

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

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

**Mail Applications to:**

**Jodi Bruce**

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

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

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

**APPLICATION INFORMATION**

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

County: Page		Amount Requested: \$280,000 (Total for Year 1 from Form D1)	
Director of Agency: (Superintendent, City Manager, Executive Director, etc) Dr Kerri Nelson, Superintendent		Grant Contact/Project Director: Mrs Tiffany Spiegel, Director	
Agency Name: Shenandoah Schools		Agency Name: Shenandoah Schools	
Address: 304 West Nishna Road		Address: 304 West Nishna Road	
City: Shenandoah	City: Shenandoah	City: Shenandoah	Zip:
Phone: 712-246-1581	Phone: 712-246-1581	Phone: 712-246-1581	FAX:
Email: nelsonk@shenandoah.k12.ia.us		Email: spiegelt@shenandoah.k12.ia.us	

DUNS Number: 100234632

Data Collection and Evaluation Contact: Mrs Tiffany Spiegel, Director		Fiscal Contact: Mrs Sherri Ruzek, SBO	
Address: 304 West Nishna Road		Address: 304 West Nishna Road	
City: Shenandoah	Zip: 51601	City: Shenandoah	Zip: 51601
Phone: 712-246-1581	FAX: 712-246-3722	Phone: 712-246-1581	FAX: 712-246-3722
Email: spiegelt@shenandoah.k12.ia.us		Email: ruzeks@shenandoah.k12.ia.us	

## **BEFORE YOU APPLY**

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

- If you are in non-compliance, **STOP**. You are not eligible to apply until your non-compliance issues have been resolved. 2 CFR Ch. II 200.338 -*If a non-Federal entity fails to comply with Federal statutes, regulations or the terms and conditions of a Federal award, the Federal awarding agency or pass-through entity may impose additional conditions. (e) Withhold further Federal awards for the project or program.*
- Free and Reduced Lunch Rate: If you do not have 40 percent minimum free and reduced lunch rate for each building that you are proposing to serve, **STOP**, and remove the buildings that do not have a 40 percent minimum from your application.
- The Free and Reduced Lunch percentage is determined by the Title I, Iowa Department of Education spreadsheet that is publicly posted on the date that the application is released and available to all applicants via this page: : <https://educateiowa.gov/documents/school-fri/2018/08/2017-18-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: Shenandoah Elementary School
    - Free and Reduced Lunch Rate Percentage: 52.86%
  - Site/Building Name: Shenandoah Middle School
    - Free and Reduced Lunch Rate Percentage: 52.55%
  - Site/Building Name: Shenandoah High School
    - Free and Reduced Lunch Rate Percentage: 40.32%
- **Partnerships:** Application proposes to partner with a minimum of 5 community organizations as evidenced by signed Memoranda of Understanding (MOUs). Yes X No \_\_\_\_\_ (If no: the application is not complete.)
- **When will the program run?** (Check or highlight applicable option(s) below):
  - Summer School Only
  - Afterschool Only
  - Before and After School
  - Before and After School and Summer
  - **Afterschool and Summer**
- **Funding Formula:** Use the funding formula spreadsheet to calculate your award request (found in the supporting materials with the FY19 Request for Applications):
  - 150 number of children x 160 days x 7.50 either \$7.50 (just afterschool) or \$10.00 (Before and afterschool) per day = \$180,000 (total funding request for before and afterschool programs)
- **Summer School Formula**
  - 200 children x 50 of days = (minimum 30 days) x \$10.00 = \$100,000 (total funding amount for summer)
  - Summer school-only programs end in that quarter when summer school has been completed. 95 percent of the grant funding needs to be expended at the end of first quarter.
  - The funding formula helps to estimate a starting budget that is modified by partner and district contributions reflected in the budget narrative.

Funding Request for Year One: \$280,000

Number of Children Served in Year One: 350

### 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: _____ <i>OR</i> Enter School District Code <u>5976</u>
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(If applicable) Enter Child Care License #: _____
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### COMMUNITY TYPE

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

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

### REQUEST FOR COMPETITIVE PRIORITY

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

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

Documentation (2 pieces required):

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Examples of documentation: 1. Original signatures of joint applicants AND MOUs recognizing joint submission. 2. Look up your school on the Iowa School Report Card online at <http://reports.educateiowa.gov/schoolreportcard>.

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

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

Examples of documentation: Look up your county at [https://www.cfpciowa.org/documents/filelibrary/kids\\_count/2016\\_data/2016\\_KCCP\\_0B0ECD1FC15F2.pdf](https://www.cfpciowa.org/documents/filelibrary/kids_count/2016_data/2016_KCCP_0B0ECD1FC15F2.pdf)

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

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

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

*NOTE: Up to 5 additional points awarded for each category. When an application is received for multiple districts/buildings, the points will be determined by the number of districts/buildings that qualify for the points. If you are applying for more than one county, or community, provide data for each site in your application.*

## Proposal Abstract

The Shenandoah Community School District in Shenandoah, Iowa is seeking The 21<sup>st</sup> Century Community Learning Center grant to expand the after school and summer school programming with the objective of helping at-risk students increase their literacy and math skills while increasing their participation in enrichment activities outside of school hours.

The objective is to increase their reading and math skills by closing the achievement gap of their peers. This will be obtained by hiring licensed teaching staff and support staff in high quality areas. Small group intervention time will assist in serving these needs. The latest research from the Iowa Reading Research Center will be used on effective reading instruction. Collaborative efforts with the AEA will be utilized for research-based strategies and instruction for students with math interventions. By the end of each extended learning program, students will have increased their reading speed, comprehension, number sense, and/or math literacy by 10%.

Shenandoah Community School District enrolls 1,141 students, of which just over half of the student population is identified as free or reduced status. Shenandoah Schools is eligible for Title I Schoolwide funds. These funds along with other supplemental funds are essential for closing the gap for all students. The total amount requested for funding is \$280,000. This includes \$7.50 per student for after school programming, with a total of 150 students. This includes \$10.00 per student for summer programming, with a total of 200 students. The combined \$280,000 includes the \$180,000 for after school programming and \$100,000 for summer programming.

After school programming and summer school programming is a focus for Shenandoah Schools. These programs have been offered at a smaller scale in the past years. Allowing students an educational focus with high interest enrichment programs is a key to reducing drop out, closing the achievement gap, reducing crime in the community, and offering hope to all students. These programs would be offered on-campus and off-campus at community partner locations. Intervention and enrichment learning would be of high interest to students. The choice of class offerings and activities would increase engagement. Credit recovery and upper level learning would be essential to serve students at the secondary level. Continued partnership with the community college will be available for adult learning. Parent classes and collaboration from the Director of Extended Learning will assist with this extension.

Increased transportation availability to parents and students will be a supplemental asset of the after school and summer school programming. Partnership with the Food Service will continue to offer breakfast, lunch and snacks to the programs. These additional services will allow opportunity and access for all families, including those with limited resources.

## Project Narrative

Shenandoah Community School District proposes to offer an extended school day as an after school program and summer program. These extended learning opportunities for students preschool – 12<sup>th</sup> grade will assist in closing the achievement gap, reduce unstructured hours for students outside of school, and provide a safe enrichment program with equal access to resources for all students.

Academic, enrichment and family engagement activities will be held with a focus on literacy, math, and community safety. Partnerships with the police department, park and rec, public library, People for Paws and the FFA chapter will allow the program to expand and enrich in multiple facets. Students will be provided intervention and universal instruction in both literacy and math by a certified teacher in designated areas. Students will have integrated enrichment with a link to the community partner as well. This is a comprehensive approach. For example, a course on cooking will be offered. Students will work on fractions, decimals, and measurement during this course. They will make dog treats for the animal shelter, People for Paws. When they deliver the treats, they will read to the animals. The literature they will be reading is based on the genre and literate area of focus for their intervention. Family members are invited to attend this delivery. They will also be given a model on how to support your child's reading at home. A trip to the public library will integrate that family engagement and additional community resource. This is one small example of the many courses we would like to offer.

Really Great Reading, Pathways to Reading, Iowa Reading Research Center and Florida Center for Reading Research will be used as resources and curriculum for the literacy instruction. Boulder Valley Math Academy, Open Up Math, and FAST math interventions will be used for math instruction. This instruction will follow the curriculum map set forth by the district which aligns to the Iowa Common Core standards for each grade level and grade level span.

Students will arrive to school or the site of the program of community partner immediately following school for after school programs. They will attend the session for 3 hours with a snack from food service that meets USDA nutrition guidelines. Students will attend after school programming for 160 days. Students will attend a 4 hour summer program beginning in June and be held for 50 days. They will be offered breakfast, lunch, and snacks that meet USDA nutrition guidelines.

Goals for the programs include 1) increase reading fluency rates by an average of 10%, 2) increase math fluency by an average of 10%, 3) maintain a 95% attendance rate, and 4) engage 75% of parents in activities. Data will be kept from baseline at the beginning of the sessions, progress monitor throughout the program, and assess at the end.

Adjustments to interventions and activities will be made based on the progress monitoring check points.

## Research Base

“The Iowa Reading Research Center’s Intensive Summer Reading Program (ISRP) found the programs helped students who were struggling with reading maintain their reading skills during the summer months.”

(<https://iowareadingresearch.org/research/summer-study>)

“Do you know what your child is doing when the school bell rings at the end of the day? More than 14 million students leave school every afternoon and have nowhere to go, since they do not have access to affordable, [after-school opportunities](#). According to the National Youth Violence Prevention Resource Center (NYVPRC), nine out of ten Americans think all youth should have access to after-school programs, but two-thirds of parents say they have trouble finding programs locally. The bad news is that the situation may be getting worse.

After-school hours are the peak time for juvenile crimes and risky behaviors, including [alcohol and drug use](#). NYVPRC found that children who do not spend any time in after-school activities are 49 percent more likely to have used drugs and 37 percent more likely to become a [teen parent](#). Kids are also at the highest risk of becoming a victim of violence after school, particularly between the hours of 2 p.m. and 6 p.m. The highest amount of juvenile crime occurs between 3 p.m. and 4 p.m., the hour after most children are dismissed from school.

The NYVPRC defines [after-school programs](#) as safe, structured activities that convene on a regular basis in the after-school hours and offer children opportunities to learn new skills. The skills students learn can range from technology and math to reading and art. Some programs also offer opportunities for internships, community service, or mentoring. These programs have been shown to improve academic achievement, as well as relieve the stresses on working families. According to the NYVPRC, most experts agree that after-school activities can serve as important strategies for youth violence prevention and intervention, and can also help students develop into responsible adults. A report by the U.S. Department of Education and the U.S Department of Justice shows that students in after-school programs have fewer behavioral problems and more self-confidence, and can handle conflicts better than students who are not involved with these programs. In addition, according to the Harvard Family Research Project, after-school programs help students from low-income families overcome the inequities they face in the school system.”

(<https://www.familyeducation.com/school/after-school-activities/importance-after-school-programs>)

## Communication Plan

Outreach strategies is an essential piece of the communication plan. All students will receive information regarding the opportunity for after school and summer programs via the School Messaging system. They will receive an email, text, and voice message. A paper brochure will be sent home with each student. Postings with information will be displayed in all school buildings and at local businesses, churches, laundromat, and food pantry. This information will also be posted on the school websites, social media, and district calendar.

Local evaluation of programs will be implemented through the advisory committee. This feedback will be sought at the end of each session. Stakeholders with feedback would include students, parents, partners, and community resources.



## Management and Sustainability Plan

Shenandoah Community School District will recruit highly qualified staff to teach the instructional coursework for the afterschool and summer programs. Employees of Shenandoah Schools may be eligible to apply for these positions if required certification is met. This would include endorsements in certain areas for certain grade levels. This would also include support staff. The nutrition department would be eligible to provide the nutritious meals and snacks that would meet USDA nutrition guidelines.

Professional development would be offered in collaboration with lead teachers, administration, and curriculum partners for those specified areas of expertise. The director of extended learning would be the administrator overseeing the programs and working with lead teachers who will be on-site at all programs. Community volunteers will be utilized for all programming. This will include the elderly housing population, retired teachers, parent volunteers, and business partners.

Transportation will be offered to and from all programs. This will also include parents for family engagement activities. Transportation will be offered at local town stops, country routes, and to the smaller surrounding communities that the Shenandoah Community School District serves. All students will be offered this programming and transportation.

Shenandoah Community School District has a parent advisory committee. This committee would serve as a stakeholder for the after school and summer program. It meets regularly and has a leadership structure. This is an equitable committee that represents many groups of students.

Sustainability of a program is a part of the plan when getting supplemental funding. Shenandoah Schools has planned to utilize categorical funds and extended community partners at the end of the 21CCLC funding. This would include donations, utilize volunteers, extend contracts for certified staff, and plan for off-site facilities.

## Partnerships

Shenandoah Community School District has many community partners to enhance the programming for all students. Official MOU partners for the after school and summer programs include the police department, the public library, the park and rec department, People for Paws, and the local FFA chapter. Other partners include Pella Windows, Shenandoah Medical Center, Nutrition Department, KMA, Valley News, Windsor Manor, Elm Heights, Gardenview, Skateland, and the Greater Shenandoah Museum. These are just a few of the partners that the school will continue to incorporate in extended learning efforts.

The impacts these partners have on the program is second to none. The school is a community resource. Shenandoah Schools is a hub for many resources in Shenandoah. However, a school cannot offer all that a business or non-profit can offer. Experiences and enrichment opportunities with these partners levels the playing field for all students. This creates equitable opportunities. This assists in family planning, family engagement, and quality of life for families.

As an expansion of programming, new partners will be joining. The goal of expansion is for opportunities for students. Integrated learning is learning that will sustain over time. Taking learning into the real world and integrating it into practice will build skills that are independent of isolated learning. This is the goal, praxis of the learning and opportunity for students who may not have that otherwise.

**Iowa 21<sup>st</sup> Century Community Learning Centers  
Student Needs Assessment Template**

**1. Student Poverty**

Free and/or Reduced Price Lunch Eligibility for Targeted Schools	
School	Eligibility As % of total student population Must meet or exceed 40%.
Shenandoah Elementary School	52.86%
Shenandoah Middle School	52.55%
Shenandoah High School	40.32%

Explanation of impacts of student poverty (e.g. access to technology, health and well-being): Student poverty impacts access and opportunity for students. The availability of resources and opportunities outside of the school hours is limited. In a community with 5,000 population, access to a YMCA, community center or public accesses is limited. The school is the community resource. Student access includes technology, literature, food, transportation to community activities, exercise, and rich language both expressively and receptively. The gap in these categories increase the gap in achievement.

Prioritization of student needs for the purposes of this proposal (which student needs will your 21CCLC seek to meet?): The funding from the 21CCLC will serve the needs of technology, food, transportation, literature, and structured enrichment. A comprehensive approach to the programming and community partners will serve these student needs.

Schools designated “Needs Improvement” or “Priority” on the Iowa School Report Card will replace SINA status <http://reports.educateiowa.gov/schoolreportcard>

**2. Student Achievement**

School	Iowa School Report Card Status Y/N reading and/or math	Noteworthy Student Achievement Data E.g. Achievement gap(s), special student populations, college and career readiness
Shenandoah Elementary School	No-both	Achievement gap in F/R subgroup and special education
Shenandoah Middle School	No-both	Achievement gap in F/R subgroup and special education
Shenandoah High School	No-both	Achievement gap in F/R subgroup and special education

Description of student academic needs, including school district improvement plans. Shenandoah students show a need in the area of reading and math in regard to their growth rate. Proficiency status in reading and math continue to remain strong; with a gap showing in the F/R subgroup and special education subgroup. The district improvement plan addresses this gap and need through the goal of STEM access for all students and the goal of increased extended learning for all students outside of school hours.

The focus on using universal and targeted data will assist in baseline and progress monitoring of student instruction and progress with intervention. Alignment of intense/targeted intervention will provide growth towards aimline for students not meeting expectations or peer status. The assessment of FAST, Boulder Valley Math, and curriculum formative assessments will be used to progress and alter the needs of each student.

Priority is given to students who are falling below the proficiency target as set forth by the Department of Education. This data and MTSS work will assist with the prioritization of students served in the program. The data is consistent that students in the subgroup of F/R lunch status and special education will qualify for this.

### ***Family Literacy Needs***

Iowa Western Community College is located in Shenandoah, Iowa as a satellite location. This will be a continued resource for family planning, literacy, and extended learning for adults. The use of the districts Family Interventionist will assist with family needs and implementation for each individual need. This will include attending classes, program planning, registration assistance, and on-campus family nights.

Planned sessions for families include behavioral resources and activities, literacy enrichment and engagement, and math integration in the home.

### ***Other Student Needs***

In addition to needs associated with poverty and academic performance, our children and youth also have additional learning, social, emotional, and behavioral needs. Additional student needs may include, but are not limited to:

- ✓ School Attendance (should go up with a successful 21CCLC program)
- ✓ Student Behavior (incidents should go down with a successful 21CCLC program)
- ✓ Literacy (should improve with a successful 21CCLC program)
- ✓ Math (should improve with a successful 21CCLC program)
- ✓ Homework Completion
- ✓ Motivation to Learn
- ✓ Community Participation
- ✓ Relationships with Peers and/or Bullying
- ✓ Chances for Leadership and/or Self-Direction
- ✓ Healthy Choices
- ✓ Household/Community Environment
- ✓ Full Meals for Food Insecure Children and Youth
- ✓ Collaborating with the Community to Provide Medical, Dental, and Mental Health Supports and Services

Explanation of student needs not identified in sections 1 (student poverty) or 2 (student achievement).

The role of the Family Interventionist at Shenandoah Schools plays a key role in all areas listed above. This role can be associated with services that a social worker would provide to families. Students and families at Shenandoah need support in the importance and resources of getting their student to school on time every day, and attend school every day. This also includes what is expected of your student every day in school with respect to behavioral expectations. When we attend school all day, every day, we also meet the need for food insecurity. Partnerships with local service providers and Page County Health, we are able to provide services to students who may not have preventive care (dental, vision). The schools have a partnership with Midwest Mental Health, a mental health provider. MMH uses our facility for services to students to eliminate the barrier of transportation to and from services and to reduce time out of class for mental health services. These partnerships and plans in the district assist with the identified priority of student needs.

## Evaluation

Data will be collected for all goals of the programs. Data will be kept daily through student management software and academic screeners. Attendance is kept daily, screeners will be from the beginning through the end of the program, and family engagement activities will have attendance and survey satisfaction.

The director of extended learning is an administrator on staff at Shenandoah Community School District. They will be leading the evaluation process and collection. Program effectiveness will be evaluated at the same capacity as data analysis through MTSS and state reporting during the academic school year. All requested data will be provided upon request and by timeline as required for this proposal.

Evaluation results will be used throughout the programs for instructional shifts as needed. End of program results will be used for future planning and operational needs. Community partners will be included in the evaluation efforts and future planning. This partnership is essential for both parties. Communication of these results will be provided as shared through the communication plan to the identified stakeholders.

### Local Evaluator Information:

Mrs Tiffany Spiegel

Director of Early Childhood and Extended Learning

[spiegelt@shenandoah.k12.ia.us](mailto:spiegelt@shenandoah.k12.ia.us)

712-246-1581

IA Folder # 358009

Budget Narrative

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$193,200	\$10,000	\$193,200	\$10,000	\$193,200	\$10,000	\$609,600
Staff Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials	\$8,000	\$4,000	\$8,000	\$4,000	\$8,000	\$4,000	\$36,000
Professional Development (minimum 5% per year)	\$10,000	\$4,000	\$10,000	\$4,000	\$10,000	\$4,000	\$42,000
Student Access, Transportation etc. (maximum 8% per year)	\$20,000	\$2,400	\$20,000	\$2,400	\$20,000	\$2,400	\$67,200
Evaluation (maximum 4% per year)	\$5,000	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$20,000	\$2,400	\$20,000	\$2,400	\$20,000	\$2,400	\$67,200
<b>Totals</b>	<b>\$256,200</b>	<b>\$23,800</b>	<b>\$256,200</b>	<b>\$23,800</b>	<b>\$256,200</b>	<b>\$23,800</b>	<b>\$840,000</b>

Personnel: This line item is designated for wages and benefits for highly qualified staff.

Materials: This line item is designated for consumables and supplemental resources for activities that may not be used during a school day. This could include enrichment materials.

Professional Development: This line item is designated for learning for staff regarding intervention work during programs. This would include Pathways, Reading Research, Math Core consultation for interventions, and on-site PD for healthy and well-being students.

Transportation: This line item is designated for transportation to and from program sites outside of school hours. This will include wages for bus drivers and bus resources.

Evaluation: This line item is designated for expenses related to the evaluation tools and resources needed for program requirements and results.

Administrative/Indirect Costs: This line item is designated for expenses related to the wages associated with the administrator or supervisor overseeing the program.

This plan is supplementing the programming already in place at Shenandoah Community School District. This additional funding will allow us to expand it further while we work to sustain our community partners and grow these local assets. Utilizing categorical school funds will assist with the sustainability of the programs at the end of the funding years. This supplemental funding support will allow us to serve many students.

<b>Iowa</b>			
<b>21st Century Funding Formula</b>			
Add all of your buildings together to calculate allowable allocations			
Amt per child	\$	7.50	Afterschool Only
Amt per child	\$	10.00	Before & AfterSchool
Amt per child	\$	10.00	Summer School
<b>Number of Students for 1 year:</b>			
Attendance is monitored in the Federal Data reporting system			
<b>Fill in Either Afterschool Only or Before and After School and/or Summer School</b>			
Total Students:		150	Afterschool Only
Total Students:		0	Before & AfterSchool
Total Students:		200	Summer School
<b>TOTAL:</b>		<b>350</b>	<b>Students Served</b>
<b>Number of Days you will operate:</b>			
<b>Fill in the number of days you will offer programming for 1 year</b>			
Count the number of days for Programming:		160	Afterschool Only
		0	Before & AfterSchool
		50	Summer School
<b>Total Days</b>		<b>210</b>	<b>Days for All Programming</b>
<b>Allocations:</b>	\$	180,000.00	Afterschool Only
	\$	-	Before & AfterSchool
	\$	100,000.00	Summer School
<b>TOTAL FUNDS</b>	<b>\$</b>	<b>280,000.00</b>	<b>for programming per year</b>
Your formula is	<b>FUNDABLE</b>	<b>(see below)</b>	
Amt of request is	<b>Below Maximum</b>		
Funding Formula = Number of Students X Daily Allocation per child X Number of Days= Program Allocation			
Federal ESEA statute requires a MINIMUM of \$50,000 per Application			
This means you must serve a minimum number of students to be eligible.			
<b>TIP: YOU MUST HAVE A MINIMUM OF 40% Free and Reduced Lunch</b>			
for the buildings you will serve with this program.			
There is a MAXIMUM of \$300,00 per application per year			
NOTE: This projected budget is subject to review and possible reduction by The Iowa Dept. of Education.			

**FORM A: SITE INFORMATION**

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

<b>21CCLC Site Name: Shenandoah Elementary</b>		
<b>Site Address: 601 Dr Creighton Cir</b>		
<b>City, State, Zip: Shenandoah, IA 51601</b>		
<b>Phone: 712-246-2520</b>		
<b>Site Contact Person: Mrs Tiffany Spiegel</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
Shenandoah Elementary	1	275
Shenandoah Middle	1	50
Shenandoah High	1	25
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> Century Community Learning Centers Program
<b>21CCLC Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
Feeder School Name(s)	Building Number(s)	# of pupils from this school in 21 <sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers Program will comply with federal and state laws which prohibit discrimination on the basis of gender, race, national origin, disability, age, and religion in educational programs. Multicultural, gender fair approaches will be used in planning and implementing request for applications programs. Programs will provide accommodations to students learning English as a second language.

**Part B: Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I school wide eligible programs and their families. Funds will be spent under the guidelines for federal grants [https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)

**Part C: Supplement, not Supplant**

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

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

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

**Part E: Control of Funds**

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

**Part F: Program Accountability**

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

**Part G: Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the

evaluation of the 21st Century Community Learning Centers Program, as may be required by the Iowa Department of Education and the U.S. Department of Education.

**Part H: Program Site**

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

**Part I: Collaboration with Schools**

As the designated applicant agency representative, I certify that the 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, quarterly meetings with the principal, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.

**Part J: Notice to the Community**

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

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

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

**Part L: Parent Consent**

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

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

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

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

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

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

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

**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
Signature of Site Principal for Each 21 <sup>st</sup> Century Community Learning Centers-Funded Site	Site Name

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

## FORM C: COLLABORATIVE SIGNATURES

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

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

Name/Signature	Agency Affiliation
Name/Title: Richard Morgan-Fine, IT	Agency: Shenandoah Schools
Signature	Address: 304 West Nishna Road
	City/Zip: Shenandoah, 51601   Phone: 712-246-1581
Name/Title: Dennis Rogers, Bldg/Grounds	Agency: Shenandoah Schools
Signature	Address: 304 West Nishna Road
	City/Zip: Shenandoah, 51601   Phone: 712-246-1581
Name/Title:	Agency:
Signature	Address:
	City/Zip:   Phone:
Name/Title:	Agency:
Signature	Address:
	City/Zip:   Phone:
Name/Title:	Agency:
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Signature	Address:
	City/Zip:   Phone:

Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

**NEW FORM D1: 21CCLC APPLICATION FUNDING REQUEST SUMMARY**

21CCLC TOTAL FUNDING REQUEST (Before and/or After School and Summer Program Funds)			
<b>Number of program sites included in this application:</b>	<b>Total number of students being served (all sites for one year):</b>	<b>Total first-year funding request (all sites):</b>	<b>Total three-year funding request (all sites):</b>
<u>1</u>	<u>350</u>	<u>\$280,000</u>	<u>\$840,000</u>

FUNDING FOR EACH SITE INCLUDED IN THIS APPLICATION					
NOTE: A <b>program site</b> may serve students from many schools. For example, a location that serves students from three (3) different schools would be considered one Program Site.					
Name of Program Site(s) (2019-2020)	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
Shenandoah Schools	\$180,000	\$180,000	\$180,000	\$540,000	150
	\$	\$	\$	\$	
	\$	\$	\$	\$	
Name of Program Site(s) (Summer School)					
Shenandoah Schools	\$100,000	\$100,000	\$100,000	\$300,000	200
	\$	\$	\$	\$	

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

Applicant Agency: Shenandoah Community School District

Afterschool Site: Shenandoah Elementary

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. Students **Served: 350** (D1) Students **Enrolled 150**

Category	Year 1		Year 2		Year 3		Totals
	Student Program	Family Literacy	Student Program	Family Literacy	Student Program	Family Literacy	
Personnel	\$193,200	\$10,000	\$193,200	\$10,000	\$193,200	\$10,000	\$609,600
Staff Travel	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Materials	\$8,000	\$4,000	\$8,000	\$4,000	\$8,000	\$4,000	\$36,000
Professional Development (minimum 5% per year)	\$10,000	\$4,000	\$10,000	\$4,000	\$10,000	\$4,000	\$42,000
Student Access, Transportation etc. (maximum 8% per year)	\$20,000	\$2,400	\$20,000	\$2,400	\$20,000	\$2,400	\$67,200
Evaluation (maximum 4% per year)	\$5,000	\$1,000	\$5,000	\$1,000	\$5,000	\$1,000	\$18,000
Administrative/ Indirect Costs (maximum 8% per year)	\$20,000	\$2,400	\$20,000	\$2,400	\$20,000	\$2,400	\$67,200
<b>Totals</b>	\$256, 200	\$23,800	\$256, 200	\$23,800	\$256, 200	\$23,800	\$840,000

Required: **One form D2 per site**. Please reproduce this page for *each* site included in the application. Reproduce a page for *each Summer school* site. NOTE: This is a projected budget and you can make line item adjustments when approved by IDOE. See the budget guide for more information. You are required to provide documentation of enrollment to the IDOE upon request.



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

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

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

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

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

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

**Failure to meet your attendance goals may ultimately result in a reduction in your federal funding.**

### 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.

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.

Shenandoah Community School District has categorical funds that will be used to secure necessary fiscal resources for this program. Donations from community partnerships will assist with the on hand resources. Categorical funds have been included in district line item budget planning for each fiscal year to allocate to extended learning programs, specifically the after-school program and summer program.

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

### Form E: Minority Impact Statement

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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: \_\_\_\_\_

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

**Describe the negative impact** expected from this project

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

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

Indicate which group is impacted:

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

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

Present the rationale for determining no impact.

All students at Shenandoah Community School District will have the opportunity to participate in these program offerings. All courses, activities, and enrichment opportunities will be equitable and open to all.

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

Name: Mrs Tiffany M Spiegel

Title: Director of Early Childhood & Extended Learning

### **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.

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

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

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

	<p><b>Private School Consultation Meeting Log</b></p> <p><b>Date</b> <b>Time</b> <b>Location</b></p>
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**Meeting called by:** \_\_\_\_\_ **Type of meeting:** \_\_\_\_\_  
**Attendees:** (Attach attendance sign-in sheet)

<p>----- <b>Agenda Topics</b> -----</p>		
<p><b>Welcome</b> [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p> <p><u>Conclusions:</u></p> <p>_____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p>	<p>Person responsible:</p> <p>_____</p>	<p>Deadline:</p> <p>_____</p>
<p><b>Resources for Non-Public Schools</b> [Insert Name] [Insert time allocation]</p> <p><u>Discussion:</u> _____</p> <p>_____</p> <p>_____</p> <p><u>Conclusions:</u></p> <p>_____</p> <p>_____</p>		
<p><u>Action Items:</u></p> <p>_____</p>	<p>Person responsible:</p> <p>_____</p>	<p>Deadline:</p> <p>_____</p>

*Continues on next page.*

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

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

**Other Information**

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

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

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

### Form G: Previous Sustainability Form

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

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

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

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

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

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Partner Name	Length of Partnership	Contribution	Qty/Amt	Value	
		Financial			
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:			
		In-Kind			
		Please describe the contribution being made in detail:			
		Equipment and/or Supplies			
		Please describe contribution in detail:			
		Facilities			
		Please provide description of facilities contributed:			



		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		

		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		
Partner Name	Length of Partnership	Contribution	Qty/Amt	Value
		Financial		
		Does the program provide funding to the partner? Please provide the percentage. Please describe here:		
		In-Kind		
		Please describe the contribution being made in detail:		
		Equipment and/or Supplies		
		Please describe contribution in detail:		
		Facilities		
		Please provide description of facilities contributed:		
		Staff		
		Please describe what staff will be doing:		
		Volunteers		
		Please describe what volunteers will be doing:		
		Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe:		
		Total Value of Partnership		

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

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

Explain any challenges you had with securing community partners.

Community Partner	Contribution (detail)	Staff Provided	In-kind value	Sites Served
Shenandoah Police Department	Use of staff, education for drug/violence prevention, on-site enrichment	Police officers, chief of police, K9	Time, facility use	Police Department, Preschool, Elementary School, Middle School, High School
City of Shenandoah Park and Recreation Department	Use of facility, Director input and education, on-site enrichment	Park & Rec director, grounds staff, volunteers	Time, facility use	Public Parks, Swimming Pool, Theater, Preschool, Elementary School, Middle School, High School
Shenandoah Public Library	Use of facility, breakout sessions with varying topics (literacy, STEM, arts, community, etc), on-site enrichment	Library lead, additional library staff	Time, facility use	Public Library, Preschool, Elementary School, Middle School, High School
People for Paws	Use of facility and animals, on-site enrichment	Shelter Director, community volunteers	Time, facility use	Animal Shelter, Preschool, Elementary School, Middle School, High School
Shenandoah FFA Chapter	Student and staff instruction, on-site enrichment, local farm partnerships	FFA members, teacher, local farmers, local businesses	Time, facility use	Farm Grounds, Nutrition Facility, GreenHouse, Preschool, Elementary School, Middle School, High School

**Sustainability and MOU Template**

Summary of MOUs (Community Partners that contribute to your program)  
Please fill in the table with the information provided by the MOUs.



November 21, 2018

Applicant Name: Shenandoah Community School District  
 Partner Name: Shenandoah Police Department

**Background**

The Shenandoah Police Department has had an on-going partnership with the Shenandoah Community School District for planned and on-call safety.

**Purpose**

The goal for the partnership with the Shenandoah Police Department entails drug and violence education for students from preschool – 12<sup>th</sup> grade.

**Means of Support**

Contribution	Qty/Amt	Value
Financial	0	\$0
Does the program provide funding to the partner? Please provide the percentage. Please describe here: The program could provide funding to the partner if use of hourly staff exceeded the means the department could provide.		
In-Kind	0	\$0
Please describe the contribution being made in detail: No in-kind contribution.		
Equipment and/or Supplies	0	\$0
Please describe contribution in detail: No equipment or supplies would be provided by the police department.		
Facilities	0	\$0
Please provide description of facilities contributed: The program could use the police station (room) as a means of partnership for hosting a summer program and the possibility of tours and education.		
Staff	0	\$0
Please describe what staff will be doing: Site based education for drug/violence. Neighborhood patrol meet and greet, familiarizing officers with students in varying manners.		
Volunteers	0	\$0
Please describe what volunteers will be doing: Officers or chief could volunteer time if department allows but would not be necessary. Community volunteers would be invited to assist in program.		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The extended learning program (before/after/summer programs).		
Total Value of Partnership		\$0

**Signatures:**

Shenandoah Police Department  
 Chief Josh Gray, 400 West Sheridan Ave, Shenandoah IA, 51601  
[policechief@shenandoahiowa.net](mailto:policechief@shenandoahiowa.net)  
 712-246-3512



November 21, 2018

Applicant Name: Shenandoah Community School District

Partner Name: Shenandoah Public Library

### Background

The Shenandoah Public Library has had an on-going partnership with the Shenandoah Community School District including staff information and resources, activities when school is not in session, and consultation for various departments.

### Purpose

The goal for the partnership with the Shenandoah Public Library entails enrichment activities and initiative for students from preschool – 12<sup>th</sup> grade.

### Means of Support

Contribution	Qty/Amt	Value
Financial	0	\$0
Does the program provide funding to the partner? Please provide the percentage. Please describe here: The program could provide funding to the partner if use of hourly staff exceeded the means the department could provide.		
In-Kind	0	\$0
Please describe the contribution being made in detail: No in-kind contribution.		
Equipment and/or Supplies	0	\$0
Please describe contribution in detail: No equipment or supplies would be provided by the library. The program would assist with consumable supplies.		
Facilities	0	\$0
Please provide description of facilities contributed: The program could use the library as a means of partnership for hosting a summer program and the possibility of tours and education.		
Staff	0	\$0
Please describe what staff will be doing: Site based education for enrichment activities.		
Volunteers	0	\$0
Please describe what volunteers will be doing: Community volunteers could be invited to assist in program.		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The extended learning program (before/after/summer programs).		
Total Value of Partnership		\$0

### Signatures:

Shenandoah Public Library  
Director Carrie Falk, 201 South Elm, Shenandoah IA, 51601  
libraryq@shenandoahiowa.net  
712-246-2315



November 21, 2018

Applicant Name: Shenandoah Community School District

Partner Name: City of Shenandoah Park and Recreation Department

### Background

The Park & Rec Department has had an on-going partnership with the Shenandoah Community School District regarding youth sports, communication, and volunteering.

### Purpose

The goal for the partnership with the Shenandoah Park & Rec entails enrichment for students from preschool – 12<sup>th</sup> grade.

### Means of Support

Contribution	Qty/Amt	Value
Financial	0	\$0
Does the program provide funding to the partner? Please provide the percentage. Please describe here: The program could provide funding to the partner if use of hourly staff exceeded the means the department could provide.		
In-Kind	0	\$0
Please describe the contribution being made in detail: No in-kind contribution.		
Equipment and/or Supplies	0	\$0
Please describe contribution in detail: No equipment or supplies would be provided by the park and rec department.		
Facilities	0	\$0
Please provide description of facilities contributed: The program could use the parks or rec facilities as a means of partnership for hosting a summer program and the possibility of tours and education.		
Staff	0	\$0
Please describe what staff will be doing: Site based education for safety, opportunities, healthy lifestyle.		
Volunteers	0	\$0
Please describe what volunteers will be doing: Staff could volunteer time if department allows but would not be necessary. Community volunteers would be invited to assist in program.		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The extended learning program (before/after/summer programs).		
Total Value of Partnership		\$0

### Signatures:

Shenandoah Park and Recreation Department  
Director Chad Tiemeyer, 500 West Clarinda Ave, Shenandoah IA, 51601  
[ctiemeyer@shenandoahiowa.net](mailto:ctiemeyer@shenandoahiowa.net)  
712-246-3409



November 21, 2018

Applicant Name: Shenandoah Community School District  
Partner Name: Shenandoah People for Paws

### Background

The Shenandoah People for Paws has had an on-going partnership with the Shenandoah community. Shenandoah Schools would like to capitalize this and create a partnership.

### Purpose

The goal for the partnership with People for Paws entails enrichment and literacy practice for students from preschool – 12<sup>th</sup> grade.

### Means of Support

Contribution	Qty/Amt	Value
Financial	0	\$0
Does the program provide funding to the partner? Please provide the percentage. Please describe here: The program could provide funding to the partner if use of hourly staff exceeded the means the organization could provide.		
In-Kind	0	\$0
Please describe the contribution being made in detail: No in-kind contribution.		

Equipment and/or Supplies	0	\$0
Please describe contribution in detail: No equipment or supplies would be provided by the organization.		
Facilities	0	\$0
Please provide description of facilities contributed: The program could use the shelter as a means of partnership for hosting a summer program and the possibility of tours and education.		
Staff	0	\$0
Please describe what staff will be doing: Site based education for care and enrichment.		
Volunteers	0	\$0
Please describe what volunteers will be doing: Community volunteers would be invited to assist in program.		
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The extended learning program (before/after/summer programs).		
Total Value of Partnership		\$0

**Signatures:**

People for Paws

Director Linda Hoefing, 809 West Valley, Shenandoah IA, 51601

[peopleforpawsshenn@gmail.com](mailto:peopleforpawsshenn@gmail.com)

712-246-3236



November 21, 2018

Applicant Name: Shenandoah Community School District

Partner Name: Shenandoah FFA Chapter

**Background**

The Shenandoah FFA Chapter has had an on-going partnership with the Shenandoah Community School District for education and enrichment.

**Purpose**

The goal for the partnership with the FFA Chapter entails enrichment and experience for students from preschool – 12<sup>th</sup> grade.

**Means of Support**

Contribution	Qty/Amt	Value
Financial	0	\$0
Does the program provide funding to the partner? Please provide the percentage. Please describe here: The program could provide funding to the partner if use of hourly staff exceeded the means the department could provide.		
In-Kind	0	\$0
Please describe the contribution being made in detail: No in-kind contribution.		
Equipment and/or Supplies	0	\$0
Please describe contribution in detail: No equipment or supplies would be provided by the chapter.		
Facilities	0	\$0
Please provide description of facilities contributed: The program could use any land or area as a means of partnership for hosting a summer program and the possibility of tours and education.		
Staff	0	\$0
Please describe what staff will be doing: Site based education for enrichment.		
Volunteers	0	\$0

Please describe what volunteers will be doing: Local farmers and community volunteers would be invited to assist in program.	
Background check for staff and volunteers: staff and volunteers must have background checks. Who pays for the background checks? Please describe: The extended learning program (before/after/summer programs).	
Total Value of Partnership	\$0

**Signatures:**

Davis Rodgers FFA Chapter  
Director Sarah F Martin, 1000 Mustang Drive, Shenandoah IA, 51601  
[martinsf@shenandoah.k12.ia.us](mailto:martinsf@shenandoah.k12.ia.us)  
712-246-4727