

BEFORE YOU APPLY

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

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

PLEASE RESPOND TO THE FOLLOWING QUESTIONS:

- **What is the Free and Reduced Lunch Rate for each site?** List below (use as many lines as necessary):
 - Site/Building Name: Berg Middle School
 - Free and Reduced Lunch Rate Percentage: 52%
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
- **When will the program run?** (Check or highlight applicable option(s) below):
 - Summer School Only
 - Afterschool Only
 - Before and Afterschool
 - Before and Afterschool and Summer School
 - Afterschool and Summer School
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY17 Request for Applications):
 - 83 number of children x 180 days x 10 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = 149,400 (total funding request for before and afterschool programs)

Summer School Formula

- _____ children x _____ of days = (minimum 30 days) x \$10.00 = (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.

Funding Request for Year One: \$149,400
Funding Request total for Three Years: \$448,200
Number of Children Served in Year One: 83
Number of Children Served in Three Years: 249

LEGAL STATUS OF APPLICANT

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

- City or City Agency
- County or County Agency
- State or Federal Agency
- State College or University
- Community College
- County Office of Education
- School District
- Tribal Council
- Military Installation
- Private Nonprofit Organization-
Number of years in operation _____
- Private For-Profit Organization
Number of years in operation _____

Enter Federal Employer ID Number:

OR

Enter School District Code

4725

(If applicable) Enter Child Care License #:

REQUEST FOR COMPETITIVE PRIORITY

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

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

The Newton Community School District (NCSD) is designated as a DINA District. In the area of Math, NCSD is a DINA-5 and a district on watch for Reading. Berg Middle School is a designated a SINA school (7-8). BMS (7-8) is on SINA-8 for Math and a Delay-9 for Reading. The students in grades 5 and 6 are joining Berg Middle School from two different elementary schools; Aurora Heights and Woodrow Wilson. Aurora Heights is a SINA-3 for both Math and Reading. Woodrow Wilson is a SINA-1 Math and a SINA-2 for Reading. Our middle school feeds into our high school which is currently a SINA-5 in Math and a SINA-1 for Reading.

Math:

DINA-5 Math
Berg Middle School (7-8) SINA-8
Aurora Heights: SINA-3
Woodrow Wilson: SINA-1

Reading:

Watch District Reading
Berg Middle School (7-8) Delay-9
Aurora Heights: SINA-3
Woodrow Wilson: SINA-2

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

Documentation: The proposed program is a collaboration between Newton Community School District and community-based organizations, as evidenced by their signatures on Form C: Collaborative Signatures.

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Project Abstract

Title of Program: Newton Community Schools Berg Club Program

Applicant Agency: The Newton Community School District and Community Partners

Total Award Amount Requested: \$149,400 per year /\$448,200 over 3 years

Total Amount per Student: \$830/day (\$830/83 students = \$10/day/student)

Schools to be Served: 5th- 8th grade students at Berg Middle School

Number of Students to be Served: 83 annually/ 249 students over 3 years

Program Description: The Newton Community School District (NCSD) and collaborative partners (see MOUs) seek to achieve the following goals through our before and after-school program: (1) Provide access to high-quality academic recovery and academic enrichment programs. (2) Work to close achievement gaps between Not Low SES and Low SES students and Minority and White students (3) Lower the number of identified IEP students (4) Give students access to a variety of engaging activities that promote positive youth development. (5) Promote community ownership by linking a variety of community resources to the schools, children, and adults who can best benefit from those resources. (6) Give parents with latchkey children peace-of-mind because their children are supervised and involved in positive developmental experiences. (7) Lead to greater family awareness of the importance family involvement and its correlation with success rates in school.

Needs for at-risk families in our school have been identified using objective school and community data:

Need 1: At-risk students at Berg Middle School need early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

Need 2: At risk students at Berg Middle School need quality enrichment activities that decrease truancy rates and promote positive youth development.

Need 3: Parents of at-risk students at Berg Middle School need access to programs, opportunities and services that support family success.

To meet priority needs, *Berg Club* programs will be available from 7:00-8:00 a.m. and from 3:00-5:30 Monday-Friday at Berg Middle School. On Wednesday Professional Development Days, Berg Club will run from 1:30-5:30 p.m. At 5pm each day, students will have access to a meal before the conclusion of Berg Club.

Students are grouped by age, need and/or interest areas, rotating through 30-45 minute blocks of remediation, enrichment, prevention, and recreation activities. The staff to student ratio for remediation is approximately 10:1; for enrichment ranges from 15:1 to 20:1 depending upon the enrichment activities.

Our planning team has established ongoing goals and objectives for our programs that are the direct result of our identified priority needs. Our planning team has established a program structure that is firmly grounded in the program components and the common elements of quality after-schools programs as outlined by the Iowa Department of Education. Anticipated outcomes follow. After 12 months in the Berg Club program:

Obj. GI-1: When matched by similar demographics to non-participants at Berg Middle School, a higher percentage of 5th-8th grade *Berg Club* participants will obtain a higher growth percentage in the area of reading and math as measured by Iowa Assessments/Smarter Balance.

Obj. GI-2: 80% of parents will agree that their child's academics have improved and that Berg Club provides extra academic support as measured by parent surveys.

Obj. GI-3: 80% of regular attendees in Berg Club will agree that they are doing better in school since attending the program as measured by student surveys.

Obj. G1-4: Teachers with students enrolled in Berg Club will agree that 75% of their students have improved their academic performance as measured by teacher surveys.

Obj. G2-1: 80% of Berg Club participants will decrease their school absences to less than 5 days absent from the regular school day and Berg Club as measured by program and District attendance records.

Obj. G2-2: 90% of students in Berg Club agree that they like the program and look forward to participating in Club, and 90% of parents agree that their child has a positive view of school as measured by parent surveys.

Obj. G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.

Obj. G3-1: 40% of parents with students in Berg Club will participate in a minimum of 3 school-wide family activities/year as evidenced by event activity/participation records.

To achieve our objectives, we have established commitments from our partnering agencies to provide the following research-based remediation and enrichment activities:

Reading and Math Recovery: Provided by certified teachers and paraprofessionals from the Newton Community Schools.

Homework Assistance: Provided by certified teachers and paraprofessionals from the Newton Community Schools, adult mentors, retired teachers, high school students from teacher academy classes, and possibly DMACC Students.

Academic Enrichment Activities: Provided by certified teachers and aides from the Newton Community Schools, Des Moines Area Community College, Jasper County Conservation, SKIFF Medical Center.

Substance Abuse and Violence Prevention Activities: Provided by prevention specialists from Employee and Family Resources, BHIS (Behavioral Health Intervention Services).

Positive Youth Development and Recreation Activities: Provided by certified teachers and paraprofessionals from the Newton Community Schools, Newton Police Department and volunteer community organizations.

Family Involvement Activities: Provided by Berg Club staff, Berg Middle School staff and community volunteers.

Project management includes a Program Director and database administrator. Systems will be in place for continual parent, youth, and community communication and feedback. The program has a direct programming oversight board (the Community Governance Board) responsible for continuous improvement and sustainability planning.

Narrative Section 2: Student Need

2.1: Evidence of Student Need

Newton Community School District recently went through a reconfiguration. Berg Middle School was a 7-8 building in the 2015-2016 academic school year. Currently in the 2016-2017 school year, Berg Middle School is a 5-8 building with the 5th and 6th grade students coming from two separate intermediate schools. The student need data below will be referenced as either 7-8 or 5-6. The narrative will identify the data as it is communicated in the various sections.

Need 1: At-risk students at Berg Middle School need early and ongoing academic assistance to meet and/or maintain reading and math proficiency.

Schools in Need of Assistance: (See Table 1) The Newton Community School District (NCSD) is designated as a DINA District. In the area of Math, NCSD is a DINA-5 and a district on watch for Reading. Berg Middle School is a designated a SINA school (7-8). BMS (7-8) is on SINA-8 for Math and a Delay-9 for Reading. The students in grades 5 and 6 are joining Berg Middle School from two different elementary schools; Aurora Heights and Woodrow Wilson. Aurora Heights is a SINA-3 for both Math and Reading. Woodrow Wilson is a SINA-1 Math and a SINA-2 for Reading. Our middle school feeds into our high school which is currently a SINA-5 in Math and a SINA-1 for Reading.

Table 1: Berg Middle School (Required Data)

<u>Math:</u>	<u>Reading:</u>
DINA-5 Math	Watch District Reading
Berg Middle School (7-8) SINA-8	Berg Middle School (7-8) Delay-9
Aurora Heights: SINA-3	Aurora Heights: SINA-3
Woodrow Wilson: SINA-1	Woodrow Wilson: SINA-2

Poverty Data: Poverty is a major risk factor for students in our schools (Table 1). 4,521 families in Jasper County receive food assistance, which is over 12% of the population in Jasper County (http://www.icip.iastate.edu/sites/default/files/poverty/poverty_19099.pdf). 17.3% of residence in Newton are living in poverty with the unemployment rate of 3.3% (www.citydata.com). Poverty guidelines are set by the US Census Bureau. Berg Middle School’s Free/Reduced population is 52% (grades 5-8). Our median household income is \$44,443. Seven percent of the children in Newton are in single parent households.

Academic Proficiency Data: In the 2015-2016 school year, Berg Middle School (7-8) had 453 students enrolled, 14% of those students were identified as special education students. The two elementaries that fed into Berg Middle School in the 2016-2017 school year to create a 5-8 building were Woodrow Wilson and Aurora Heights. In the 2015-2016 school year, Woodrow Wilson identified 22% of their students as students with a disability, and Aurora Heights identified 14% of their students as students with a disability. All four schools in the year 2015-2016, had an over representation of students with IEPs as compared to the national average of 13%.

Currently Berg Middle School has 905 students with 139 of those students having an IEP. Berg Middle School has 15.4% of the population identified as special education; this is 2.4% over the national average. This over-representation is attributed to many factors, however can be overcome with intensive interventions both during the school day and before and after school.

Below is the breakdown of our LSES, minority and IEP students for the Iowa Assessments.

Table 1: FRL Rates – CNP Report Total, 2016

School FRL%: Berg Middle School - 52%; District - 50.7% (2016, CNP Report Total); State of Iowa - 41.8%

Berg Middle School has a current enrollment of 905 (grades 5-8). The total number of students considered Low SES is 485. The number of Low SES students considered proficient in Mathematics by the Iowa Assessments in the 2015-2016 school year was 76% compared to 88.3% of the students considered to be Non-Low SES. The number of Low SES students considered proficient in the area of Reading by the Iowa Assessments in the 2015-2016 school year was 72.6% as compared to 85.9% for their Non-Low SES peers. This data was collected together for grades 5-8.

Fifth and Sixth Grade students also take the FAST test mandated by the State of Iowa. Here are our 5th and 6th grade results from the aReading (subtest in FAST) test.

5th Grade - Persistently at-risk = 56

At-risk = 32

Total = 88 or 39% of 5th graders are "at-risk" or "persistently at-risk" in reading.

Total number of 5th graders: 225

6th Grade - Persistently at-risk = 55

At-risk = 27

Total = 82 or 37% of 6th graders are "at-risk" or "persistently at-risk" in reading.

Total number of 6th graders: 221

7th Grade – (STAR- reading): 28 (intervention); 13 (urgent intervention)

8th Grade – (STAR-reading): 33 (intervention); 18 (urgent intervention)

Need 2: At risk students at Berg Middle School need quality enrichment activities that decrease truancy rates and promote positive youth development.

Truancy Data: Students who do not bond to school are more likely to be absent from school, are less likely to be motivated to perform beyond the "minimum" requirements, and are more likely to engage in behaviors that jeopardize their futures. 8% of students in grades 5-8 that currently attend Berg Middle School, did not meet the District's CSIP target goals for percent of students missing 5% or fewer schools days in an academic year in the 2015-2016 school year.

Community Risk Factors: Family Histories of Problem Behaviors: In Newton, the unemployment rate is 3.3% (www.citydata.com). Without appropriate parental role modeling, children are disadvantaged in learning socially appropriate behaviors. Our community has risk factors that create barriers for our BMS students. 10.9% of the population under the age of 65, is without health insurance (United States Census Bureau); 50% of our families report having a poor to fair quality of life (www.newton.gov); 21% of the people of Newton rate the sense of community in the city as poor; Pregnancy/Teen Parent (2.1%); Verified Victim of Abuse (14.2%).

Community Risk Factors: Adult Substance Use/Abuse and Dysfunction: Community risk factors contribute to students' attitudes about violence, alcohol, and other drug use risk. The number of adults in the city of Newton who engage in excessive drinking is 19%. The number of adults who are physically inactive is 30% (www.citydata.com). These facts put our students at significant risk for substance abuse and for obesity.

Need 3: Parents of at-risk students at Berg Middle School need access to programs, opportunities and services that support family success.

Adult Education Levels: Ten percent of the population of Newton does not hold a high school degree (www.citydata.com). Of those with high school degrees, only 21% of the population has a bachelor's degree or higher (www.city-data.com). This leaves the city and school district with a large number of parents who may not value education, who have had negative experiences in the educational system, or who are trying to guide first generation college students.

Attendance Data: The primary rationale for high-quality attendance data is the relationship between student attendance and student achievement. A chronically absent student reduces even the best teacher's ability to

provide learning opportunities. High school dropouts have been found to exhibit a history of negative behaviors, including high levels of absenteeism throughout their childhood. Students who eventually dropped out of high school missed significantly more days of school than their peers who graduated from high school. Attendance is shown to be a key indicator significantly correlated with high school graduation. (<https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>)

NCSD determines students are at risk for attendance if they have missed 8 days for more per school year. Our 2014-2015 attendance data for our current 5th through 8th graders is shown in Table 3 below:

Table 3: Percentage At-Risk Attendance Data (2014-2015 School Year)

Students identified at "at-risk" for attendance (school names shown because of reconfiguration)

Berg Middle School - 70 students; 32% at risk (current 8th graders)

Aurora Heights - 128 students; 39% (current 5,6,7)

Woodrow Wilson - 148 students; 46% (current 5,6,7)

*All of these students are now in one 5-8 building.

Barriers to Out of School Childcare: Childcare is too expensive for our LSES parents. Many of our parents are working several shift jobs for minimum wage or are forced to commute to jobs outside of town. The community has seen a rise in the numbers of latchkey children after school and/or children being dropped off at school a half hour before the school day begins.

Newton Community Schools has also seen a reduction in the amount of timely professional development. The educational professionals in the district would like to schedule late starts or early outs in order to professionally develop teachers and other professionals throughout the academic school year. Late starts and early outs are a barrier to our community because of the increased cost in child care. If this continues to be a barrier to the community, the school district cannot develop teachers to increase the quality of instruction both academically and behaviorally. The ability to have children supervised during times when parents must drop children off in order to get to work on time or supervise children during late starts or early out, continues to be identified by parents as a critical need. Teachers would like to have more professional development than is currently allotted to them in the 2015-2016 school year. (*NCSD Parent Surveys, NCSD Teacher Surveys 2016*).

2.2 Engagement of External Stakeholders

Community Stakeholders: Newton will develop a collaborative Governance Board Called Berg Club Community Governance Board (BCCGB). BCCGB membership will include representatives from the following community entities: Newton Police Department, DMAACC, Jasper County Conservation, Parents, Newton Community Schools, United Way, NCEF along with the Director of Berg Club. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. The BCCGB meets monthly and oversees the implementation, evaluation, and sustainability of all school-based community linkages.

Community Partners for this Application: To address the needs set forth in this application, the NCSD will partner with the following community organizations to offer before and after school programs to meet the needs of children and families as described above: Jasper County Conservation and Skiff Medical Center (academic enrichment needs), DMAACC, retired teachers (academic enrichment and homework intervention needs), EFR (substance abuse prevention needs), BHIS (positive youth development needs), and United Way (family needs night).

Parents and Youth: Berg Middle School will established *Berg Club Advisory Council* composed of students, parents, school personnel, a curriculum expert, and school principals. The Council meets monthly to provide input/feedback relating to programs/services offered in their schools and to suggest and/or implement programs/services they feel would benefit their families.

Narrative Section 3: Project

3.1 – 3.3: Program Goals, Objectives and Activities Link to Student Need

Activities to Meet Identified Need 1: Goal 1 addresses academic remediation and enrichment.

Activities listed are the *core* activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of groups of students.

Goal 1 (G1): Provide at-risk grade 5-8 students at Berg Middle School with early and ongoing academic assistance to meet and/or maintain reading and math proficiency.	
Objectives: After 9 months of the student participating in Berg Club	Activity
Obj. G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 5th-8th grade <i>Berg Club</i> participants will be proficient in reading and math as measured by Iowa Assessments/Smarter Balance.	<p>Reading and Math Recovery</p> <ul style="list-style-type: none"> · NCSD Teachers: Targeted reading remediation aligned with Iowa Core: <i>Wonders (McGraw-Hill)</i>, <i>Read Live</i>, <i>Achieve 3000</i>. · NCSD Teachers: Targeted math remediation aligned with Iowa Core: <i>Everyday Mathematics (McGraw-Hill)</i>, <i>STAR</i> <p>Homework Assistance</p> <ul style="list-style-type: none"> · DMACC student · NCSD Teacher Academy Students Retired Teachers <p>Academic Enrichment</p> <ul style="list-style-type: none"> · NCSD Teachers: <i>Achieve 3000</i> · Jasper County Conservation · DMACC/Buena Vista Work-study students: Service Learning · BFR: Drug and substance abuse education · NCSD Teachers and Parent Volunteers: Field trips, educational events, and leading various extension clubs.
Obj. G1-2: 80% of parents will agree that their child’s academics have improved and that the <i>Berg Club</i> program provides extra academic support as measured by parent surveys.	
Obj. G1-3: 80% of regular attendees in <i>Berg Club</i> will agree that they are doing better in school since attending <i>Club</i> as measured by student surveys.	
Obj. G1-4: Teachers with students enrolled in <i>Berg Club</i> programs will agree that 75% of their students have improved their academic performance as measured by teacher surveys.	

Activities to Meet Identified Need 2: Goal 2 addresses activities that promote positive youth development. Activities listed are the *core* activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of groups of students.

Goal 2 (G2): Increase positive youth development and decrease school truancy through <i>Berg Club</i> programs at Berg Middle School, by offering recreation, prevention and wellness activities for 5 th -8 th grade students.	
Objectives: After 9 months of the student in Berg Club	Activity
Obj. G2-1: 80% of <i>Berg Club</i> participants will decrease their school absences to less than 5 days absent from the regular school day and <i>Berg Club</i> as measured by program and District attendance records.	<p>Recreation and Health</p> <ul style="list-style-type: none"> · NCS D Athletic Department: Fitness and nutrition activities · NCS D Teachers and Parents Volunteers: <ul style="list-style-type: none"> -Field trips-Activities focused on fitness and interests (Art, Book Clubs, Poetry, Dance, Sports, Drama, Math, Newspaper, Sculpture, Technology, Cooking Club etc.) · Newton Police Department: Personal Safety (Home Alone, 911, Bus Safety, K-9) <p>Drug and Violence Prevention</p> <ul style="list-style-type: none"> · EFR: Substance Abuse Prevention <p>Character Education</p> <ul style="list-style-type: none"> · NCS D Teachers: <i>PBIS</i>
Obj. G2-2: 90% of students in <i>Berg Club</i> agree that they like the program and look forward to <i>Club</i> and 90% of parents agree that their child has better social skills as measured by parent surveys.	
Obj. G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports.	

Activities to Meet Identified Need 3: Goal 3 focuses on family literacy activities that empower parents to take an active role in assisting their child to succeed academically. Activities listed are the *core* activities planned to meet the objectives. Additional activities will be added based on ongoing parent and student feedback and the unique needs of each school.

Goal 3 (G3): FAMILY LITERACY GOAL—By June 2018, 100% of families will be active supporters of their child's educational growth and increase their own literacy and employment skills.	
Obj. G3-1: 60% of parents with students in the <i>Berg Club</i> program will participate in a minimum of 3 family activities/literacy events a year as evidenced by event activity/participation records.	<p>Parental/Family Involvement Nights</p> <ul style="list-style-type: none"> · NCS D staff, PTA, community volunteers · Communication: Parent Communication Portals, Web Site updates, Personal Communication, Radio Hy-Vee - Prepare Family Meal
Obj. G3-2: 95% of parents attending Family events will agree that the event(s) made them feel more comfortable within the school and would attend another family event as measured by event-specific post-activity evaluations.	

Each day of operation, students are provided with a meal (before school program), snack (after school program), and supper (after school program) that meets USDA nutritional guidelines. The Cooking Club would provide meals for students after Club ends.

3.4: Linking Program to School-Day Instruction

In 2016, Berg Middle School revised its CSIP to closely align with district goals. Berg Middle School's CSIP contains both academic and behavioral goals, along with action steps to progress monitor the movement towards achieving the goals outlined. *Berg Club* utilizes certified day-school teachers and Para educators from the district who are trained in the same remediation strategies for math and reading used in the day school. If teachers and Para educators are not trained in the curriculum used, NCSD will train *Club* employees in both academic and behavioral interventions.

Academic intervention activities (Read Naturally, Achieve, Everyday Mathematics, STAR) were chosen after joint discussions with the NCSD Curriculum Director, building principals and teachers. These programs align with the Iowa Core and offer students multiple windows of entry into core concepts based on individual learning styles. In addition, *Berg Club* staff have access to day-school teacher evaluations of each student's progress in the regular classroom – thus providing additional feedback for curricular adjustments that may need to be made based on ongoing student needs. Achieve, Read Naturally, and Everyday Mathematics are used in English Language and Mathematics Classes. Tier II Academic Interventions use these three programs along with STAR during the school day.

3.5: Organizational Experience

Prior Experience with Similar Programs: The NCSD currently has in place an after school program with homework assistance, recreational and fine art opportunities, and drug prevention education at Berg Middle School. This program is currently funded through a partnership with NCEF, community volunteers and NCSD paid employees. NCSD has implemented and successfully managed an after school program with limited funds, however numerous partnerships, community supports and the 21st Century Grant will help NCSD to greatly expand the project that is currently in place. The commitment is clearly evidenced in the Memorandums of Understanding (MOUs) accompanying this application. Through this proposal, it is evident that the NCSD has the capacity to meet all responsibilities, contracts and commitments to ensure that the project is fully staffed and implemented within the framework outlined in this proposal.

Ability to Sustain: As NCSD progresses through this grant for the first three years, the development of the two advisory/governance boards will help in the recruitment of community donations. There are a number of foundations within the Newton community that are willing to assign a member to those boards so within the first three years, their foundations can get to know the program, have an equal financial voice, and see the positive gains in our youth so they are willing to support the efforts in the future.

Within our ability to sustain: 1) The Berg Club Director will aggressively pursue state, federal, and local grant options and mentoring grants that allow for adult mentors to participate in program elements with their mentees; thus increasing the number of adult volunteers. 2) Start at a common community hourly pay rate of \$22.00/hour of service) 3) The CCSD aggressively pursues in-kind resources.

Narrative Section 4: Research Base

4.0 Strong Research Base for Proposed Activities

Academics – Reading Intervention: In consultation with reading specialists, middle school principals, classroom teachers and the NCSD Curriculum Director, Berg Middle School has chosen the following reading intervention/recovery curriculum: *Achieve* (Houghton Mifflin). Achieve uses Lexile scores and mastery of strategies to assess student reading comprehension. Achieve creates a running record for students and allows teachers to assess comprehension skills that are in need of re-teaching for each individual student. This ability to use ongoing assessment, allows reading teachers to make active decisions that maximize reading and writing instruction on an individualized basis.

Read Live allows teachers to progress monitor students who are non-fluent readers. Read Live allows teachers to accurately assess student need through miscue analysis using running records of fluency. This ability to use ongoing assessment, allows reading teachers to make active decisions that maximize reading and writing instruction on an individualized basis.

Academics – Math Intervention: Everyday Mathematics (EDM) (McGraw-Hill) has multiple assessments throughout its units of study. Berg Middle School teachers get each assessment and record the scores in the (EDM program). The program allows each teacher to continuously progress monitor growth of each learning goal with EDM. Formative and summative assessments throughout a unit are used to determine if a student is in need of an intervention. Everyday Mathematics aligns intervention materials to day-school targets. These intervention materials are used during mathematic interventions during class. EDM is aligned to the Iowa Core and allows for students to receive intervention and extension on learning goals and targets throughout units. EDMs assessments will be used to help us group students during academic intervention during Berg Club.

Academic Enrichment and Extension: In preparation for this proposal, Berg Middle School administration has met with the NCSD curriculum director, AEA Specialist and Achieve representatives to determine materials to use for Academic Extension. Both Everyday Mathematics, Wonders and Achieve are research based materials that allow for continuous progress monitoring for individual students on both intervention and extensions of learning targets and goals. NCSD has been using Wonders and EDM for a number of years, and has incorporated the Achieve program into their day-instruction in the 2016-2017 school year.

Positive Youth Development: *PBIS (Positive Behavior Interventions and Supports)* is a framework centered teaching students specific expectations of good character and behavior and rewarding positive behavior continuously. It is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

A substantial body of scientific evidence supports its effectiveness of PBIS in schools throughout the country. PBIS is used in grades 5-8 at Berg Middle School during day-school and is currently incorporated into *Berg Club*. If community or Club volunteers are not familiar with PBIS, Berg Middle School employees already trained will train new Club instructors or volunteers. PBIS is incorporated into Berg Middle School's CSIP and action steps.

Participation in quality before and after school programs has been shown to improve social-emotional development, including: improved self-confidence and self-esteem, decreased suspensions and expulsions, and increased positive student-adult relationships (Durlak, & Weissber 2007; Warren, Feist, & Nevarez, 2002; Fellerath, et al., 2002). Through structured recreational and enrichment activities, students foster friendships and gain self-esteem (Akos, 2006; Darling, 2005; Khanlou, 2004). These activities act as a factor against dropping out of school (Akos, 2006).

Narrative Section 5: Management Plan

5.1 Staffing, Professional Development, Leadership and Volunteerism

Staff Recruitment and Training: The effective recruitment, hiring and retention of highly qualified staff and volunteers is critical to the ongoing success of our project. Berg Club will have a full time dedicated *Berg Club Director*, along with a *Site Facilitator (25-30 hours/week)* and *two paraprofessionals (15-20 hours/week)* will implement day-to-day program operations for the before and after school program. Recruitment for the positions will target teachers, counselors, and paraprofessionals with experience in the field of education. They will also target dedicated community members with experience in specific activities. All teachers will be certified, all paraprofessionals will have a minimum of a high school diploma.

The Berg Club Director will be responsible for, with support from the principal and assistant principals, recruiting qualified staff and supporting staff. Recruitment efforts will target interested teachers at Berg Middle School and throughout the district. Other recruitment efforts will also target substitute teachers, retired teachers, students in educational programs at the college level (DMACC and Buena Vista) and high school students pursuing a major in education.

The director will also be responsible for ensuring program quality and performance. He/She will collaborate with parents, staff, and community partners to ensure program effectiveness, and will coordinate with administration and curriculum directors to ensure alignment of curriculum with district and state standards and that is aligned to the day school instruction. The Director will oversee the implementation of the following program components: coordination and support of the programs, fiscal management, stakeholder meetings, collaboration with community partners, school staff and parents; data analysis and program evaluation; continuous improvement; Professional development of 21CCLC staff; development of mandatory reports in compliance with federal and state guidelines; and sustainability efforts. The Director will represent the district in 21CG in community collaborations and meetings related to the program.

The Site Facilitator will be responsible for the everyday management of Berg Club before and after school. They will solidify enrichment activities throughout the year for *Club*; communication about the program on the website, social media; recruit support staff and assist in designing family nights; manage the general supply budget; coordinating and communicating with and amongst *Club* leaders.

Financial Management: All grant finances will be monitored by the NCSD Business Office. The Business Manager will track and monitor all grant funds to ensure appropriate use of funds, accurate accounting, and financial accountability. The Club Director will submit all purchase requests on behalf of the 21CCLC to be approved by the building principals.

Professional Development: The *Berg Club* Director is responsible for ensuring that training schedules are followed and that all program staff receive adequate cross training and/or orientation in their respective roles and the roles that other providers will play. The NCSD provides *Berg Club* staff with a minimum of 2 all-staff development trainings. All staff are given the opportunity to attend at least one relevant outside development activity each year. Part of professional development is open communication between staff and partners. *Berg Club* staff meet every other week (weekly during new program start-ups) with the Program Director to ensure open communication, alignment and continuous improvement. These meetings are open to all school personnel (teachers, principals etc.) who wish to partake in ongoing program planning and assessment.

Leadership to Align with School Day Curriculum: All goals and objectives of the program align with the day school curriculum through the Berg Middle School C-Plan and School Board Oversight. The *Berg Club* Program Director ensures that the goals and objectives of the program are being met. This is accomplished through the following communication structures: 1) Bi-weekly meetings with administration to review site

schedules, day-to-day programming, and data collection, goals and objectives, attendance data, parent participation data, achievements, and continuous improvement. 3) Monthly meetings with Principals and the Curriculum Director to ensure ongoing alignment with designated curricula. 4) Monthly meetings with the *Berg Club* Community Governance Board to report progress on the goals and objectives to community leaders. 5) Monthly progress reports to the NCS D School Board. 6) Monthly hard copy and online newsletters to inform parents and interested community members of program achievements.

Volunteer Recruitment and Training: Our project relies on volunteers for assistance in offering a full complement of educational and enrichment programs. The Club Director will target retired teachers, community members and high school and college students. Volunteers will enhance academic and enrichment components of the program. All volunteers must pass background checks prior to working with the students.

5.2 Accessibility in Transportation, Communication and Facilities

Transportation: Berg Club will provide busing for students needing transportation from the *Berg Club* program each day of operation and for recreational activities. Transportation will be based upon a tiered system in which ALL our students identified “at risk” through our Drop Out Prevention indicators, will automatically qualify for transportation from Berg Club. Other students will be able to fill out an application waiver that indicates why they need transportation from Berg Club. Creating a Tiered System will allow us to break down barriers for students and allowing us to provide transportation to all students who need the support. The NCS D has a strict policy that *requires* parent, guardian, or designated pick-up people via the Club application or Infinite Campus for the release from Club early.

It is NCS D policy not to discriminate based on race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its educational programs and employment practices. Additionally, section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. NCS D school buildings meet the standards for the Americans with Disabilities Act, and staff will work with students’ individual needs to ensure access to programming.

5.3 Organizational Structure

Community Oversight: NCS D will develop a highly collaborative multi-service entity called the *Berg Club* Community Governance Board (BCCGB). This Board will consist of administration staff, principals, *the Berg Club* Director, parents, students, and community members. Through this planning body, service needs for at-risk families are identified and programs are designed and implemented through collaborative efforts. BCCGB meets monthly and will oversee the implementation, evaluation, and sustainability of all school-based community linkages.

Building-Level Oversight: At the individual building level, Berg Club Advisory Council (school principals, teachers and staff representatives) determine the unique needs of each school in terms of program priorities and specialized program offerings. This Council meets Bi-weekly.

Fiscal Management: The NCS D is the fiscal manager of our *Berg Club* programs. Cost for Berg Club will be set up by the Club Director and NCS D’s CFO. In order to insure accountability for all program activities, the District executes written contracts for service with all program providers. The BCCGB assists the NCS D in coordinating contracted services, resolving conflicts, and addressing programmatic and contractual issues in an

expedited fashion. Contracts outline provider responsibilities, specific timelines, and reporting requirements. Once contracts are in place, responsibility for individual site budgets shifts to our *Berg Club* Program Director.

5.4 Continuous Improvement, Sustainability, and Effective Use of Public Resources

Continuous Improvement and Sustainability Plan: At the core of *Berg Club's* continuous improvement is community engagement and instruction aligned to the day school to help close the achievement gap. First and foremost: Program oversight is community-based. At the core of our planning process is a dedicated and committed group of NCSD staff, community leaders, and community based organization executives called the *Berg Club* Community Governance Board (BCCGB). This council, along with the *Berg Club* Advisory Council, will develop a strategic sustainability plan that includes a long-term vision, goals to be accomplished, strategies to accomplish the goals, and measures to monitor progress along the way. The strategies will garner broad-based community support, utilize stakeholders to raise visibility of the program's successes, and build new partnerships. Other strategies will make use of existing resources and create new streams of revenue.

Second, we engage the community through regular multimedia communications and encourage feedback with annual surveys distributed to students, parents, teachers, community service providers, and the community at large. This respect for, and engagement of all sectors of the community, ensures that *Berg Club* is aligned with data-driven community needs.

Four key components underlie our sustainability plan: Advocacy Efforts; Media Relations; Strong Community Partners; and Adaptability to Changing Conditions.

The NCSD, BCCGB and the School Advisory Council will be responsible for the following before applying for any new funding for *Berg Club*: (1) Carefully projecting the costs of maintaining the program. (2) Identifying the time frames for developing sustainability funding. (3) Identifying all potential funding streams that can be redirected over the course of the initial grant to sustain the program when a grant expires.

Narrative Section 6: Communication Plan

A strong communication plan does more than build awareness, it is a marketing plan that seeks to persuade audiences to **do** something that they aren't currently doing. The following table describes our plan.

Audience	Communication goal	Communication Methods	Outcomes
Parents	<ul style="list-style-type: none"> • Strong parental participation in the program. • To make parents feel welcome and aware of different opportunities. • Parents will have input into the content & design of the program. 	<ul style="list-style-type: none"> • Monthly newsletters, information calls, monthly summaries posted at the district website, active communication between teaching staff and parents. • Quarter report cards, quarterly teacher/parent meetings, home visits, family nights. • Pre/post surveys to measure program strengths/weaknesses, program design surveys & interviews, participation in the building leadership (CSIP) committee, and consistent two-way communication. 	<ul style="list-style-type: none"> • Parental involvement will enhance success of student learning. • Parents will be able to engage staff and offer solutions to improve their child's success in the program. • Parents will feel connected & be active participants in the success of their child's progress in the program. • Two-way communication is established.
Partners/ Teaching Staff	<ul style="list-style-type: none"> • A shared vision of the concepts and goals of program. • Obtain full knowledge of all student needs. • Effective communication practices are followed. 	<ul style="list-style-type: none"> • Monthly staff meetings, monthly meetings with school day teachers, view running records on a weekly basis, report cards are shared with school day staff. • Mandatory professional development opportunities, PBIS training for all staff. 	<ul style="list-style-type: none"> • Cohesive application of program curriculum that translates into improved academic student outcomes. • Partners and staff have close relationships with students in a trusting environment. • Everyone involved with students are on the same page and aware of changing needs.
School District Admin. & Policy Makers	<ul style="list-style-type: none"> • Recognize the importance and advocate for the program. • Part of the decision making process. • Informed on the challenges and successes. 	<ul style="list-style-type: none"> • Evaluation data is collected and presented quarterly to Principals and to the School Board. • Yearly site visits are offered to view the programs first hand. • Principal and Director meet monthly to review data/adjust programs. 	<ul style="list-style-type: none"> • They share their knowledge of the program with other community members and grow support. • They feel connected to the students and have invested interested in their success.
Community Members	<ul style="list-style-type: none"> • Build relationships in and out of the schools. • Bring in additional support. 	<ul style="list-style-type: none"> • Volunteers are brought in from the DMACC and Employee and Family Resources • Information is shared on various media outlets. 	<ul style="list-style-type: none"> • The program is recognized in the community as necessary. • More community involvement leads to more vested interests. • A diverse group of staff and partners are recruited.

Section 7: Partnerships

7.1 Effective Collaborative Process and Partners

At the core of our planning process will be a dedicated and committed group of NCSD staff, community leaders, and community based organization (CBO) executives called the *Berg Club Community Governance Board* (BCCGB). This group represents a collaborative endeavor that brings to one table representatives from a variety of community sectors. BCCGB will develop their mission, vision and primary goal to drive future decision making. At the core of the BCCGB is the understanding that collectively, the group can accomplish for the community what no one group or agency can accomplish alone. The BCCGB will be composed of the following community representatives:

BCCGB Membership:

- Newton Police Department
- Employee and Family Resources
- Newton Community Schools - Berg Club Program Director
- Newton Community Schools - Financial Representative
- Newton Community Schools - Administrative Representative from BMS
- Community at Large
- United Way
- NCEF
- Jasper County Conservation

The Berg Club Building Advisory Board has two important planning levels: 1)An objective oversight level (BCCGB) and 2) A direct program planning and implementation level. Serving on the Building Advisory Board are representatives from the following Berg Club Partners:
Serving under the oversight of the BCCGB is the *Berg Club Building Advisory Board*.

Partner	Involvement	Investment
EFR	Drug Prevention	Emily Marble
Jasper County Conservation	Enrichment Activities	
DMACC	Extension/Enrichment Activities Homework Help	
Newton Community Schools	System input and educational advocate for student/building need	Administration/Teachers (2)
Berg Club Program Director	Holistic View/Bridge to Governance Board	

7.2 Engaging Partners Over the Life of the Grant

Our *Berg Club* programs incorporate and integrate a number of services currently offered by our partners through the collaborative planning process of the Berg Club Building Advisory Board and the oversight management of the *Berg Club Community Governance Board* into a seamless continuum of before/after school programs for targeted youth and their families. The *Berg Club Community Governance Board* and Building Advisory Boards meet monthly to oversee the implementation, evaluation, and sustainability of all school-based

community linkages. Our ongoing planning process keeps our community partners engaged because all partners have a common goal: Combining resources and sharing resources so that all entities in the community are able to effectively provide services without duplication of efforts. All partners are involved in providing feedback to the program through monthly planning/progress meetings and annual feedback surveys and focus groups that are part of the *Berg Club* evaluation process.

The NCSD has, and will continue to facilitate the involvement of parents and youth in our *Berg Club* collaboration. Berg Middle School will establish a Building Advisory Board composed of parents, elected students, community members, and school personnel. These advisory councils meet monthly to provide input/feedback relating to programs/services offered in their school and to suggest future programs/services they feel would benefit their school. The educational and enrichment activities proposed will be developed with past and recent input from the Building Advisory Council. Ongoing refinement of both our initial and quarterly program offerings will be based on, and depend upon, direct input from youth and parents and their perceptions of the unique needs. Parents and Building Advisory Council meetings, semi-annual anonymous feedback surveys, direct email contact with building administrators and the Program Director through the *Berg club* Website.

Section 8: Evaluation

Our evaluation plan encompasses all the quantitative and qualitative outcomes required by the Iowa DOE: student-level Iowa Assessment outcome data; student-level attendance data; student level behavior data; and implementation, process, and continuous improvement data.

8.1 Evaluator Expertise

Our project will fully cooperate with the Iowa Department of Education on any state-led evaluation efforts and will provide all requested data and program information to the state in a timely manner. Mrs. Rebecca Pryor, will be the evaluator for this project, which includes working with project and building staff members to use the data collected for continuous project improvement. Mrs. Pryor is a member of the Jasper County Health Department and oversees their grants, reports and budgeting. For the last 5 years, Mrs. Pryor has been overseeing numerous grants, budgets and policies.

Along with state assessment results and the use of an external evaluator, other quantitative evaluation tools will be utilized. The NCSD Infinite Campus database will provide quantitative data on attendance, behavior (discipline referrals and suspensions), and grades. Teachers will provide objective data regarding specific academic achievement in the classroom along with classroom participation.

In addition to quantitative data, the district will conduct qualitative evaluation, including satisfaction surveys of partners, parents and students. Surveys will be completed at the end of the program and family events.

All data will be shared with the BCGB and the Building Advisory Board to analyze and determine if the program is on schedule and progressing towards it's goals. The evaluation data will be provided to the the BCGB and Building Advisory Board quarterly throughout the life of this project. Ongoing data will be collected weekly and compiled monthly by the Program Director who will report out on the data to the BCGB and Building Advisory Board for quarterly review.

Outcome Evaluation and Timelines: The independent evaluator is directly responsible for evaluating academic and behavioral outcome data. For each group of students enrolled in the program, Iowa Assessments, STAR, and FAST baseline data is collected in the semester prior to the year of initial enrollment. Annual academic progress involves comparative data on Iowa Assessments, STAR and FAST testing. Classroom teachers will complete semi-annual academic and behavioral progress reports for children in their classroom who are enrolled in the program to determine program impact in the regular classroom. Academic outcome data is forwarded to independent evaluator in January and August of each year for analysis. Attendance data is recorded daily, compiled monthly, reviewed quarterly, and analyzed annually by independent evaluator. Project outcomes are clearly delineated as follows:

After 12 months of regular attendance in Berg Club:

Obj. G1-1: When matched by similar demographics to non-participants in their school, a higher percentage of 5th-8th Grade *Berg Club* participants will be proficient in reading and math as measured by the Iowa Assessments/Smarter Balance.

Obj. G1-2: 90% of students in *Berg Club* agree that they like the program and look forward to the program and 80% of parents will agree that their child's academics have improved and that Berg Club provides extra academic support as measured by parent surveys

Obj. G1-3: 80% of regular attendees in *Berg Club* will agree that they are doing better in school since attending the program as measured by student surveys

Obj. G1-4: Teachers with students enrolled in *Berg Club* will agree that 75% of their students have improved their academic performance as measured by teacher surveys.

Obj. G2-1: 80% of *Berg Club* participants will decrease their school absences to less than 5 days absent from the regular school day and *Berg Club* program as measured by program and District attendance records.

Obj. G2-2: 90% of students in *Berg Club* program agree that they like the program and look forward to the program and 90% of parents agree that their child has better social skills as measured by parent surveys.

Obj. G2-3: Teachers agree that 75% of their students are more engaged in the learning process, are behaving well in class, and are getting along well with others as measured by teacher surveys and school behavior reports

Obj. G3-1: 40% of parents with students in *Berg Club* will participate in a minimum of 3 family activities/year as evidenced by event activity/participation records.

8.2 Using Evaluation Results

Utilizing Evaluation Results for Program Improvement: If programmatic issues or data issues warrant further review, the Program Director calls together site personnel, service providers, and school administrators. Potential solutions are identified and a written plan of corrective action is determined. A follow up meeting is held within 60 days to measure progress in the corrective action plan. Modifications of actual target goals (if necessary) are submitted in writing to the appropriate personnel at the Iowa Department of Education.

Results from evaluation findings will be analyzed by the BCGB and the Building Advisory Board to make necessary program modifications. Program reports will be available to the public via the NCSD website, to stakeholders, NCSD social media pages, NCSD School Board, both the BCGB and the Building Advisory Board.

Section 9: Budget Narrative

9.1 Necessary and Reasonable Cost

Listed below is the detail for the line items on our D2 budget form. Personnel, is our largest line item. Berg Club will employ a director to manage the building-wide program. A site coordinator will be employed to help manage the day to day operations of the program and serve as a liaison to the school-day staff. The NCSD will hire certified teachers, paraprofessionals and contract with several outside agent partners. Staff for Family Literacy events are also listed.

Staff Travel		21st CCLC	
Mileage: .52/mile x 95 miles x 10 teachers		494	
Travel Total		494	
Materials		21st CCLC	
Achieve 3000		8,600	
Supplies per Student: \$100 x 83		6,225	
Supplies for Enrichment Activities:		3,331	
Family Literacy Materials/Food		1,000	
Materials Total		19,156	
Professional Development		21st CCLC	
Achieve PD: 15hr/year		inkind	
Berg Club Aides: 3 aides x \$15/hr x 25/hrs		1,125	
25 hours PD for 3 teachers:		1,875	
3 certified teachers x \$25/hr x 25 hrs per year			
5 hours PD for Enrichment teachers: 5 hours x 5 teachers x \$25		625	
State Conference In Des Moines		1,375	
Family Literacy Professional Development		800 + inkind	
Professional Development Total		5,800	
Personnel		21st CCLC	Community
Supervisory Staff			
Berg Club Director		34,176	
Site Coordinator		8,540	
Academic Staff			
Certified Teachers - Reading and Math interventions		13,500	
15 hrs/wk x 36wks x \$25/hr			
2 Aides: 10 hrs/wk x 36 wks x \$15/hr		5,400	
Enrichment Staff			
2 Enrichment Teachers: 10hrs/wk x 36wks x \$15/hr		5,400	inkind
3 Enrichment Teachers + Supper: 22.5hrs/wk x 36wks x \$15/hr		12,150	inkind
Family Literacy Staff			
Outreach and Family Nights			
3 Staff Leads		3,000	
\$25/hr x 40hr x 3 staff			
Family Staff Aide		500	
\$20/hr x 20hrs			
Before School Staff			
2 Aides: 10 hours/week x \$12.00/hr x 36 weeks		4,320	
FICA and IPERS		16,000	
PERSONNEL TOTAL		102,986	

Student Access	21st CCLC
Cabs/Suburbans/Buses: \$777/month x 9 months	7,000
Cabs/Home	500
Total Student Access	7,500

Evaluation	21st CCLC
Rebecca Pryor	2,500
Database - CitySpan (Berg Club)	1,500
Database/Survey - Family Literacy	500
Total Evaluation	4,500

Indirect Cost	21st CCLC
Grants Accounting Fee per Director: 120 hours x \$25	3,500
Achieve Data Analysis: Certified Teachers: 25 hours x \$25 x 3 teachers	1,875
FICA + IPERS	808.28
Utilities/Balance Budget	2,780.72
Total Indirect Cost	8,964

Totals	21st CCLC
Total Direct Cost	140,436
Total Indirect Cost	8,964
Project Total	149,400

9.2 Funding will Supplement, not Supplant, Existing Funding

Funds from this project will not be used to supplant any existing funds. The above tables detail our existing resources and how they will be coordinated with grant funds for one seamless program.

Administration: 6.0% of the total project budget for each site has been set aside for project administration and indirect costs associated with managing the project. \$8,964 will cover the Director's time in collecting data, preparing reports, conducting management functions, budget reporting, and program reporting. The balance of the administrative budget (\$2780.72) will be used to cover the cost of processing program payable/receivables, accounting, audit functions and utilities.

Memorandum of Understanding and Commitment
December 16, 2016

Newton Community School District
And
Jasper County Conservation Department

The Newton Community School District intends to include grades 5-8 in the *Berg Club before, after school and summer programs* at Berg Middle School. This innovative 2016 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving to collaborate even further with multiple community based organizations that have high interest and enthusiasm in improving the lives of these children in our community. Newton Community School District (NCSD) will provide the Program Director and Site Coordinator, instructional staff and fiscal management as outlined in this proposal. Jasper County Conservation is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Jasper County Conservation is committed to serving on the Berg Club Partner Advisory Board, assisting with ongoing planning and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Jasper County Conservation will provide:

- A Conservation Board Staff and/or Conservation Board Member representative to serve on the Partner Advisory Board
- In-kind services will include staff needed to design and implement service learning and environmental education for the after school Berg Club programming. This will include an annual commitment of 60 hours of a combination of classroom instruction and program planning time, as well as Partner Advisory Board meeting time: 2 naturalists @ \$66.96/hour/pair (including benefits) = \$4,017.60/year.
- In-kind services will also include: Consultation of Jasper County Conservation Executive Director for grant development and writing: 5 hours @ \$51.43/hour (including benefits) = \$257.15

Jasper County Conservation Department is committed to assisting the Newton Community School District in sustaining the activities outlined in their *Berg Club* proposal. Jasper County Conservation will be an active collaborator of this program and will look forward to working directly with NCSD, being part of the advisory board and working with the board to ensure the project is able to continue as desired beyond the grant-funding period



Bob Callaghan Superintendent



Keri Van Zante, Director
Jasper County Conservation

Memorandum of Understanding and Commitment
December 16, 2016

Newton Community School District
and
United Way of Jasper County

The Newton Community School District intends to include grades 5-8 in the Berg Club before and after school programs at Berg Middle School. This innovative 2016 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving to collaborate even further with multiple community based organizations, all of whom have high interest and enthusiasm in improving the lives of these children in our community. Newton Community School District (NCSD) will provide the Program Director and Site Coordinator, instructional staff and fiscal management as outlined in this proposal. United Way of Jasper County is committed to having a representative from the United Way serve on the "Berg Club Partner Advisory Board", assisting with ongoing planning and providing both human and fiscal resources as appropriate to their organization to ensure the successful operation and sustainability of the Berg Club project.

United Way of Jasper County is committed to assisting the Newton Community School District in sustaining the activities outlined in their 21st Century Grant "Berg Club" proposal. United Way of Jasper County will be an active collaborator of this program and will

- 1) work directly with NCSD
- 2) be a part of the advisory board
- 3) work to ensure the project is able to continue as desired beyond the grant-funding period



Bob Callaghan
Superintendent, NCSD



Jessica Lowe
Director
United Way of Jasper County


**Memorandum of Understanding and Commitment
December 16, 2016**

**Newton Community School District
and
Newton Community Education Foundation (NCEF)**

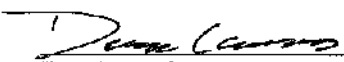
The Newton Community School District intends to include grades 5-8 in the Berg Club before and after school programs at Berg Middle School. This innovative 2016 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving to collaborate even further with multiple community based organization, all of whom have high interest and enthusiasm in improving the lives of these children in our community. Newton Community School District (NCSD) will provide the Program Director and Site Coordinator, instructional staff and fiscal management as outlined in this proposal. NCEF is committed to having a representative from the foundation serve on the "Berg Club Partner Advisory Board", assisting with ongoing planning and providing both human and fiscal resources as appropriate to their foundation to ensure the successful operation and sustainability of the Berg Club project. NCEF has been able to provide a generous start up grant to Berg Middle school for an afterschool program for 5/6 grades in the 2016-17 school year, so they are aware of the need and are committed to helping a program in this school succeed and reach even more members of the Berg Middle School community.

Newton Community Education Foundation is committed to assisting the Newton Community School District in sustaining the activities outlined in their 21st Century Grant "Berg Club" proposal. NCEF will be an active collaborator of this program and will

- 1) work directly with NCSD
- 2) be a part of the advisory board
- 3) work to ensure the project is able to continue as desired beyond the grant-funding period



Bob Callaghan
Superintendent, NCSD



Desiree Cameron
Director, NCEF

Memorandum of Understanding and Commitment
December 16, 2016

Newton Community School District
And
Newton Police Department


The Newton Community School District intends to include grades 5-8 in the Berg Club before and after school program held at Berg Middle School. This innovative 2016 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving to collaborate even further with multiple community based organizations, all of whom have high interest and enthusiasm in improving the lives of these children in our community. Newton Community School District (NCSD) will provide the Program Director and Site Coordinator, instructional staff and fiscal management as outlined in this proposal. Newton Police Department is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Newton Police Department is committed to serving on the Berg Club Partner Advisory Board, assisting with ongoing planning and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically Newton Police Department will provide:

- A representative to serve on the advisory board
- The staff and/or officers needed to design and implement personal safety activities in the Berg Club after school program (commitment of at least 12 hours)
- In-kind materials and pre- and post-activity surveys/quizzes to help assess student understanding of the materials presented

Newton Police Department currently has a strong relationship with Berg Middle School through a contract between NCSD and NPD to provide a student resource officer (SRO) available throughout the school district during the school day. Newton Police Department is committed to assisting the Newton Community School District in sustaining the activities outlined in their 21st Century Grant Berg Club proposal. Newton Police Department will be an active collaborator of this program and will work directly with NCSD, as outlined in their Berg Club proposal.



Bob Callaghan
Superintendent, NCSD

 12/16/16

Rob Burdess
Chief of Police, NPD



EFR EMPLOYEE & FAMILY RESOURCES

Memorandum of Understanding and Commitment

December 16, 2016

Newton Community School District

And

Berg Middle School

The Newton Community School District intends to include grades 5-8 in the *Berg Club before and after school program* at Berg Middle School. This innovative 2016 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving to collaborate even further with multiple community based organizations who have high interest and enthusiasm in improving the lives of these children in our community. Newton Community School District (NCSD) will provide the Program Director and Site Coordinator, instructional staff and fiscal management as outlined in this proposal. Berg Middle School is committed to assisting in fully implementing the activities outlined in the proposal. In addition, Berg Middle School is committed to appointing teacher, student and parent representatives to serve on the Berg Club Partner Advisory Board, assisting with ongoing planning and providing both human and fiscal resources to ensure the successful operation and sustainability of the project. Specifically, Employee & Family Resources, Inc. would provide:

- A representative to serve of the Berg Advisory Council Board
- Staff needed to design and implement substance abuse prevention strategies to students in the Berg Club after school programming providing approximately 48 hours annually.

Employee & Family Resources, Inc. is committed to assisting the Newton Community School District in sustaining the activities outlined in their 21st Century Centers Proposal for the following school years: 2017-2018, 2018-2019, and 2019-2020. Hours dedicated to Berg Middle School by Employee & Family Resources, Inc. are provided under a grant from the Iowa Department of Public Health funded by Federal, State and other dollars. Services provided by Employee & Family Resources, Inc. is dependent on grant funding and is subject to change due to funding availability and allowable services through the Iowa Department of Public Health.

Katie Bee, Prevention Manager

Employee & Family Resources, Inc.

Our full attention. Your full potential.


**Memorandum of Understanding and Commitment
December 16, 2016**

**Newton Community School District
And
Des Moines Area Community College (DMACC) - Newton Campus**

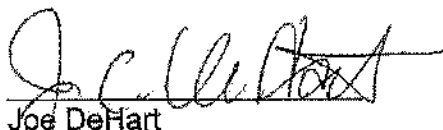
The Newton Community School District intends to include grades 5-8 in the *Berg Club before, after school and summer programs* at Berg Middle School. This innovative 2016 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving to collaborate even further with multiple community based organizations who have high interest and enthusiasm in improving the lives of these children in our community. Newton Community School District (NCSD) will provide the Program Director and Site Coordinator, instructional staff and fiscal management as outlined in this proposal. DMACC Newton Campus is committed to assisting in fully implementing the activities outlined in the proposal. Specifically, DMACC Newton Campus will provide:

- A DMACC Newton Campus representative to serve on the Partner Advisory Board
- An annual contribution of \$500 either in-cash or in-kind services to support the Berg Club program
- Access to the Newton Campus and its programs for purposes of field trips to expose students to a college campus.

DMACC Newton Campus is committed to assisting the Newton Community School District in sustaining the activities outlined in their *Berg Club* proposal. DMACC will continue to explore opportunities to support the program over the long term; including in-kind resources that may be any combination of staff hours, volunteer hours and/or project supplies. DMACC Newton Campus will be an active collaborator of this program and will work directly with NCSD and the advisory board to ensure the project is able to continue as desired beyond the grant-funding period.



Bob Callaghan
Superintendent
NCSD



Joe DeHart
Provost
DMACC Newton Campus

Appendix A: Required Forms

Forms should be reproduced, completed in full, and submitted with the application. Any redesign, alterations, changes, or modifications will warrant disqualification from the grant review process and eligibility.

FORM A: SITE INFORMATION

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

21CCLC Site Name: Berg Middle School
Site Address: 1900 N 5th Ave E
City, State, Zip: Newton, IA 50208
Phone: (641) 792-7742
Site Contact Person: Amy Shannon

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program
Woodrow Wilson	47250467	0 - Only for Berg Middle School
Aurora Heights	47250408	0 - Only for Berg Middle School
Berg Middle School	47250218	83

21CCLC Site Name:
Site Address:
City, State, Zip:
Phone:
Site Contact Person:

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

21CCLC Site Name:
Site Address:
City, State, Zip:
Phone:
Site Contact Person:

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

21CCLC Site Name:
Site Address:
City, State, Zip:
Phone:
Site Contact Person:

Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 st Century Community Learning Centers Program

FORM B: ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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

Part H: Program Site

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

Part I: Collaboration with Schools

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

Part J: Notice to the Community

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

Part K: Public Review of the Application

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

Part L: Parent Consent

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


Part M: Private and Public School Consultation

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



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

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

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

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name
	Newton Public Schools

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
	Newton Community Schools
Signature of Site Principal for Each 21st Century Community Learning Centers-Funded Site	Site Name
	Berg Middle School

FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature		Agency Affiliation	
Name/Title	Rebecca Payor / Admin	Agency	Jasper Co. Health Dept
Signature	<i>Rebecca Payor</i>	Address	115 N 2nd Ave E Suite 131
		City/Zip	Newton 50208 Phone 641-792-9224
Name/Title	GRET Doering - Financial Advisor	Agency	Edward Jones
Signature	<i>Gret Doering</i>	Address	PO Box 128
		City/Zip	Newton, 50208 Phone 641-792-5151
Name/Title	Keri Van Zante, Director	Agency	Jasper County Conservation
Signature	<i>Keri Van Zante</i>	Address	1030 W 2nd St S
		City/Zip	Newton 50208 Phone 641-792-9782
Name/Title	Stephanie Alexander / PR Manager	Agency	Sift Medical Center
Signature	<i>Stephanie Alexander</i>	Address	204 N. 4th Ave. E.
		City/Zip	Newton 50208 Phone (641) 791-4339
Name/Title	Jessica Lowe - Executive Dir	Agency	United Way of Jasper County
Signature	<i>Jessica Lowe</i>	Address	312 1st Ave W.
		City/Zip	Newton 50208 Phone (641) 792-1684
Name/Title	Bill Henninger - Lieutenant	Agency	Newton Police Dept.
Signature	<i>Bill Henninger</i>	Address	101 West 4th St. South
		City/Zip	Newton/50208 Phone 641-791-0850
Name/Title	Bryan Friedman / Director	Agency	City of Newton
Signature	<i>Bryan Friedman</i>	Address	101 W 4th St S
	Financial Development	City/Zip	Newton 50208 Phone 641 791 0802
Name/Title	Desiree Cameron / Director	Agency	NCEF
Signature	<i>Desiree Cameron</i>	Address	PO Box 1062
		City/Zip	NEWTON 50208 Phone 641-521-2040
Name/Title	FRANK BUCKLEY - CEO	Agency	YMCA OF NEWTON YMCA INC
Signature	<i>Frank Buckley</i>	Address	1701 S. 8th AVE. E.
		City/Zip	NEWTON 50208 Phone 641-792-4006

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

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

Name/Signature	Agency	Address	City/Zip	Phone
Name/Title: Katrina Bee, Prevention Manager Signature: <i>Katrina Bee</i>	Employee + Family Resources	575 5th Ave, STE 1000	Des Moines, IA 50319	Phone 515.471.2322
Name/Title: Joe Detert, Provost Signature: <i>J. C. Detert</i>	DMACC Newton Campus	600 N. 2nd Ave. W.	Newton, IA 50209	Phone 641-791-1721
Name/Title:	Agency:	Address:	City/Zip:	Phone:
Signature:	Agency:	Address:	City/Zip:	Phone:
Name/Title:	Agency:	Address:	City/Zip:	Phone:
Signature:	Agency:	Address:	City/Zip:	Phone:
Name/Title:	Agency:	Address:	City/Zip:	Phone:
Signature:	Agency:	Address:	City/Zip:	Phone:
Name/Title:	Agency:	Address:	City/Zip:	Phone:
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Signature:	Agency:	Address:	City/Zip:	Phone:
Name/Title:	Agency:	Address:	City/Zip:	Phone:
Signature:	Agency:	Address:	City/Zip:	Phone:

10/2
10/2

FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)		
Number of program sites included in this application: 1	Total number of students being served (all sites for one year): 83	Total first-year funding request (all sites): \$149,400
		Total three-year funding request (all sites): \$448,200

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION
 NOTE: A program site may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
Berg Middle School	\$149,400	\$149,400	\$149,400	\$448,200	83
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	
	\$	\$	\$	\$	

TOTAL NUMBER OF STUDENTS SERVED PER YEAR: _____ 83 _____

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

Applicant Agency: _____

Site: Berg Middle School

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

Restrictions: Please refer to Section II C of the RFA for specific budget restrictions. Number of Students Served: 83

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel (67%)	\$99,486	\$3500	\$99,486	\$3500	\$99,486	\$3500	\$308,958
Staff Travel (.6%)	\$494	---	\$494	---	\$494	---	\$1,482
Materials	\$18,156	\$1000	\$18,156	\$1000	\$18,156	\$1000	\$57,468
Professional Development (minimum 4% per year)	\$5,000	\$800	\$5,000	\$800	\$5,000	\$800	\$17,400
Student Access, Transportation etc. (5%) (maximum 8% per year)	\$7000	\$500	\$7000	\$500	\$7000	\$500	\$22,500
Evaluation (about 4% per year)	\$4000	\$500	\$4000	\$500	\$4000	\$500	\$13,500
Administrative/ Indirect Costs (maximum 8% per year)	\$8464	\$500	\$8464	\$500	\$8464	\$500	\$26,892
Totals	\$142,600	\$6800	\$142,600	\$6800	\$142,600	\$6800	\$448,200

*Required: **One form D2 per site.** Please reproduce this page for each site included in the application.*

FORM D3: APPLICANT AGENCY'S FISCAL RESOURCE INFORMATION

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

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

-The School District's General Fund Budget through state aid would be used to cover the cost of the first 90 days of the grant.

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

* 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 NCSD has in force a policy of nondiscrimination in hiring, enrolling or providing access to services. The NCSD is proactive in ensuring that all students in the District have equal access to District programs regardless of gender, race, origin or age. While Berg Club programs are open to all Berg Middle School students, the students targeted in this application have a greater number of economically challenged families, parents with limited educational backgrounds and families with students or members who are disabled.

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

Indicate which group is impacted:

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

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

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

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

Indicate which group is impacted:

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

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

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

Name: Amy Shannon
Title: Assistant Principal - Berg Middle School

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 ESEA/ESSA 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.

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.



Private School Consultation Meeting Log

Date: 11/14/21
Time: 9:30am
Location: Berg Middle School

Meeting called by: Amy Shannon
Attendees: (Attach attendance sign-in sheet)

Type of meeting: Information

----- Agenda Topics -----		
<p>Welcome <u>Discussion:</u> Amy Shannon (Assistant Principal – Berg Middle School) and Mary Patterson (Principal at Newton Christian) discussed the partnership of BMS and Newton Christian in our after school programming. Ms. Patterson is interested in participating in the services, however currently at Newton Christian they do not feel they have anyone at this time to participate. Ms. Shannon and Ms. Patterson discussed the possibility of future students attending Berg Club. Ms. Patterson said she would recommend our program to families and students in the up and coming years and would love to have her students participate.</p> <p><u>Conclusions:</u> Berg Middle School and Newton Christian have formed an alliance to the after school programming. Ms. Patterson will continue to spread the word about the possibility of joining Berg Club after school. She thought is sounded like a wonderful program and was excited to know we were starting something like this in Newton.</p>		
<p><u>Action Items:</u></p> <p>Mrs. Patterson will speak to students, staff and families to develop interest in Berg Club</p>	<p><u>Person responsible:</u></p> <p>Mary Patterson</p>	<p><u>Deadline:</u></p> <p>Through the 2016-2017 school year</p>
<p>Resources for Non-Public Schools <u>Discussion:</u> Principals discussed that Berg Middle School would be a resource for the Christian School and a place where their students could participate in an after school program. Their buses already stop at our school so there would be no transportation issues. We would be a resource, especially for any of their students who are struggling academically or with their home to school connections.</p> <p><u>Conclusions:</u> Mary Patterson will be an advocate for Berg Club.</p>		
<p><u>Action Items:</u></p> <p>Principals will continue to communicate through the year about current and move-in students.</p>	<p><u>Person responsible:</u></p> <p>Amy Shannon and Mary Patterson</p>	<p><u>Deadline:</u></p> <p>_____</p>

[continues on next page]

Consultation Procedures [Insert Name] [Insert time allocation]
<u>Discussion:</u> We did not use an consultation within our discussions.
<u>Conclusions:</u> <hr/> <hr/>

<u>Action Items:</u> <hr/>	Person responsible: <hr/>	Deadline: <hr/>
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Questions All Staff [Insert time allocation]
<u>Discussion:</u> If students are interested or need academic/social interest, Ms. Patterson would want to see them attend the program at Berg Middle School
<u>Conclusions:</u> The Director of Berg Club can bring her to Berg Middle School for an afternoon and come talk to the Newton Christian School Staff.

<u>Action Items:</u> TBD based on student and parent interest	Person responsible: <hr/>	Deadline: <hr/>
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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

Resource persons:	
Special notes:	

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

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