

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.

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

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

Mail Applications to:

Jodi Bruce

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, Iowa 50319-0146
jodi.bruce@iowa.gov

Address all questions to: vic.iasas@iowa.gov

APPLICATION INFORMATION

Applicant Serving as Fiscal Agent (Applicant Agency)
Newton Community School District

County: Jasper		Amount Requested: \$149,400 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc.) Bob Callaghan, Superintendent		Grant Contact/Project Director Amy Shannon, Assistant Principal	
Agency Name: Newton Community Schools		Agency Name: Newton Community Schools-Berg Middle School	
Address: 1302 First Ave W		Address: 1900 N 5 th Ave E	
City: Newton	Zip: 50208	City: Newton	Zip: 50208
Phone: (641) 792-5809	FAX: (641) 792-9159	Phone: (641) 792-7742	FAX: (641) 792-7779
Email: callaghanb@newton.k12.ia.us		Email: shannona@newton.k12.ia.us	

DUNS Number:

Data Collection and Evaluation Contact James Veale		Fiscal Contact Gayle Isaac, Director of Business Services/Board of Education Secretary	
Address: 1120 Hancock Dr, Apt 6		Address: 1302 First Ave W	
City: Boone	Zip: 50036	City: Newton	Zip: 50208
Phone: (515) 720-6553	FAX:	Phone: (641) 792-5809	FAX: (641) 792-9159
Email: Veale.JR@gmail.com		Email: isaacg@newton.k12.ia.us	

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/district-level/2017/01/2016-17-iowa-public-school-k-12-students-eligible-free-and-reduced>. This document is updated January 24, 2017, 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 52%
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - Site/Building Name: _____
 - Free and Reduced Lunch Rate Percentage: _____
 - **Partnerships:** Application proposes to partner with a minimum of 3-5 community organizations as evidenced by signed Memoranda of Understanding (MOUs)
 - **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 FY18 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: Berg Middle School meets the "Acceptable Level of performance when referring to the Iowa School Report Card, however we only have 35.1% of our students that are college or career ready. In the 2016 school year, Berg Middle School was given a "Commendable" rating. Berg Middle School has gone through a major reconfiguration and students on free and reduced lunch is on the rise

Example of documentation: Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

- 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 and MOUs.

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
Aurora Heights	472250408	0
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

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

FORM B ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS

Part A: Nondiscrimination

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

Part B: Use of Funds

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

Part C: Supplement, not Supplant

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

Part D: Fiscal Control and Accounting Procedures

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

Part E: Control of Funds

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

Part F: Program Accountability

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


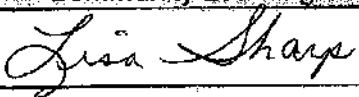
Part N: Grant Termination (Additional conditions in Appendix D)

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

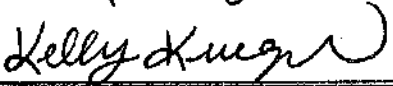
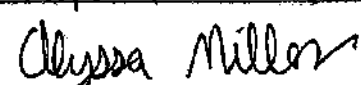
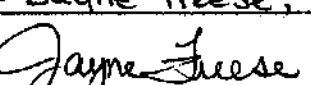


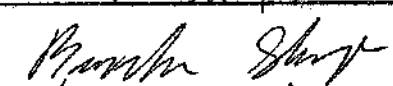
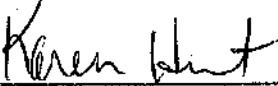

Certification: As the designated local education agency representative, I agree to fulfill all of the above agreements and conditions. In addition, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement 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 21 st 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 three (3) additional pages for signatures.

Name/Signature	Agency Affiliation
Name/Title Kelly Krueger - Teacher	Agency Berg Middle School
Signature 	Address 1900 N 5 th Ave E
	City/Zip Newton 50208 Phone 641-792-7741
Name/Title Alyssa Miller, Teacher	Agency Berg Middle School
Signature 	Address 1900 N 5 th Ave E
	City/Zip Newton 50208 Phone 641-792-7741
Name/Title Jayne Freese, Teacher	Agency Berg Middle School
Signature 	Address 1900 N 5 th Ave E
	City/Zip Newton 50208 Phone 641-792-7741
Name/Title Julie Britton - Police Officer	Agency Newton Police Department
Signature 	Address 101 W 4 th St S
	City/Zip Newton 50208 Phone 641-791-0850
Name/Title Lisa Sharp / Principal	Agency Berg Middle School
Signature 	Address 1900 N. 5 th Avenue E
	City/Zip Newton 50208 Phone 641-792-7741
Name/Title Brandon Sharp / Teacher	Agency Berg Middle School
Signature 	Address 1900 N 5 th Ave E
	City/Zip Newton 50208 Phone 641-792-7741
Name/Title Karen Hart / Teacher	Agency Berg Middle School
Signature 	Address 4683 Legion St 101120
	City/Zip Newton, Ia Phone 521-1055
Name/Title	Agency Berg middle school
Signature  / Student	Address 821 South 13th ave, East Apt F1
	City/Zip Newton 50208 Phone 641-455-8253
Name/Title	Agency
Signature	Address
	City/Zip Phone

FORM C: COLLABORATIVE SIGNATURES

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

Applications only allowed up to three (3) additional pages for signatures.

Name/Signature		Agency Affiliation	
Name/Title	<i>Student</i>	Agency	<i>Berg MS</i>
Signature	<i>Blake Vancannon</i>	Address	<i>1900 N 5th Ave E</i>
		City/Zip	<i>Newton 50708</i> Phone <i>(41-702-7741)</i>
Name/Title	<i>Staci Beer RN</i>	Agency	<i>Berg MS</i>
Signature	<i>Staci Beer</i>	Address	<i>1900 N 5th Ave E</i>
		City/Zip	<i>Newton 50708</i> Phone <i>(41-702-7741)</i>
Name/Title		Agency	
Signature		Address	
		City/Zip	
Name/Title		Agency	
Signature		Address	
		City/Zip	
Name/Title		Agency	
Signature		Address	
		City/Zip	
Name/Title		Agency	
Signature		Address	
		City/Zip	
Name/Title		Agency	
Signature		Address	
		City/Zip	

FORM D1: 21CCCLC APPLICATION FUNDING REQUEST SUMMARY

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

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

Name of Program Site	Year 1 Funding Request	Year 2 Funding Request	Year 3 Funding Request	Total Funding Request (3-year total)	Number of Students Served per site per year
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: Newton Community Schools **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	\$96,438	\$3500	\$96,438	\$3500	\$96,438	\$3500	299,814
Staff Travel	\$494	---	\$494	---	\$494	---	1482
Materials	\$15,245	\$2000	\$15,245	\$2000	\$15,245	\$2000	51,735
Professional Development (minimum 5% per year)	\$5,000	\$800	\$5,000	\$800	\$5,000	\$800	17,400
Student Access, Transportation etc. (maximum 8% per year)	\$9,723	\$200	\$9,723	\$200	\$9,723	\$200	29,769
Evaluation (maximum 4% per year)	\$5,000	---	\$5,000	---	\$5,000	---	15,000
Administrative/ Indirect Costs (maximum 8% per year)	\$10,500	\$500	\$10,500	\$500	\$10,500	\$500	33,000
Totals	\$142,400	\$7,000	\$142,400	\$7,000	\$142,400	\$7,000	\$448,280

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

NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information.

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

Describe the positive impact expected from this project

Indicate which group is impacted:

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

Describe the positive impact expected from this project: Any students of color, student being raised in poverty or students who struggle academically can benefit from the academic remediation and enrichment opportunities of Berg Club. Students who are learning, raising their understanding and becoming more involved in their schools have higher attendance, a sense of belonging and grades that support college and career readiness

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

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

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

Indicate which group is impacted:

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

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

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

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.

	<p align="center">Private School Consultation Meeting Log</p> <p>Date: November 7th Time: 10am Location: Berg Middle School</p>
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Meeting called by: Amy Shannon **Type of meeting:** Informational
Attendees: Amy Shannon and Mary Patterson

----- Agenda Topics -----		
Welcome	[Insert Name]	[Insert time allocation]
<p><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 believes it could be a good program, however Newton Christian does 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.</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 work about the possibility of joining Berg Club after school.</p>		
<p><u>Action Items:</u></p> <p>Ms. Patterson will speak to staff, students and families to develop interest in Berg Club in the future.</p>	<p><u>Person responsible:</u></p> <p>Mary Patterson</p>	<p><u>Deadline:</u></p> <p>Through the 2017-2018 school year</p>
<p>Resources for Non-Public Schools Bussing 10min/day</p> <p><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 have multiple at-risk factors.</p> <p><u>Conclusions:</u> Mary Patterson will be an advocate for Berg Club, however, at this time, Newton Christian does not have any students who fit the "at-risk criteria".</p>		
<p><u>Action Items:</u></p> <p>Principals will continue to communicate throughout 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>End of 2018 school year.</p>

Continues on next page.

Consultation Procedures		
<u>Discussion:</u> We did not use a consultation within our discussions		
<u>Conclusions:</u> _____		
<u>Action Items:</u> _____	<u>Person responsible:</u> _____	<u>Deadline:</u> _____
Questions All Staff		
<u>Discussion:</u> If students are in need of Berg Club, Ms. Patterson would like to see them attend.		
<u>Conclusions:</u> Amy Shannon can attend Newton Christian for professional development with staff or parents regarding Berg Club.		
<u>Action Items:</u> Professional Development given based upon student need.	<u>Person responsible:</u> Amy Shannon	<u>Deadline:</u> Throughout the life of the grant.

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.

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Project Title/ID

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 (NCS D) 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. G1-1: 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 and MAP testing.

Obj. G1-2: 80% of parents with students in *Berg Club* 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 (80% or higher attendance) 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.

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: 50% of parents with students in Berg Club will participate in a 2 out of the 3 school-wide family activities 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 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.

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, the United Way and community volunteers.

Project management includes 2 Site Coordinators 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 in the 2016-2017 school year. Currently in the 2017-2018 school year, Berg Middle School is a 5-8 building, serving over 900 students. Some data will be delineated between 5th-6th and 7th-8th grade as Berg Middle School used to only be a 7-8 building with two other intermediate schools serving the 5-6 grade students. 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): In 2016, The Newton Community School District (NCSD) was designated as a DINA District. In the area of Math, NCSD was a DINA-5 and a district on watch for Reading. Berg Middle School was a designated a SINA school (7-8). BMS (7-8) was on SINA-8 for Math and a Delay-9 for Reading. The students in grades 5 and 6 joined Berg Middle School from two different elementary schools; Aurora Heights and Woodrow Wilson. Aurora Heights was a SINA-3 for both Math and Reading. Woodrow Wilson was a SINA-1 Math and a SINA-2 for Reading. Our middle school feeds into our high school which was currently a SINA-5 in Math and a SINA-1 for Reading.

When law replaced No Child Left Behind with Every Student Succeeds Act, Berg Middle School was reported as a "Commendable" school (Iowa School Report Card). However on the 2016 Iowa School Report Card and since the reconfiguration, Berg Middle School has taken a leap down to only "Acceptable". We currently use MAP (Measure of Academic Progress) testing as our academic screener and it is given to our students 3 times a year (September, January, May). In the Academic Proficiency Section below are the number of students in our building not proficient in the areas of Reading fluency, Reading Comprehension and Math.

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:

Currently Berg Middle School has 902 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 902 (grades 5-8). The total number of students considered Low SES is 482. The number of Low SES students considered proficient in Mathematics by the Iowa Assessments in the 2016-2017 school year was 74.4% compared to 85.3% 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 2016-2017 school year was 72.1% as compared to 84.4% for their Non-Low SES peers. This data was collected together for grades 5-8.

Fifth and Sixth Grade students also take the FAST fluency test mandated by the State of Iowa. Here are our 5th and 6th grade results from the CBM-R (fluency).

5th Grade - 19 students (9%) are in the warning level (below 107 wpm)
 35 students (16.58%) are below benchmark (108 - 133 wpm).
 Total number of 5th graders: **54 5th Graders At-Risk for Fluency**

6th Grade - 23 students (9.87%) are at the warning level (less than 116 wpm).
 35 students (15.02%) are below the proficient benchmark (117-142 wpm).
 Total number of 6th graders: **58 6th Graders At-Risk for Fluency**

5th-8th Grade Reading Comprehension and Math Proficiency measured by MAP testing.

Table 1: Academic In-Need Data (MAP Test)

Math Building-wide: 299 students are NOT proficient in the area of Math (33% of total population)
Reading Comprehension Building-wide: 234 students are NOT proficient in the area of Reading Comprehension (26% of total population)

Table 2: Academic In-Need Data (IA Assessment Data)

Math Building-wide: 129 students are NOT proficient in the area of Math
Reading Comprehension: 166 students are not proficient in the area of Reading Comprehension

Currently we have the equivalent of one entire grade not proficient in reading and math.

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 2016-2017 attendance data for our current 5th through 8th graders is shown in Table 3 below:

Table 3: Percentage At-Risk Attendance Data (2016-2017 School Year)

Students identified at "at-risk" for attendance:

Berg Middle School - 9% at risk (grades 5th-8th) approximately 80 students are at-risk in the area of attendance

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. The school district awarded the school early outs every Monday and a full day of professional development for 11 days.

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 early outs, continues to be identified by parents as a critical need. Teachers are growing in their Professional Learning Communities and continue to value their time during early out and professional development days. (*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, DMACC, Jasper County Conservation, Parents, Newton Community Schools, United Way, NCEF, Berg Administrative Staff, along with the site coordinators 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), DMACC, 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.

Thus far, parents and students have been surveyed and offered input in small advisory groups as to how to move forward with Berg Club in future years. Their interests are reflected in all areas of the Berg Club action plan in the areas of enrichment activities, remediation in academics and transportation needs.

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>Club</i> participants will be proficient in reading and math as measured by Iowa Assessments and MAP testing.	<p>Reading and Math Recovery</p> <ul style="list-style-type: none"> · NCS D Teachers: Targeted reading remediation aligned with Iowa Core: <i>Wonders (McGraw-Hill)</i>, <i>Read Live</i>, <i>Achieve 3000</i>. · NCS D Teachers: Targeted math remediation aligned with Iowa Core: <i>Everyday Mathematics (McGraw-Hill)</i>, <i>MAP Skills</i> <p>Homework Assistance</p> <ul style="list-style-type: none"> · DMACC student · NCS D Teacher Academy Students Retired Teachers <p>Academic Enrichment</p> <ul style="list-style-type: none"> · NCS D Teachers: <i>Achieve 3000</i> · Jasper County Conservation · DMACC students and staff · EFR: Drug and substance abuse education · NCS D 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 nd -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.	Recreation and Health · NCS D Athletic Department: Fitness and nutrition activities · NCS D Teachers and Parents Volunteers: (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) Drug and Violence Prevention · EFR: Substance Abuse Prevention Character Education · 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> .	
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 2 out of the 3 family activities/literacy events a year as evidenced by event activity/participation records.	Parental/Family Involvement Nights · NCS D staff, PTA, United Way, 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) and snack (after school program) that meets USDA nutritional guidelines.

3.4: Linking Program to School-Day Instruction

In 2017, 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, MAP Skills) 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 and Tier III Academic Interventions use these three programs along with MAP Skills during the school day.

Students and community members were surveyed to determine enrichment areas students would be the most interested in and attend. Each enrichment opportunity for students will be based upon wants and needs of our student population. Students will give feedback through various focus groups as to how to improve the enrichment experience.

3.5: Organizational Experience

Prior Experience with Similar Programs: The NCSD has in place an after school program with homework assistance, recreational and fine art opportunities, and drug prevention education at Berg Middle School for the past two years. 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 Coordinators and School Administrations 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. The NCEF has funded Berg Club the last two years and has written a MOU to help with future costs. 2) Berg Middle School has written a grant to the Jasper County Foundation and met with its CEO to build relationships and help with future funding. 3) The Berg Club Community Governance Board (BCCGB) will direct community projects for Berg Middle Students with all proceeds going to Berg Club. Some examples include staff t-shirt designs, school art sales, silent auctions and other community involvements. 4) Start at a common community hourly pay rate of \$22.00/hour of service) 5) The NCSD aggressively pursues in-kind resources from all over the community.

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 NCS D 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. The program allows each teacher to continuously progress monitor growth of each learning goal with EDM and determine if a student is in need of an intervention. These intervention materials are used during mathematic interventions during class and Tier II intervention/extension flex time. MAP Skills is also used for Tier II and Tier III math interventions. MAP Skills is built on a powerful framework containing over 1,000 essential K–8 building block skills that are organized into strands of logical instructional sequence. These strands align with MAP Growth instructional areas, making it easy to drill down from a student’s score to specific skill gaps. Our students will be screened using MAP (Measurement of Achievement Progress) three times a year to determine overall growth, however MAP skills allows us to progress monitor every two weeks to determine if interventions are working or need to be changed.

Academic Enrichment and Extension: In preparation for this proposal, Berg Middle School administration has met with the NCS D curriculum director, AEA Specialist and Achieve representatives to determine materials to use for Academic Extension. Both Everyday Mathematics, Wonders, MAP Skills and Achieve 3000 are research based materials that allow for continuous progress monitoring for individual students on both intervention and extensions of learning targets and goals. NCS D has been using Wonders and EDM for a number of years, and has incorporated the Achieve and MAP skills programs into their instruction in the 2017-2018 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*. 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 2 *site coordinators* along with a *Site Administrator (Assistant Principal)* and two *paraprofessionals* to 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 plus.

The 2 site coordinators 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 coordinators and site administrator will also be responsible for ensuring program quality and performance. They will collaborate with parents, staff, and community partners to ensure program effectiveness, and will coordinate with other administration and curriculum directors to ensure alignment of curriculum with district and state standards and that is aligned to the day school instruction. The Coordinators and Site Administrator 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. One Coordinator and the Site Administrator will represent the district in 21CCLC in community collaborations and meetings related to the program.

The two site coordinators will also 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 NCSB Business Office. The Business Manager will track and monitor all grant funds to ensure appropriate use of funds, accurate accounting, and financial accountability. The Site Coordinators will submit all purchase requests on behalf of the 21CCLC to be approved by the building principals.

Professional Development: The *Berg Club* Site Administrator 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 NCSB 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 Coordinators 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* Site

Coordinators ensure 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) Bi-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 Site Coordinators 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. According to our parent survey, completed by 96% of our parents, less than 2% of our students will need transportation home from Berg Club. Students will also 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. NCS D will provide transportation to "hubs" in the community where students that require transportation, will be close enough to walk home after the drop off.

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* Site Coordinators, 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 bi-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 monthly to discuss program and student needs.

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* Site Coordinator and Administrator.

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 Description of 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:

- Employee and Family Resources
- Newton Community Schools - Berg Club Program Site Coordinator
- 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
EFR	Drug Prevention
Jasper County Conservation	Enrichment Activities
DMACC	Extension/Enrichment Activities Homework Help
Newton Community Schools	System input and educational advocate for student/building need
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 Bi-monthly and 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 Site Coordinators 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; MAP Assessment Scores; 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. Mr. James Veale, 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. Mr. Veale is currently evaluating multiple 21st Century Grant recipients. His full resume is included in this grant proposal.

Along with state assessment results and the use of an external evaluator, other quantitative evaluation tools will be utilized. The NCS D 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 its goals. The evaluation data will be provided to the BCGB and Building Advisory Board quarterly throughout the life of this project. Ongoing data will be collected weekly and compiled monthly by the Site Coordinators 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, MAP, 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, MAP 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.

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 2 out of the 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 Site Coordinators and/or Administrator 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. Two site coordinators 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	Personnel	21st CCLC	Community
Mileage: .52/mile x 95 x 10 teachers	494	<i>Supervisory Staff</i>		
Travel Total	494	2 Coordinators	10,705	
		4 Site Leads	\$9,000	
Materials	21st CCLC	<i>Academic Staff</i>		
Achieve 3000	6020	Certified Staff: Reading and Math interventions 5/wk x 36wks x \$22 x 5	19,800	
Supplies for Students and Enrichment Activities	9225	Aide: 6.5hr/wk x 36 x \$18	4212	
Family Literacy (Materials, Food)	2000	Aide: 2.5 hrs/week x 36 wks x \$18	1,620	
Materials Total	17745	Monday Aides: 2hr x 36wks x 5aides x \$18	6480	
		<i>Enrichment Staff</i>		
Professional Development	21st CCLC	7.5 hrs/wk x 36wks x \$20/hr x 5	27,000	inkind
Achleve 3000: 15 hour/year	inkind	<i>Family Literacy Staff</i>		
Berg Club Aides: 3 aides x \$15/hr x 25/hrs	1125	Outreach and Family Nights: 3 staff leads: \$25/hr x 40hr x 3 staff	3,000	
25 hours PD for 3 teachers: 3 certified teachers x \$25/hr x 25 hrs per year	1875	Family Staff Aide	500	inkind
5 hours PD for Enrichment Teachers: 5 hours x 5 teachers x \$25	625	<i>Before School Staff</i>		
State Conference In Des Moines	1375	2 Aides: 2.5 hr/wk x \$18.00 36wks	1620	
Family Literacy Professional Development	800 + inkind	<i>FICA and IPERS</i>	16,000	
Professional Development Total	5,800	PERSONNEL TOTAL	99,938	

Student Access	
Cab/Suburbans/Buses: \$777/month x 9months	9,723
Cab Family Literay	200
Evaluation	
James Veale	\$5,000
Indirect Costs	
Grants Accounting Fee per Corrdinators: 200x\$25	\$5,000
Achieve Data Analysis: Certified Teachers 96x \$25	\$2,412
FICA + IPERS	\$808
Utlilities/Balance Budget	2,780.00
Total Indirect Cost	\$11,000
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: 7.0% of the total project budget for each site has been set aside for project administration and indirect costs associated with managing the project. \$11,000 will cover the Site Coordinator's or the building's administrator's time in collecting data, preparing reports, conducting management functions, budget reporting, and program reporting. The balance of the administrative budget (\$2780) will be used to cover the cost of processing program payable/receivables, accounting, audit functions and utilities.

Memorandum of Understanding and Commitment
December 15, 2017


Newton Community School District
And
Berg Middle School

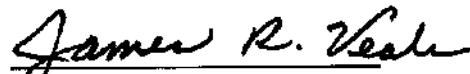
James Veale – Independent Evaluator

The Newton Community School District intends to include grades 5-8 in the *Berg Club before and after school* 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, James Veale is committed to assisting in evaluation activities outlined in the proposal. Dr. Veale will provide:

- Monthly review and reporting of all implementation/process data in the first six months of project start-up;
- An annual independent evaluation and review of all program process and outcome data, including an annual report of program progress for local and state evaluation;
- Presentation of the results of the annual evaluation to the school board or at conferences, as needed.

Dr. Veale is committed to assisting the Newton Community School in sustaining the activities outlined in their Berg Club Proposal. He will work directly with the NCSD, the Berg Club Advisory Board and Berg Club Community Governance Board to monitor progress in the district's data collection and database management processes. This work will be conducted by a contract for a fee of \$5,000.


Bob Callaghan, Superintendent, NCSD


James Veale,
Independent Evaluator


Memorandum of Understanding and Commitment
December 4, 2017

Newton Community School District
And
YMCA of Newton, Iowa, Inc.

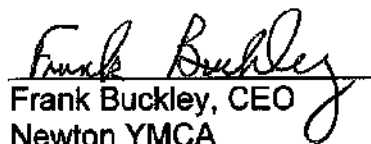
The Newton Community School District intends to include grades 5-8 in the *Berg Club before, after school and summer programs* at Berg Middle School. This innovative 2017 project has been developed by a collaborative team of dedicated middle school professionals and community members and is striving 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, Newton YMCA will provide:

- A YMCA representative to serve on the Partner Advisory Board
- In-kind services to include: staff needed to design and implement varied recreational activities for the after school Berg Club programming. This will include an annual commitment of: 20 hours of program planning and activity supervision time. This will total approximately 20 hours of time at \$35 an hour (including benefits) - \$7000/year.
- Partial in-kind services will also include: steeply discounted rate (\$50 per hour) for use of the YMCA gym and pool facilities as appropriate with other scheduled YMCA activities, during the course of the Berg Club after school program.

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



Bob Callaghan
Superintendent
NCSD



Frank Buckley, CEO
Newton YMCA


Memorandum of Understanding and Commitment
December 5, 2017

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 2017 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 @ \$70.00/hour/pair (including benefits) = \$4,200/year.
- In-kind services will also include: Consultation of Jasper County Conservation Executive Director for grant development and writing: 5 hours @ \$55.00/hour (including benefits) = \$275.00

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



Kefi Van Zante, Director
Jasper County Conservation

Memorandum of Understanding and Commitment
December 4, 2017

312 1st Avenue West • Newton, IA 50208
Phone (641) 792 - 1684 • Fax (641) 792 - 0169
www.UnitedWayofJasperCounty.org

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 and summer programs at Berg Middle School. This innovative 2017 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 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.

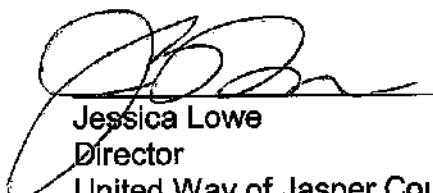
United Way of Jasper County is committed to assisting the Newton Community School District in sustaining the activities outlined in their 21st Century Grant "Berg Club" proposal. United Way of Jasper County will be an active collaborator of this program and will:

- 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
- 4) assist in finding volunteers to assist with events occurring in conjunction with the program
- 5) assist with collection of and distribution of supplies such as pencils, pens, paper, notebooks, glue, scissors, markers, crayons, etc.

The United Way of Jasper County is excited and committed to seeing this program come to fruition for the betterment of children in our community.



Bob Callaghan
Superintendent, NCSD



Jessica Lowe
Director
United Way of Jasper County



Memorandum of Understanding and Commitment
December 4, 2017

312 1st Avenue West • Newton, IA 50208
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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 and summer programs at Berg Middle School. This innovative 2017 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 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
- 4) assist in finding volunteers to assist with events occurring in conjunction with the program
- 5) assist with collection of and distribution of supplies such as pencils, pens, paper, notebooks, glue, scissors, markers, crayons, etc.

The United Way of Jasper County is excited and committed to seeing this program come to fruition for the betterment of children in our community.



Bob Callaghan
Superintendent, NCSD



Jessica Lowe
Director
United Way of Jasper County

**Memorandum of Understanding and Commitment
December 04, 2017**

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

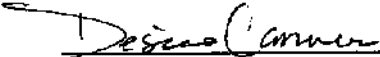
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Newton Community Education Foundation is committed to assisting the Newton Community School District in sustaining the activities outlined in their 21st Century Grant "Berg Club" proposal. NCEF will be an active collaborator of this program and will

- 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 6, 2017

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 2017 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 \$1,000 of in-kind services to support the Berg Club program to include use of conference and lab facilities
- An additional annual contribution of \$1,000 in materials associated with career and technical exploratory programming
- Participation in career and vocational opportunities for Berg middle school students.

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