Bilingual language classes, speakers, development materials and attending the IMPACT afterschool conference. This is 5% of the requested budget.

*In-Kind:* The SCCSD will provide PBIS training for BTB staff.

**Student Access:** BTB has found that reliable transportation is vital to effective programming and child safety. The SCCSD charges BTB for the driver’s salary and hours driven. BTB requests transportation home during the school year at both sites, one field trip per month at each site (total of 18), and summer transportation. The total access request is \$4,570.00 at Irving Elementary and \$2100.00 at NMS. The total access request is 3% of the budget (because of the two site locations, students at the two school can share a bus). BTB accommodates student and family language-interpretation needs by employing bilingual staff and collaborating with One Siouland when other translation services are needed.

to:	Transportation	Salary/hr.	Buses	Days	Total
	Busing Home	\$20	1	180	3960
	Field Trips/ Family Nights 2.5 hrs./field trip	\$20	1	30	1650
	Summer Bussing	\$30	1	35	1050

**Evaluation:** Evaluation is a key component and enables BTB to improve and sustain. BTB’s experienced independent evaluator has worked with BTB since 2017 and will provide 100 hours of work at \$25/hour. The total evaluation request is 1% of the budget.

**Administration.** 21CCLC:SHIP acts as employer of record for BTB and provides payroll functions, grant and fiscal management, and required fiscal reporting. All are vital to a successful program and SHIP provides them for 5% of the requested budget (per year). BTB provides program administration with no grant support, including human resources and clerical support.

*In-Kind:* SHIP and other partners provide in-kind administrative services with no compensation, including advocacy, community relations, and consultation with BTB staff.

Irving Elementary student enrollment has increased by almost 40% over the last 5 years creating an even stronger need for BTB to continue to serve and meet the needs of this student population. NMS has 1,180 students, which is the largest school enrollment throughout SCCSD elementary and middle schools, with almost 90% of Irving Elementary 5<sup>th</sup> grade students feeding into this middle school. With this request for 21CCLC funding support, BTB will supplement, not supplant, current funding. BTB and its stakeholders and supporters are dedicated to quality programs that address student, family and community needs and they thank 21CCLC for considering this application.

## Appendix A: Required Forms

Forms should be reproduced, or  
alterations, changes, or modifications.

Applicants are required to provide  
information will render the application  
show its compliance with program requirements.

information. Any redesign,  
or subsequent review process

false or misleading  
shall keep records to  
a))

*COPY*

**Application Cover Page  
21<sup>st</sup> Century Community Learning Centers**

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

**Mail Applications to:**

**Jodi Bruce**

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

[jodi.bruce@iowa.gov](mailto:jodi.bruce@iowa.gov)

**Address all questions to:** [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)

**APPLICATION INFORMATION**

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

County: Woodbury		Amount Requested: \$237,250 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Matt Ohman		Grant Contact/Project Director: Jenna Andrews	
Agency Name: Siouxland Human Investment Partnership		Agency Name: Beyond the Bell	
Address: 1520 Morningside Ave		Address: 2500 Glenn Ave Suite 78	
City: Sioux City	Zip: 51106	City: Sioux City	Zip: 51106
Phone: 712-222-6389	FAX:	Phone: 712-277-3600	FAX: 712-277-3610
Email: <a href="mailto:mohman@siouxlandship.org">mohman@siouxlandship.org</a>		Email: <a href="mailto:jandrews@beyondthebell.us.com">jandrews@beyondthebell.us.com</a>	
DUNS Number: 02-625-85153			
Data Collection and Evaluation Contact: Consulting By Design		Fiscal Contact: Matt Ohman	
Address: P.O. Box 2698		Address: 1520 Morningside Ave	
City: Sioux City	Zip: 51106	City: Sioux City	Zip: 51106
Phone: 612-804-3417	FAX:	Phone: 712-222-6389	FAX:

Email:  
[consultingbydesign@yahoo.com](mailto:consultingbydesign@yahoo.com)

Email:  
[mohman@siouxlandship.org](mailto:mohman@siouxlandship.org)

## **BEFORE YOU APPLY**

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

- If you are currently in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building (limit of 3) that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: <https://educateiowa.gov/documents/school-fri/2019/01/2018-19-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 23, 2019, by building level. **Do not use any other spreadsheets or lists to determine the Free and Reduced Lunch Rate.**

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS (PAST GRANTEES ONLY):**

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

- Have you ever been in non-compliance (received a letter notice from Iowa Department of Education stating non-compliance) with 21CCLC rules and regulations in the past three years? Yes \_\_\_\_\_ No  \_\_\_\_\_
- Did you meet your attendance goals for the past two years? Yes  \_\_\_\_\_ No \_\_\_\_\_
- Provide your last enrollment number(s): 102 \_\_\_\_\_
- Provide your last average daily attendance: 84 \_\_\_\_\_
- Did you meet your academic goals for the past two years? Yes  \_\_\_\_\_ No \_\_\_\_\_
- How many of your local evaluation goals did you meet over the past two years? 100% \_\_\_\_\_ 90- 55%  \_\_\_\_\_ Over 50% \_\_\_\_\_ Less than 50% \_\_\_\_\_ None \_\_\_\_\_
- How much have office referrals been reduced over the past five years of your grant? Over 75% \_\_\_\_\_ Over 50%  \_\_\_\_\_ Less than 50% \_\_\_\_\_ None \_\_\_\_\_
- Have you provided children with the required snack? Yes  \_\_\_\_\_ No \_\_\_\_\_
- Have you exceeded the snack requirement? \_\_\_\_\_ Yes  \_\_\_\_\_ No \_\_\_\_\_
- How many parent engagement meetings did you have in the past year? 4 \_\_\_\_\_
- How many field trips did you provide in the past year? 15 \_\_\_\_\_
- After 5 years, how many community partners for sustainability have been recruited? More than 50 \_\_\_\_\_ 25  \_\_\_\_\_ Less than 25 \_\_\_\_\_ Less than 10 \_\_\_\_\_
- Have you participated in required committee work in the last year? Attended:  \_\_\_\_\_ All Meetings \_\_\_\_\_ Some Meetings (3-5) \_\_\_\_\_ Rarely Participated (1-2) \_\_\_\_\_ None \_\_\_\_\_
- Have you attended required Professional Development in the last year? Attended: \_\_\_\_\_ All Meetings  \_\_\_\_\_ Some Meetings(5-9) \_\_\_\_\_ Rarely Participated(1-4) \_\_\_\_\_ None \_\_\_\_\_

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

### **PLEASE RESPOND TO THE FOLLOWING QUESTIONS (ALL APPLICANTS):**

- **What is the Free and Reduced Lunch Rate for each site?** List below:
  - Site/Building Name: Irving Elementary
    - Free and Reduced Lunch Rate Percentage: 57.92%
  - Site/Building Name: North Middle School
    - Free and Reduced Lunch Rate Percentage: 71.27%
  - Site/Building Name: \_\_\_\_\_
    - Free and Reduced Lunch Rate Percentage: \_\_\_\_\_
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs). Yes x No \_\_\_\_\_ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only (minimum 30 days)
  - **Afterschool Only (maximum 180 days)**
  - **Before and After School**
  - **Before and After School and Summer**
  - Afterschool and Summer
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY20 Request for Applications):
  - 60 number of children x 180 days x \$7.50 (just afterschool) = \$81,000 total funding request for afterschool programs
  - and
  - 80 number of children x 180 days x \$10.00 (Before and afterschool) per day = \$144,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
  - 35 children x 35 of days = (minimum 30 days) x \$10.00 = \$12,250. (total funding amount for summer)
  - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
  - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$237,250.00  
 Number of Children Served in Year One: 175

## LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation

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

(If applicable) Enter Child Care License #: __ Irving- __ 30472 _____ NMS- __ 30167 _____
--

- Private Nonprofit Organization-**  
**Number of years in operation** \_\_\_ 19 \_\_\_
- Private For-Profit Organization  
Number of years in operation \_\_\_\_\_

## COMMUNITY TYPE

Please use the U.S. Census definitions below to identify the population size of your community.  
<https://www.census.gov/quickfacts/fact/table/US/PST045217>

- Urban: 50,000 or more people
- Urban cluster (suburban): between 2,500 and 49,999 people
- Rural: 2,499 or fewer people



## REQUEST FOR COMPETITIVE PRIORITY

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

- XApplication proposes to serve children and youth in ***schools designated “Comprehensive” or “Targeted” on Iowa School Performance Profiles*** AND is jointly submitted as a collaboration between local educational agencies receiving funds under Title I and a community-based organization or other public or private entity that contributes to the program. NOTE: This collaboration cannot include vendors. *Up to 5 additional points awarded.*

Documentation (2 pieces required): Irving Elementary and North Middle School are designated as “Needs Improvement” on the Iowa School Performance Summary. Siouxland Human Investment Partnership collaborates with the Sioux City Community School District and other partners to jointly submit this application. Please see the MOU for additional information.

Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on Iowa School Performance Profiles at <https://www.iaschoolperformance.gov/ECP/Home/Index>.

- Application proposes to serve **a county with more than 18% child poverty.** *Up to 5 additional points awarded.*

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Examples of documentation: Look up your county at [https://www.cfpciowa.org/documents/filelibrary/kids\\_count/2017\\_data/Final\\_2017\\_Child\\_poverty\\_430B292C27DE8.pdf](https://www.cfpciowa.org/documents/filelibrary/kids_count/2017_data/Final_2017_Child_poverty_430B292C27DE8.pdf).

- Application proposes to serve rural communities (**community with population 2,499 or below**). *Up to 5 additional points awarded.*

Documentation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Example of documentation: Look up city populations at <https://www.census.gov/quickfacts/fact/table/US/PST045217>

NOTE: *Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application. The IDOE reserves the right to reduce points if schools do not meet all required criteria.*

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Irving Elementary</b>		
<b>Site Address: 901 Floyd Blvd</b>		
<b>City, State, Zip: Sioux City, Iowa 51105</b>		
<b>Phone: 712-277-3600</b>		
<b>Site Contact Person: Diana DeAnda</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
		95
<b>21CCLC Site Name: North Middle School</b>		
<b>Site Address: 2101 Outer Drive N</b>		
<b>City, State, Zip: Sioux City, Iowa 51108</b>		
<b>Phone: 712-277-3600</b>		
<b>Site Contact Person: Diana DeAnda</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>
		80
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>Feeder School Name(s)</b>	<b>Building Number(s)</b>	<b># of pupils from this school in 21<sup>st</sup> Century Community Learning Centers Program</b>

*(Limit three sites per application.)*

## FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

### **Part A: Nondiscrimination**

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

### **Part B: Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants (EDGAR). <https://www2.ed.gov/about/offices/list/osdfs/edgar2008.pdf>

### **Part C: Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds. I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

### **Part D: Fiscal Control and Accounting Procedures**

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

### **Part E: Control of Funds**

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

### **Part F: Program Accountability**

The request for applications program manager or fiscal agent is responsible to notify the Iowa Department of Education immediately any time a deviation occurs or necessity arises to alter any of the goals, program elements, budget or other sections as stated in the request for applications. Program agrees to provide a minimum of 60 hours contact time a month and 30 days of summer school (if applicable).

### **Part G: Evaluation and Data Collection**

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

**Part H: Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either an elementary or secondary school-site setting or another location that is at least as available and accessible as the school site.

**Part I: Collaboration with Schools**

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

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

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

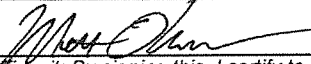
**Part M: Private and Public School Consultation**

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

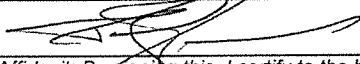
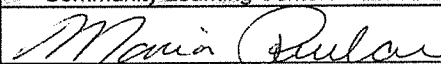
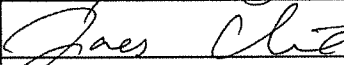
**Part N: Grant Termination (Additional conditions in Appendix D)**

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

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

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

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

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

The building principal will be provided with the D-2 form for their building, showing the number of children to be served and the budget allocated to provide services for those children. The building principal agrees to meet quarterly to discuss the effectiveness of the program in meeting the needs of the children. The building principal provides referrals to the program and Free and Reduced Price Lunch status on individual students as needed.

**FORM C: COLLABORATIVE SIGNATURES**

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.


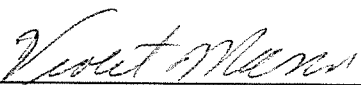
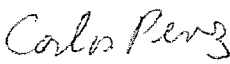
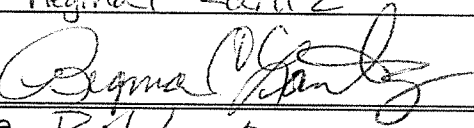
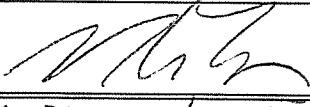
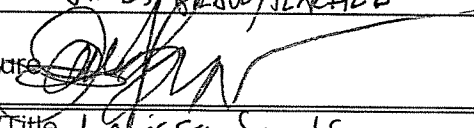
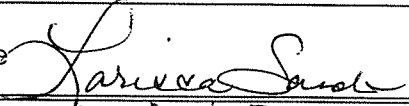
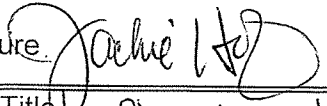
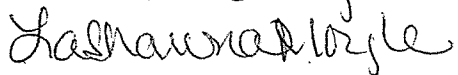
Applications only allowed up to one (1) additional page for signatures.

Name/Signature		Agency Affiliation	
Name/Title	Nancy Lozano	Agency	Irving Elementary
Building Instructional Assistant		Address	901 Floyd Blvd.
Signature	Nancy Lozano	City/Zip	Sioux City IA Phone 712-279-6834
Name/Title	Pareducator ESL	Agency	Sioux City Schools Irving Elementary
Signature	Ines Cervantes Black	Address	901 Floyd Blvd
	Ines Cervantes Black	City/Zip	Sioux City IA Phone 712-279-6834
Name/Title	Kitt Mallin	Agency	Parent - Works at home
Signature	Kitt Mallin	Address	31 Blackstone Ave.
		City/Zip	51104 Phone 1-658-8938
Name/Title	Sherrie Whitlock	Agency	Irving Elementary
Teacher		Address	901 Floyd Blvd
Signature	Sherrie Whitlock	City/Zip	Sioux City IA Phone 712-279-6834
Name/Title	Kelly Whitlock	Agency	parent - Pierce St. Surgery
Signature	Kelly Whitlock	Address	2730 Pierce Suite 100
		City/Zip	SC Phone 712-294-7740
Name/Title	Robyn Barricks BST III	Agency	Irving
Signature	Robyn Barricks	Address	901 Floyd Blvd.
		City/Zip	Sioux City IA Phone (712) 279-6834
Name/Title	BST III Lora Kraemer	Agency	Irving Elm. School
Signature	Lora Kraemer	Address	901 Floyd Blvd.
		City/Zip	Sioux City IA Phone 712-301-2309
Name/Title	Norma Soriano Parent	Agency	
Signature	Norma Soriano	Address	909 13th St
		City/Zip	Sioux City, 51105 Phone (712) 301-7431
Name/Title	Ono Sammiego	Agency	Parent, Wheeler LLC
Signature	Ono Sammiego	Address	2721 Ross St.
		City/Zip	Sioux City Phone 712-635-2186

**FORM C: COLLABORATIVE SIGNATURES**

Every 21CCLC program shall be developed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector. The signatures provided here are partners you do not have an MOU with.

**Applications only allowed up to one (1) additional page for signatures.**

Name/Signature		Agency Affiliation	
Name/Title	Elizabeth Whalen / CT	Agency	North Middle School
Signature		Address	2101 Outer Dr. N
		City/Zip	SIoux City, IA 51104 Phone (712) 279-6804
Name/Title	BST	Agency	North Middle School
Signature		Address	2101 Outer Dr
		City/Zip	SIoux City Phone 279 6804
Name/Title	BST	Agency	NORTH MIDDLE SCHOOLS
Signature		Address	2101 OUTER DR N
		City/Zip	SIoux City IA Phone 2796804
Name/Title	Regina Lantz	Agency	North Middle School
Signature		Address	2102 Outer Dr N.
		City/Zip	Sioux City 51108 Phone 712 279 6804
Name/Title	Rod Lantz	Agency	North Middle School
Signature		Address	2101 Outer Drive
		City/Zip	Sioux City, IA 51104 Phone 712-279-6804
Name/Title	JAMES BRAW / TEACHER	Agency	NMS
Signature		Address	2101 Outer Drive
		City/Zip	Sioux City, IA 51104 Phone 279 6804
Name/Title	Larissa Sands	Agency	NMS
Signature		Address	2101 Outer Dr
		City/Zip	SC, IA Phone 279 6804
Name/Title	Jackie HOF	Agency	NMS
Signature		Address	2101 Outer Dr
		City/Zip	SIoux City, IA Phone 279 6804
Name/Title	Lashawna Moyle	Agency	North Middle
Signature		Address	2101 Outer Dr.
		City/Zip	51104 Phone 712-389-5833

**FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY**

<b>21CCCLC TOTAL FUNDING REQUEST</b> (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b> _____175_____	<b>Total first-year funding request (all sites):</b> \$ <u>237,250.00</u>	<b>Total three-year funding request (all sites):</b> \$ <u>712,750.00</u>
<u>2</u>			

**FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION**

NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site(s) (School Year)	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Irving Elementary	\$144,000.00	\$144,000.00	\$144,000.00	\$432,000	80
North Middle School	\$81,000.00	\$81,000.00	\$81,000.00	\$243,000.00	60
	\$	\$	\$	\$	
<b>Name of Program Site(s) (Summer School)</b>					
Irving Elementary	\$5,250.00	\$5,250.00	\$5,250.00	\$15,750.00	20
North Middle School	\$7,000.00	\$7,000.00	\$7,000.00	\$21,000.00	15











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\*Both cash and in-kind partner contributions should be used to calculate the "Partner" amounts

\*\*Indirect costs limited to school district rate - Nonprofits and other non-public school entities should use the rate of the district they are serving

**Forms D2 and D3 are provided as Excel spreadsheets. Please complete and submit those forms as Excel spreadsheets along with this Appendix document.**

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

**Please submit a single spreadsheet for your Form D3. This form is new this year and provides a summary of your 21<sup>st</sup> Century expenditures and partner contributions. You are only required to submit Year 1 of this form. The other tabs in the spreadsheet are provided for your information.**

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

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

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

**If your recruiting methods are effective and you maintain a student leadership group and engage them with telling other students about the activities offered in afterschool, you should have no trouble meeting this goal.**

**If your program provides engaging activities and you develop positive relationships with the students, you should have no trouble with increasing regular attendance (even with a history of chronic absenteeism).**

**If you are having trouble with meeting your goals, you are responsible to contact the SEA for help. (email: [vic.jaras@iowa.gov](mailto:vic.jaras@iowa.gov)). There are many options that can help increase enrollment, attendance and decrease referrals in this program.**

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

## FORM D4: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

- 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.

- XXXCheck 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 has been incorporated as a non-profit organization since 1999 and responsively uses funds to meet all financial responsibilities. Per SHIP's completed independent audit report as of June 30, 2018, SHIP maintains the financial capacity to maintain the programs of our organization through the annual net income of \$389,222 (Total Revenue - \$6,954,047 & Total Expense - \$6,564,825) and net assets totalling \$2,658,773.

Security National Bank of Sioux City, Iowa, serves as SHIP's financial institution. The bank provides for the secure holding of SHIP's funds, and SHIP utilizes a sweep account that automatically transfers funds between SHIP's regular checking account and an interest-bearing account as needed. The bank recognizes the diverse funding sources with which SHIP does business and the resulting array of payment schedules. As a result, Security National Bank provides SHIP a line of credit when needed without any maximum dollar amount. SHIP's allocations and grants are reimbursable funding streams; thus, SHIP's accounts receivable balance serves as the security for the line of credit.

Bank Information - Security National Bank, 601 Pierce Street, Sioux City, Iowa 51102

Cash & Cash Equivalents (as of June 30, 2019) - \$3,171,198.15

Accounts Receivable Balance (as of June 30, 2019) - \$1,146,394.87



\* Note: If you do not have the financial resources available equal to the amount of funding you are requesting, you do not have the financial capacity for this project.

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

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

## Form E: Minority Impact Statement

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

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

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: \_\_\_ The programming provided will provide a safe environment with structured enrichment activities that will enhance both academic and social/emotional growth.

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

Describe the negative impact expected from this project

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

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

Indicate which group is impacted:

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

\_\_\_ Other

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

Present the rationale for determining no impact.

\_\_\_\_\_  
\_\_\_\_\_

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

Name: Matt Olson  
Title: EXECUTIVE DIRECTOR

#### Definitions

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

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

b. As used in this subsection:

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

"Disability" does not include any of the following:

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

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

## FORM F: PRIVATE SCHOOL CONSULTATION MEETING LOG

***Equitable Participation of Private, Non-Public School Students:*** Students, teachers, and other educational personnel are eligible to participate in 21CCLC programs on an equitable basis, which is determined by a pre-application consultation. A public school or other public or private entity that is awarded a grant must provide equitable services to private, non-public school students and their families. In designing a program that meets this requirement, grantees must provide comparable opportunities for the participation of both private and public school students in the area served by the grant. Given this requirement, a private school that is awarded a grant must provide equitable services to the public school students and families and vice versa.

***Grantees must consult with private and non-public school officials*** during the design and development of the 21CCLC program on issues such as how the children's needs will be identified and what services will be offered. Services and benefits provided to private school students must be secular, neutral, and non-ideological. Consultation involves communication and discussions between LEAs and private school officials on key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in *ESEAVESSA* programs. Consultation with non-public schools should occur within the first month of preparing an application for funding. Applications must provide a log of communications in Appendix A that includes contacts, meeting dates and times, and outcomes.

***The required form included in Appendix A*** provides a template for outreach and documentation of consultation with non-public entities. Meaningful consultation provides a genuine opportunity for all parties to express their views, to have their views seriously considered, and to discuss viable options for ensuring equitable participation of private school students, teachers, and other education personnel. Adequate notice of such consultation is critical in ensuring meaningful consultation and the likelihood that those involved will be well prepared with the necessary information and data for decision-making. Consultations should take place in September or October.


Private schools may apply for this grant and are likewise held to the standard requirements of equitable participation and timely and meaningful consultation. Private school grantees must provide equitable access to the program for all public school students and their families who reside in the geographic area of the private school. Private schools, where applicable, must consult with public schools.

Contact Steve Crew with the Iowa Department of Education at [steve.crew@iowa.gov](mailto:steve.crew@iowa.gov) with questions about non-public consultation.

**To include in Form F: contact names, phone numbers, email addresses and dates of consultation. Include more information than less.**

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

Provide documentation-A consultation was held, who attended, the names and contact info, and the outcome of that meeting. See the Guide to Non-Public School Consultation Guidance.

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date 12/2/2019</b>  <b>Time: 2:30 P.M.</b>  <b>Location: Phone Call</b></p>
---	---

**Meeting called by:** Jenna Andrews  
**Attendees:** Jenna Andrews, Alyce Strong

**Type of meeting:** Phone Call

----- Agenda Topics -----		
<p><b>Welcome</b> [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u></p> <p>After multiple attempts to meet and discuss program options with Mrs. Strong starting in October, I was finally able to catch her by phone on 12/2/2019. She informed me that they host their own program and do not need the services of Beyond the Bell. I let her know that we also host a summer program and that her students would also be welcome to attend that. She was not interested but did state that she would pass along any information we had to her families.</p>		
<p><u>Conclusions:</u></p> <p>St Paul's Lutheran School hosts their own before and after school program and will not need the services of Beyond the Bell.</p>		
<p><u>Action Items:</u>            Send summer information to share with families in January 2020.</p>	<p><u>Person responsible:</u>            Jenna Andrews</p>	<p><u>Deadline:</u>            1/15/2020</p>
<p><b>Resources for Non-Public Schools</b> [Insert Name] [Insert time allocation]</p>		
<p><u>Discussion:</u></p>		
<p><u>Conclusions:</u></p>		

<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
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Continues on next page.

<b>Consultation Procedures</b>	[Insert Name]	[Insert time allocation]
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____
<b>Questions</b>	All Staff	[Insert time allocation]
<u>Discussion:</u> _____ _____		
<u>Conclusions:</u> _____ _____		
<u>Action Items:</u> _____	Person responsible: _____	Deadline: _____

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

Other Information

<b>Resource persons:</b>	
<b>Special notes:</b>	

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

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

### Form G: Previous Sustainability Form

Existing 21<sup>st</sup> Century Community Learning Center programs are required to document efforts at sustainability according to federal law. This template serves as an opportunity for existing 21<sup>st</sup> Century Community Learning Centers grantees to document what partners have committed to support through financial contributions, in-kind donations, volunteer time, and other goods and services. A lack of evidence of sustainability will be considered supplanting and will not be funded.

**Please describe** your existing sustainability efforts, including how existing partners are engaged, how potential sustainability partners are identified and engaged, and how your program will ensure efforts at continued partner engagement. This section should summarize your past five-year sustainability plan. This should be reflected in your narrative and budget. **YOU MUST DOCUMENT SOME LEVEL OF SUSTAINABILITY TO AVOID SUPPLANTING.**

**ONLY PREVIOUSLY FUNDED 21<sup>st</sup> Century Grantees MUST fill out this form.** If you had 21<sup>st</sup> CCLC funding in the past, you must complete this form.

Using the table below, **please indicate the level of sustainability** committed by partners over the past five years. Continued support from partners should be reflected in your budget and budget narrative. (Expand the form as needed to DOCUMENT your community partners from the previous grant).

Provide a summary narrative of your previous 21<sup>st</sup> Century Community Learning Centers Grant work:

BTB is a before school, after school, and summer program along with a past and current 21CCLC grantee. NMS was a 21CCLC grantee from 2014-2019 which ended on June 30, 2019. Irving Elementary is a current 21CCLC grantee and the grant will end on June 30, 2020. BTB was able to successfully sustain both programs during years 4 and 5 of the grant with funding reduced by 25%. BTB achieved and maintained all attendance and academic goals and continues to offer enrichment activities, academic tutoring, and family nights using a variety of community resources.

During the years while NMS was a 21CCLC grantee the average attendance was 95 students. Program at NMS still exists, but at a much-reduced capacity with an average daily

attendance of 12 students. To be able to continue the much-needed programming at NMS, BTB received a financial contribution of \$20,000 from the SCCSD to help offset the cost of programming and tuition for families during the 2019-2020 school year. This was given with the understanding that they would not be able to financially support this program at the same level for upcoming years and other funding would need to be found. NMS parents are also required to pay a minimum fee for their students to attend the program. BTB anticipates that programming cannot sustain without other funding sources.

The 2019-20 school year will be the final year of the current 21CCLC grant for Irving Elementary. The program is operating at 75% of its original budget in year 5 of the grant. Due to Irving being one of the most impoverished schools in the District and the increase in student population over the last 5 years, this program will never be able to continue at current capacity without federal funding. SHIP does seek alternate sources of income from other funding sources including United Way of Siouxland and various small fundraisers that generate some income for the program.

SHIP is continually working on formulating development plans for BTB sites that need assistance in funding. This includes seeking alternate sources of funding from foundations and local businesses to ensure that families that cannot pay for the program have other funding streams to tap into so that they can access the program.

Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Sioux City Community School District	19 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities <b>Irving Elementary and North Middle School</b>	<b>2 sites</b>	<b>\$160,000</b>	
		Please provide description of facilities contributed: <b>Beyond the Bell is allowed the use of classrooms, gymnasiums, computer labs, library and other areas of each school throughout the school year and summer. The use of the building also includes air/heat, janitorial services, and electricity.</b>			
		Staff			
Please describe what staff will be doing:					



		Volunteers			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
		<b>Total Value of Partnership</b>		<b>\$160,000</b>	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
United Way of Siouxland	19 years	Financial	<b>\$2500.00</b>		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here: <b>United Way of Siouxland partners with Beyond the Bell during their designated dollars campaign. Employees of many local businesses' have a choice to designate dollars from their paycheck to a multitude of local non-profit agencies.</b>			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
				<b>Total Value of Partnership</b>	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Sioux City Police Department	6 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			

		<b>Sioux City Police officers donate their time to a local elementary BTB site at a minimum of 1x per month. The officer will come to the afterschool portion of Beyond the Bell and answer questions, run a center based enrichment activity or engage in a group game like kick ball. This allows students to be able to see police officers from a new and positive perspective.</b>		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		<b>Total Value of Partnership</b>		<b>\$1000.00</b>
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
LaunchPad Children's Museum	5 years	Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind	½ admission price	\$4.00 per student
		Please describe the contribution being made in detail: <b>The LaunchPad Children's Museum focuses on ages 4-10 and provides many different enrichment activities and houses one of our family engagement nights.</b>		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		

		Please describe what volunteers will be doing:			
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:			
		<b>Total Value of Partnership</b>		<b>\$800.00</b>	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Sioux City School District Central Kitchen	18 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	<b>140 during the school year and 35 during summer</b>	<b>\$35,000</b>	
		Please describe the contribution being made in detail: <b>SCCSD Central Kitchen provides BTB with food service that allows the students to receive a healthy afternoon snack during the school year and lunch during the summer program.</b>			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			
		Staff			
		Please describe what staff will be doing:			
		Volunteers			
		Please describe what volunteers will be doing:			
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:					
		<b>Total Value of Partnership</b>		<b>\$35,000</b>	
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
Girls Scouts of Greater Iowa	5 years	Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind	<b>\$25.00 per student</b>	<b>\$875.00</b>	
		Please describe the contribution being made in detail: <b>The Girls Scouts of Greater Iowa provide an afterschool girls club led by girl scout volunteers once weekly for 6 weeks at Irving Elementary.</b>			

	Equipment and/or Supplies		
	Please describe contribution in detail:		
	Facilities		
	Please provide description of facilities contributed:		
	Staff		
	Please describe what staff will be doing:		
	Volunteers		
	Please describe what volunteers will be doing:		
	Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
	<b>Total Value of Partnership</b>		<b>\$875.00</b>

What percentage of your previous grant funding were you able to sustain with community partners? 25%

How many community partners did you secure in the past five years? 15

Explain any challenges you had with securing community partners.

BTB has worked with more than 25 different organizations in the past five years. Most of whom continue to provide some level of programming for our BTB students and families. BTB has found organizations are generally willing to volunteer when our mission and vision align regarding students and families.

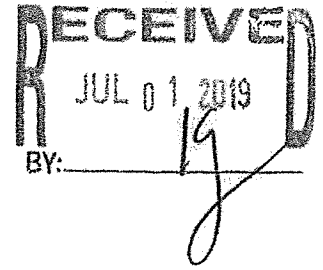
The two biggest challenges Beyond the Bell has found with securing community partners is defining the difference between partner and vendor. And available resources in the Siouxland area. With the funding being cut for middle school programs and Irving Elementary's current 21CCLC grant coming to an end it has made BTB take a deeper look at the importance of community partners and the in kind that they can provide.

Beyond the Bell

MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership  
and  
The Sioux City Community School District



**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Sioux City Community School District (SCCSD) in the implementation of the Beyond the Bell (BTB) program.

**Background:** SHIP and SCCSE BTB is a program of SHIP that is a summer program at SCCSD designed to conduct BTB programming, including education equipment, library activities, and for students to be certified teachers to provide access to the program to assist in the administration of the program at Century Learning Centers and the United Way of Siouxland and its parents.

*Copy*

program for many years. SHIP is providing as well as a program. SCCSD has provided space for the program, physical grounds, physical and recreational facilities, financial support for the program, and to provide oversight and fiscal oversight and management. The program include multiple 21<sup>st</sup> Century Learning Centers, funding from the United Way of Siouxland and fee payment by parents.

**Services of SHIP:**

- Provide the Beyond the Bell program;
- Ensure ongoing program quality;
- Partner with SCCSD to incorporate family literacy programming within the curriculum at all BTB sites;
- Manage and evaluate the employees of BTB;
- Provide appropriate professional development of BTB staff;
- Collaborate when possible to have joint or shared training;
- Maintain and administer operating budget and keep complete fiscal records;
- Maintain and build relationships with community partners;
- Act as chief BTB ambassador to the community;

- Seek grant opportunities, administer awarded grants, and fulfill grant reporting requirements;
- Perform program evaluations, including an end-of-the-year report showing expenses and outcomes; and
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs.

#### Services of SCCSD:

- Provide space for program at each school;
- Provide funding in the amount of \$148,000 to the program for:
  - A) Certified teachers to tutor at-risk students;
  - B) Scholarship assistance to at-risk students (identified by building principals) at East Middle School, West Middle School and North Middle School - up to \$48,000 of the funds may be used for this purpose;
- Provide SCCSD transportation for BTB participants, as possible;
- Provide technical support to BTB staff members through its Technology Education Department;
- Provide food service for BTB participants during the school year and in the summer;
- Provide curriculum consultation from the Director of Curriculum, Instruction and Assessment to ensure BTB activities are aligned with SCCSD standards and benchmarks;
- Assign a representative to meet quarterly as part of the BTB Advisory Council;
- Allow principals time at the BTB sites to advise on the selection of new BTB staff members and give input into BTB programming;
- With the appropriate parent release of information, provide SCCSD data to SHIP or its evaluators for the purpose of evaluating the BTB program's impact on students in the school day classroom;
- Collaborate when possible to have joint or shared training; and
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs.

#### Together, Partners agree to the following basic rules:

- Student well-being, with academic and social development, is the ultimate goal of this MOU;
- Confidentiality of all information will be enforced; staff will not divulge any student information to other entities, unless that entity is the evaluation team selected by SHIP and approved by the SCCSD;
- Data collected by the parties is for the purpose of evaluating the educational programs of BTB:
  - a) Dissemination of evaluation data is limited to SCCSD, SHIP (and its evaluators) and shall comply with all applicable privacy and confidentiality laws. Data required to fulfill grant reporting requirements will be prepared and submitted by the partners (and evaluators);

- b) Local evaluations (using aggregate data) are submitted annually to the Iowa Department of Education and are required to be publically posted on the BTB website and are shared with the SHIP Board and SCCSD – both entities shall give their input and grant approval prior to the document being made public.

**Term:** The term of this MOU shall be from August 1, 2019 to July 31, 2020 unless terminated earlier as provided in this MOU.

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

<u>Type of Insurance</u>	<u>Limit</u>	<u>Amount</u>
General Liability		\$1 million
Automobile Liability, including any auto, hired auto and non-owner auto		\$1 million
Workers' Compensation law		As required by
Errors and Omissions		\$1 million

**Occurrence Policy.** All insurance policies required by this Agreement shall provide coverage for all claims arising from activities occurring during the term of the policy, regardless of the date the claim is filed or expiration of the policy.

**Proof of Insurance.** The parties and all providers performing work on this project shall submit certificates of insurance described above upon request. The receipt of such certificates does not constitute approval of the coverage contained on the certificates, and each party and provider remains responsible for determining that its insurance coverage meets each and every requirement of this agreement.

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

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.

- **Termination with cause:** With reasonable cause, either party may terminate this Agreement effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.
  
- **Indemnification and hold harmless:** SHIP agrees, to the fullest extent permitted by law, to indemnify and hold harmless SCCSD, its officer, directors, employees and agents from and against any liabilities, damage and costs (including reasonable attorneys' fees and costs of defense) to the extent caused, during the performance of this Agreement, by the negligent acts, for any and all staff providing services under this agreement. SCCSD agrees, to the fullest extent permitted by law, to indemnify and hold harmless SHIP, its officer, directors, employees and agents from and against any liabilities, damage and costs (including reasonable attorneys' fees and costs of defense) to the extent caused, during the performance of this Agreement, by the negligent acts, errors or omissions of SCCSD.
  
- **Loss of funding:** All parties agree to terminate this agreement upon thirty (30) days prior written notice due to a lack of funding:
  1. Adequate funds are not appropriated to allow the project to continue
  2. Funds are de-appropriated, not allocated, or are insufficient for any reason
  3. SHIP's authorization to conduct business is withdrawn or there is a material alteration in the programs that SHIP administers
  4. SHIP's duties are substantially modified
  5. SHIP will make reasonable efforts to secure funding for BTB under the terms of this MOU.
  
- **Independent Contractor:** It is mutually understood and agreed that SHIP shall be at all times acting as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship or a joint venture relationship between the parties. The parties agree that neither SHIP nor any of the personnel it provides to perform services hereunder are employees of SCCSD and, accordingly, they are not eligible for salary or employment-based compensation, fringe benefits, pension, workers' compensation, sickness, disability or health insurance benefits or other similar benefits afforded to employees of SCCSD.



- **Record Access:** Access to records by SHIP, SCCSD or the Comptroller General of the United States for the purposes of audit, examination, excerpts, evaluation and transcriptions (for other than small purchase transactions). Access to records is limited to information/services provided through this MOU and is subject to and limited by professional obligations of confidentiality.
- **Record Retention:** All records regarding this project must be retained as specified in 29 CFR 97.42 or 29 CFR 95.53.
- **Equal Employment Opportunity:** Compliance with Equal Employment Opportunity provisions in Executive Order (E.O.) 11246 as amended by E.O. 11375 and supplemented by the requirements of 41 CFR Part 60.
- **Energy Efficiency:** Compliance with standards and policies related to energy efficiency, which are contained in the state energy conservation plan issued in compliance with the Energy Policy Conservation Act (Public Law 94-163)
- **Lobbying:** Compliance with the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). This requirement is also found in 29 CFR Part 93.
- **Debarment and suspension:** Compliance with the debarment and suspension requirements (E.O. 12549 and 12689). This requirement is also found in 29 CFR Part 98.
- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements:** 2CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements; Final Rule 2 CFR Part 2900; DOL Exceptions to 2 CFR Part 200; 48 CFR Part 31
- **Other Requirements:** 20CFR Part 652 et al., Workforce Investment Act; Wagner-Peyser Act

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

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

If to SCCSD, to:

Dr. Paul Gausman, Superintendent  
Sioux City Community School District  
627 4<sup>th</sup> Street  
Sioux City, Iowa 51101

If to SHIP, to:

Matt Ohman, Executive Director  
Siouxland Human Investment Partnership  
1520 Morningside Avenue  
Sioux City, Iowa 51106

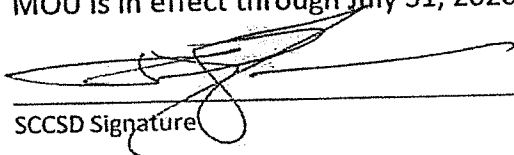
Without prejudice to any other method of notifying a party in writing or making a demand or other communication, such message shall be considered given under the terms of this Agreement when sent, addressed as above designated, postage prepaid, by certified mail deposited in a United States mail box.

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

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

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

This Memorandum of Understanding is effective August 1, 2019. Both parties agree that this MOU is in effect through July 31, 2020.

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

Dr. Paul Gausman  
\_\_\_\_\_  
Print Name

Superintendent  
\_\_\_\_\_  
Title

8/25/19  
\_\_\_\_\_  
Date

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

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

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

7/1/2019  
\_\_\_\_\_  
Date

**Beyond the Bell**

**MEMORANDUM OF UNDERSTANDING**

**Between**

**Siouxland Human Investment Partnership**

**and**

**Siouxland Community Health Center**

**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Siouxland Community Health Center (Community Partner) in services provided to the Beyond the Bell (BTB) program.

**Background:** BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the public library in Sioux City. BTB desires for Community Partner to host field trips and provide literacy instruction to students.

**Services of SHIP:**

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Irving Elementary and/or North Middle School families
- Distribute information regarding Community Partner's services to families with students attending Irving Elementary and North Middle School
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

**Services of Community Partner:**

- Provide information either via presentation or through a vendor table at Beyond the Bell Family Nights for students attending program at Irving Elementary and North Middle School and their families at least once annually
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Fun nights or other events facilitated by Beyond the Bell or Iowa 21<sup>st</sup> Century Learning Centers or the Iowa Afterschool Alliance if applicable

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

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

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

Program Director of Beyond the Bell  
\_\_\_\_\_  
Title

12-10-19  
\_\_\_\_\_  
Date

Beyond the Bell

**MEMORANDUM OF UNDERSTANDING**

Between

**Siouxland Human Investment Partnership**

and

**LaunchPAD Children's Museum**

**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and LaunchPAD Children's Museum (Community Partner) in services provided to the Beyond the Bell (BTB) program.

**Background:** BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is a children's museum located in Sioux City. BTB desires to have Community Partner provide programming to elementary school students in the afterschool and summer programs.

**Services of SHIP:**

- Manage and supervise Beyond the Bell students and families while at Community Partner's facility
- Communicate with Community Partner to schedule times to bring students to the Museum, and to schedule a Family Engagement Night to take place at the Museum
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

**Services of Community Partner:**

- Provide access to the Museum at a discounted rate for Beyond the Bell students
- Provide access to the Museum at a discounted rate to host a Family Engagement Night, which includes both students and families
- Communicate regularly with On-site Manager for elementary site to schedule field trips and family nights
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Engagement events or other events facilitated by Beyond the Bell or Iowa 21<sup>st</sup> Century Learning Centers.

**Term:** The term of this MOU shall be from **November 1<sup>st</sup>, 2019 to June 30<sup>th</sup>, 2020** unless terminated earlier as provided in this MOU.

**Compensation:** SHIP agrees to pay the Community Partner **\$2070.00** which would include **school year field trips and hosting one (1) Family Literacy Night**. Community Partner agrees to provide an invoice to SHIP, which will be reimbursed no later than thirty (30) days from receipt of invoice.

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

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

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.
- **Termination with cause:** With reasonable cause, either party may terminate this Agreement effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.
- **Indemnification and hold harmless:** Community Partner agrees, to the fullest extent permitted by law, to indemnify and hold harmless SHIP, its officers, directors, employees and agents from and against any liabilities, damage and costs (including reasonable attorneys' fees and costs of defense) to the extent caused, during the performance of this Agreement, by the negligent acts, for any and all staff providing services under this agreement.
- **Independent Contractor:** It is mutually understood and agreed that Community Partner shall be at all times acting as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship or a joint venture relationship between the parties. The parties agree that neither Community Partner nor any of the personnel it provides to perform services hereunder are employees of SHIP and, accordingly, they are not eligible for salary or employment-based compensation, fringe

benefits, pension, workers' compensation, sickness, disability or health insurance benefits or other similar benefits afforded to employees of SHIP.


- **Record Retention:** All records regarding this project must be retained as specified in 29 CFR 97.42 or 29 CFR 95.53.
- **Equal Employment Opportunity:** Compliance with Equal Employment Opportunity provisions in Executive Order (E.O.) 11246 as amended by E.O. 11375 and supplemented by the requirements of 41 CFR Part 60.
- **Energy Efficiency:** Compliance with standards and policies related to energy efficiency, which are contained in the state energy conservation plan issued in compliance with the Energy Policy Conservation Act (Public Law 94-163)
- **Lobbying:** Compliance with the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). This requirement is also found in 29 CFR Part 93.
- **Debarment and suspension:** Compliance with the debarment and suspension requirements (E.O. 12549 and 12689). This requirement is also found in 29 CFR Part 98.
- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements:** 2CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements; Final Rule 2 CFR Part 2900; DOL Exceptions to 2 CFR Part 200; 48 CFR Part 31
- **Other Requirements:** 20CFR Part 652 et al., Workforce Investment Act; Wagner-Peyser Act

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

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

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

This Memorandum of Understanding is effective November 1<sup>st</sup>, 2019. Both parties agree that this MOU is in effect through June 30<sup>th</sup>, 2020 and may be renewed for up to two (2) additional years.

  
\_\_\_\_\_  
LaunchPAD Children's Museum


Rouleen Gartner  
Print Name

Executive Director  
Title  
11-05-2019  
Date

\_\_\_\_\_  
LaunchPAD Children's Museum


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

\_\_\_\_\_  
Title  
\_\_\_\_\_  
Date

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

Matt Ohman  
Print Name

Executive Director of SHIP  
Title  
12/3/19  
Date

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

Jenna Andrews  
Print Name

Program Director of Beyond the Bell  
Title  
11-5-19  
Date



**Beyond the Bell**

**MEMORANDUM OF UNDERSTANDING**

Between

**Siouxland Human Investment Partnership**

and

**Girls Scouts of Greater Iowa**

**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Girl Scouts of Greater Iowa (Community Partner) in services provided to the Beyond the Bell (BTB) program.

**Background:** BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is a national program that builds girls of courage, confidence, and character, who make the world a better place. BTB desires to have Community Partner provide programming at Sioux City and South Sioux City BTB elementary school sites for the purpose of providing activities and skills to female students in the BTB program to develop a stronger sense of self, positive values, community problem-solving skills, healthy relationships, and an increased likelihood to seek a challenge.

**Services of SHIP:**

- Provide Community Partner with space at program site(s) to conduct programming
- Manage and supervise Beyond the Bell staff
- Manage and supervise Beyond the Bell students
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Provide transportation if needed (must be identified as a need by partner)

**Services of Community Partner:**

- Provide an afterschool girls club led by Girl Scout volunteers and supported by Beyond the Bell staff, once weekly for six weeks (depending on capacity at each site) at Leeds Elementary, Irving Elementary, Hunt Elementary, and Liberty Elementary.
- The club will work with girls K-5 on a variety of activities to help them build courage, character, and confidence.
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

**Term:** The term of this MOU shall be from **October 1<sup>st</sup>, 2019 to September 30, 2020 (covering school year 2019-20 and summer program 2020)** unless terminated earlier as provided in this MOU.

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

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

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.
- **Termination with cause:** With reasonable cause, either party may terminate this Agreement effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.
- **Indemnification and hold harmless:** Community Partner agrees, to the fullest extent permitted by law, to indemnify and hold harmless SHIP, its officers, directors, employees and agents from and against any liabilities, damage and costs (including reasonable attorneys' fees and costs of defense) to the extent caused, during the performance of this Agreement, by the negligent acts, for any and all staff providing services under this agreement.
- **Independent Contractor:** It is mutually understood and agreed that Community Partner shall be at all times acting as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship or a joint venture relationship between the parties. The parties agree that neither Community Partner nor any of the personnel it provides to perform services hereunder are employees of SHIP and, accordingly, they are not eligible for salary or employment-based compensation, fringe

benefits, pension, workers' compensation, sickness, disability or health insurance benefits or other similar benefits afforded to employees of SHIP.

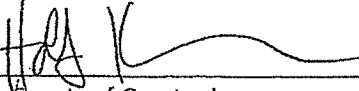
- **Record Retention:** All records regarding this project must be retained as specified in 29 CFR 97.42 or 29 CFR 95.53.
- **Equal Employment Opportunity:** Compliance with Equal Employment Opportunity provisions in Executive Order (E.O.) 11246 as amended by E.O. 11375 and supplemented by the requirements of 41 CFR Part 60.
- **Energy Efficiency:** Compliance with standards and policies related to energy efficiency, which are contained in the state energy conservation plan issued in compliance with the Energy Policy Conservation Act (Public Law 94-163)
- **Lobbying:** Compliance with the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). This requirement is also found in 29 CFR Part 93.
- **Debarment and suspension:** Compliance with the debarment and suspension requirements (E.O. 12549 and 12689). This requirement is also found in 29 CFR Part 98.
- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements:** 2CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements; Final Rule 2 CFR Part 2900; DOL Exceptions to 2 CFR Part 200; 48 CFR Part 31
- **Other Requirements:** 20CFR Part 652 et al., Workforce Investment Act; Wagner-Peyser Act

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

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

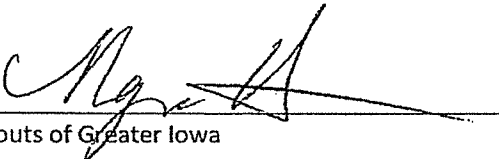
**Signatures:** By signing this Agreement, each entity makes a commitment to work together to achieve the goals of this program.

This Memorandum of Understanding is effective October 1<sup>st</sup>, 2019. Both parties agree that this MOU is in effect through September 30, 2020.

  
\_\_\_\_\_  
Girls Scouts of Greater Iowa


Holly Kloever  
Print Name

COO  
Title  
9/26/19  
Date

  
\_\_\_\_\_  
Girl Scouts of Greater Iowa

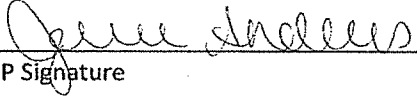
Ngan Hoang  
Print Name

Director of Mission Outreach  
Title  
9/26/19  
Date

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

Matt Ohman  
Print Name

Executive Director of SHIP  
Title  
12/3/19  
Date

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

Jenna Andrews  
Print Name

Program Director of Beyond the Bell  
Title  
11-5-19  
Date

## Beyond the Bell

### MEMORANDUM OF UNDERSTANDING

Between

**Siouxland Human Investment Partnership**

and

**Boy Scouts of America Mid-America Council**

**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Boy Scouts of America Mid-America Council (Community Partner) in services provided to the Beyond the Bell (BTB) program.

**Background:** BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is a national program that builds excellence in boys. BTB desires to have Community Partner provide programming at Sioux City and South Sioux City BTB elementary school sites for the purpose of providing activities and skills to male students in the BTB program.

#### **Services of SHIP:**

- Provide Community Partner with space at program site(s) to conduct programming
- Manage and supervise Beyond the Bell staff
- Manage and supervise Beyond the Bell students
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Provide transportation if needed (must be identified as a need by partner)

#### **Services of Community Partner:**

- Provide an afterschool boy scouts club led by Boy Scout volunteers and supported by Beyond the Bell staff, once weekly for six weeks at Hunt, Leeds, Bryant, and Irving elementary schools in Sioux City, Iowa and at Lewis and Clark, and Covington elementary schools in South Sioux City, Nebraska.
- Provide STEM activities, First Aid
- Teach leadership skills and help with community service and projects, including a Pinewood Derby
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

**Term:** The term of this MOU shall be from **September 1<sup>st</sup>, 2019 to August 31, 2020 (covering school year 2019-20 and summer program 2020)** unless terminated earlier as provided in this MOU.

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

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

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.
- **Termination with cause:** With reasonable cause, either party may terminate this Agreement effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.
- **Independent Contractor:** It is mutually understood and agreed that Community Partner shall be at all times acting as an independent contractor. Nothing in this Agreement is intended to create an employer/employee relationship or a joint venture relationship between the parties. The parties agree that neither Community Partner nor any of the personnel it provides to perform services hereunder are employees of SHIP and, accordingly, they are not eligible for salary or employment-based compensation, fringe benefits, pension, workers' compensation, sickness, disability or health insurance benefits or other similar benefits afforded to employees of SHIP.
- **Record Retention:** All records regarding this project must be retained as specified in 29 CFR 97.42 or 29 CFR 95.53.

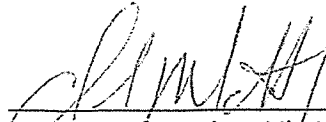
- **Equal Employment Opportunity:** Compliance with Equal Employment Opportunity provisions in Executive Order (E.O.) 11246 as amended by E.O. 11375 and supplemented by the requirements of 41 CFR Part 60.
- **Energy Efficiency:** Compliance with standards and policies related to energy efficiency, which are contained in the state energy conservation plan issued in compliance with the Energy Policy Conservation Act (Public Law 94-163)
- **Lobbying:** Compliance with the Byrd Anti-Lobbying Amendment (31 U.S.C. 1352). This requirement is also found in 29 CFR Part 93.
- **Debarment and suspension:** Compliance with the debarment and suspension requirements (E.O. 12549 and 12689). This requirement is also found in 29 CFR Part 98.
- **Uniform Administrative Requirements, Cost Principles, and Audit Requirements:** 2CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements; Final Rule 2 CFR Part 2900; DOL Exceptions to 2 CFR Part 200; 48 CFR Part 31
- **Other Requirements:** 20CFR Part 652 et al., Workforce Investment Act; Wagner-Peyser Act

**SHIP's Representations:** SHIP hereby represents and warrants that it is not aware of any facts that may form the basis of any claim that Community Partner has breached this MOU in any respect, nor is SHIP aware of any third party claim or demand relating to Community Partner's role in the BTB program.

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

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

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

  
\_\_\_\_\_  
Boy Scouts of America – Mid America Council

Chris S. Mohr  
Print Name

CEO / Scout Executive  
Title

November 22, 2019  
Date

  
\_\_\_\_\_  
Boy Scouts of America – Mid America Council

Christy Schwaderer  
Print Name

Field Coordinator / Program Leader  
Title

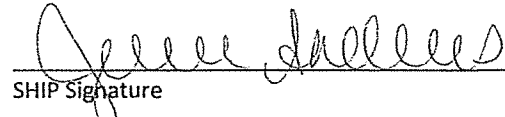
November 25, 2019  
Date

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

Matt Ohman  
Print Name

Executive Director of SHIP  
Title

12/3/19  
Date

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

Jenna Andrews  
Print Name

Program Director of Beyond the Bell  
Title

12-2-19  
Date



## Beyond the Bell

### MEMORANDUM OF UNDERSTANDING

Between

Siouxland Human Investment Partnership

and

Community Action Agency of Siouxland

**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Community Action Agency of Siouxland (Community Partner) in services provided to the Beyond the Bell (BTB) program.

**Background:** BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the community action agency in Sioux City. BTB desires for Community Partner to provide information about the multitude of programs and services offered for low-income families in Woodbury County.

#### **Services of SHIP:**

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Irving Elementary and/or North Middle School families
- Distribute information regarding Community Partner's services to families with students attending Irving Elementary and North Middle School
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

#### **Services of Community Partner:**

- Provide information either via presentation or through a vendor table at Beyond the Bell Family Nights for students attending program at Irving Elementary and North Middle School and their families at least once annually
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Fun nights or other events facilitated by Beyond the Bell or Iowa 21<sup>st</sup> Century Learning Centers or the Iowa Afterschool Alliance if applicable

**Term:** The term of this MOU shall be from July 1, 2020 to June 30, 2025 unless terminated earlier as provided in this MOU.

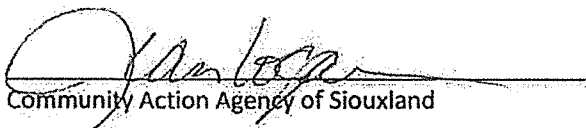
**Insurance:** SHIP and Community Partner will maintain, at their own expense, insurance in effect with insurance companies authorized to do business in the States of Iowa. The insurance shall insure against any loss or damage resulting from or related to the performance of this MOU. All such insurance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

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

- **Termination without cause:** Without cause, either party may terminate the Agreement after giving thirty (30) days prior written notice to the other of intent to terminate without cause. The parties shall deal in good faith during the thirty (30) day period after any notice of intent to terminate without cause has been given.
  
- **Termination with cause:** With reasonable cause, either party may terminate this Agreement effective immediately upon giving written notice of termination for cause. Reasonable cause shall include, but is not limited to:
  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.

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

This Memorandum of Understanding is effective July 1, 2020. Both parties agree that this MOU is in effect through June 30, 2025 unless terminated earlier.

  
Community Action Agency of Siouxland

Jean Logan  
Print Name

Executive Director  
Title

12/10/2019  
Date

  
SHIP Signature

Matt Ohman  
Print Name

Executive Director of SHIP  
Title

12/10/2019  
Date

Jesse Andrews  
Program Director  
12-10-19

Beyond the Bell

**MEMORANDUM OF UNDERSTANDING**

Between

**Siouxland Human Investment Partnership**

and

**Siouxland District Health Department**

**Purpose:** This Memorandum of Understanding (MOU) is to establish a mutual framework governing the respective collaborative organizational relationships, responsibilities, and activities between Siouxland Human Investment Partnership (SHIP) and the Siouxland District Health Department (Community Partner) in services provided to the Beyond the Bell (BTB) program.

**Background:** BTB is a before, afterschool and summer program of SHIP provided at 24 locations in Sioux City, Iowa and South Sioux City, Nebraska. Community Partner is the public library in Sioux City. BTB desires for Community Partner to host field trips and provide literacy instruction to students.

**Services of SHIP:**

- Communicate with Community Partner to schedule presentations or information tables at Beyond the Bell Family Nights for Irving Elementary and/or North Middle School families
- Distribute information regarding Community Partner's services to families with students attending Irving Elementary and North Middle School
- Provide referrals to Community Partner – ensure that site staff is continually informed of the services available to families from Community Partner
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs

**Services of Community Partner:**

- Provide information either via presentation or through a vendor table at Beyond the Bell Family Nights for students attending program at Irving Elementary and North Middle School and their families at least once annually
- Communicate regularly on emerging issues, potential problems, successes and ongoing project needs
- Participate in Community Partner meetings, Advisory Council Meetings, Family Fun nights or other events facilitated by Beyond the Bell or Iowa 21<sup>st</sup> Century Learning Centers or the Iowa Afterschool Alliance if applicable

**Term:** The term of this MOU shall be from July 1, 2020 to June 30, 2025 unless terminated earlier as provided in this MOU.

**Insurance:** SHIP and Community Partner will maintain, at their own expense, insurance in effect with insurance companies authorized to do business in the States of Iowa. The insurance shall insure against any loss or damage resulting from or related to the performance of this MOU. All such insurance policies

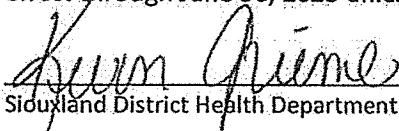
shall remain in full force and effect for the entire life of the MOU and shall not be cancelled or changed except after thirty days written notice.

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

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  1. Material violation of this Agreement.
  2. Any other act exposing the other party to liability to others for personal injury or property damage.
  3. Loss of funding for this project.

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

This Memorandum of Understanding is effective July 1, 2020. Both parties agree that this MOU is in effect through June 30, 2025 unless terminated earlier.

  
\_\_\_\_\_  
Siouxland District Health Department

Kevin Grieme  
Print Name

Health Director-Siouxland District Health Dept.  
Title

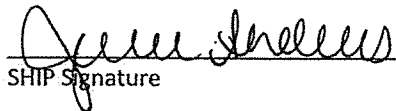
12-10-2019  
Date

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

Matt Ohman  
Print Name

Executive Director of SHIP  
Title

12/10/2019  
Date

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

Jenna Andrews  
Print Name

Program Director of Beyond the Bell  
Title

12-10-19  
Date