

Cohort 10 Grant Application
 Blue River Services, Inc.
 BCCSC – Brownstown Elementary

NAME OF LEA OR ORGANIZATION	BROWNSTOWN CENTRAL COMMUNITY SCHOOL CORPORATION
ADDRESS	608 COMMERCE ST, BROWNSTOWN, IN 47220
COUNTY	JACKSON
NAME OF CONTACT PERSON	SHANNON HUNSUCKER
TITLE	DISTRICT COORDINATOR
PHONE NUMBER	812-364-1142
EMAIL	<u>SHUNSUCKER@MEDORA.K12.IN.US</u>
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	TIM TAYLOR
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	<u>TTAYLOR@BTOWNCCS.K12.IN.US</u>

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
BROWNSTOWN CENTRAL COMMUNITY SCHOOL CORPORATION (SCHOOL CORP #3695)	49%	C APPROACHING EXPECTATIONS	80	K-5

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
BROWNSTOWN ELEMENTARY SCHOOL (#3129)	612 S BASE RD, BROWNSTOWN, IN 47220	BROWNSTOWN / JACKSON COUNTY

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<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	6 GRADE LEVELS (KINDERGARTEN – 5TH GRADE)
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	LITERACY
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	AFTER-SCHOOL MONDAY-FRIDAY 2:55 PM-6:00 PM
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No

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The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;
- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance

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- o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- o The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- o The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- o The community was given notice of the applicant's intent to submit; and
- o After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- o The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- o The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;
- o The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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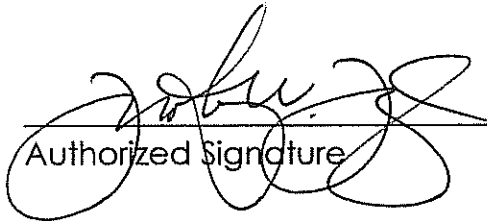
Blue River Services, Inc.

BCCSC – Brownstown Elementary

- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

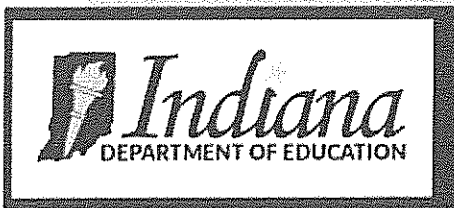
Brownstown Central Community School Corporation

Applicant Name (LEA or Organization)



Authorized Signature

8-11-2020
Date



21ST CCLC

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

Please see following MOUs. There are 5 MOUs included – a total of 18 pages.

MEMORANDUM OF UNDERSTANDING

WHEREAS, **Brownstown Central Community School Corporation (BCCSC)** and **Blue River Services, Inc. (BRS, Inc.)** have come together to collaborate and make an application for a 21st Century Community Learning Center grant in order to expand our extended day learning/afterschool program within the **Brownstown Elementary School (BES)** ; and

WHEREAS, the partners listed below have agreed to enter into a collaborative agreement in which BCSC will be the **Grantee, Fiscal Agent and LEA** and BRS, Inc. will be the community partner designated to operate the program in aforementioned school; and

WHEREAS, the partners herein desire to enter into a Memorandum of Understanding setting forth the services to be provided by the collaborative; and

WHEREAS, the following Memorandum of Understanding setting forth the services provided by the collaborative will be signed and submitted to the Indiana Department of Education as a part of the grant application on or before August 12, 2020.

I) Description of Partner Agencies

Both agencies have experience in working on community, education-related projects and programs. Specifically, BCCSC operates as a public K-12 school district in Jackson County, Indiana and BRS remains a community organization that has been involved in the education of youth throughout the community.

II) History of Relationship

BRS, Inc. remains a community service organization that has been involved in the education of children and youth throughout the community and **BCCSC** operates as a public K-12 school district in Jackson County, Indiana. For the purpose of this grant, both parties listed above will develop and implement a quality extended day learning program for the students and families of **BES** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

III) Development of Application

Both organizations have been involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. Each organization brought its current expertise to the process (e.g. knowledge of after-school programs, data of current students, and expertise in educational programs) which greatly assisted in writing a comprehensive K-5 grant.

IV) Roles and Responsibilities:

NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

BCCSC agrees to:

- Function as the Grantee, Fiscal Agent and LEA for this Cohort 10 21st CCLC grant.
- Work closely with BRS, Inc. to ensure timely reporting of all grant requirements including fiscal reporting, student demographic information, and student academic progress data and will ensure that the 21st CCLC Program Director or designee and the Program Coordinator employed by BRS, Inc. is able to access all student data on the school's data system.
- Be responsible for administering the afterschool snack program through the USDA School Nutrition Program.
- Include the 21st CCLC program as appropriate in any school-wide announcements such as closing for inclement weather.
- Ensure that BRS, Inc. program staff have access to and are able to use the school's office, cafeteria, technology and computer lab, copier, telephone and other tangible products to ensure a quality program.
- Ensure the Coordinator is invited to attend school faculty meetings and will be welcomed and accepted as part of the school.
- School Administration will work with the coordinator to ensure effective communication and linkage between school day personnel and school day activities and the afterschool program.
- BCCSC will be responsible for targeting children with educational and financial need, and for referring these children to the 21st CCLC program.

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- BCCSC will be responsible for administering academic assessments.
- BCCSC will ensure teacher surveys are completed in a timely manner.
- BCCSC will assist in the development of the curriculum to be offered.
- BCCSC will be an active participant on the 21st CCLC Advisory Board and will assist BRS, Inc. with promoting the program in the community, for soliciting community partners, and for actively assisting BRS, Inc. as they work to achieve program sustainability.
- BCCSC will provide the facilities, to include but not be limited to, food storage space and a space for records to be kept on site, an office space for the site coordinator, access to outdoor recreational areas, gymnasium and equipment, and designated spaces for the program to be conducted.
- BCCSC will provide technology, programs, and other similar services, resources, and tangible products to ensure a quality program.
- BCCSC will be responsible working with the 21st CCLC staff to ensure meaningful and effective communication regarding the educational needs of participating students.

BRS, Inc. agrees to:

- Operate the 21st CCLC afterschool program at BES as outlined in the 21st CCLC grant application.
- Provide staffing to ensure a 15:1 student/staff ratio.
- Provide a site coordinator and a designated program director.
- Coordinate and oversee the therapy and counseling component of the SEL programming.
- Work to recruit additional community partners, develop an effective and progressive Advisory Board, and establish a true community learning center within the BCCSC district.
- BRS, Inc. will assist with arranging the transportation of students from the program to their respective homes and/or community drop-off sites as needed.
- Assist with the collection of and be responsible for the reporting of required student data.
- Be responsible for student enrollment, ensuring target number of RAPs, and maintaining accurate attendance and enrollment records.

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- Be responsible for the design and facilitation of professional development for all staff involved in the 21st CCLC program.
- Ensure required 21st CCLC reporting to include, but not be limited to, maintaining inventory of 21st CCLC supplies and equipment, end of the year reporting, local evaluation reporting, parent and teacher surveys, and other reporting as might become required by Indiana Department of Education. (IDOE)
- Arrange for and ensure an annual on-site review completed by designated local evaluator (Diehl Consulting).
- Ensure program works to achieve INQPSA standards and complies with requirements of the INQPSA process.
- Respond to state requests for information and/or documentation in a timely manner.
- Ensure program participation in state required meetings and conferences.
- Ensure to the extent of outlined areas of responsibility, that the program adheres to all regulations, standards, rules and laws described in the 21st CCLC RFP.

V) Student Participation

The program will be offered to all youth, grades K-5, residing in the BCCSC district. BRS, Inc. will work closely with the counselor and school principal to identify students who are performing below grade level in Math and Reading as indicated by local and state assessments. Priority for enrollment into the program will be given to those students who are from low income families (based on information reported on the student's food program application) and/or are performing below standard in math and/or reading. Also, students with below average or declining report card grades, students who are not completing their homework assignments, and students with below state recommended attendance rates will be targeted. The Principals will encourage participation as a means of obtaining additional specialized help. Additionally, students identified as in serious need of a safe and secure afterschool environment as identified by school principals and the local Department of Child Services will be accepted.

VI) Linkage between School Day and 21st CCLC Program

BCCSC and BRS, Inc. agree that linkage between the School Day and 21st CCLC Program will be achieved as outlined in the Cohort 10 grant application. In addition, under this

partnership, as described above in Section IV above, BCSC agrees that the BRS, Inc. Program Coordinator will be invited to attend school faculty meetings and will be welcomed and accepted as part of the school. School Administration will work with the coordinator to ensure effective communication and linkage between school day personnel and school day activities, and the afterschool program.

VII) Data Collection, Sharing and Reporting

BCCSC and BRS, Inc. agree that required data including student demographics, grades, assessment scores, surveys, and information about the 21st CCLC will continue to be collected, compiled, and shared as outlined in the Cohort 10 grant application. In addition, as described in Section IV above, under this partnership, BRS, Inc. becomes responsible for working with Diehl Consulting Group, the designated Evaluator, to achieve required data collection and reporting.

VIII) Timeline

The roles and responsibilities described above are contingent on BCCSC receiving the funds requested for the project described in the 21st CCLC Cohort 10 grant application. Responsibilities under this Memorandum of Understanding would coincide with the grant period anticipated to be July 1, 2021 through June 30, 2025.

IX) Commitment to Partnership

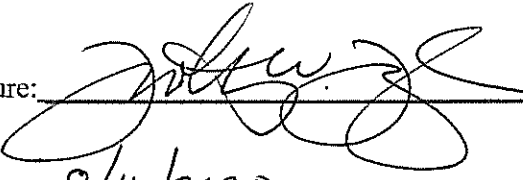
- 1) The collaboration service area includes students enrolled at BES located within the BCCSC district in Jackson County, Indiana.
- 2) The partners agree to collaborate and provide extended day learning, homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming to students of BES. Compensation for partners' contribution to this project will be provided as outlined in the budget.

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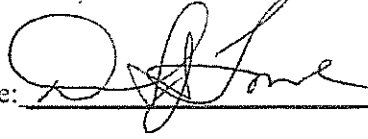
3) We, the undersigned have read and agree with this MOU. Further, we have reviewed the proposed project and approve it.

Signed:

By: Tim Taylor, Superintendent
Brownstown Central Community School Corporation

Signature: 
Date: 8/11/2020

By: Daniel J. Lowe,
President/CEO, BRS

Signature: 
Date: 8/6/2020

**Memorandum of Understanding
Diehl Consulting Group
and the Brownstown Central Community School Corporation 21st CCLC
August 5, 2020**

Diehl Consulting Group (DCG) provides objective and supportive evaluation and consultation to schools and community organizations. With extensive experience in conducting research and evaluation projects in the areas of youth and community development, education, and needs assessments related to overall community services, DCG is highly qualified to provide the services outlined in this proposal.

With a core focus on developing and sustaining collaborative relationships with clients, DCG offers a package of coordinated evaluation solutions. Components of the solutions package include: (a) assessment of organizational needs, development of action plans, goals, and objectives, and creation of evaluation designs/protocols; (b) ongoing technical assistance to monitor progress and the use of quantitative and qualitative data to drive decision-making, along with development of data tracking systems and database management; (c) consultation in community education and program development; (d) staff development and training; and (e) statistical analysis and communication of results to a variety of audiences (formal reports, evaluation briefs, presentations, etc.). This document outlines a commitment/MOU to provide evaluation and consulting services to the Brownstown Central Community School Corporation, as part of their application to the Indiana Department of Education's 21st CCLC grant program.

Qualifications and Experience

DCG will provide up to 7 staff to assist with the evaluation. Specific qualifications and experiences relevant to this proposal include:

Sam Crecelius, vice president/partner, will serve as co-project manager for the work outlined in this proposal. He has over ten years of evaluation experience and nearly 20 years of experience in the field of afterschool programming, both as a direct service provider and an evaluator. Sam's background blends psychometrics and advanced statistics with communication and instructional design, allowing him to develop much of the training the firm provides while also leading the more complex analytical work. He has a bachelor's degree in communication studies from Indiana University Southeast and a master's degree in communication from Indiana State University. Prior to joining Diehl, Sam worked as an assistant project director and site coordinator for two 21st CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21st CCLC Evaluation Advisory Group. Sam is a past president of

the Indiana Evaluation Association and in this role, supported professional development for evaluation practitioners in Indiana.

Dan Diehl, president/partner, will serve as co-project manager for the work outlined in this proposal. He has over twenty years of experience in providing evaluation, consulting, professional development, and grant writing services to individuals, businesses, schools and community organizations. Before starting DCG, Dan worked for a school district as the Director and Evaluator of the 21st Century Community Learning Centers grants, where he oversaw the development, evaluation and sustainability of after-school and summer programs, as well as development of community education initiatives promoting school and community partnerships. Dan has a Ph.D. in social work from the University of Louisville and University of Kentucky with emphases in research design and teaching. He also has masters' degrees in applied experimental psychology from Western Kentucky University and social work from the University of Southern Indiana, and a certificate in Executive Management from the University of Notre Dame. He is a former Board member for the Indiana Afterschool Network and actively involved with afterschool best practice throughout Indiana. He is also a Licensed Clinical Social Worker (LCSW).

Andrea Swain, consultant, will serve as co-project manager for the work outlined in this proposal, assist in conducting site visits (using IAN Standards Based Observation Tool), and data entry and management with Cayen. Andrea has a background in the areas of public health and youth development. She supports evaluation projects by coordinating data collection and entry processes, managing report development, conducting site visits to observe program quality, and managing data through the state's reporting system. Andrea has a bachelor's degree in Health Education and Promotion (Community Health Concentration) from East Carolina University. She is also a Certified Health Education Specialist (CHES).

Heather Arrowsmith, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. She has a background in instructional systems design with unique professional experience in K-12 and higher education settings. She has an Ed.D. and master's degree in Instruction and Administration from University of Kentucky. Heather is also a licensed educator.

Jennifer Bellville, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has a background in the design and implementation of mixed-methods evaluations, including methodology frameworks, data collection and survey tools, data analysis, data visualization, and accessible reporting. Her clients have included community colleges, universities, K-12 schools, workforce boards, non-profits, community organizations, economic development entities, and government organizations. Jennifer has a Master of Public Affairs degree from Indiana University's School of Public and Environmental Affairs concentrating in sustainable and economic development, and a bachelor's degree in Economics from the University of Wisconsin–Madison. Jennifer is also highly engaged in the evaluation community; she serves as President for the Indiana Evaluation Association and has served as an NSF ATE Evaluation Fellow with EvaluATE.

Doug Berry, vice president/partner, will assist in conducting site visits (using IAN Standards Based Observation Tool) and conducting quality review. He has a background in psychology with concentrations in the areas of survey design, psychometrics, statistical analysis, test validation, training and performance appraisal. He has educational and professional experience defining, predicting, measuring, and driving effective performance for individuals and organizations. He has a bachelor's degree in psychology from Wabash College and a master's degree in industrial/organizational psychology from Western Kentucky University. Currently, Doug is completing an Ed.D. in instructional systems technology at Indiana University.

Amanda Vote, consultant, will assist in conducting site visits (using IAN Standards Based Observation Tool), reporting, and conducting quality review. She has experience with early childhood, youth development, and school-based program evaluation. She has a bachelor's degree in psychology and a master's degree in public administration from the University of Evansville.

Specific qualifications and experiences relevant to this proposal include:

- During the last 20 years, Diehl Consulting has provided evaluation services to over 75 federal, state, and locally funded afterschool sites.
- DCG has served as Indiana's state evaluator for 21st CCLC since 2018.
- Diehl staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants across 13 schools and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.
- Membership on the Indiana Afterschool Network, 21st CCLC Evaluation Advisory Group, and Indiana Out-of-School Time Advisory Board.
- Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
- Team members have been invited to participate in planning for the IN-QPSA and 21st CCLC High School Program Evaluation.
- DCG staff participated in the 2012 IN-QPSA pilot.
- DCG has significant experience in managing and evaluating state and federal grant programs. This work has allowed DCG to develop proficiencies in advanced statistical research methods utilizing quantitative and qualitative designs. In addition, DCG has a great deal of experience in managing large databases associated with large-scale research projects.
- DCG previously subcontracted with the American Institutes for Research as part of the national 21st CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21st CCLC Evaluation.

Roles and Responsibilities

Diehl Consulting will serve as the lead evaluator for this project. Specific roles and responsibilities include:

- Work closely with program staff, school administrators and partners to coordinate technical assistance and evaluation services.
- Assist in ongoing development and implementation of a program logic model and evaluation plan tied to the goals, objectives, and performance measures outlined in the proposal.
- Serve as the lead evaluator of the 21st CCLC program, including: monitoring implementation of an evaluation protocol, analyzing data, consulting in Cayen data collection, conducting site visits, and preparing formative and summative evaluation reports.
- Provide ongoing consultation to promote program improvements.
- Participate as a member of the program's IN-QPSA Assessment Team.
- Specific evaluation approaches are documented within the grant application. A summary of methods include:
 - Evaluation of the 21st CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
 - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
 - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
 - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
 - Quasi-experimental designs will be used to answer the evaluation questions.
 - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

but not limited to, one-way and repeated measure ANOVAs, chi square, and independent and paired samples t-tests.

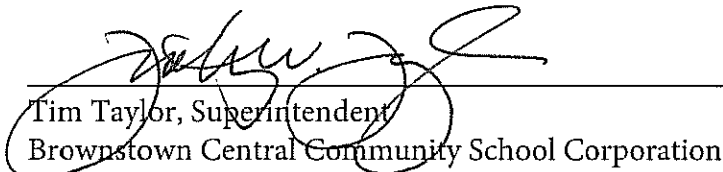
- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.
- To ensure confidentiality of student records, the Brownstown Central Community School Corporation will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.



Daniel Diehl, Ph.D., LCSW
President/Partner
Diehl Consulting Group

8/5/2020

Date



Tim Taylor, Superintendent
Brownstown Central Community School Corporation

8/5/2020

Date

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, **Brownstown Central Community School Corporation (BCCSC)** and **Blue River Services, Inc. (BRS, Inc.)** have come together to collaborate and to make an application for a 21st Century Community Learning Centers (21st CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BCCSC** will be the lead and named applicant, LEA and fiscal agent, and **BRS, Inc.** will be the community partner responsible for operating the 21st CCLC program at Brownstown Elementary School (BES); and

WHEREAS, both aforementioned parties desire to enter into a partnership with the **Creative Resources, Inc.**; and

WHEREAS, the following Memorandum of Understanding setting forth the services provided by the collaborative will be signed and submitted to the Indiana Department of Education as a part of the grant application on or before August 12, 2020.

D) Description of Partner Agencies

BRS, Inc. remains a community service organization that has been involved in the education of children and youth throughout the community that involve students from BCCSC, and **BCCSC** operates as a public K-12 school district in Jackson County, Indiana. For the purpose of this grant, all parties listed above will develop and implement a quality extended day learning program for the students of **BES** which incorporates family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, college and career readiness, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

Creative Resources, Inc. is established to bring professional development and renewal to youth services workers, to coach leaders, to inspire and motivate staff, and to facilitate retreats designed to guide staff as they grow into their very best selves.

II) History of Relationship

BRS, Inc. has contracted with **Creative Resources, Inc.** for the past several years to act as their Professional Development Consultant. **Creative Resources, Inc.** works to guide, develop and implement a comprehensive professional development and coaching plan which is based on meeting the ongoing training needs of their staff as they are identified.

III) Development of Application


BCCSC and BRS, Inc., were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, Creative Resources, Inc. was not directly involved in the development of the grant, their partnership will contribute to the success of the 21st CCLC program as we work to provide comprehensive and effective professional development activities for our staff.

IV) Roles and Responsibilities

NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

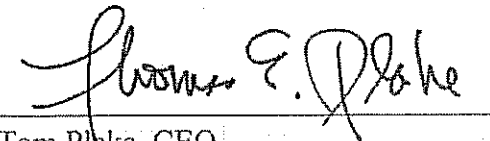
- 1) BCCSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at BES.
- 2) BRS, Inc. will be responsible for the operation and coordination of all 21st program activities.
- 3) Creative Resources, Inc. will work with BCCSC and BRS, Inc. throughout the 4 year grant period to guide, develop and implement a comprehensive professional development and coaching plan which is based on meeting the ongoing training needs of staff as they are identified. Creative Resources, Inc. will be compensated \$5,000 per year for their service. TP

Signed:



Tim Taylor, Superintendent
Brownstown Central Community School Corporation

Date: 8-11-2020



Tom Plake, CEO
Creative Resources, Inc.

Date: 8-6-20

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, **Brownstown Central Community School Corporation (BCCSC)** and **Blue River Services Inc. (BRS, Inc.)** have come together to collaborate and to make an application for a 21st Century Community Learning Centers (21st CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BCCSC** will be the lead and named applicant, LEA and fiscal agent, and **BRS, Inc.** will be the community partner responsible for conducting the afterschool program at Brownstown Elementary School (BES); and

WHEREAS, the aforementioned parties desire to enter into a partnership with the **Centerstone**, and

WHEREAS, the following Memorandum of Understanding setting forth the services provided by the collaborative will be signed and submitted to the Indiana Department of Education as a part of the grant application on or before August 12, 2020.

I) Description of Partner Agencies

BRS, Inc. remains a community service organization that has been involved in the education of children and youth throughout the community that involve students from BCCSC and BCCSC operates as a public K-12 school district in Jackson County, Indiana. For the purpose of this grant, all parties listed above will develop and implement a quality extended day learning program for the students of **BES** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, college and career readiness, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

Centerstone provides a variety of mental and behavioral health services to our community including psychotherapy (individual, group and family therapy) specializing in the treatment of anxiety or depression, eating disorders, addiction/substance abuse, post-traumatic stress disorder, grief and loss, and bipolar disorders.

II) History of Relationship

BRS, Inc. began a partnership with Centerstone during the 2015-2016 school year and will expand their relationship to begin serving BES students and families for the 2021-2022 school year. Based on identified need for counseling and therapy services among a large portion of the students being served, BRS, Inc and BCCSC are teaming up with Centerstone to begin providing these services to program participants and their families at the BES.

III) Development of Application

BRS, Inc. and the BCCSC were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, Centerstone was not directly involved in the development of the grant, their partnership will contribute to the success of students we serve.

IV) Roles and Responsibilities

NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

Upon referral from BRS, Inc., Centerstone will provide therapy and counseling services based on school and student needs to students and families enrolled at BES.

Centerstone will also provide services to students regardless of financial ability to pay at no additional charge to BRS, Inc. Services may be covered by Medicaid or private insurance. Monies paid to Centerstone by BRS, Inc. through this Agreement will be used to fund therapy for students and families with no means to pay or for those with high insurance deductibles. Additionally, the contracted amount of \$5,000 will cover any and all other expenses incurred by Centerstone while providing such services.

BRS, Inc. will maintain a record of all clients referred to Centerstone throughout the year. While it is understood that all case notes and identifying information maintained by Centerstone will be confidential and will remain the property of Centerstone, Centerstone will provide a final report to BRS, Inc. listing the names of all referrals that were served and detailing the type of service provided. Each client will sign a Permission to Share Information Form.

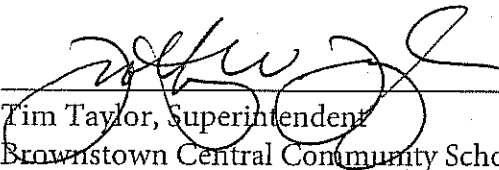
Centerstone will ensure that therapy sessions are arranged to meet the scheduling needs of students and families, whether in the school, home or clinic. BRS, Inc. staff will be responsible for arranging and coordinating therapy sessions that take place in the school or home setting and for assisting Centerstone with scheduling appointments for referred clients when needed.

Centerstone staff must receive clearance from the school before scheduling any school-based therapy sessions. This may require providing appropriate background checks.

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Both BRS, Inc. and Centerstone will hold and maintain their own liability insurance and both agree to indemnify and hold harmless the other party, excluding liability for negligence, active or passive. The indemnification provided by this paragraph shall include legal costs and attorney fees in connection with any such claim, action, or proceeding. Notwithstanding any provision to the contrary, this section shall survive termination of this Agreement.

Signed:



Tim Taylor, Superintendent
Brownstown Central Community School Corporation

8/11/2020
Date

Megan L. White, Director of Child Services 8/6/2020
(Typed Name and Title of Authorized Signer) Date

Megan L. White 8/6/2020
Signature of Authorized Individual Date

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, **Brownstown Central Community School Corporation (BCCSC)** and **Blue River Services, Inc. (BRS, Inc.)** have come together to collaborate and to make an application for a 21st Century Community Learning Centers (21st CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BCCSC** will be the lead and named applicant, LEA and fiscal agent, and **BRS, Inc.** will be the community partner responsible for operating the 21st CCLC program at Brownstown Elementary School (BES); and

WHEREAS, both aforementioned parties desire to enter into a partnership with the **Jackson County Learning Center**; and

WHEREAS, the following Memorandum of Understanding setting forth the services provided by the collaborative will be signed and submitted to the Indiana Department of Education as a part of the grant application on or before August 12, 2020.

I) Description of Partner Agencies

BRS, Inc. remains a community service organization that has been involved in the education of children and youth throughout the community that involve students from BCCSC, and BCCSC operates as a public K-12 school district in Jackson County, Indiana. For the purpose of this grant, all parties listed above will develop and implement a quality extended day learning program for the students of BES which incorporates family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, college and career readiness, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

The **Jackson County Learning Center** provides necessary educational and workforce support services for community members and fosters an atmosphere of lifelong learning and career development.

II) History of Relationship

BRS, Inc. has partnered with the Jackson County Learning Center through a 21st CCLC grant at Medora Community School Corporation to provide adult education courses and certifications to the caregivers of students within the Medora community. Efforts are being made to broaden the partnership to include the students and families at Brownstown Elementary School.

III) Development of Application

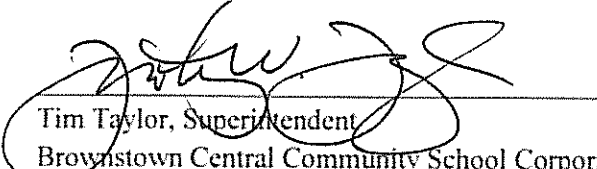
BCCSC and BRS, Inc., were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, the Jackson County Learning Center was not directly involved in the development of the grant, their partnership will contribute to the success of the 21st CCLC program as we work to provide comprehensive and effective professional development activities for our staff.

IV) Roles and Responsibilities

NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

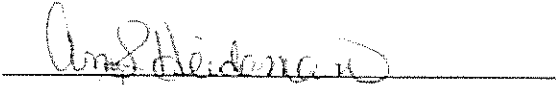
- 1) BCCSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at BES.
- 2) BRS, Inc. will be responsible for the operation and coordination of all 21st program activities.
- 3) Jackson County Learning Center will work with BCCSC and BRS, Inc. throughout the 4 year grant period to provide adult education courses, short-term certifications (ex: welding, CNA, MSSC), ELL classes, basic computer skills workshops, and resume writing and job interviewing assistance to caregivers of students participating in 21st CCLC programming at Brownstown Elementary.

Signed:



Tim Taylor, Superintendent
Brownstown Central Community School Corporation

Date: 8-11-2020



Amy Heideman, Director
Jackson County Learning Center

Date: 8/10/2020

1. PROJECT ABSTRACT (2.5 POINTS, 2 PAGES MAXIMUM)

Brownstown Central Community School Corporation (BCCSC) will partner with Blue River Services, Inc. (BRS), a non-profit community service organization, to provide an out of school time educational program for students in grades kindergarten through 5th grade at Brownstown Elementary School (BES), the sole elementary school within BCCSC. BRS will serve as the applicant and fiscal agent and BCCSC will serve as the LEA (See MOU). At BES, BCCSC will provide space for programming to take place as well as logistical support to include internet, phones, staff office space, and office equipment. Transportation will be provided for students by BCCSC (See MOU) at approximately 5:00 PM each program day. BCCSC will also provide snacks for students following the USDA Afterschool Snack Program.

As part of a 21st CCLC program, students will be provided with consistent, stimulating, and engaging extended day learning programming which provides academic, literacy, SEL and character education supports. Students in kindergarten through 5th grade will be targeted for enrollment based on their socioeconomic status and need for additional academic assistance to meet state and local standards in literacy and math, in an effort to raise scores on both summative and state assessments. Program staff will work closely with school day and Title 1 teachers, the school principal, assistant principal and counselor to determine students with the highest need for program participation. It is anticipated that a minimum of 80 students will be served during the 2021-2022 school year. Programming will operate Monday through Friday from 2:55 until 6:00 PM on days that school is in session.

Administrators at BES have identified the following needs:

1) Student achievement in Reading is below grade level among students of poverty;

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2) Student achievement in Math is below grade level among students of poverty;

3) Improved attendance rate in order to attain the state expectancy rate of 96%. (Only 45.2% of BES students attended 96+% of their enrolled days during the 2018-2019 school year);

4) Increased homework completion rate among students of poverty;

5) Parent participation in student education is below standard among students of poverty.

As a result of these identified needs, literacy has been selected as the priority area that would be most effective at BES.

During program time, homework assistance and tutoring will be available to students in need of academic remediation. These services will be provided in small group or one-on-one settings with the assistance of school day teachers, program staff and volunteers. Students will also utilize the virtual reading program, MyON, to receive added reading experience and support each day during programming. Quarterly family events with an emphasis on improved literacy skills will take place during hours that are convenient for parent participation. During these events, will be provided with skills and information to be utilized at home in added efforts to improve student skills. In addition to the previously mentioned activities, a vast range of academic enrichment activities that compliment students' school day learning will be offered daily. Participating students and families will have access to therapy and counseling services provided through a partnership with Centerstone. As a result of these opportunities, desired outcomes include improved academic achievement in both ELA and Math, improved student attendance rates, and increased homework completion. More specifically, the percentage of students reading at grade level will increase among those who regularly participate in 21st CCLC programming.

2. PROGRAM QUALIFICATION (5 POINTS, 2 PAGES MAXIMUM)

a. Minimum Criteria:

As reported by the Indiana Department of Education, BES qualifies for 21st CCLC funding with a free/reduced lunch rate greater than 40%. During the 2019-2020 school year, **49% of students attending BES were on free/reduced lunch.** Additionally, BCCSC holds a C grade and an **approaching expectations** federal rating.

b. Origin of Partnership:

BRS, Inc. has successfully operated 21st CCLC extended day learning programming within the Medora Community School Corporation (MCSC) since the 2014-2015 school year. During this time, the current principal at BES, held the role of principal for MCSC for two years and, working closely with program management, becoming very familiar with BRS, Inc. and the Reach for a Star 21st CCLC Afterschool program. After identifying a need for a free, academic-based after school program, the BES principal reached out to BRS, Inc. in 2019 inquiring about bringing programming to her current school. Having a previous working relationship has allowed for BRS, Inc. and the BES principal to easily lay out plans and expectations for this new program.

c. Priority Area:

The program priority at BES will be Literacy. The goals of this proposed project is to provide literacy enrichment and remediation throughout the four year grant period. **54.9% of BCCSC students in grades 3 through 8 scored BELOW grade level in ELA on the 2018-2019 state assessment.** Low-income parents are often overwhelmed by the need to work excessive hours each day to provide financially for their families. Personal mental health issues, and lack of education both of which can result in the lack of ability and/or the lack of motivation to assist their children in improving literacy skills and completing daily educational assignments has the potential to hinder student success. These factors must be addressed, but schools cannot be expected to remedy the problems caused

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by poverty without assistance from outside resources. By providing literacy focused programming, the Cohort 10 21st CCLC grant will allow BRS, Inc. in collaboration with BES to take this very proactive step to assist the students and families of the community with eliminating the socio-economic barriers that contribute to their lack of academic achievement.

Literacy enrichment will take place on a daily basis as program staff utilize evidence-based curriculum from LitART to provide developmentally appropriate activities. BRS, Inc. is partnering with READ Jackson County to provide BES students with additional tutoring and exposure to a diverse range of literacy materials. With a mission focused on increasing literacy of adults and children in Jackson County, through various programs, READ hopes to improve participants' lives with increased job skills to help find gainful employment, English language classes to communicate effectively, and book giveaways to increase student's early exposure to reading and promote family engagement.

Family engagement events will take place quarterly with a purpose of providing families with community resources that will allow them to better provide for the needs of their children both academically and socially. Through a partnership with the Jackson County Learning Center, parents will be provided with opportunities to obtain their high school education, complete computer training courses, and attend trade certification classes all free of charge. These services will allow for the earning of higher wages for our program families and the ability to financially provide for their children while working fewer hours, thereby increasing the time available for families to engage with their children.

3. PRIORITY POINTS (5 POINTS, 1 PAGE MAXIMUM)

a. Brownstown Central Community School Corporation is identified on the Master Reap Eligibility Spreadsheet as being Rural by the State SRSA and RLIS. The barriers that many BES students face including isolation, lack of transportation, and inability to gain the support of professional and other services due to this rural environment enhances the need for afterschool programming.

b. At the time of this writing, there are a total of 32 21st CCLC employees at BRS, Inc. Of this total, 22% (7 staff) have completed the CYC process. There are an additional 29% (9 staff) who are currently in the process but have been unable to test due to COVID 19 restrictions. Therefore, a total of 16 staff, **50%, have participated in the CYC Credential process.** The need for highly qualified and credentialed staff is critical to the afterschool field. Indiana Youth Services Association reports that, "The Child and Youth Care Credential (CYC) is a nationally recognized credential for child and youth care work practitioners." CYC certification allows practitioners to demonstrate their development as professionals and participate in true career development. Indiana leads the nation in the number of credentialed youth workers. It is our goal across the department to promote this national credential and work towards a goal of 100 percent of our staff being CYC certified.

4. NEED FOR PROJECT (10 POINTS, 7 PAGES MAXIMUM)

a. Data evidence: Data obtained from the Indiana Department of Education INview website

Brownstown Elementary School Total Student Population (K-5th): 650	
Student Achievement Data	
State Assessment: 2018- 2019 ELA Assessment Grades 3-8	45.1% Proficient (BELOW STATE AVERAGE, 54.9% NOT AT A PROFICIENT LEVEL)
State Assessment: 2018-2019 Math Assessment Grades 3-8	55.5% Proficient
State Assessment: 2018-2019 Science Assessment Grades 4 & 6	55.9% Proficient
Number of Youth Below Grade Level	54.9% (390 students) ELA 44.5% (316 students) Math 44.1% (108 students) Science
Attendance:	96.1%
Student Demographics	
Student Ethnicity:	
White	94.9% (617 students)
Multi-Racial	2.4% (16 students)
Hispanic	2.3% (15 students)
Asian	0.0% (0 students)
Black	0.2% (1 student)
Hawaiian/Pacific Islander	0.0% (0 students)
American Indian	0.2% (1 student)
Poverty Measures:	49%
Student Behavioral Data:	
Number of Students absent Greater than 10% of School year ('18-'19)	60 (9.2%)
Discipline Data ('18-'19, # of suspensions/expulsions):	
Number of Out of School Suspension	27 (4.1%)
Number of In-School Suspensions	10 (1.5%)
Number of Expulsions	0 (0%)
Graduation Rate ('18-'19, District)	100%
Drop Out Rate ('18-'19, District)	0%

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Brownstown Central Community School Corporation is defined as **Rural** by the SRSA and RLIS. Brownstown Elementary School is also identified as **Low Income**. Low income is defined as 40% of the student population receiving free/reduced lunch (as reported on the IDOE 2020 free-reduced lunch spreadsheet). Brownstown Elementary School received a **C (approaching expectations federal rating)**. As noted in the table above, nearly **55 percent of the students at Brownstown Elementary School are performing below grade level in ELA** and at least 44 percent are below grade level in Math and Science.

The need for afterschool programming at BES is further identified because of the barriers that many Brownstown students face including isolation, lack of transportation, and inability to gain the support of professional and other services. At-risk behaviors that are often a direct result of these barriers largely contribute to academic failure. School administrators and teachers have expressed concern that students from low income households demonstrate lower attendance and assessment scores, and that fewer students go on to further their education as compared to those from more affluent families.

Many of our students come from families impacted by divorce, mental health issues, death, and drug addiction. The implementation of a 21st CCLC afterschool program at BES would not only provide needed help for students academically, but also, through a partnership with Centerstone Mental Health, help them with their social-emotional health and the day to day crisis's they may be facing both at school and at home.

Students of BES spend a great deal of time traveling to and from the school. Students at BCCSC are scattered over approximately 225 square miles, half of the area of Jackson County as a whole. BES is located at least 30 miles from the nearest major city, Columbus, Indiana. Due to its rural nature, Jackson

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County residents travel almost fifty percent further to work than residents of larger cities. Employment opportunities within the Brownstown community are limited and most working parents travel to Seymour, Bedford, or Columbus (many traveling over 100+ miles per day round trip). An extraordinarily large portion of the family income must be used to buy gasoline and maintain adequate transportation. The ability of these students to attend school events or be involved in extracurricular activities is hindered because of lack of transportation, time conflicts due to the distance parents travel to and from work and to and from school, and the inability to pay for extra-curricular activities. At-risk behaviors, as evidenced by the high rates of drug use in Jackson County, are not adequately addressed due to the lack of support structures and limited resources. Limited professional resources, such as the availability of and access to treatment options and providers compound at-risk behaviors.

Towncharts.com reports that of the population in Jackson County, only 87% hold a high school diploma, and the percent who go on to receive their Bachelor's Degree or higher drops to only 16%, both of which fall below the state average. It is also reported that 16.1% of the county's population is living in poverty, a percentage that is higher than any surrounding county.

According to the Indiana Youth Institute's (IYI) Kids Count Data Book, Jackson County has a growing population of youth. It is reported that approximately 10,835 youth live within Jackson County with 262 being classified as "Children in Need of Services" in 2018. Approximately 31.6% of youth were living in single parent homes and 15.2% were living in poverty. During the same year, there were 154 reported cases of child abuse and neglect within the county and just under 200 teen mothers giving birth, a number *earning* Jackson County the ranking of 3rd highest within the state. Further, it was reported that 15 youth died as a result of opioid poisoning, ranking Jackson County 18th highest in

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Indiana. This data further supports the need for quality after school programming designed to increase student awareness of personal safety and provide strong, healthy adult mentors to our students in need.

The information shared above underscores the fact that youth living in persistently poor, rural communities of Jackson County, are poorly equipped to break the cycle of poverty that is often present within their family. Fewer jobs, fewer services and reduced access to opportunities leads to a cycle that repeats itself generation after generation. Consequently, many students growing up in this rural poverty face obstacles early in life that make it difficult for them to escape poverty as adults.

b. Current Programming

There is currently **no academic based after school programming** available to students at BES. Child care services are available through a Kids Klub program. This program is fee based and no transportation is provided, making it inaccessible to many students at the school. During the 2019-2020 school year, only 30-35 students were being served through this program.

Academic enrichment and remediation are current service gaps within after school programming at BES. With the implementation of this new 21st CCLC Extended Day Learning Program, students will have access to academic assistance in the form of homework help, literacy skill building, Social Emotional Learning, and various other enrichment activities. Program staff will be in regular contact with school day teachers to ensure that individual student needs are being addressed/met and program activities correspond to standards that are being taught during the school day.

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Additionally, BES students will be provided with a variety of Social Emotional curriculum during daily programming, as well as access to on-site counseling and therapy services for both students and their families based on an identified need and a partnership with Centerstone, a local mental health provider. A portion of funding will be used to ensure all BES students who are enrolled in the program and their families can receive counseling services, an option that is presently only available to students with health coverage. Program staff will also work to connect participants and their families to needed resources in an effort to eliminate the socio-economic barriers that often contribute to their lack of academic achievement.

The BES principal has requested a change from the current program to a 21st CCLC extended day learning program managed by Blue River Services, Inc. This change would allow a greater number of students to have access to the academic, social, and emotional enrichment that is needed as the program would be free to all participants, target students of low income and poor academic performance, and provide transportation home at the conclusion of programming. **Barriers to attendance would be nearly eliminated for the majority of students attending BES.**

c. Enhance or Expand

As mentioned previously, a program providing child care is available but there is currently no academic after school programming being provided to students at BES. The addition of this 21st CCLC extended day learning program will greatly **enhance** the programming that is available to students. The Reach for a Star Extended Day Learning Program will provide academic assistance and literacy enrichment to at least 80 BES students. Afterschool programming will take place from 2:55 (end of the school day) to 6:00 each day that school is in session. While the program will target students of low

income and poor academic performance, all BES students will have access to this free program as well as the transportation that will be provided from school to home as long as the program is able to maintain appropriate child to staff ratios.

d. Identified Needs

At BES, the need for programming was identified by school administration. Chrystal Street, the BES principal, became familiar with a similar 21st CCLC program at Medora Community School Corporation (MCSC) while serving as principal within that corporation which is located in the southwest corner of Jackson County. While working closely with program management for the duration of her role at MCSC, Street became familiar with program structure, goals and expectations. Knowing the same management team was still employed with BRS, Inc. and that the current program at BES wasn't meeting student needs, Street reached out to inquire about bringing a similar program to the students of BES. Street shared that a high percentage of low-income students were not completing homework assignments as expected, were struggling to keep up academically with their higher-income classmates, and were in great need of SEL services, all issues she knew had been addressed through the 21st CCLC program at MCSC.

Additionally, I, Shannon Hunsucker, have worked with youth and youth serving organizations within Jackson County for the past five years. As a result of this experience, I can attest to the need for added academic and SEL supports for students within the county. For the duration of my employment with BRS, Inc., I have worked with students, families, and school staff at MCSC. I have worked to grow the current 21st CCLC programs at MCSC over the past 5 years and into the programs they are now - successful and impactful. Through my experience at MCSC, I have come to know many of the students and families in the area. Several of these students are now enrolled at

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BCCSC. Since transferring enrollment, parents/guardians of several of these students have reached out to me to share that the current program at BES is lacking in many aspects and the need for a program similar to the one at Medora is of great need.

The implementation of an afterschool program at BES will potentially be the only source of supplemental enrichment in literacy and math, SEL, technology, and extracurricular activities that many BES students will have access to. This offering of a program which provides transportation and is free to all students at BES will act as a means for overcoming obstacles confronting the rural communities of Jackson County and help students realize their full potential.

5. PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

a. Project Collaboration

Project Partners and Contributions	
Blue River Services, Inc.	This partnership will allow us to begin providing a high quality extended day learning/afterschool program for students of Brownstown Elementary School and their families at the school site. Blue River Services, Inc. will manage all aspects of the grant including hiring, day to day operations, professional development, and fiscal support. <i>(See MOU)</i>
Diehl Consulting Group	We will contract with Diehl Consulting Group as our local evaluator. <i>(See MOU)</i> . Diehl Consulting Group will be paid 6% of the award amount.
USDA School Nutrition Program (SNP) Afterschool Snack Program	The afterschool snack program will be provided by BES as part of their School Nutrition Program. All snacks will be provided free of charge to participating students. No MOU required.
Creative Resources	BRS, Inc. contracts with Creative Resources to guide, develop and implement a comprehensive professional development and coaching plan which is based on meeting the ongoing training needs of our staff as they are identified while helping maintain and invest in current staff. This is a contracted service valued at approximately \$5,000 per year. <i>(See MOU)</i>
Centerstone	Centerstone will provide additional therapists to work with children and families at BES during program time and during the day in order to help us meet demand. This is a contracted service valued at \$5,000 annually. <i>(See MOU)</i>
Jackson County Learning Center	Our partnership with the Jackson County Learning Center will allow us to provide program parents with access to on-site basic computer courses, High School Equivalency and ELL classes, short term certifications (ex: CNA, welding, MSSC), resume writing assistance and interview training. This will be an in-kind contribution. <i>(See MOU)</i>

b. Identifying Partners

Partner	Process used to identify and how involved in development of application	Needs Being Met
Blue River Services, Inc.	After identifying the need and desire to apply for this grant and begin an after school program for students at Brownstown Elementary focused on literacy, BES principal reached out to BRS, Inc. about the possibility of partnering with us. BRS, Inc. was already providing afterschool programming within multiple other school districts by utilizing 21st CCLC funding and was therefore familiar with the 21 st CCLC grant and process.	This partnership will allow us begin providing an afterschool program at Brownstown Elementary School. The need for this program was initially identified by both school administration and parents who were familiar with a similar 21 st

	Meetings were held with the principal of BES and BRS, Inc. Children’s Services Department.	CCLC program within Jackson County.
Diehl Consulting Group	We are partnered with Diehl Consulting as our local evaluator. During the development of our application we worked closely with Diehl Consulting in the development of our application including, but not limited to, development of Short Term Performance Measures	Provide local evaluation services including site reviews, data analysis and end of the year reporting.
USDA School Nutrition Program (SNP) Afterschool Snack Program	BES will provide the SNP Afterschool Snack Program to students enrolled in the BES afterschool program.	Provide students with a nutritious afterschool snack.
Creative Resources	Providing meaningful and effective professional development for our staff has always been highly important to BRS, Inc. In an effort to ensure we are providing high quality, beneficial professional development activities for our staff at all times, and based on our past relationship with this agency, BRS, Inc. sought to expand the partnership to include Cohort 10 PD activities.	Creative Resources is used to help us meet the PD needs for our staff. This agency works closely with leadership to guide, develop and implement a comprehensive professional development and coaching plan which is based on meeting the ongoing training needs of our staff as they are identified.
Centerstone	In the development of our application, the need for counseling and therapy services for our students and families was identified as being extremely high priority.	This partnership will ensure that all participants needing therapy/counseling will be able to receive it.
Jackson County Learning Center	During discussions and planning for the applications, the cycle of poverty was identified to be an epidemic within rural areas of Jackson County.	Our partnership will provide parents with opportunities to further their education in hopes of gaining higher paying employment.

c. Volunteers

Volunteers will be recruited using a variety of avenues. Program Coordinators will work to recruit volunteers from the community and list volunteer opportunities on Volunteermatch.org. Jackson County United Way will also help with volunteer recruitment. Volunteers will be sought out on an as-needed basis and utilized to assist with homework completion, participate in programming as guest speakers, lead club activities, and more.

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All volunteers must have experience working with youth, demonstrate knowledge in their purpose for volunteering and obtain a background screening prior to coming to the program. Individuals interested in volunteering must go through the same process as employees. They fill out an application and submit their resume. All previous employers are contacted as well as 3 personal references. A complete background check including driving record, CPS check and criminal history check would be completed. Volunteers are never allowed to work alone, unsupervised with students in any of our afterschool programs.

6. PROGRAM DESIGN (15 POINTS, 10 PAGES MAXIMUM)

a. Recruitment Criteria

The program funded by this 21st CCLC grant will offer services to all students attending Brownstown Elementary School. The most valuable recruitment will include school administration providing the program coordinator with a list of educationally disadvantaged youth who could benefit greatly from attendance. Using this list, program staff will reach out to parents/guardians in an effort to enroll the student in programming. Additional recruitment efforts will include information being sent home with students at the start of each school year, program staff being present during all open house and enrollment events hosted by the school, program information being posted on the school's website and social media pages, the creation of a program website and social media platform, articles in the local newspapers announcing the program, inclusion of program information in the school's daily announcements, and information about programming being included in school newsletters.

Students with Disabilities: (Requirements of GEPA)

No student will be discriminated against or denied access into the program because of gender, race, national origin, color, disability, or age. BRS, Inc. was founded in 1959 to meet the educational and vocational needs of children and adults with disabilities. We will make every reasonable effort to accommodate all students regardless of severity of disability into the program. This may include, but will not be limited to, providing one on one assistance and/or providing adaptive equipment. We will involve both the parents and appropriate special education professionals (IEP coordination) to assist us with making necessary accommodations and addressing specialized needs. BRS will contract with a translator, if needed, in order to communicate with children and families who do not speak and/or read English. It is the mission of Blue River Services, Inc. to provide opportunities for afterschool programming to all

students and families within the communities we serve regardless of their means to pay or their protected class. We understand the need for afterschool programming is great and such opportunities are limited within our rural communities, it is our intention to provide each and every student with access to such programming to enhance their academic, social and emotional experiences and prepare them for transition to the next stage of life.

b. Community Data

According to census.gov, the Jackson County community has an overall poverty rate of 12.0% and median household income of \$49,506. A free/reduced lunch rate of 49% at Brownstown Elementary suggests that the poverty rate is much higher in the areas of the county that are served by BCCSC. Data provided in the IYI Kid's Count Data book shows that 16.6% (1,799) of Jackson County students experienced some level of food insecurity in 2017 with 3,446 persons receiving food stamps in the average month during 2018. 73 students within the county were described as experiencing homelessness.

While the exact, overall literacy rate for the county is unknown, it is known that 86.6% of county residents possess a high school diploma or higher. When looking at the percentage of residents holding a bachelor's degree or higher, that number drops drastically to only 15.5%. INview shows that BCCSC had a 100% graduation rate, and therefore 0% dropout rate for the 2018-2019 school year.

c. Parental Involvement

The 21st CCLC program at BES will hosted a minimum of 4 Family Literacy Night events during each of the four years that program funding is provided. At these events, families will be provided with free access to a hot meal, the opportunity to purchase books at an on-site book fair, the opportunity to participate literacy based games and activities with their child(ren), and tips and ideas that can be

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utilized at home to further efforts to increase student and family literacy. At enrollment, parents will sign an acknowledgement form stating that they agree to attend at least 3 of these events each year. Parents will also be provided with access to various community resources including, but not limited to WIC, law enforcement, public health nurse, dental health resources, United Way, and Caring 4 Kids. Past events hosted by BRS, Inc. at other programs which may also take place at BES include a Chili Cook-off, Reading Rodeo, Family Dodgeball Night, Back to School Bash providing school supplies and free haircuts for students, and family game nights. Additional training events will be held for parents addressing the importance of reading with their child, the importance of being involved in their child's homework completion, and substance abuse prevention. Events will be scheduled at times which accommodate the needs of working parents. At the conclusion of each event, parents will be asked to complete a survey asking what services/information is needed.

Parents will also be asked to participate in programming alongside their child as a volunteer. Once they have completed and successfully passed a background check, parents will be asked to supplement programming as guest speakers to share career information, expertise related to the current theme, and information related to various hobbies that may be of interest to students. Parents will also be encouraged to volunteer to be a member of the program's Advisory Board.

d. Snacks and/or meals:

In our programs, one nutritious afterschool snack will be served to each student every day at the start of program. BES will include the afterschool program in their USDA School Nutrition Afterschool Snack Program (SNP). There will be no charge to students for the snacks, nor will snacks be paid for through the 21st CCLC grant. The school and BRS, Inc. absorb any expense not reimbursed by

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the SNP. Snacks are approved by USDA and the IDOE Office of School and Community Nutrition. Site inspections of the afterschool snack program are conducted by a school representative three times during the year to ensure compliance with all regulations. The Coordinator at each site will be responsible for ensuring that snacks are served as specified by the SNP program guidelines. The Program Coordinator will be trained on the SNP and Civil Rights upon hire and annually thereafter.

e. Weekly schedule

AFTER SCHOOL PROGRAM SCHEDULE – BROWNSTOWN ELEMENTARY	
2:55-3:25	Students dismissed from school and begin arriving at program, attendance is taken and snack is served
3:25-4:30	Homework assistance and one-on-one tutoring, independent reading time and literacy learning centers -Curriculum and programs utilized: MyON Reader
4:30-5:30 3 days per week	On-site program enrichment; Literacy activities aligned with academic standards -Curriculum and programs utilized: MyON Reader, LEARN Literacy, HELP Early Literacy, and WERD After School Writing
4:30-5:30 2 days per week	Enrichment lessons/visitors promoting the following: Character building, mindfulness, social skills, study skills, career opportunities, special guests, STEM, computer education -Curriculum and programs utilized: LEARN Literacy, HELP Early Literacy, Calm.com
5:30-6:00	Health Education: Students will participate in a variety of activities to promote personal health. This time may include physical activity/recreation such as organized group games, nutrition education, or free time in the gymnasium or outdoors.

	-Curriculum and programs utilized: CATCH
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Hours and Weeks of 21st CCLC Program Operation for Students and Families		
School Year – Hours per Day		
	Week day – After school	Evening
Hours with Students	3	
Hours with Family Members	1+ hours per week (as needs are identified)	1.5
Number of Days per Week	5	
Number of Weeks	36	4
Total Program Hours	540 hours	6 hours

f. Alignment to Standards

A designated time each day in both programs will be devoted to homework completion and tutoring. Students will receive homework assistance during program time if needed. Tutoring will be provided by school day teachers and 21st CCLC program staff during program time. Students who have completed their homework or do not have homework assignments will participate in quiet academic centers or read silently during homework time. School day teachers will be asked to provide 21st CCLC staff with a monthly list of core standards that will be addressed in the classroom. Daily lesson plans will then be developed by 21st CCLC program staff. Enrichment activities will be planned that both go along with a predetermined theme and address the same core standards (Indiana Academic Standards) being addressed in the classroom during the regular school day. The idea is for activities in the extended day program to be hands on and exciting, different from school day activities - achieving the same goal in a different way. Indiana Academic Standards will guide the development of programming as well as the annual program evaluation

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conducted by our local evaluator, Diehl Consulting. Formative assessments are aligned with standards and report the extent to which standards are mastered. State Standards will be incorporated into our local evaluator's recommendations for improvement (as appropriate) and program improvement planning.

The IN-QPSA Assessment Tool is used by all 21st CCLC programs operated by BRS, Inc. as a means to ensure Indiana Afterschool Standards are met, program is of high quality, and any needed improvements are identified. Our local evaluator has conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys and as a result, data is readily available to inform the IN-QPSA. An **IN-QPSA Assessment Team** of key staff and stakeholders (including our local evaluator) will be assembled for BES to collect data, assess program quality, and complete the online tool annually. Action plans will be developed, and IN-QPSA plans will be integrated into our yearly local evaluation report.

g. Staff Recruitment and Retention

BRS, Inc., which will recruit, hire and manage staff for Brownstown Elementary is an equal opportunity/drug free workplace employer. All positions in the agency have written job descriptions which are reviewed annually and updated as needed which include the education and experience requirements of the position. BRS, Inc. strives to employ individuals with a background and experience working with youth. Bachelor's degrees in education or a related field is required including a teaching license, if possible, for all Program Site Coordinators. Individuals not meeting the education and experience requirements for the position may be considered with the approval of the President/Chief Executive Officer. This will be considered only when other qualified candidates are not available for hire or when their experience equals that of the education requirement. All position openings are listed in

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writing for staff, on the agency website, at each facility and at the Human Resources office for the general public to view. Position openings may also be posted in local newspapers, appropriate professional publications, at local colleges or other educational institutions, Indiana WorkOne, online recruiting sources, and/or at various local businesses. Generally, two weeks from the announcement of the opening are allowed for the receipt of applications. This two-week standard will not apply when the open position is one that, in the judgment of the President/CEO, must be filled more quickly. Announcements of position openings include education and experience requirements, general description of job duties and classification levels. Applications are completed through an online portal which is open to anyone seeking employment. All past employers listed on the application will be contacted in writing or by telephone for work references before an applicant is hired. A minimum of three references are required for all employees – this would include all past employers plus personal references if needed. Applicants are asked to supply documentation of their educational background. Degrees, licenses, and/or credentials required by the job description are verified by the agency. Individuals who meet education and experience requirements are interviewed by the appropriate management personnel. In the event of a large number of qualified applicants, interviews are held with a manageable number of applicants, who meet education and experience requirements. The President/Chief Executive Officer will review/approve all employee selections prior to hiring. The interview will be conducted to establish the skills and experience of the applicant relevant to the position. No questions, comments or statements are permitted which might be interpreted by the applicant as seeking information about race, creed, color, ethnic origin, marital status, political affiliation, disability and age, or other subjects that might be discriminatory in nature.

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Current staff will be given priority in filling any vacancies or new positions if their education and experience exceed, or are equal to, other applicants, and their current work history with the agency merits promotion. A job posting will be generated and posted on the bulletin boards at all agency facilities concerning job responsibilities and qualifications. Employees must be in good standing as it pertains to attendance, punctuality, and other job related performance as determined by their current director. Supervisors are encouraged to support employees' efforts to gain experience and advance within the organization. Personnel are selected on the basis of their ability to carry out the duties of the position, education, qualifications, experience and previous work references. While we strive to recruit individuals that culturally, linguistically, and racially represent the youth that we serve, no discrimination will be practiced in regard to race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age, disability or genetic information in the selection of, retention of, advancement of, and/or the provision of benefits to employees. Any applicant with a visual or hearing disability, or the inability to read English, may request a reader or interpreter to assist them with completion of the application. Every attempt will be made to provide the accommodation to the applicant within two days of the initial request.

We recognize our most valuable asset to be our human resources. We strive to develop and retain competent staff to deliver efficient, effective and appropriate services to the youth that we serve. To achieve this, we affirm the following principles:

- Administer all personnel policies without regard to race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age, disability or genetic information.
- Respect the dignity, individuality, and potential of each employee.

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- Select employees based on the qualification requirements of the position.
- Compensate employees in proportion to performance consistent with area practices.
- Evaluate individual performance and provide opportunities for career development.
- Promote from within, where possible, by informing employees of promotional opportunities as they become available.
- Resolve employee complaints consistently and equitably.
- Provide a suitable work environment and reasonable hours of work

BRS considers professional development to be an extremely important aspect of an employee's professional and personal growth. We believe that well-planned professional development helps employees continue to not only be competent in their profession, but also excel in it. At BRS, professional development is an ongoing process that continues throughout an individual's career. We encourage all our employees to actively pursue professional development as a means to not only ensure that knowledge and skills stay relevant and up to date, but also because we believe that however you develop yourself (work or personal), you can apply that growth in every aspect of your life. To assist us with developing an effective, comprehensive professional development plan which meets the needs of both the program and our staff, BRS, Inc. has contracted with Creative Resources. In addition, we promote staff acquiring their CYC, a nationally recognized youth credential and give preferences to candidates who hold this credential.

Normal procedures require that all newly hired staff participate in New Employee Orientation conducted by the Human Resource Manager and Department Orientation provided by the Program Manager. Onsite one-on-one training is also provided by the District Coordinator for as long as needed

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to ensure the staff member has a good grasp on their duties and responsibilities.

BRS, Inc. is proud to boast that the Department Director has been employed with the agency for more than 35 years, the Assistant Director and our District Coordinator for over 11 years, another District Coordinator for nearly 5 years, and a Program Coordinator for 4 years. We have an Extended Day Instructor who has been employed at one of our other afterschool programs since the program first began in 2010. Within our 21st CCLC programs, all staffing positions are compensated at rates that are equivalent or higher than the norm for our area.

Chart of Staffing Positions and Wage/Salary		
Job Title	Wage	Hours Worked per Week
Program Director	\$26.00 per hour	37.5 hours per week (split)
Asst. Director/Family Therapist	\$31.00 per hour	20 hours per week (split)
District Coordinator	\$20.00 per hour	35 hours per week (split)
Program Coordinator	\$16.00 per hour base	35 hours per week
Lead Extended Day Instructor	\$12.00 per hour base	20 hours per week
Extended Day Instructors (3)	\$11.00 per hour base	16.5 hours per week
Outreach Coordinator	\$16.00 per hour	35 hours per week (split)
Administrative Assistant	\$11.25 per hour	37.5 hours per week (split)
Tutors (2)	\$30.00 per hour	3.0 hours per week

Please note: Program Director, Assistant Director, District Coordinator, Outreach Coordinator and Administrative Assistant will split their weekly hours among several other 21st CCLC programs in addition to the program at BES. Therefore, on the budget, there may be fewer hours claimed on the BES budget than indicated above for these staff positions.

7. EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

BRS, Inc. been operating successful 21st CCLC programs in the North Harrison, East Washington, and Medora school districts for the past several years.

Programs have been provided in 9 public schools including 4 elementary, 3 middle and 2 high schools. We have successfully met our target numbers every year at all locations with the exception of 2 sites – one middle school and one high school. (Both of these schools are still in their first round of 21st CCLC funding). However, it is important to note that we have experienced growth in numbers at these locations each year.

A 21st CCLC extended day learning program will be a new program offered at BES, however, a similar program at Medora Community Schools (MCS), a neighboring school district located in Jackson County. Programs at MCS and BES will share the same management team. The program serving students in kindergarten through 8th grade at MCS reported through an annual survey that 100% of parents were happy with the program and would recommend the program to other parents. On the same survey, when asked what was liked most about the afterschool program, one parent responded "It gives the kids a chance to complete any homework, interact with the other kids on projects and have fun while doing it. The family nights are a great way for the whole family to interact with one another, enjoy the kids playing games, making a craft and share a meal." Another parent answered "Extremely helpful with homework and tutoring. Wonderful for working parents. Seeing great improvement in the children and their grades." to the same question. Additionally, and as indicated in the following Executive Summary, the program at Medora Community Schools far exceeded most of their performance measure targets for the 2018-2019 school year. Only one performance measure was not met. This was addressed during the 2019-2020 school year with additional character education and social emotional learning activities being added to the schedule as well as

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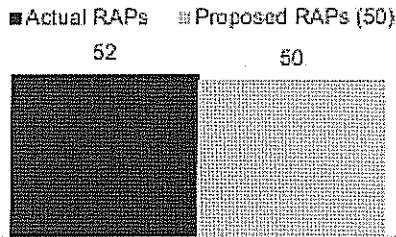
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increasing the number of small group activities that took place. Please note that this summary has not yet been made available for the 2019-2020 school year.



Program Participation and Participant Characteristics

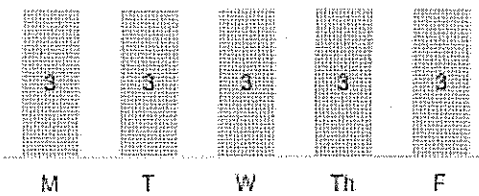
School-Year Attendance



Year 1

Program Hours Offered per Week
 (2018-2019 School Year)

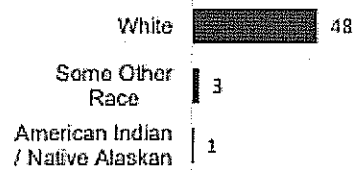
■ Before School ■ After School



Total Attendance Days: 174
 (2018-2019 School Year)

Race

Among 2018-2019 RAPs



Free and Reduced Lunch

Among 2018-2019 RAPs



Participant Grade Level

Among 2018-2019 RAPs

- Elementary School: 35
- Intermediate/Middle School: 17
- High School: 0

Opportunities for 2019-2020

Social/Emotional Outcomes: Less than half (47%) of the students who responded to the spring Quality Improvement Scale survey reported that the program helps them make friends, and 50% reported that the program helps them make better decisions. Therefore, the site may consider implementing additional opportunities for students to collaborate or work in teams to complete activities. Further, character education lessons and social emotional learning activities may also be implemented during the afterschool program (Standard 6).

Student Stakeholder Feedback/Student Voice: Student responses on the spring Quality Improvement Scale were lower across all quality domains compared to parents and staff. Therefore, in Year Two, the site will be implementing additional opportunities for students to take ownership in program activities and provide input into what activities are offered. The site coordinator has identified the addition of new afterschool clubs and programming, as well as opportunities for students to lead activities as a priority for Year Two. Providing students with more opportunities to lead groups or activities can raise student voice and engagement in the program (Standard 15a).



2018-2019 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
94%	70%	70% of regular attendees will earn a "C" or better or increase their ELA grade from fall to spring.
98%	70%	70% of regular attendees will earn a "C" or better or increase their math grade from fall to spring.
87%	50%	50% of regular attendees will improve or need no improvement to 'turning in his/her homework' by spring, as reported by school day teachers (DOE Teacher Survey).
87%	50%	50% of regular attendees will improve or need no improvement to 'academic performance' in spring, as reported by school day teachers (DOE Teacher Survey).

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
42%	50%	50% of students will report that the afterschool program has helped them make friends as measured by the spring Quality Improvement Scale.
50%	50%	50% of students will report that the afterschool program has helped them make better decisions as measured by the spring Quality Improvement Scale.
94%	80%	80% of regular students will have no suspensions during the school year.

Family Engagement Outcomes

Outcome	Target	Performance Measure
74%	50%	50% of parents will report regular participation ("a few times a week" to "daily") in talking to their child about the school day as measured by the spring Quality Improvement Scale.
63%	50%	50% of parents will report regular participation ("a few times a week" to "daily") in helping (or encouraging) this child to complete homework assignments as measured by the spring Quality Improvement Scale.

8. **Program Implementation** (15 points; 5 pages maximum)

a. Evidence Based Programming

For the purpose of providing literacy enrichment, the **MyON** Reading Program will be utilized at BES. MyON is a literacy program that is currently in use at BES which personalizes the reading experience for each individual student. Students are provided with interest-based recommendations within their Lexile range to ensure they are reading text that is appropriate and challenging but not so challenging as to be discouraging. The option for texts to be read aloud is available to provide students with an option that meets their learning style.

Literacy enrichment and remediation will also be achieved through the use of various **LitART curricula - LEARN, HELP, and WERD**. Curricula created by LitART are aligned with the Indiana Academic Standards, are evidence based and approved and promoted by IDOE. LEARN is an award winning thematic after school literacy curriculum designed to engage 1st through 6th grade learners and increase **social, emotional, and academic success**. LEARN provides activities in reading, writing, drama, and art. The HELP Early Literacy Curriculum targets students in kindergarten and 1st grade and includes early literacy activities in drama, art, phonemic awareness, phonics, fluency, vocabulary, and comprehension. Both the LEARN and HELP curricula feature high quality children's books and engaging research-based, hands-on literacy activities. The WERD (Write, Explore, Read, Discuss) After School Writing Curriculum is for students in grades 3 and higher and is designed to engage learners and increase writing achievement. WERD features high interest, engaging, research-based hands-on writing activities.

In addition to the above mentioned curricula, the **CATCH** curriculum will be used during programming to enhance health and nutrition habits of students

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served. This curriculum is organized into themes related to physical activity, nutrition, and screen-time reduction. Teaching strategies used include movement activities, individual practice, educational stories and games, goal settings, and hands-on snack preparation. Family tip sheets are included to reinforce learning through parental participation. CATCH is an evidence-based program designed for after school programming.

It is believed that with the evidence based curriculum selected for use in the BES 21st CCLC program, our students will be provided with the needed literacy enrichment, SEL services, and physical health skills that are essential to the success of today's youth in our ever-changing society.

b. Program Implementation Table: Brownstown Elementary

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in ELA/Reading and math	Learning Centers, Utilization of LitART Curriculum, Independent reading time, book studies	1.1.1) 65% of regular attendees will earn a "B" or better or increase their ELA/Reading grade from fall to spring. *Literacy Priority 1.1.2) 65% of regular attendees will earn a "B" or better or increase their math grade from fall to spring.	1.1.1-1.1.2) Final Report Card Grades for ELA/Reading and math (Fall and Spring)

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	1.2) Improve academic habits	Daily homework assistance, tutoring, small group and one-on-one remediation	1.2.1) 50% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers. 1.2.2) 50% of regular attendees will improve or need no improvement to 'completing homework to their teacher's satisfaction' in spring as reported by school day teachers.	1.2.1-1.2.2) DOE Teacher Survey (Spring)
2) Improve social and behavioral outcomes	2.1) Improve social and emotional learning skills	Character education lessons, mindfulness activities, small group work	2.1.1) 50% of students will report that the afterschool program has helped them make friends as measured by the Spring Quality Improvement Scale.	2.1.1) Quality Improvement Scale; Diehl Survey (Spring)
	2.2) Improve in-school and afterschool behavior	Character education lessons, mindfulness activities, small group work	2.2.1) 50% of regular attendees will improve or need no improvement to 'getting along well with other students' in spring as reported by school day teachers. 2.2.2) 80% of regular attendees will have no suspensions during the school year (annually).	2.2.1) DOE Teacher Survey (Spring) 2.2.2) School Disciplinary Records
3) Increase	3.1) Increase family	Continual communication	3.1.1) 50% of parents will report helping (or	3.1.1) Quality Improvement

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family involvement	involvement with students' education at home	on with families of program participants, Quarterly family literacy events	encouraging) their child to complete homework assignments regularly ("a few times a week" to "daily") as measured by the Spring Quality Improvement Scale.	Scale; Diehl Survey (Spring)
	3.2) Increase family engagement in literacy activities at home	Continual communication with families of program participants, Quarterly family literacy events	3.2.1) 50% of parents will report participating in reading activities with their child regularly ("a few times a week" to "daily") as measured by the Spring Quality Improvement Scale. *Literacy Priority	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

9. PROGRAM COMMUNICATION (5 POINTS, 2 PAGES MAXIMUM)

a. Communication Plan

The **School Principal, Assistant Principal and Counselor** will play a vital and active role in the afterschool program at BES. Program staff will work closely with school leadership to identify students in the greatest need of program participation. BES leadership will be present at family engagement events and work side by side with the Program Coordinator to ensure the afterschool program has access to all needed resources (space, technology, equipment, janitorial services, etc.) The principal will maintain an "open door policy" to the Program Coordinator ensuring successful operation of the 21st CCLC program. The school leadership will be active members of the Advisory Board.

The BCCSC **school board and superintendent** will receive copies of all program reports. The 21st CCLC Program Coordinator will present to the school board on program happenings and successes each quarter.

To support student success, the Program Coordinator will be employed full time. This will allow time to communicate with **school day teachers** regarding specific student needs. Alignment between the in-school and out-of-school time efforts will be achieved through a request for each teacher to provide the Program Coordinator with a list of academic standards being addressed during the school day so that the same standards can be addressed in the afterschool program. Enrichment activities will be planned that both go along with a predetermined theme and address the standards being taught in the classroom. The idea will be for activities in the afterschool program to be hands on and exciting, different from school day activities but achieving the same goal. The Program Coordinator will utilize a variety of methods to communicate with school day staff and families including, but not limited to, email, newsletters, and personal face to face contact. The Coordinator will be given a

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school email account and access to student academic and attendance records via Harmony. The Program Coordinator will attend regular school day staff meetings to relay and discuss pertinent information regarding the students' needs and progress, and to formulate ideas and strategies for assisting targeted students. The Coordinator and principal will be responsible for communicating with the families of participating students on a regular basis. Educational concerns will be relayed and discussed with families by the Coordinator or school principal. EOY evaluation reports including student achievement data will be shared with all parties involved including parents, teachers, school administration and the Advisory Board (**Community Stakeholders**).

Description of the services, program location, and how to access the program will be available on: the school's website, the district's website, the website that will be built and devoted to the 21st CCLC program at BES, on applicable social media sites, BRS, Inc.'s website and in the agency brochure. Information regarding and pertaining to the program will be sent home to parents at the beginning of both the fall and spring semesters. BRS, Inc. will place ads in the local newspaper and provide information at community centers and businesses should this grant be awarded.

b. 21st CCLC Terminology

The extended day learning/afterschool program at Brownstown Elementary School will be referred to as a 21st Century Community Learning Center program. All printed material associated with the program including, but not limited to, enrollment packets, written communication, newsletters, advertising material, policies, and recruitment flyers will include not only the words "21st Century Community Learning Center" but will also include the 21st CCLC Logo. Additionally, any press release or other news related articles will refer to the program as a 21st CCLC program.

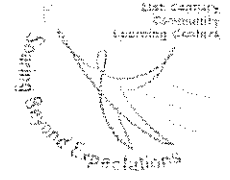
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10. PROFESSIONAL DEVELOPMENT (10 POINTS; 5 PAGES MAXIMUM)

a. Professional Development Plan



IDOE 21st CCLC Program Professional Development Plan



Program Name	Brownstown Central Community School Corporation., Cohort 10, Year 1
Program Director	Tim Taylor
Dates of Implementation	July 1, 2021—June 30, 2022

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. Do not include IDOE 21st CCLC required trainings.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
IAN Conference	IAN	Improve staff competency to develop and utilize best practices.	Improved efficiency of program staff and operations.	Program Coordinator/District Coordinator - 2	7 Hours per day - 14	\$980	21 st CCLC	April 2022	All
IYI Conference	IYI	Improve staff competency to develop and utilize best practices.	Improved efficiency of program staff and operations.	Program Coordinator/District Coordinator - 2	7 Hours per day - 14	\$1100	21 st CCLC	December 2021	All
Multi-State Conference	TBO	Improve leadership competency to oversee grant requirements and maintain high quality programming...	Improved efficiency of leadership positions and grant oversight.	Program Director - 1	7 Hours per day - 21	Approx. 1500.00	21 st CCLC	TBA	All
CPR/1 st Aid/Bloodborn Pathogens Training	BRS	Improve staff's ability to act in emergency situations to help students.	Improved efficiency of program staff and operations.	8 Staff	3	\$31.00 per person (4) -- In Line with Expir. Date	21 st CCLC	Monthly	DPM
Preventing Child Abuse and Neglect, Safety, Health and School Age Development Modules	ILEAD	Improve staff's ability to identify and specific needs of children and appropriate practices and responses.	Improved efficiency of program staff and operations.	All Staff	4	In-Kind	21 st CCLC	Monthly	DPM/AHD
On-Board Training -- Cultural Competency, Active Shooter, HIPPA, Drug Free Work Place, and Sexual Harassment	BRS - HR Department	Improve staff understanding of BRS policy. Improve staff ability to evaluate and implement appropriate practices within the agency.	Improved efficiency of program staff and operations.	All New Staff	2	In-Kind	21 st CCLC	Monthly -- Upon Hire	DPM/CHC
Health and Safety, Fire Extinguisher Safety, and School Nutrition/Civil Rights	BRS District Coordinator	Improve staff understanding of BRS policy. Improve staff ability to evaluate and implement appropriate practices within the agency.	Improved efficiency of program staff and operations.	All Staff	1	In-Kind	21 st CCLC	Monthly	DPM
Department and New Hire Orientation	BRS	Improve staff's understanding of the position, department and agency and its mission.	Improved efficiency of program staff and operations.	All Staff	4	In-Kind	21 st CCLC	Monthly -- Upon Hire	Pro.
CYC Credentialing Process	Youth Services Bureau	Improve staffs understanding of youth and their needs. Improve programming by ensuring all individuals are CYC certified. Improve overall state goal to employ highly qualified staff to work with children and youth.	Improved efficiency and education of program staff.	All Staff	Varies	Varies	21 st CCLC	Varies	All
Leadership and Coaching	Creative Resources	Improve leadership capabilities and practice.	Improved efficiency of leadership and management staff.	Management Staff	Varies	1000.00	21 st CCLC	Monthly	Pro.
Staff Recruitment and Retention -- Long term Dev.	Creative Resources	Improve staff retention. Improve staff morale. Improve staff cohesion amongst all employees. Improve team building practices.	Improved retention of staff. Improved staff morale, team mentality and overall cohesion.	All Staff	Varies	2000.00	21 st CCLC	Varies	Pro.
Parent Eng. Trainings	Varies	Improve family relationships. Increase awareness of family engagement activities and opportunities. Improve school and family communication and relationships.	Improved family and school relationships. Increased awareness and understanding of family engagement best practices.	All Staff	6 Per Year approx. 2 Hours apiece	Varies/ Staff Supported	21 st CCLC/ Donations	Varies -- 6 Per Year	DPM

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ACES Training and Resiliency Training	Robin Donaldson	Improve staff knowledge on adverse childhood experiences and how this impacts youth work.	Improved education and ability of program staff.	All Staff	4	Varies	21 st CCLC	Varies	DPM
BRS Sponsored All Staff (3, Summer, Fall, Winter)	BRS and Creative Resources	Improve staff knowledge related to youth work. Improve staff morale. Improve staff cohesion amongst all employees. Improve team building practices.	Improved education, morale, and cohesiveness of the department to promote retention of quality staff and improved efficiency of the program.	All Staff	7 Hours per day – 21 Total	2000.00	21 st CCLC	Sept/ June/July and Dec.	Varies
Social Emotional Learning - Online Platform – Staff Orientation	BASE SEL	Improve staff knowledge and abilities related to the delivery and implementation of social emotional and social justice curriculums via an online platform.	Improved education and ability of program staff. Improved efficiency of program.	All Staff	Varies	Approx. 200.00	21 st CCLC		C&HD
SEL and Social Justice PD	Peace Learning Center	Improve staff knowledge and abilities related to the delivery and implementation of social emotional and social justice curriculums.	Improved education and ability of program staff. Improved efficiency of program.	All Staff	Varies	Approx. 1740.00	21 st CCLC	Varies	C&HD
Other	Varies	Improve staff knowledge and abilities via online course, webinars, and local trainings.	Improved education and ability of program staff. Improved efficiency of program.	All Staff	Varies	Varies	21 st CCLC	Varies	Varies

Professional Development Plan Cost:

Estimated Cost	\$10,784.	% of Total Budget	%5.0
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b. Assessment

At Brownstown Central Community School Corporation and Blue River Services, Inc. our administrations and leadership understand the vital importance of a sound professional development plan. Structured and intentional professional development planning is key to successful programming, creating a highly qualified employee base and retaining competent staff. In order to ensure we are meeting the changing professional development needs of all staff, our leadership team works diligently with an outside consultant who specializes in identifying the needs of staff and organizations, this consultant brings years of experience working with youth and the people that serve them. This partnership allows us to bring in fresh ideas from an outside source, which is critical to ensuring we stay aware of changing trends and respond to those effectively. In addition to the use of an ongoing consultant, our leadership team engages in weekly meetings to identify the needs of our youth and our employees to discuss identified trends that need to be addressed, new topics that should arise and/or

changes in culture that must be trained upon. We believe that ongoing assessment is vital to ensuring all professional development needs are being met as the climate of our students and families can change daily. This ongoing analysis of professional development needs is also a tool that each and every one of our staff utilize regularly. Employees of our organization are asked to analyze their own needs, their strengths and challenges and identify areas they may wish to expand upon based upon their specific programs and the students and families they serve. We find this is one of the most significant ways we have of identifying needs and feel as if our employees feel invested in and empowered when they have a voice in this process. Self-care is also something we understand to be a vital part of ensuring our staff are taken care of and ready to come to work daily and give it their all. Self-care is something that is often forgotten about; however, in our organization we understand it is truly the foundation of a successful employee, as it allows for self-investment and renewal when staff are faced with helping their students and families face daunting situations on a regular basis. All of the methods discussed are utilized regularly on an ongoing basis, all training topics are also assessed post training by our employees at our two annual all staff trainings as well as throughout the year using a formal training assessment form. The training assessment form allows employees to identify how well the training meets their current needs, as well as significant items learned and ideas for future training topics.

c. Staff Plans

As noted above, our organization understands that identifying the needs of each and every staff member is key to successful programming. As each staff member plays a different role in the success of our programs, those roles must be supported by different types of training and development. Our program coordinators and direct care staff spend the most time with our students, therefore it is critical that we are continuously analyzing the needs of students and families to develop an appropriate professional development plan. We

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strive to ensure we are aware of those needs by working very closely with program coordinators and direct staff to stay abreast of changing needs. These staff are given training in behavior management, trauma informed practices, topics related to the culture and climate of their school and community, trends in education and afterschool to name a few. It would be impossible to identify all training topics within this document, however our ongoing analysis of needs allows us to adapt and provide necessary training for topics as they arise. In terms of our leadership team which includes director, assistant director, and district coordinators, they are tasked with identifying their needs, being lifelong learners and self-reflection of areas that need to be addressed. Our leadership team meets weekly to discuss changes within our organization, schools and culture, this allows for a continuous collaborative discussion that heightens awareness of ongoing trends. Our leadership team is expected to stay aware of the needs of self and the staff they supervise and bring that knowledge to the weekly meetings as well as training options that are available. Our organization maintains a living document with training ideas as well as the dates and times and this is accessible to all staff, again this allows for staff to feel empowered to identify needs and act upon them. Our leadership team makes recommendations to specific individuals based upon identified challenges they may face or to our team as a whole, again based upon the changing needs of our students, families and communities. Our employees are invited to school trainings and our organization trainings are open to our school day staff as well, again we understand that collaboration on all levels is one way we can ensure our programs are successful and staff are highly trained and qualified. Our leadership team continuously works with our principals, guidance counselors and school administrators to share knowledge of trends and changes within the field while identifying and sharing training resources that support our school community as a whole.

d. Enhancing Quality

Enhancing program quality through professional development is a continuous process. As noted previously it is critical that our leadership and organization invest in our employees, our programs and the participants we serve. In order to fully be aware of these needs we see this process as ongoing and vital to the quality and success of our programs. As trends arise in education and afterschool and research identifies new and better ways to work with our youth, we must be ready to adapt to those changing needs and integrate those into our programs if we want to see continued success for our students and families. It is also noted that a crucial piece of professional development for any organization is a clear understanding of staff and their own needs, both on a personal and a professional level. Within our organization we see our staff as our greatest asset and realize that the more we invest in their personal and professional growth, the more they will be able to give to their students and families, seeing this as a continuous circle that supports progress for all individuals involved. In addition, the use of a formal professional development plan and a formal assessment process allows us to outline the most recognized needs of staff and set a timeframe to ensure we are meeting those needs. By combining these tools with our ongoing process and our collaboration with our professional development consultant we are able to define the core training needs of staff on an annual basis while being flexible enough to add topics that arise as the trends change and evolve.

11. EVALUATION (10 POINTS, 5 PAGES MAXIMUM)

a. Evaluation Plan.

Using summative and formative data, the evaluation plan measures progress toward the Goals, Objectives, and Performances Measures (described in **Section 8**) and allows for regular reporting and ongoing program improvements. Diehl Consulting Group (DCG) has been selected to serve as the local evaluator for this project (see attached MOU). **Type of data to be collected.** Data sources have been identified for each of the performance measures listed in Section 8. Data collection will include site observations, stakeholder surveys, demographics, program attendance, school achievement data, and school behavior data. Data are described in detail in Table 11.1. **When data will be collected.** Timelines for data collection are included in Table 11.1. Data will be collected and entered into the Cayen system based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. **Instruments used to collect data.** Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 11.1).

Table 11.1 Data Sources, Instruments, and Data Collection Timeline	
Data Type/Collection Timeline	Instrument/Data Source Description and Associated Performance Measures (PM)
Demographics: <i>Ongoing</i>	Cayen: Grade level, race/ethnicity, lunch status, sex, age, education program. Demographics will serve as independent variables in analyses of participant attendance and performance, as appropriate. <i>PM: All</i>
Achievement: <i>Fall/Spring (Annually)</i>	ELA/Reading and Math Report Card, Grades (K-5): The evaluation will examine participants' semester report card grades (ELA/Reading, math) <i>PM: 1.1.1-1.1.2</i>
Attendance: <i>Taken daily, entered daily/weekly</i>	Cayen: (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance graduation level (1-29 days, 30-59 days, and 60+ days); (d) number of sessions provided; (e) number of program days provided; (f) number of students enrolled; (g) total attendance days and (h) average daily attendance. <i>PM: All</i>
Teacher Perceptions of Student Outcomes: <i>Spring (Annually)</i>	DOE Teacher Survey: This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 1.2.1-1.2.2, 2.2.1</i>
Stakeholder Perceptions of Program	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality across each stakeholder group: Environment and

<p>Quality: <i>November and April (Annually)</i></p>	<p>Climate, Relationships, Youth Participation and Engagement, School Day and Afterschool Linkages, and Parent/Family/Community Partnerships. Additionally, this scale includes items to measure school adjustment behaviors, parental engagement in their child’s education and literacy activities, and overall program satisfaction. Surveys are administered to afterschool participants, parents, and afterschool program staff. <i>PM: 2.1.1, 3.1.1, 3.2.1</i></p>
<p>Site Observations: <i>Fall and spring (Annually)</i></p>	<p>IAN Standards-Based Observation: An observation tool aligned with the IN-QPSA and developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.</p>
<p>Behavior: <i>Spring(Annually)</i></p>	<p>Suspensions: Number of suspensions will be pulled from school records and merged with attendance data. <i>PM: 2.2.2</i></p>

Use of evaluation data to drive program improvement: The Program Director and staff, in partnership with DCG, will utilize program evaluation data to make necessary program improvements. DCG has developed a Program Improvement Worksheet that will accompany reports provided to the program. The worksheet includes areas for improvement, program staff comments, proposed improvement strategies, resources needed, and a timeline. This worksheet will be completed by staff in collaboration with evaluators to guide the development of improvement strategies, and the worksheets will support program improvement meetings. Program improvement will be incorporated into regular staff meetings, and reports/improvement worksheets will be reviewed in staff meetings as applicable. Staff will be encouraged to contribute to planning. Through the advisory council and IN-QPSA team, multiple stakeholders (including school staff, parents, and students) will guide the program improvement process. These groups will review evaluation data and vet program improvement plans. DCG staff will be available to support these processes throughout the grant. As described in the following section, DCG instruments and reporting are aligned with the IDOE guidelines and the IN-QPSA process. Afterschool Standards will be incorporated into the evaluator recommendations where applicable.

b. Local Evaluator

As noted above, Diehl Consulting Group (DCG) has been selected to serve as the local evaluator. During the last 20 years, DCG has provided evaluation services to over 75 federal-, state-, and locally-funded afterschool sites.

Table 11.2 Select Experience
<p>DCG staff include three senior consultants, four consultants, one assistant consultant, and several field consultants with varying expertise. DCG provides objective evaluation and consultation to statewide and community-based organizations, as well as school districts. DCG has extensive experience in conducting process and outcome evaluations for local, state, and federal grant initiatives, foundations, education, and non-profit organizations. DCG staff have experience in youth development (including afterschool), social work, human resources, community health, industrial organizational psychology, applied experimental psychology, public administration, communication, economics, instructional design, advanced statistics and analytics, quantitative and qualitative research design, and grants management.</p>

DCG has served as Indiana’s state evaluator for 21 st CCLC since 2018.
DCG staff include a former 21 st CCLC Project Director responsible for the management of four state and federal 21 st CCLC grants and a former 21 st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 st CCLC programs.
DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 st CCLC and is currently partnering with AIR on the statewide evaluation of 21 st CCLC in Texas.
DCG staff were on the original IDOE 21 st CCLC Advisory Council and are current members of the 21 st CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 st CCLC Program Evaluation Guidelines, Indiana’s 21 st CCLC Teacher Survey, and performance measures framework
Team members have been invited to present on evaluation and program development by both the Indiana Department of Education and the United States Department of Education.
DCG staff have experience using the state data collection system (Cayen).

Reporting. The evaluation plan has been developed to ensure timely delivery of comprehensive reports that address the required and program-specific goals, objectives, and performance measures. A year-end report template has been created by DCG that aligns with the Indiana 21st CCLC Evaluation Guidelines. The graphics-heavy report is designed to present data from all four years of the grant so that staff can track progress across the life of the project. Attendance trends, academic performance, survey responses, site visit summaries, and progress toward all performance measures (with supporting evidence) will be included in the yearly evaluation report. To promote program improvement, formative reports will also be provided throughout the year. The evaluator will provide 1) an aggregated final report at the end of the grant; 2) year-end reports following each year of implementation; 3) process evaluation reports biannually that include data from stakeholder surveys; 4) site visit reports biannually that provide data related to program quality; and 5) IN-QPSA summaries information incorporated into the year end-report. **Evidence of program quality (IAN Program Quality Standards and Indiana State Standards):** DCG staff conducted an extensive mapping process that linked IAN Standards to specific data points measured by site observations and stakeholder surveys described above, and as a result, data will be readily available to inform the IN-QPSA. An *IN-QPSA Assessment Team* of key staff and stakeholders (including evaluator) will be assembled to collect data, assess program quality, and complete the online tool. Action plans will be developed, and *IN-QPSA* plans will be integrated into the yearly local evaluation report. *Indiana State Standards* inform the development of programming and the evaluation. State Standards will be incorporated into evaluator recommendations for improvement (as appropriate) and program improvement planning. **Student attendance trends:** Following each program year, the evaluator will export attendance data for all attendees. Attendance trends (including demographic comparisons) and progress toward attendance targets will be reported following the fall semester and in the year-end report. **Progress toward performance measures:** As demonstrated above, evaluation strategies have been established to collect, analyze, and report the data necessary to assess the goals, objectives, and performance measures listed in

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Section 8. Annually, progress toward goals and objectives will be reported through a series of reports that focus on specific outcomes (e.g., stakeholder survey reports), and a summary of progress toward each performance measure listed in the application will be provided in the yearly evaluation report. **Timeline of reports:** A timeline (see table below) has been established to ensure the timely reporting of program data. Databases will be maintained during each year of the grant to house all afterschool data. Following year four, an aggregated report will be developed that examines progress across the entire grant.

Table 11.3 21 st CCLC Report Timeline		
Report Type/ Description	Report Date	Required Components
Aggregated Final Report (Summative): Provides summative evaluation results for all four years of the grant, reports progress for all performance measures.	summer '25	<i>Program Quality, Attendance Trends, Performance Measures</i>
Year End Report (Summative): Provides summative evaluation results for the program year, reports progress for all performance measures. Prior year data will be included to report trends.	summer '22, '23, '24, '25	
Attendance Report (Formative): Using Cayen attendance, this report shows progress toward attendance targets following the fall semester.	end of fall semester annually	
Stakeholder Survey Reports (Formative): Reports fall and spring survey data derived from the Quality Improvement Scale completed by students, parents, and afterschool staff.	Jan./June annually	<i>Program Quality</i>
Site Visit Report (Formative): Data from annual site visits. Data are collected using the IAN Standards Checklist.	fall, spring annually	
IN-QPSA Report and Action Plan (Formative): Data generated from online IN-QPSA site and Action Plan Developed by <i>IN-QPSA Assessment Team</i> .	Annually based on IDOE guidelines	
Program Improvement Worksheet: The Program Improvement Worksheet is provided as an attachment to the reports listed above. It includes spaces to record areas for improvement, staff comments, improvement strategies, resources needed, and timeline.	Ongoing	

c. Strategies of Measurement

Relevance. Performance measures have been developed. The selected measures have been developed in consultation with the evaluation team, school staff, and program stakeholders. They were written as specified by the RFP, and targets were selected based on a review of prior year proficiency levels and school improvement plans.

Table 11.4 Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
Academic	

Academic Achievement	Academic achievement will be measured using report card grades. Specifically, the evaluation will compare fall and spring grades and identify RAPs who earned a “B” or better or increased their grade from fall to spring in ELA/Reading and math.
Academic Habits	Academic habits will be assessed using the DOE Teacher Survey. Specific survey items include: Academic Performance <ul style="list-style-type: none"> The percent of RAPs identified as improved in ‘academic performance’ (or not needing to improve) will be used to measure progress. Homework Completion <ul style="list-style-type: none"> The percent of RAPs identified as improved in ‘completing homework to their teacher’s satisfaction’ (or not needing to improve) will be used to measure progress.
Social/Behavioral	
Social-Emotional Learning	Social-emotional learning skills will be assessed using the Quality Improvement Scale (Diehl Survey). The percent of students “agreeing” or “strongly agreeing” will be used to track progress. Specific survey items include: <ul style="list-style-type: none"> “The afterschool program helps make friends.”
In-School and Afterschool Behavior	Behavior will be assessed using the DOE Teacher Survey and School Disciplinary Records. Specific items include: Getting Along With Others <ul style="list-style-type: none"> The percent of RAPs identified as improved in ‘getting along well with other students’ (or not needing to improve) will be used to measure progress. Suspension <ul style="list-style-type: none"> The percent of RAPs who do not receive a suspension during the school year will be reported (annually).
Family Engagement	
Involvement in Students’ Education at Home	Family involvement in students’ education at home will be measured using items from the Quality Improvement Scale (Diehl Survey). The percent of parents reporting regular participation “a few times a week” to “daily” will be used to track progress. Specific survey item includes: <ul style="list-style-type: none"> “...helps or encourages my child to complete homework assignments.”
Family Engagement in Literacy Activities at Home	Family engagement in literacy activities with their child will be measured using items from the Quality Improvement Scale (Diehl Survey). The percent of parents reporting regular participation “a few times a week” to “daily” will be used to track progress. Specific survey items include: <ul style="list-style-type: none"> “...participates in reading activities with my child (e.g., talks about books, reads with child).”

12. SAFETY AND TRANSPORTATION (5 POINTS; 3 PAGES MAXIMUM)

a. Transportation To and From

Transportation can be key to successful afterschool programming. In the budget for this proposed program, we have allocated funds to provide transportation from the school to home for students requiring that service. All transportation from the afterschool program will be conducted with certified BCCSC drivers using buses that are inspected and maintained through the BCCSC corporation. Program enrollment forms will include a space for parents to indicate the need for transportation. Program staff will work with school administration to identify routes, drivers and hours of operation.

b. Needs of Working Families

The program at BES will operate until 6:00 p.m. in order to accommodate the needs of working families. Should a parent be held up for any reason such as traffic backup or accident, 2 staff members will remain onsite until the parent arrives. In addition, the offering of a program within the school offers parents a safe space for their children to remain and receive much needed academic and social guidance when parents are unavailable or unable to assist with such items.

c. On-site Safety

Safety is important to BCCSC as it is to all school districts. All exterior doors and classrooms housing students are kept locked throughout the school day. During the afterschool program funded with this grant, this level of safety will be maintained. Students attending the afterschool program will be signed in by program staff each day and, when leaving, will leave with a responsible adult after said adult signs the student out indicating they are taking over responsibility for the child. At enrollment, parents will provide a list of adults having their permission to take the child from the afterschool program. In the event someone arrives to pick up a student but is not on the provided list, the student's parent will be notified and permission must be received before the student is allowed to leave. If program staff are not familiar with someone arriving to sign a child out of programming, staff will require photo identification to be presented and compared with information previously provided by the parent.

The partnership between BCCSC and BRS, Inc. will require all program staff and adult volunteers to pass a background check before interacting with students. The funds from this grant will allow for the safe transport students from school using certified bus drivers and busses. Any off-site activities will be chaperoned by 21st CCLC program staff.

All program staff members employed by BRS, Inc. participate in a department orientation and new employee orientation upon hire. Staff are required to

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complete training on detecting child abuse and neglect, maintaining safe environments for children, and receive certification in first aid and CPR.

Additional BRS, Inc. safety procedures include, but are not limited to, the following:

- 1) We will maintain a 15:1 staff/child ratio
- 2) Sign in – sign out sheets will be maintained daily
- 3) Until the after school program staff are familiar with a child's parent/guardian, appropriate IDs will be checked
- 4) Parents will be required to complete an Enrollment Packet which asks for pertinent medical information such as allergies or other medical conditions, emergency medical treatment release form, permission to transport form, a list of persons authorized to pick up the child, and emergency contact numbers
- 5) Copies of the emergency data information for all enrolled students and staff will be maintained on-site by the program coordinator and copies will be maintained on each bus
- 6) Staff background screenings include: CPS checks, random drug screenings, finger printing as required, criminal background checks, and completion of an annual TB questionnaire.
- 7) Monthly and quarterly drills are conducted to prepare staff and children in case of a real emergency. Drills include the following: Fire, Tornado, Earthquake, Missing Person, Bomb Threat, Medical Emergency, Violent Crisis Situation, Natural Disaster, Gas Leak/Other Evacuation, Utility Failure, and Hazardous Material
- 8) A list of emergency contact personnel with emergency contact numbers will be maintained by the program coordinator and posted at all times
- 9) The Program Manager will be responsible for developing and maintaining an emergency staffing plan
- 10) Students wear matching t-shirts if attending field trips and the staff to child ratio reduces to 10:1
- 11) Only school bus drivers and school vehicles will be used to transport students.
- 12) All staff receive training on the BRS, Inc. Health and Safety procedures including Disaster Preparedness at hire and annually thereafter.
- 13) All staff are required to complete Diversity Training, Sexual Harassment Training, HIPPA Training and Active Shooter Training before being allowed to begin work in the program
- 14) Annually, all staff are trained on Civil Rights, School Nutrition Programs and the appropriate Implementation of the Snack Program, as well as Food Nutrition and Safety

d. Hiring Practices

Prior to being hired, candidates must submit an application for employment and list 3 personal references. An interview is conducted and if the candidate is

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selected, previous employers and the 3 personal references are contacted by the hiring manager. Approval for hire must be approved not only by the hiring manager and department director, but also by the President/CEO of Blue River Services, Inc. Background checks are conducted before an individual actually starts work. Employees must provide copies of their degrees and certifications. If a degree or certification is required for a position, the education is verified by the BRS, Inc. Human Resources Department. Transcripts are requested to be mailed directly to BRS, Inc. from the school or institution.

e. Background Checks

Once an individual is approved for hire by the President/CEO, the individual is formally offered the position. If they accept, a meeting is scheduled for the individual to complete necessary background paperwork. The HR Department runs the background check through SafeHiring Solutions. The following checks are completed on every potential new hire: SSN Trace, Nationwide Criminal Search, County Criminal Search, Indiana Limited Criminal History Check, Nurse Aid Registry-IN, LEIE, National Sex Offender, BMV, and CPS. An individual's background must come back clear or the offer for employment is rescinded. As driving is often required in order for an individual to be able to complete the responsibilities of their job, individuals may not have more than 2 points against their driver's license. If they do have more than 2 points, they must take the Indiana defensive driving course within a specified amount of time. The HR department notifies the President/CEO, the department director and the hiring manager of the result of the background investigations. New hires must also obtain a TB test prior to starting work. The test result must be 0 mm. Employee records are confidential. They are kept in a locked cabinet and may be reviewed by the following, with the exception of benefit and medical records:

1. The employee
2. The employee's supervisor(s)
3. The supervisor of the department where an employee is applying for position.
4. Human Resources staff
5. State and Federal Surveyors
6. Authorities authorized by a court order
7. Auditors or Surveyors from accrediting agencies (i.e. CARF, ISO, etc.)

Emergency data information must be maintained on site by the Program Coordinators for each employee at the site. This information, too, is maintained in locking file cabinets. Employee records will be maintained for a minimum of 10 years after termination. As discussed in section 5, any individual visiting the program on a one time only basis must obtain a background check. Any volunteer who will be attending the program on a regular basis (more than one time) must obtain the same background screenings as an employee. No volunteer is allowed to work unsupervised with students.

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13. Budget

Please see attached budget

14. PROGRAM STABILITY (2.5 POINTS; 2 PAGES MAXIMUM)

To achieve sustainability, we will first employ a Community Outreach Coordinator who will be responsible for planning fundraising events and will diligently work to develop and expand our Advisory Board to involve partners that will provide financial support for the program. This position will be responsible for rallying leaders from education institutions, businesses, community- and faith-based institutions, government and other parts of the community and encouraging them to use their power and influence to generate support for our program. One main responsibility for this position is to educate community members on the importance of afterschool programming as well as its intended benefits and its proven outcomes.

BRS, Inc. has established a fundraising savings account. Monies from fundraising events are deposited into this interest bearing account and used to fund items that cannot be reimbursed by the 21st CCLC grant such as snacks, student incentives, etc.

The Children's Services Department of BRS, Inc. has, in the past, been very successful with obtaining grants to support various types of programs and services. Grants have been received from the Harrison County Community Foundation, Early Learning Indiana, Samtec Cares, Peyback Foundation, Indiana Arts Commission, Horseshoe Foundation, IYI Professional Development Grants, Metro United Way, Community Foundation of Southern Indiana, and more.

Many of the program enrichment activities outlined in this RFP will be provided through our partnerships with community organizations free of charge and will continue to be provided with or without 21st CCLC funds to maintain program quality.

Although it is our policy to not allow volunteers to work alone with students, if 21st CCLC funds are no longer available, we will work with local churches, high schools, volunteer organizations such as Senior Corps, Junior Achievement, Big Brothers Big Sisters, Peace Corps, Americorps, Retired Teachers Association and others to locate volunteers to fill staffing positions. We will continue to ensure the volunteers are directly supervised by a BRS, Inc. staff member and are never alone with the students but child groupings and activities can be combined still ensuring a 1:15 student to staff/volunteer ratio while maintaining a constant visual of the volunteers. In addition, as noted above any and all staff and volunteers will always be required to complete the necessary background checks required for working or assisting with youth in the program even if 21st CCLC funds are not available for use.

Finally, each of our school corporations are very generous to share space and provide resources that directly support our programs such as use of office equipment and supplies, janitorial services, tutors, etc. Should 21st CCLC funding be eliminated, we will work with the corporations to locate other sources of potential revenue such as Title 1 funding and community grants, we will collaborate on such endeavors as we are all in agreement that the students in our community are in need of sound afterschool programming that supports our students and families.

APPLICATION CHECKLIST

Section	Point Value	Maximum Page Limit
Completed Cover Page	2.5	N/A
Signed Assurances	2.5	N/A
Completed MOU(s)	2.5	N/A
Completed Appendix 3 form	2.5	N/A
Project Abstract	2.5	2
Program Qualification	5	2
Priority Points	5	1
Need for Project	10	7
Partnerships	5	3
Program Design	15	10
Evidence of Previous Success	7.5	5
Program Implementation	15	5
Program Communication	5	2
Professional Development	10	5
Evaluation	10	5
Safety and Transportation	5	3
Budget	15	N/A
Program Stability	2.5	2
Application Organization	2.5	N/A
Total	125	52