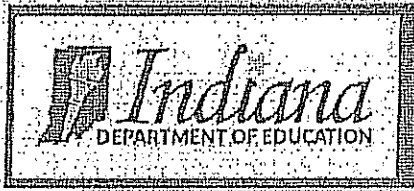


NAME OF LEA OR ORGANIZATION	EAST WASHINGTON SCHOOL CORP.
ADDRESS	1050 N EASTERN SCHOOL ROAD, NEW PEKIN, IN 47165
COUNTY	WASHINGTON
NAME OF CONTACT PERSON	HEATHER RICHARD
TITLE	ASSISTANT DIRECTOR
PHONE NUMBER	812-364-1142
EMAIL	<u>BRCCLCPC@BRSINC.ORG</u>
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	DENNIS STOCKDALE
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	<u>DSTOCKDALE@EWSC.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
<i>EASTERN HIGH SCHOOL - #8905</i>	41%	B / APPROACHING STANDARDS	80	9 TH – 12 TH

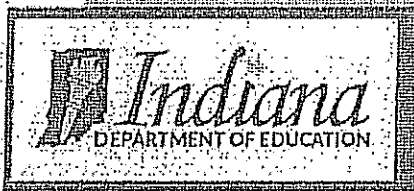
NAME OF SITE	STREET ADDRESS	CITY/COUNTY
EASTERN HIGH SCHOOL	1100 N EASTERN SCHOOL RD, NEW PEKIN, IN 47165	WASHINGTON
<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	9TH – 12TH	
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK ONE PRIORITY AREA	SOCIAL EMOTIONAL LEARNING	

<p><u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS</p>	<p>MONDAY – THURSDAY 7 AM – 8 AM 3:00 PM – 5:30 PM</p>
<p><u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP</p>	<p>N</p>

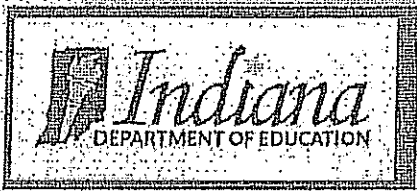


The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures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

- o It has the necessary legal authority to apply for and receive the proposed subgrant;
- o 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;
- o 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;
- o 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;
- o The subgrant program will take place in a safe and easily accessible facility;
- o The subgrant program will be carried out as proposed in the application;
- o The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- o The subgrant program will utilize an evidence based curriculum that includes professional development;
- o The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- o 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;
- o 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;
- o The required information and reports will be submitted timely as requested by the Indiana Department of Education;



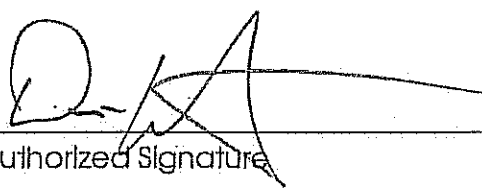
- o The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- o The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (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



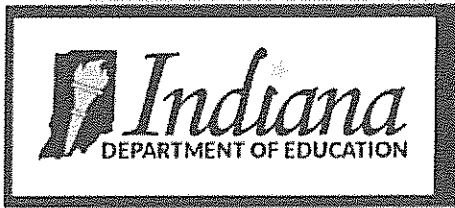
schools as set forth in the USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools, dated February 7, 2003. See http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

- o 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)
- o All partners will review and comply with the above assurances.

East Washington School Corporation
Applicant Name (LEA or Organization)


Authorized Signature

Aug 11, 2020
Date



21ST CCLC

SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS

Please see following MOU's. There are 11 MOU's included – a total of 35 pages.

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

MEMORANDUM OF UNDERSTANDING

WHEREAS, **East Washington School Corporation (EWSC)** 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/after-school program within the **Eastern High School (EHS)** ; and

WHEREAS, the partners listed below have agreed to enter into a collaborative agreement in which EWSC 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, EWSC operates as a public K-12 school district in Washington County, Indiana and BRS remains a community organization that has been involved in the education of youth throughout the community including after-school programs that involve students from EHS.

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 including after-school programs that involve students from EWSC, and EWSC operates as a public K-12 school district in Washington 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 EHS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, college and career readiness, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

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 9-12 grant.

IV) Roles and Responsibilities:

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

EWSC 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.

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

- 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.
- EWSC will be responsible for targeting children with educational and financial need, and for referring these children to the 21st CCLC program.
- EWSC will be responsible for administering academic assessments.
- EWSC will ensure teacher surveys are completed in a timely manner.
- EWSC will assist in the development of the curriculum to be offered.
- EWSC 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.
- EWSC 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.
- EWSC will provide technology, programs, and other similar services, resources, and tangible products to ensure a quality program.
- EWSC 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 EHS 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 EWSC district.

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

- 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.
- 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 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 9-12, residing in the EWSC 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

EWSC 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, EWSC 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

EWSC 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 EWSC 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 EHS located within the EWSC district in Washington 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

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

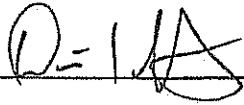
therapy, drug and alcohol awareness and prevention, college and career readiness, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming to students of EHS. Compensation for partners' contribution to this project will be provided as outlined in the budget.

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

Signed:

By: Dennis Stockdale, Superintendent
East Washington School Corporation

Signature: _____

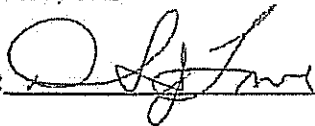


Date: _____

8-11-2020

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

Signature: _____



Date: _____

8/6/2020

**Memorandum of Understanding
Diehl Consulting Group
and the East Washington 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 East Washington 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.

- o 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.

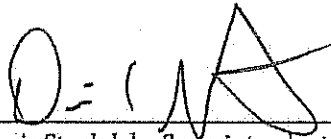
- To ensure confidentiality of student records, the East Washington School Corporation will gather achievement data and secure parental permission necessary to evaluate the program's effectiveness. A confidentiality clause will be included when a formal contract is signed.



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

8/5/2020

Date



Dennis Stockdale, Superintendent
East Washington School Corporation

8/5/2020

Date

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC will be the lead and named applicant, LEA and fiscal agent, and BRS, Inc. will be the community partner designated to operate the 21st CCLC program at Eastern High School (EHS); and

WHEREAS, the aforementioned parties desire to enter into a partnership with the Washington County Sheriff's Department; 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 including after-school programs that involve students from EWSC and EWSC operates as a public K-12 school district in Washington County in, 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 EHS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, college and career readiness, 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.

The Washington County Sheriff's Department is a public service organization that

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

provides civil, corrections and law enforcement services to Washington County, Indiana. The department is committed to providing high quality public safety services to our community and to help foster an environment in which all residents and visitors feel safe and secure while in Washington County. Everything they do is for the continued protection of life and property, the preservation of the public peace and the enforcement of the law in partnership with our communities.

II) History of Relationship

BRS, Inc. has worked in the past in various and meaningful ways to educate the community on substance abuse, and to effectively increase substance abuse prevention efforts. Resulting from conversations held between EWSC and BRS, Inc. during the development and planning of this grant application, and based upon their awareness of drug abuse among Washington County youth, the spread of drug related disease within the county (AIDS), and the alarming drug related death rate in Southern Indiana, BRS, Inc. approached the Washington County Sheriff's Department in an effort to address this serious and specific need.

III) Development of Application

EWSC and BRS 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 Washington County Sheriff's Department was not directly involved in the development of the grant, their partnership will contribute to the success of the 21st CCLC program as we strive to educate the community and enrolled students on the dangers of substance abuse.

IV) Roles and Responsibilities

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

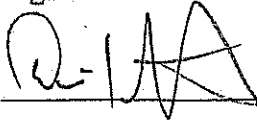
- 1) EWSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

EHS. EWSC will provide space for programming and logistical support such as access to internet, phones, and office equipment. EWSC will be responsible for providing the afterschool snacks through the USDA Afterschool Snack Program.

- 2) BRS, Inc. will be the community partner designated to coordinate and operate all 21st CCLC program activities at EHS.
- 3) The Washington County Sheriff's Department will partner with EWSC and BRS, Inc. to conduct an annual community substance abuse awareness and prevention event for the community including EHS students and their families, as well as, provide on-site specialized drug and alcohol awareness training for students. This will be an in-kind contribution.

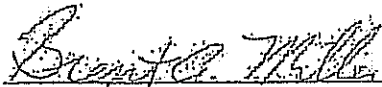
Signed:



Date:

8-11-2020

Dennis Stockdale, Superintendent
East Washington School
Corporation



Date:

08-07-2020

Brent Miller, Sheriff
Washington County Sheriff's
Department

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) and Blue River Services, Inc. (BRS, Inc.), specifically Eastern High School (EHS) 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 EWSC will be the lead and named applicant and LEA, and BRS, Inc. will be a community partner responsible for operating the 21st CCLC program at EHS; and

WHEREAS, both aforementioned parties desire to enter into a partnership with SAFE Place, 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 including after-school programs that involve students from EWSC, and EWSC operates as a public K-12 school district in Washington 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 of EHS which incorporates homework assistance and tutoring, college and career readiness, 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.

SAFE Place is a national youth outreach and prevention program for young people in need of immediate help and safety. As a community-based program Safe Place designates businesses and organizations as Safe Place locations, making help readily available to youth Harrison and Washington County.

II) History of Relationship

- o BRS, Inc. has worked with SAFE Place in the past by partnering to provide personal safety awareness training for K-12 students including but not limited to 'Stranger Danger', Bullying, Safe Place, and Good Touch Bad Touch. Resulting from conversations held between BRS, Inc. and EWSC during the development and planning of this grant application, BRS, Inc. approached SAFE Place and requested they partner with us once

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

with us once again to expend personal safety awareness training to the students of Eastern High School.

III) Development of Application

BRS, Inc. and EWSC 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, SAFE Place 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 ensure the personal safety of all of our students.

IV) Roles and Responsibilities

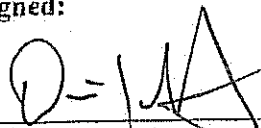
NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

1) EWSC will be the applicant, fiscal agent and LEA for the 21st CCLC program operated at EHS. EWSC will provide space for programming and logistical support such as access to internet, phones, and office equipment. Snacks will be provided by the USDA Afterschool Snack Programs sponsored by the school.

2) BRS, Inc. will be the community partner responsible for operating the 21st CCLC program at EHS>

3) Safe Place Counselors will visit each program on an annual basis to inform students about Project Safe Place. Counselors will also visit each program at least two additional times per year to provide personal safety awareness training on a variety of topics including, but not limited to, bullying, child abuse, and disaster preparedness.


Signed:



Dennis Stockdale, Superintendent
East Washington School Corporation

Date:

8-11-2020



Liz Tyree, Director
SAFE Place

Date:

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC will be the lead and named applicant, LEA and fiscal agent, and BRS, Inc. will be the community partner designed to operate the 21st CCLC program at Eastern High School (EHS); and

WHEREAS, the aforementioned parties desire to enter into a partnership with the Washington Prosecutor's Office; 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.

1) 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 including after-school programs that involve students from EWSC and EWSC operates as a public K-12 school district in Washington County in, 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 EHS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, college and career readiness, 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.

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

The Washington County Prosecutor's Office represents the State of Indiana in all felony and misdemeanor criminal prosecutions resulting from crimes committed within Washington County, Indiana. In addition, the Washington County Prosecutor's Office conducts criminal investigations, supervises Grand Jury proceedings, enforces child support orders entered in divorce and paternity cases, conducts juvenile adjudications and prosecutions, enforces traffic violations, and provides information and assistance to victims of crime.

II) History of Relationship

EWSC and BRS, Inc. have worked in the past in various and meaningful ways to educate the community on substance abuse, and to effectively increase substance abuse prevention efforts. Resulting from conversations held between EWSC and BRS, Inc. during the development and planning of this grant application, and based upon their awareness of drug abuse among Washington County youth, the spread of drug related disease within the county (AIDS), and the alarming drug related death rate in Southern Indiana, BRS, Inc. approached the Washington County Prosecutor's Office in an effort to address this serious and specific need.

III) Development of Application

EWSC and BRS 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 Washington County Prosecutor's Office was not directly involved in the development of the grant, their partnership will contribute to the success of the 21st CCLC program as we strive to educate the community and enrolled students on the dangers of substance abuse.

IV) Roles and Responsibilities

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

- 1) EWSC will be the applicant, LEA and fiscal agent for the 21st CCLC

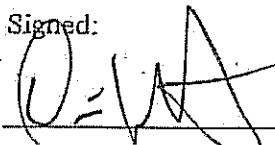
2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

program operated at EHS. EWSC will provide space for programming and logistical support such as access to internet, phones, and office equipment. EWSC will be responsible for providing the afterschool snacks through the USDA Afterschool Snack Program.

- 2) BRS, Inc. will be the community partner designated to coordinate and operate all 21st CCLC program activities at EHS.

- 3) The Washington County Prosecutor or his designee will partner with EWSC and BRS, Inc. to conduct annual community substance abuse awareness and prevention events for the community including BSE students and their families, as well as, provide on-site specialized drug and alcohol awareness training for students.

Signed:



Date: 8-11-2020

Dennis Stockdale, Superintendent
East Washington School Corporation



Date: 8-10-2020

Dustin Houchin,
Washington County Prosecutor

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC will be the lead and named applicant, LEA and fiscal agent, and BRS, Inc. will be the community partner designed to operate the 21st CCLC program at Eastern High School (EHS); and

WHEREAS, the aforementioned parties desire to enter into a partnership with the Substance Abuse Prevention Coalition (SAPC); 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,

1) 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 including after-school programs that involve students from EWSC and EWSC operates as a public K-12 school district in Washington County in, 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 EHS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, college and career readiness, 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.

The SAPC exists to provide an organization through which the community can

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

plan and implement efforts to address the problems of substance abuse and dependency in the citizens.

II. History of Relationship

BRS, Inc. has worked with the SAPC in the past in various and meaningful ways. SAPC has years of experience providing a variety of drug awareness and prevention efforts and services to help the community.

The SAPC initially contacted BRS, Inc. and requested that we partner with them in their effort to take the "Too Good for Drugs" program into the schools. BRS, Inc. agreed to the partnership which will allowed SAPC to provide meaningful professional development to our staff and prevention training to our students. In this grant application, SAPC will work with BRS, Inc. to provide drug awareness and prevention curriculum and training to participating students and their families of EHS.

III) Development of Application

EWSC 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, SAPC 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 prevent students from becoming involved in drug abuse.

IV) Roles and Responsibilities

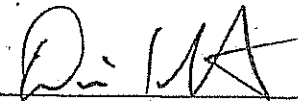
NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

- 1) EWSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at EHS. EWSC will provide space for programming and logistical support such s access to internet, phones, and office equipment. Snacks will be provided by the USDA Afterschool Snack Program sponsored by the school corporation.

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

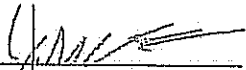
- 2) BRS, Inc. will be the community partner responsible for the operation and coordination of all 21" program activities at EHS.
- 3) SAPC will work provide drug and alcohol awareness prevention curriculum to the students of EHS.

Signed:



Date: 8-11-2020

Dennis Stockdale, Superintendent
East Washington School Corporation



Jeff Skaggs, Prevention Officer and
SAPC Coordinator
Substance Abuse Prevention Coalition

Date: 8-6-20

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC will be the lead and named applicant, LEA and fiscal agent, and BRS, Inc. will be the community partner designed to operate the 21st CCLC program at Eastern High School (EHS); and

WHEREAS, the aforementioned parties desire to enter into a partnership with the Prevent Child Abuse Washington County (PCA Washington County); 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 including after-school programs that involve students from EWSC and EWSC operates as a public K-12 school district in Washington County in, 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 EHS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, college and career readiness, 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.

PCA Washington County exists to increase public awareness, ensure the rights and needs of each child, and provide resources, support and prevention programs in the

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

community.

III. History of Relationship

BRS, Inc. has worked with PCA Washington County in the past by participating in their effort to provide community child abuse prevention and awareness events.

HI) Development of Application

EWSC 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, PCA Washington County 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 ensure the personal safety of all of our students.

IV) Roles and Responsibilities

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

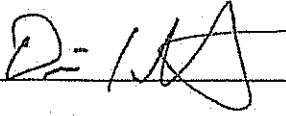
1) EWSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at EHS. EWSC will provide space for programming and logistical support such as access to internet, phones, and office equipment. Snacks will be provided by the USDA Afterschool Snack Program sponsored by the school corporation.

2) BRS, Inc. will be the community partner responsible for the operation and coordination of all 21st program activities at EHS.

3) PCA Washington County will provide Child Abuse Prevention and Awareness training and materials to participating students and their families. PCA Washington County will also partner with BRS, Inc. to host a community awareness event which includes the students and families of EHS.

2020 21st Century Community Learning Centers
Grant Application – East Washington School Corporation

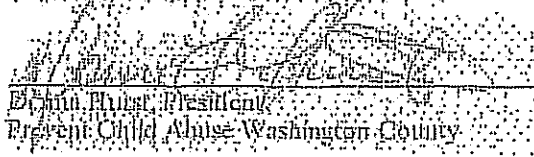
Signed:



Date: 8-11-2020

Dennis Stockdale, Superintendent
East Washington School Corporation

BT&R, Inc. Services, LLC



BT&R, Inc. Services, LLC
President
President Child Abuse Washington County

8-5-20

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC 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 programs in Eastern High School (EHS), and

WHEREAS, both aforementioned parties desire to enter into a partnership with the Hispanic Connection of Southern Indiana (HCSI), 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

EWSC operates as the public K-12 school district in Washington County, Indiana and 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 EWSC. For the purpose of this grant, all parties listed above will develop and implement a quality extended day learning program for the students of EHS which incorporates family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, college and career exploration, 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.

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

HCSI is identified as a non-profit organization specializing in family-based immigration with programs in Family Literacy, Preventive Health, Cultural Diversity and Translation.

II) History of Relationship

The relationship between HCSI and EWSC will be a new partnership and will begin if EWSC is awarded Cohort 10 grant funding. In the development of our grant application, the need to enhance our cultural diversity curriculum was identified prompting EWSC to seek out a partnership with an agency that could assist us with providing quality cultural diversity and social justice training. HCSI will not only be able to fill this demand, but will also be available to provide in person interpretation services and translation services for printed and on line materials.

III) Development of Application

EWSC 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, HCSI 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 quality cultural diversity and social justice programming and interpretation services to the students and families of EHS.

IV) Roles and Responsibilities

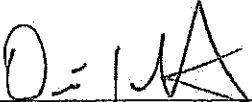
NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

- 1) EWSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at EHS.
- 2) BRS, Inc. will be the community partner responsible for the operation and coordination of all 21st program activities at EHS.

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.


- 3) HCSI will provide in person interpretation services and translation services for printed and on line materials as well as cultural diversity programming (6 weekly lessons at each site). The cost for this service will be \$1,000 per year.

Signed:



Date: 8-11-2020

Dennis Stockdale, Superintendent
East Washington School Corporation



Date: 07/30/2020

Lillian G. Rose, CEO
Hispanic Connection of Southern Indiana

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC 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 Eastern High School (EHS); 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.

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 EWSC, and EWSC operates as the public K-12 school district in Washington 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 EHS 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.

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

III) Development of Application

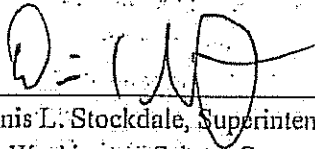
EWSC and BRS, Inc., were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, Creative Resources, Inc. was not directly involved in the development of the grant, their 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) EWSC will be the applicant, LEA and fiscal agent for the 21st CCLC program operated at EHS.
- 2) BRS, Inc. will be responsible for the operation and coordination of all 21st program activities.
- 3) Creative Resources, Inc. will work with EWSC 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. ✓

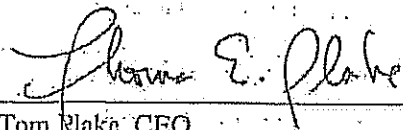
Signed:



Dennis L. Stockdale, Superintendent
East Washington School Corporation

Date:

8-11-2020



Tom Blake, CEO
Creative Resources, Inc.

Date:

7-30-20

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, **East Washington School Corporation (EWSC)** 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 **EWSC** 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 Eastern High School (EHS); and

WHEREAS, the aforementioned parties desire to enter into a partnership with the **Associates in Counseling and Psychotherapy (ACP)**, 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.

1) 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 **EWSC** and **EWSC** operates as public K-12 school districts in Washington 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 **EHS** 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.

Associates in Psychotherapy & Family Counseling (ACP) 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

EWSC began a partnership with ACP during the 2017-18 school year. Based on identified need for counseling and therapy services among a large portion of the students being served, EWSC teamed up with ACP to begin providing these services to program participants and their families at the EHS.

III) Development of Application

BRS, Inc. and the EWSC 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, ACP 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., ACP will provide therapy and counseling services based on school and student needs to students and families enrolled at EHS.

ACP 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 ACP 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 ACP while providing such services.

BRS, Inc. will maintain a record of all clients referred to ACP throughout the year. While it is understood that all case notes and identifying information maintained by ACP will be confidential and will remain the property of ACP, ACP 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.

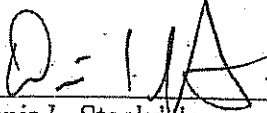
ACP will ensure that therapy sessions are arranged to meet the scheduling needs of students and families, whether in the school, home or clinic. BRS, Inc. staff will be responsible for arranging and coordinating therapy sessions that take place in the school or home setting and for assisting ACP with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

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

2020 21st CCLC Grant Application
Grant Application – Blue River Services, Inc.

Both EWSC and ACP 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:

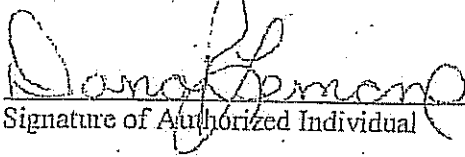


Dennis L. Stockdale
Superintendent
East Washington School Corporation

Date: 8-11-2020

Dana Lemon, LCSW, LCAC
(Typed Name and Title of Authorized Signer)

8/5/2020
Date



Signature of Authorized Individual

8/5/2020
Date

MEMORANDUM OF UNDERSTANDING

Community Partner

WHEREAS, East Washington School Corporation (EWSC) 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 EWSC 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 Eastern High School (EHS); and

WHEREAS, both aforementioned parties desire to enter into a partnership with the Peace 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 NHCS and SCS, and EWSC operates as the public K-12 school district in Washington 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 EHS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, college and career readiness, 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.

The Peace Learning Center is an experiential (virtual) training to prepare after school educators, youth workers, and community members to develop a caring learning environment and to reach and teach children and youth through an active learning approach that promotes social justice including human development, equity, restorative practices, resiliency, and social-emotional competence.

II) History of Relationship

This will be our first year partnering with the Peace Learning Center. As our grant application includes a large focus on social justice and social-emotional learning for our students, it is very important that we acquire professional development for our staff who will be incorporating this curriculum into our afterschool program. Staff will learn to use the community building process of Tribes as the foundation for transforming the after-school learning environment to one in which group facilitation and Tribes strategies are effective in reaching and teaching children and youth. Using multiple intelligences, brain compatible learning and cooperative methods, the community learning climate and staff awareness will begin to reflect the message of life-long learning, personal development, and social responsibility as the keys to success in the 21st Century. Staff will

2020 21st Century Community Learning Centers
Grant Application – Blue River Services, Inc.

experience learning strategies and evaluate how to apply to age/grade/subject specific after-school situations. After completion of the course participants will receive a Certificate of Completion, and the materials to enable them to implement Tribes in your after-school community learning center. Follow-up coaching and support are available so that staff can intensify the use of the Tribes process throughout the year and at every level of the after-school program. This partnership with the Peace Learning Center will truly meet our need to ensure staff are trained in the area of social justice and social-emotional competence.

III) Development of Application

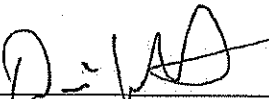
EWSC and BRS, Inc. were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, the Peace Learning Center was not directly involved in the development of the grant, their 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) EWSC will be the lead and named applicant, LEA and fiscal agent
- 2) BRS, Inc. will be the community partner responsible for the operation and coordination of all 21st program activities at EHS.
- 3) The Peace Learning Center will work with BRS, Inc. throughout the 4 year grant period to guide, develop and implement a comprehensive professional development and coaching plan which is based training staff in the area of Social Justice and Social-Emotional Learning competence. Peace Learning Center will be compensated \$1,739.70 (6 participants) for this partnership.

Signed:



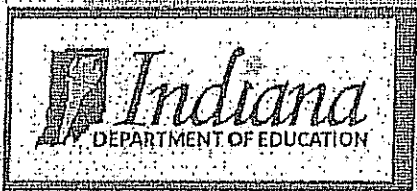
Dennis Stockdale, Superintendent
East Washington School Corporation

Date: 8-11-2020



Jayetta Horan,
Director of Community Engagement

Date: 8/3/2020



COMPLETED NON-PUBLIC CONSULTATION FORM(S)

Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>

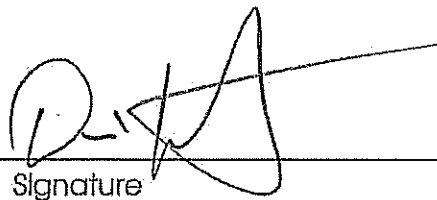
We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- Yes, we wish to participate
- No, we do not wish to participate
- Yes, we wish to participate and request further consultation

Non-Public School Representative

Signature

Dennis L. Stockdale
Applicant Representative


Signature

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

Eastern High School proposes an **expansion** to the current before and afterschool program that provides programming for high school students in grades 9 thru 12. This program would serve 80 students within the school setting. This **expansion** will build upon our current programming and provide care, mentoring, encouragement, and opportunities to develop Social-Emotional and Social Justice skills that will prepare the students for future success, both in and out of the classroom. Reaching students at the high school level can be difficult. Barriers such as working, assisting with child care in the home and sports all compete for students' time. In order to successfully reach this population of youth, it is essential that a program offer skills that teens will find useful and marketable for their future success. Research notes that "failing to meet students' psychological, social, and emotional needs will continue to fuel gaps in opportunity and achievement for students—in particular, low-income students and students of color—who are frequently underserved by the schools they attend". Students at Eastern High School have little to no opportunities within the rural community they reside in for exposure to diversity and cultural awareness. Our goal is to provide such exposure and understanding while working to assist-youth in gaining the necessary Social-Emotional and Social Justice skills for success now and later in life. By designing a program that focuses on Social Emotional Learning and Social Justice we are ensuring that students are better prepared for integration into adult life by guaranteeing they are gaining understanding of and implementing skills such as: Self-Awareness, Self-Management, Social Awareness, Relationship Building, Responsible Decision Making, Interdependence, Social Responsibility, Perspective Taking, Multi-Cultural Literacy and Community Engagement. In today's ever changing climate, it is imperative that our students begin working on these skills now as our current students are the ones who will impact future change. Our students will need to lead the movement on uniting our society, which can only be done by learning, engaging and demonstrating the skills discussed above while empowering them to stand up for the injustices they may be facing. In addition to the personal injustices that youth may face, developing an understanding of Social Justice practices allows them to build empathy and true understanding and appreciation of the differences of others. The implementation of this project would provide students at Eastern High School with opportunities that many at risk students may not have – extensive research found that "students who were part of SEL programs showed 11 percentile-point gains in academic achievement over those who were not a part of such programs. Compared to students who did not participate in SEL programs, students participating in SEL programs also showed:

- Improved classroom behavior
- An increased ability to manage stress and depression
- Better attitudes about themselves, others, and school

These student perceptions coupled with developed emotional intelligence lead to long-term academic success. SEL has the ability to give at-risk students the tools they need to overcome obstacles and plug into their education for long-term achievement". As providers for the students at Eastern High School and community members we would be remiss if we did not pursue a program that has the potential to provide students with improved achievement and long term outcomes that will continue to benefit them as they transition to adults. This project will also incorporate a case manager and licensed therapist to assist students with issues they are

facing, and eliminate barriers to these services, such as lack of transportation, lack of funding and will also reduce the loss of academic time that stems from external appointments. The case manager will work with students and families to identify both internal and external needs and will assist them in acquiring community resources they may not know how to access.

Options for youth to engage during out of school time is limited in this rural community, there are currently no other before and after school programs for high school students, access to public resources is also very limited as these students have no access to a Boys and Girls club, a YMCA or even a public library (the closest public library, although in the same county, is a town over and is not free for residents of our district). This program would provide a safe space for students while parents are at work. It would also support building healthy peer relationships as well as working one on one or in small groups with educators and program staff who are dedicated to the success of each and every student at Eastern High School. In addition to offering a high quality SEL curriculum, this program would continue to offer college and career preparation, academic support and opportunities to engage in services that youth may not have access to outside of such programming. The key to successful programming in any out of school time program is collaboration within the school and the community. One entity alone cannot bear the burden of raising and educating our youth, it takes a village. In order to ensure we are providing students at Eastern High School with as much support as possible, this project will collaborate with community partners, parents, teachers and administration to gain a clear understanding of students' current needs and develop partnerships that will support those needs now and in the in the future. Key partners in the project will include Blue River Services, Inc., Associates in Counseling and Psychotherapy, Washington County Sheriff and Prosecutor Offices, Hispanic Connection of Southern Indiana and Peace Learning Center. Partner roles will be expanded within the grant.

Lastly, a well-trained and effective staffing model is essential to running out of school programming. In order to ensure our students are receiving high quality programming and access to opportunities, staff will be trained in SEL models, implementation and expected outcomes to make sure that they themselves are aware of and using such skills. Role-modeling is one of the most effective ways to teach, it gives our students a moral compass to learn from and offers them examples provided by caring and supportive adults. Staff will utilize an evidence based SEL program backed by research and outcomes, written by mental health professionals and professionally trained on. Teaching Tolerance curriculum acknowledges that their “program emphasizes social justice and anti-bias. The anti-bias approach encourages children and young people to challenge prejudice and learn how to be agents of change in their own lives. Our Social Justice Standards show how anti-bias education works through the four domains of identity, diversity, justice and action”. In addition, we will utilize the Tribes training through a partnership with Peace Learning Center, which will ensure our staff are highly trained in various methods to offer Social Justice training that meets the individual needs of all students served. Tribes training is an experiential (virtual) training to prepare after school educators, youth workers, and community members to develop a caring learning environment and to reach and teach children and youth through an active learning approach that promotes human development, equity, restorative practices, resiliency, and social-emotional competence.

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

1. Minimum Criteria:

Eastern High School is a Non-Title I school, with a **Free and Reduced lunch population of 41%** and a **Federal Rating of Approaching Standards**, which serves students in grades 9-12. The district serves 5 townships whose combined population is less than 15,000 residents. The program made possible with this grant will serve those students and provide before and after school care and opportunities for increased academic success, as well as exposure to diverse opportunities not currently available, and influx current college and career programming with additional necessary skills such as Social Emotional Learning and Social Justice. Such programming will also support increased parent engagement as students not only have a safe place to be before and after school, but will also provide them with caring role-models and continued assistance they need to become successful while supporting them in connecting with the community. Research notes that “parent involvement drops significantly after eighth grade. The Center for Public Education 2 as well as the National Education Association 3 reports a drop in PTO/PTA attendance as well as the number of parents who volunteer. Both organizations also report that students with engaged parents perform better and have better attendance”. Teachers, program managers and community members will work together to provide a wide variety of opportunities for our students and families, increasing their chances for success, academically and in life.

As part of the high school’s Strategic Improvement plan, the district leaders have identified the following areas of immediate improvement:

- Student Attendance and Behavior
- Student achievement in Math Standardized test scores and credits
- Student achievement in English Standards test scores and credits
- Student Graduation Rates

The program at Eastern High School will meet minimum application qualifications by demonstrating the required Free and Reduced Lunch percentage as well as its federal rating of ‘Approaching Expectations’. By providing before and after school services to high school students, they will be exposed to opportunities such as an evidence based Social Emotional Learning curriculum which will be infused in current academic practices for a seamless process and an authentic learning experience. In addition, dedicated lesson plans created for increasing student’s knowledge on Social Justice topics will allow for rich and diverse experiences that bring to life the social problems our society is facing and will allow students to immerse themselves in the learning process. A dedicated case manager and therapist will also support the emotional needs of our students and families, by offering them exposure to services they may not have access to should the program not exist. In addition to our expansion of Social Emotional Learning and Social Justice program integration, this program will continue working to assist students in achieving academic success by both recovering credits and gaining credits needed in the future, this will be done by providing onsite and online support and encouragement from staff and teachers. Students will also be able to continue earning certifications that will give them the education, training and testing they need to obtain a job in fields such as health care, information technology, building

trades and business. Links with community partners will continue assisting students with education, possible internships, and job shadowing to help them gain a wide variety of career knowledge and opening doors for future opportunities.

2. Origin of Partnership:

EWSC will be the applicant, LEA and fiscal agent, and BRS, Inc. will be the Community Partner. EWSC approached BRS, Inc. with interest in providing new and expanded Social Emotional and Social Justice learning opportunities for their high school students. BRS currently supports EWSC in implementing successful afterschool programs in a k-12 model. The benefit of such a model is that we are able to increase success for all students across the continuum and fully prepare them for a successful transition to adulthood. Continuity of care is key to ensuring students' needs are being identified early on and that programs such as this can support those needs as well as monitor each student as they progress and grow, ensuring students do not fall behind at any point. The continued partnership between EWCS and Blue River Services is long-standing and built on a mutual desire to increase the academic success of the students within our community. Both organizations understand the critical need to prepare our students for success in the future and work diligently to ensure we stay abreast of the changing needs of our students and families and implement effective programs that address those needs.

3. Priority Area: Social Emotional Learning

Eastern High School has identified Social Emotional Learning as its priority area. In today's climate it is essential that students' emotional and psychological needs are being attended to as well as their academic needs. Research shows that "Social emotional learning offers an effective way to meet students' psychological, social, emotional, and academic needs as well as prepare students to be personally and socially aware, skilled, and responsible to themselves and to their community". Eastern High School plans to utilize an evidence based curriculum that supports SEL integration as well as intertwining Social Justice lessons and experiences for an authentic learning process that will assist students in becoming aware of their own needs and the needs of other in their community and society. Eastern High school understands that students and families may have needs that cannot be addressed at the school level due to lack of staff or competing priorities. Due to this it was determined that a dedicated case manager will be available to support students and families with finding community resources, thereby further lessening the stress they may be feeling when such resources are not readily available or easily accessed. An on-site mental health therapist will also be utilized for students at Eastern High School, students will be assessed and referred to this program which will support the needs of the whole child, offer one on one counseling and ensure their mental health needs are being attended to, as this is critical to other areas of success, most notable academic success. Students who experience depression, anxiety and other psychological disorders perform more poorly in class compared to students without these disorders. Depressed and anxious students are also more likely to be absent, take semesters off, and/or drop out of school. This model is supported by a wealth of research, as noted here, "Successfully educating all students requires both academic and psychological resources—academic, social, and emotional factors are essentially interwoven, mutually interdependent, and should not be considered in isolation from one another. They are

critical to all students’ opportunity to learn, but also matter in particular ways for students of color and for students in low-income contexts”.

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

- **EWHS is identified on the Master Reap Eligibility Spreadsheet as being Rural by the State SRSA and RLIS.** Eastern High School is located within Washington County and is rural in nature. Eastern High School is at least 25 miles from the nearest major city, increasing the time and distance for residents to engage in and acquire much needed services. The barriers that many Eastern High School students face include isolation, lack of transportation, and inability to gain the support of professional and other services due to this rural environment, which in turn enhances the need for afterschool programming which includes SEL and Social Justice. (See Need for Project Narrative).
- **EWHS will be serve 100% of high school students in grades 9 thru 12th within this proposed project.**
- 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”. 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)

1. **Data Evidence:** Data obtained from Indiana Department of Education – 2019-2020 Compass Dashboard and IDOE 2019-20 School Data Spreadsheets.

EASTERN HIGH SCHOOL Total Student Population: 424	
Student Achievement Data	
I-STEP 2019 ELA Assessment Grade 10	59.2% Proficient
I-STEP 2019 Math Assessment Grade 10	17.3% Proficient (Well Below the State Average)
ILEARN 2019 Science Assessment Grade 10	20.2 Proficient (Well Below the State Average)
Number of Youth Below Grade Level	41% (174 students) ELA 83% (352 students) Math
Attendance:	93.0%
Student Demographics	
Student Ethnicity:	
White	93.6% (397 students)
Multi-Racial	1.7% (7 students)
Hispanic	3.8% (16 students)
Asian	0.0% (0 students)
Black	0.2% (1 student)
Hawaiian/Pacific Islander	0.2% (1 student)
American Indian	0.5% (2 students)
Poverty Measures:	40.1%
Student Behavioral Data:	
Number of Students with More than 10 Unexcused Days Absent:	28 (6%)
Number of Students absent Greater than 10% of School year	72 (17.7%)
Discipline Data (# of suspensions/expulsions):	27
Number of Out of School Suspension	24
Number of In-School Suspensions	0
Graduation Rate (District)	87.9%
Drop Out Rate (District)	12.12%

Eastern High School is defined as Rural by the SRSA and RLIS. Eastern High School is also identified as Low Income. Low income is established as **40.1% of the student population** (as reported on the IDOE 2020 free-reduced lunch spreadsheet). Eastern High School received a B (**Approaching Expectations federal rating**).

As noted on the supporting data charts above, nearly 80 percent of the students at Eastern High School are performing below grade level in Math and Science. Eastern High School students are below the proficient level in math and science with only **17% of the 10th graders demonstrating proficiency on the ILEARN math assessment and 20% on the ILEARN science assessment**. Also of concern is the fact that **41%** of the students at Eastern High School are functioning below grade level in **ELA**. As discussed above, two of the immediate areas of improvement identified by the district are to increase achievement levels in math and Language Arts.

The need for afterschool programming at Eastern High School is further identified by the barriers that many Eastern students face including isolation, lack of transportation, and inability to gain the support of professional and other services, mostly due to their isolated location and/or lack of resources. 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. Data shows that of the residents in Washington County only 13.2% hold a Bachelor's Degree or higher and 14.74% of the population did not graduate from high school. These statistics bolster the fact that students from rural and low income areas have fewer opportunities, as the higher education attainment data from both Indiana and the United States exceeds 13.2 by far. Programs such as this will help ensure students graduate high school and have more access and understanding of higher education opportunities.

Many students come from families impacted by divorce, food insecurity, homelessness, death, and drug addiction. Approximately 8% of students have a parent that is incarcerated (or has been within the last year), data reflects that 49.9 % of 10,000 individuals have been incarcerated, almost a 200% increase since 2004. IYI data snapshots for Washington County reflects that over 130 youth qualify as homeless within Washington County, 20% of all children are living in poverty, and 17% have food security concerns. Our proposed activities are built around the precept of not only helping students academically, but also helping them with their social-emotional health to ensure the needs of the whole child are being met, not just those that pertain to academics. It is critical that we understand the circumstances our students are facing daily and respond to those if we are to ensure they can break the cycles above and move forward to be successful members of the community.

Another confounding factor for the students of Eastern High School is that they spend a great deal of time traveling to and from the school. Students in the East Washington School District are scattered over 200 square miles. Eastern High School is located at least 25 miles from the nearest major city, Louisville, Kentucky. Washington County residents travel almost fifty percent further to work than residents of larger cities. Employment opportunities within the communities are limited and most working parents travel to Louisville, Jeffersonville, or Floyd County (many traveling over 100+ miles per day round trip). An extraordinarily large

portion of the family income must be used to buy gasoline and ensure maintenance of their vehicle, also noteworthy is that many of the families in these rural communities have no means of transportation and public transportation does not exist. The ability of these students to attend school events or be involved in extracurricular activities is hindered because of lack of transportation, the distance to and from work and to and from school, and the inability to pay for anything extra. At-risk behaviors, evidenced by the high rates of drug use 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.

As noted above, STATS Indiana.edu reports that of the population in Washington County, only 84.4% graduate, and the percent who go on to receive their BA or higher drops to only 13.2%, both of which fall below the state average. Afterschool programs are key to helping students gain the necessary skills to be successful in higher education or the workforce. Not only do such programs offer assistance with day to day academic needs, they provide exposure to study skills, social emotional skills, and healthy peer and adult relationships.

It is believed that the rural and poverty status of Washington County is also directly related to increased social and behavioral issues for students and adults. The Indiana Youth Institute (IYI), Kids County Indiana 2020 Data Book reports Washington County data shows a total of 86 cases of child abuse and/or neglect with 2 being physical abuse and 18 being child sexual abuse cases. There are 54 Washington County children in foster care. This data further supports the need for programming designed to increase student awareness of personal safety and expose students to trusting and supportive adults within their lives.

This disparity underscores the fact that Washington County youth living in our persistently poor rural communities, partly due to structural conditions such as our geographic isolation, fewer services, fewer jobs, and fewer opportunities, are ill-equipped to break out of the poverty cycle. 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. Our hope is that by providing such services to the students at Eastern High School, they will be given the skills necessary to help them break this cycle.

2. Current Programming:

Currently, Blue River Services, Inc. in collaboration with East Washington School District is operating the 21st CCLC DELTA Afterschool Program at Eastern High School serving students in grades 9 – 12 which began when we received a 21st CCLC Cohort 8 grant. This program operates Monday – Friday from 7 am to 8 am and from 3:00 p.m. until 5:30 p.m. It is important to note that prior to BRS receiving a cohort 8 grant to start the program at Eastern High School in the fall of 2017, there was **no afterschool programming at the high school level in the East Washington School District**. Continuation of this grant will enable us to strengthen and expand the afterschool program by enhancing current offerings and beginning new programming related to Social Emotional Learning and Social Justice, both of which are critical to the current needs of our students at Eastern High School as well as the communities they reside within.

At Eastern High School, as discussed above, a huge service gap to be filled by this grant is the need for Social Emotional programming. Our program will not only offer a variety of SEL curriculum for students, but will

provide counseling and therapy services to students and families during program time and work to connect participants and their families to needed resources in an effort to eliminate the socio-economic barriers that may contribute to their lack of academic achievement. At this time many of the students at Eastern High School have no access to therapy services, as the circumstances these students face continues to increase it is vital they are afforded with free mental health counselling and supports, a key component of our current proposal for afterschool programming.

3. Enhance or Expand:

Our primary focus during the past 4 years at Eastern High School has been College and Career programming and we have worked hard to build a program which is challenging and designed to be used in real world applications. In this cohort, the 21st CCLC DELTA Afterschool Program will continue to be provided for 80 high school students, grades 9-12 at Eastern High School. Programming related to College and Career Readiness will not be supplanted but will instead be enhanced by pairing it with evidence based Social Emotional Learning and Social Justice curriculum designed to interweave with current programming and offer students and staff real world opportunities for growth in this area. Our programs at Eastern High School will operate from 7 am to 8 am and from 3:00 p.m. until 5:30 p.m. Monday through Friday – each day that school is in session. As mentioned before, the 21st CCLC DELTA Program will be **enhanced** as we begin providing Social Emotional Learning and Social Justice programming for participants as well as their families along with access to much needed supports to include on-site counseling, referral and resource assistance and case management services designed to bridge the gap that many families in poverty face. In addition, our staff will undergo rigorous training to ensure they are aware of and able to integrate Social Emotional and Social Justice curriculum to enhance current programming.

4. Identified Needs:

At Eastern School, the need for programming was initially determined through **Parent Surveys** which indicated concern that once their child left the middle school, there was nothing available for them, as East Washington School Corporation in partnership with Blue River Service, Inc. offered afterschool programming for students in grade k-8. Parents and school administrators noted the need for continued programming that would help support increased academic achievement, access to college and career resources and preparation for transition to secondary education and/or the workforce. Parents also relayed that after leaving the middle school, there was no longer an opportunity for their child to receive needed homework assistance or tutoring, as classes begin to get harder during the high school years it is imperative that students continue to have access to these much needed supports. BRS, Inc. uses the program evaluation reports developed by our local evaluator, Diehl Consulting, and the **student and parent questionnaires** to guide the focus of the program and to make programmatic improvements. Students, parents, school day teachers, program staff and community partners are active participants on our established Advisory Board.

The need for afterschool programming at Eastern High School was further determined at an Advisory Board meeting for our afterschool programs at the elementary and middle school level. After discussion of the

current offerings, the superintendent felt that our high school students were missing out on an excellent opportunity. During preliminary discussions it was noted that students at Eastern High School have little to no access to supports for college and career preparation due to their isolated location. Planning began immediately to determine the needs of our students and families and how a collaborative partnership could be established to begin offering out of school programming. Student and parent input was collected during the last three years of programming, as well as teacher feedback and input from our stakeholders and k-8 Advisory Board.

In ongoing discussions, teachers and administrators at Eastern High School noted that students fell well below the proficiency levels in several categories. These student needs were identified by the principals through careful review and study of report card grades and assessment scores. School administrators and teachers identified the following student needs:

- Student achievement in Language Arts is below grade level among students of poverty;
- Student achievement in Math is below grade level among students of poverty;
- Homework completion rate is below standard among students of poverty;
- Academic success is hindered by an inability to receive needed services and resources among students of poverty; and
- Graduation and attendance rates have decreased among students of poverty.

Upon running programming within Eastern High School over the last three years, success has been noted in many areas. When the opportunity for a Cohort 10 application was announced, school administrators as well as Advisory Board members felt that enhancing our current offerings was key to continuing to build upon much needed skills for students. It was determined that the current College and Career programming had been a great way to assist youth in preparing for secondary education and/or careers options but that many skills were still not being addressed. Students are suffering from a lack of understanding when it comes to Social Emotional and Social Justice skills which can hinder their ability to be successful in the future. Such skills are often forgotten during the day as teachers are not afforded the time to teach these skills. Also in response to today's social climate, the need for programming designed to increase awareness and acceptance of others in spite of their differences is highly important.

Community partnerships are established as a direct result of program and student need. When a need is identified by school day staff, program staff, Advisory Board members, etc., BRS, Inc. seeks to locate partners that can assist with responding to the identified needs. For example, in response to the large number of child abuse and neglect cases reported in Washington County, a partnership with SAFE Place and Prevent Child Abuse Councils is beneficial. Because the drug abuse and overdose rate in Washington County is extremely high, a partnership with the local Prosecuting Attorneys, Sheriff's offices, and Substance Abuse Councils to provide drug abuse awareness programming was formed. These partnerships also allow for students to see the excellent work that our officers and attorneys do and provide students with realistic information and a

positive experience with law enforcement, something they may not have experienced in the past. Our partnership with ACP will assist BRS, Inc. with addressing the mental health and well-being of our students and families. As the population of Washington County are both predominately white (97%) a partnership with Hispanic Connection of Southern Indiana was formed in order to enhance our cultural diversity curriculum. And finally, in order to provide meaningful and effective professional development activities for our staff, 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. Specialized training will also be offered by Peace Learning Center and BASE SEL to ensure all staff are well trained and versed in Social Emotional and Social Justice programming, both of which are key to the success of our students moving forward.

Our afterschool programs will perhaps be the only source of supplemental enrichment in literacy and math, social emotional, social justice, technology, and extracurricular activities that many of our students will have access to. The afterschool programs at EHS will offer an effective and affordable way of overcoming obstacles confronting our rural communities and help students realize their full potential. By connecting with a variety of community partners, we will bring services and supports to the families alleviating the need for them to travel great distances at a high cost to receive needed services.

5. PARTNERSHIPS (5 POINTS, 3 PAGES MAXIMUM)

1. Project Collaboration:

Project Partners and Contributions

Project Partners and Contributions	
Blue River Services, Inc.	This partnership will allow us to continue providing a high quality extended day learning/afterschool program for students of Eastern High 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.
Diehl Consulting Group	We will contract with Diehl Consulting Group as our local evaluator. (See MOU). Diehl Consulting Group will be paid 6% of the awarded amount.
Washington County Sheriff's Department	The Sheriff or a qualified member of the department, will work with the local prosecutor and program staff to host a community substance abuse awareness and prevention event for EHS students and their families, as well as, provide an on-site specialized drug and alcohol awareness training for students. This will be an in-kind contribution. (See MOU)
Safe Place	Safe Place counselors will visit each program one time per year to inform students about Project Safe Place. Safe Place counselors will also visit the programs to provide personal safety awareness training to students including bullying, child abuse, and disaster preparedness. This will be an in-kind contribution to the program. (See MOU)
Washington County Prosecutor's Office	The Prosecutor will partner with BRS, Inc. to conduct annual community substance abuse awareness and prevention events for the community including EHS students and their families, as well as, provide on-site specialized drug and alcohol awareness training for program participants. This service will be provided as an in-kind contribution to the program by the Prosecutor's Office. (See MOU)
USDA School Nutrition Program (SNP) Afterschool Snack Program	The afterschool snack program will be provided by EHS as part of their School Nutrition Program. All snacks will be provided free of charge to participating students. No MOU required.
Substance Abuse Prevention Coalition	BRS, Inc. will partner with the Substance Abuse Coalition (Communities That Care Project) to provide awareness and prevention training to all participants. This will be an in-kind partnership. (See MOU)
Washington County Prevent Child Abuse Council	BRS, Inc. will partner with the Washington County PCA to provide Child Abuse Prevention and Awareness training and materials to participating students and their families. BRS, Inc. will collaborate with PCA to host an awareness event at EHS annually. This in be an in-kind contribution.
Hispanic Connection of Southern Indiana	Hispanic Connection of Southern Indiana will provide in person interpretation services and translation services for printed and on line materials as well as cultural diversity programming (6 weekly lessons at each site). The cost for this service will be \$1,000 per year.
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.
Associates in Counseling (ACP)	ACP will provide additional therapists to work with children and families at EHS during program time and during the day in order to help us meet demand. This is a contracted service valued at \$5,000 annually.
Peace Learning Center	Peace Learning Center will provide professional development for staff in teaching Social Emotional Learning and Social Justice curriculum called Tribes. Tribes Learning Communities is a research-based process that creates a culture that maximizes learning and human development. This is a contracted service valued at 1500.00

2. **Identifying Partners:**

Partner	Process used to identify and how involved in development of application	Needs Being Met
<p>Blue River Services, Inc.</p>	<p>After identifying the need and desire to apply for the initial grant and begin a before and after school program for our high school students that focused on College and Career readiness, EWSC reached out to BRS, Inc. about the possibility of partnering with us. BRS, Inc. was already providing afterschool programming for our middle and elementary students and was familiar with 21st CCLC grant. Meetings were held with the superintendent of EWSC, EWSC Director of Technology and Integration, the EHS principal and BRS, Inc. Children’s Services Department. With the previous success of our EHS program, administration reached out to discuss the possibility of enhancing this project with the hopes of continuing programming for these students and families.</p>	<p>This partnership will allow us continue and enhance the afterschool program at Eastern High School. The need for this program was initially identified by families via survey and during an advisory board meeting for our younger students.</p>
<p>Diehl Consulting Group</p>	<p>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.</p>	<p>Provide local evaluation services including site reviews, data analysis, and end of the year reporting.</p>
<p>Washington County Sheriff’s Offices</p>	<p>As discussed in planning meetings, drug and alcohol abuse is such a problem in our community and is the root cause for academic failure among many of our students. BRS contacted entities known to have provided such training in the past, including the local County Sheriff’s Department.</p>	<p>Increase student awareness of drug abuse and prevention and effectively make a positive impact on the alcohol, tobacco, and other drug abuse issues involving students at EHS.</p>
<p>Safe Place</p>	<p>In response to discussions held during grant planning meetings regarding the high rate of child abuse cases reported in Washington County, the Director of Children’s Services met with the Director of SAFE Place to discuss the possibility of partnering to provide personal safety training.</p>	<p>Increase students’ awareness of dangers in our community and how to react if confronted with these dangers. Inform students about the existence of Safe Place and explain how they can get help if needed.</p>
<p>Washington County Prosecutor’s Offices</p>	<p>BRS, Inc. has worked with the Washington County Prosecutor’s Office on several occasions in the past to educate the community on drug abuse in our county. From our past partnerships and knowing that the local prosecutors are always eager to do whatever they can to assist in the effort to decrease drug abuse and to decrease the incidents of child abuse and neglect in their county, BRS, Inc. approached the Washington County Prosecutor’s Office and requested that they partner with us once again.</p>	<p>To assist with decreasing the high number of overdose and drug abuse cases in Washington County, specifically among the students and families of EHS,</p>
<p>USDA (SNP) Afterschool Snack Program</p>	<p>EHS will provide the SNP Afterschool Snack Program to students enrolled in the EHS afterschool programs.</p>	<p>Provide students with a nutritious afterschool snack.</p>
<p>Substance Abuse Prevention Coalition</p>	<p>In response to high overdose and drug abuse cases in Washington county that, as discussed in planning meetings, is often the reason for academic failure among our students, BRS approached the Substance Abuse Councils in order to provide more awareness and prevention training for students through the “Communities that Care project”.</p>	<p>Provide additional drug awareness and prevention training for the students of EHS in an effort to decrease the high rate of overdose and substance abuse cases in Washington county.</p>

East Washington School Corporation
21st CCLC Grant Application – Cohort 10

<p>Washington County Prevent Child Abuse Councils</p>	<p>In response the high number of child abuse and neglect cases reported in Washington county, as discussed during planning meetings, BRS sought out a partnership with local PCA Councils.</p>	<p>To Increase awareness and prevent child abuse and neglect from happening among the students of EHS.</p>
<p>Hispanic Connection of Southern Indiana</p>	<p>Because the population of EHS is predominately white, a partnership with this agency was sought in order to provide cultural diversity programming to students. In addition, this partnership will allow for translation services of documents and for any students or families that are in need of it.</p>	<p>To increase awareness and acceptance of others regardless of their differences.</p>
<p>Creative Resources</p>	<p>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.</p>	<p>Creative Resources is used to help 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.</p>
<p>Associates in Counseling and Psychotherapy (ACP)</p>	<p>In the development of our application, the need for counseling and therapy services for our students and families was identified as being extremely high – more than BRS, Inc. can handle alone even though we will be employing a licensed case manager, and a part-time therapist.</p>	<p>This partnership will ensure that all participants needing therapy/counseling will be served.</p>
<p>Peace Learning Center</p>	<p>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,</p>	<p>This partnership will ensure staff are trained on social emotional learning and social justice curriculum integration and appropriate teaching methods.</p>

3. **Volunteers:**

Volunteers are recruited by program coordinators as needed based on program need. For example, additional help is always needed during homework time to provide assistance and guidance to students as they work on completing assignments. Volunteers responding to this need must know how to complete the assignments properly. We will collaborate with school guidance counselors to determine needs for students in the high school such as using volunteers to share career information, assisting students in gaining understanding of various requirements for beginning specific career fields and learning skills such as resume building, filling out applications, teaching students about basic budgeting, money management and independent living skills. The 21st CLCL DELTA afterschool program will operate based on a thematic approach. Volunteers will be solicited throughout the year to provide special experiences for participants based on the current theme. For example, during each month, different career fields will be focused on, during this time individuals with different careers such as health related careers are contacted by the coordinator and invited to visit the program to speak about their career or demonstrate their special skills. All visitors must obtain a background screening prior to coming to the program. Individuals reaching out to us wanting to volunteer must to 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 or unsupervised with students.

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

1. Recruitment Criteria

Eastern High School is a non-Title I school to be served by this program. The program funded with this grant will be offered to all students in grades 9-12 residing in the district, to include homeschool students. Although announcements will be made in local papers, on the district website and on social media, phone calls using School Messenger will be made, and letters will go home to families, the real recruitment will come from identifying students who are struggling and inviting students who want to extend their school day. Word of mouth by students will be one of the biggest draws to the program as it allows youth to be engaged in their program and share successes with fellow students. Communicating with teachers and other school staff will also be a critical way to fill this program, as they have awareness of the struggles our students may be facing. Priority will be given to students failing the previous year's assessments, not reading on grade level, and to seniors in danger of not graduating. We will work closely with the teachers and school administrators to identify students who are performing below grade level in Math and Language Arts as indicated by their assessment scores and letter grades. Priority for enrollment into the program will also be given to those students who are from low income families 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 academic help. Additionally, students identified as in serious need of a safe and secure afterschool environment will be given priority into the program. All students in need of services will be accepted into the programming as long as the teacher to staff ratio can be met.

Students with Disabilities:

See Appendix B of this RFP – 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.

2. Community Data:

As reported by the World Population Review, 2020 data, the average annual income for residents of Washington County is \$35,381 and the poverty rate is 13.4% county wide, with the percent of children under 18 living in poverty is 20.4%.

STATS Indiana.edu reports that in Washington County, 84.4% of students graduate from high school, but the percent who go on to receive their BA or higher drops to only 13.2%. Students in Washington County live with the effects of poverty and low education levels associated with life in an isolated rural environment. A growing number of students live with a single parent or grandparent, or are doubled up with another family in crowded homes or trailers. Students in the East Washington School district are scattered over 200 square miles with many riding busses for as much as an hour to school and another hour to get home. In Washington County, with the current Opioid crisis, there has been a sharp spike in the rates of HIV, hepatitis C and overdoses amongst its residents. Washington County ranked 2nd (behind Scott County) which received national attention for their drug epidemic and overdose rate. Many of these deaths are parents, aunts/uncles, and siblings of our students.

IYI reports there are an average of 3,726 Washington County individuals are receiving food stamps each month. It is believed that the rural and poverty status of Washington County is also directly related to increased social and behavioral issues for students and adults.

This disparity underscores the need for afterschool programming at both NHMS and BSE – programming designed to include all of the components we have outlined in our application. Of particular importance will be our SEL enhancement allowing us to effectively address the issues preventing many of our students from being successful academically and in life.

3. Parental Involvement:

To involve the families of participating students, the 21st CCLC program enrollment packet will include a Parent Agreement to Participate Form which the parent will sign agreeing to participate in at least 4 parent education/family night events. The website for the afterschool program will include upcoming dates of family nights, offer tips for parents in connecting with their children and ideas for family engagement. Parents will be encouraged to participate in programming along with their student. We will host trainings for parents addressing the importance of social emotional learning, social justice, academic assistance, the importance being involved in their student's homework completion, substance abuse prevention and college and career readiness. Parent educational events will be offered to the families of participating students and will take place both in the evenings and during 21st CCLC time, program staff will collaborate with school staff and administrator to determine needs and identify partnerships that may enhance program participation for those not currently enrolled in the program.

The most effective and influential factor regarding student achievement is relationships. This is also true of family involvement and engagement. Family nights can be planned and hosted and information disseminated, but what truly gets families involved and engaged in the relationship they have with their students, their student's educators and their student's school and personnel. In order to foster such relationships it is key that those involved in the education system create an open dialogue where parents feel welcomed and supported. Many parents fear what they do not understand and may be intimidated by data and requirements when not given the knowledge to help both them and their students thrive. This program is designed to create and foster relationships between students, parents and teachers. Communication, at the responsibility of the student and program coordinator, will be weekly and on-going. Students will be supported as they reach out to their parents to let them know what they are working on, how they are doing, and what they might need. Communication is the first step to relationships and involvement, and should be an ongoing and consistent process. Additionally, as students in the program learn and train in certain areas, they will be hosting mini family nights and going out to the community to share what they have learned. Students will learn skills that are imperative to success such as resume building, job applications, and study skills. By learning these skills, students can share what they have learned with family members who may be struggling with these tasks. By creating and hosting family nights that showcase these skills and offer opportunities for engaging with program staff and school personnel, fears are dispelled and open communication can occur. Other partnerships made available with this grant, will allow the program to host different types of family nights with specific themes and goals. The Prosecutor and Sheriff's office as well as our local Substance Abuse Coalition members will work with our students to present drug prevention family nights and educate students on the harmful effects and outcomes of drug use. Partnerships with our local Safe Place will allow for students to gain access to information about personal safety as well as helping identify trusting adults and locations should a student be in need. It is the goal of the program to host an average of .5 hours of family engagement opportunities a week. This is not only achievable, but easily exceeded given the numbers of partners we have.

4. **Snack and/or Meals:**

In our program, one afterschool snack will be served at each site per day. Snacks are prepared by the school kitchen staff on a daily basis. Students receive a nutritious snack when they first arrive at the program. Extra snacks are donated by local church groups to ensure that if youth are still hungry they are afforded extra items. We also provide a share table for extra snacks that are not eaten and offer a cooking club one to two times a month to provide a meal for both students and families to share.

Eastern High Schools includes the afterschool programs in its 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. will absorb any expense not reimbursed by 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 and all staff is trained on the SNP program as well as Civil Rights on an initial basis and annually thereafter.

5. **Weekly Schedule:**

Below is an outline of the weekly schedule, schedules may change to reflect special guests, special activities and/or support for changes in school and student needs.

Eastern High School					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 – 8:00 am	Tutoring and Academic Enrichment	Tutoring and Academic Enrichment	Tutoring and Academic Enrichment	Tutoring and Academic Enrichment	Tutoring and Academic Enrichment
3:00 – 3:30 pm	Snack Attendance Social Time	Snack Attendance Social Time	Snack Attendance Social Time	Snack Attendance Social Time	Snack Attendance Social Time
3:30 – 4:30 pm	Homework Silent Reading and/or Academic Enrichment activity if finished with Homework.	Homework Silent Reading and/or Academic Enrichment activity if finished with Homework.	Homework Silent Reading and/or Academic Enrichment activity if finished with Homework.	Homework Silent Reading and/or Academic Enrichment activity if finished with Homework.	Homework Silent Reading and/or Academic Enrichment activity if finished with Homework.
4:30 – 5:30 pm	SEL Counseling with Therapist for students/families in need. SEL Group with Social Worker for students/families in need. Tutoring for students in need. Resume Building, Job Search Skills, College and Career Research	Student Led Clubs (Cooking Club, Book Club, Current Events Club, etc.) Each club lasts for a 6 week period. Special Guests.	SEL Counseling with Therapist for students/families in need. SEL Group with Social Worker for students/families in need. Tutoring for students in need. Resume Building, Job Search Skills, College and Career Research	Student Led Clubs (STEAM Club, Cooking Club, Current Events Club, etc.) Each club lasts for a 6 week period. Special Guests.	SEL and Social Justice Curriculum/Activity for all participants. Service Learning Projects.

6. **Alignment to Standards:**

A designated time each day in the program is devoted to homework completion and tutoring. Students will receive homework assistance during program time as needed. Tutoring will be provided by school day teachers during program time. Students who have completed their homework or do not have homework assignments will participate in activities that promote the growth of social emotional, social justice and college and career skills. Students may collaborate in small groups to work on homework and/or the skills noted above. School day teachers provide 21st CCLC staff with a monthly list of core standards that are being addressed in the classroom. Daily lesson plans are then developed by all 21st CCLC program staff. Enrichment activities are 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 guide the development of programming and the annual program evaluation 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 quality and make program improvements. 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 EHS 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.

7. **Staff Recruitment and Retention:**

Blue River Services, Inc., which recruits, hires and manages staff for Eastern High School 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 Blue River Services 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 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.

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.
- 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

Blue River Services, Inc. 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, Inc., 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 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.

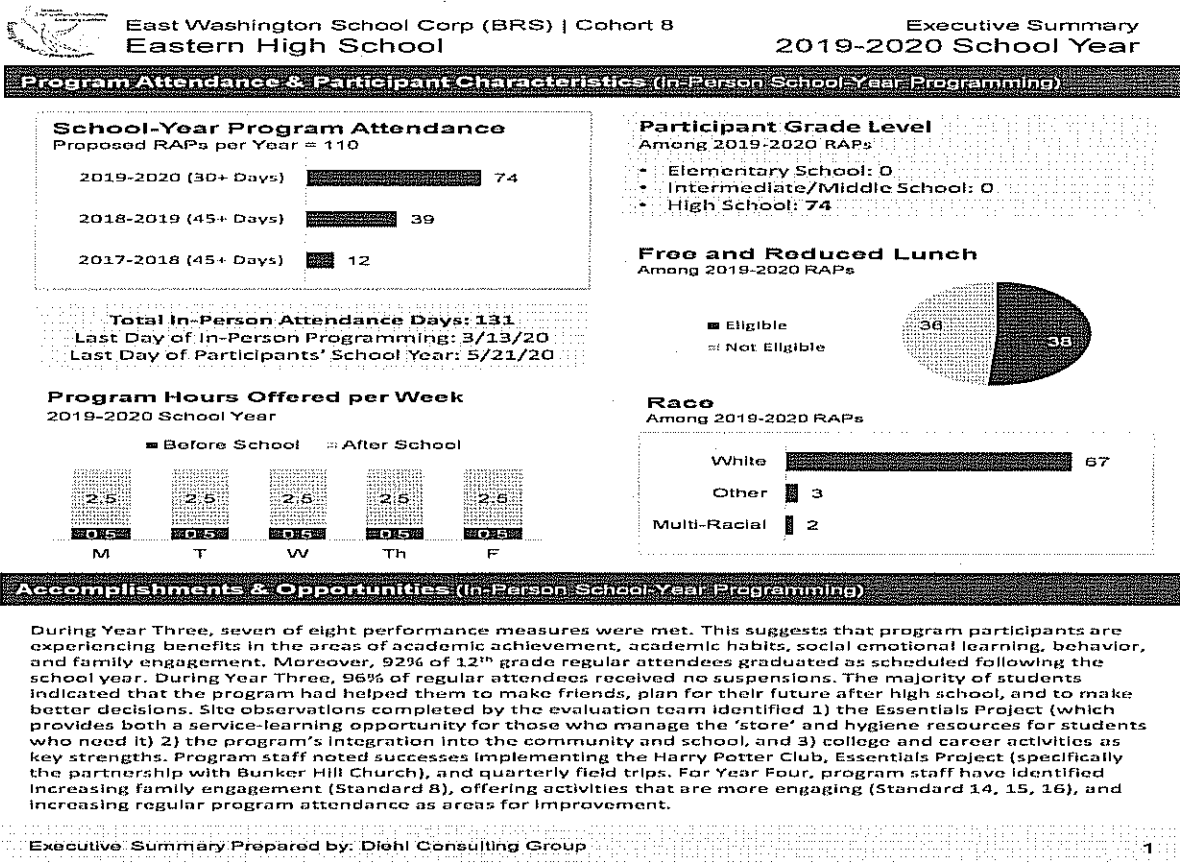
Chart of Staffing Positions and Wage/Salary

Job Title	Wage	Hours Worked Per Week
Program Director BRS, Inc.	\$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)
Grant Compliance Specialist	\$15.00 per hour	35 hours per week (Split)
College and Career Program Coordinator	\$16.00 per hour base	35 hours per week
Program Assistant	\$12.00 per hour base	20 hours per week
Social Worker/Case Manager	\$17.00 per hour	30 hours per week – (Split)
Outreach Coordinator	\$16.00 per hour	35 hours per week (Split)
Administrative Assistant	\$11.25 per hour	37.5hours per week (Split)
Tutors (2)	\$30 per hour	4 hours per week

Please note: Program Coordinator and Program Assistants work all of their hours at one specific site. Other staff members such as the Director, Assistant Director, District Coordinator, Outreach Coordinator, Grant Compliance Specialist, and the Administrative Assistant will split their hours among several other 21st CCLC programs in addition to the programs at EHS. Therefore, on the budget, even though the individual works a total of 37.5 hours per week which is dedicated to 21st CCLC programming, there may be less hours actually claimed on this individual budget. This model allows us to create a staffing structure that gives staff the leadership they need to be successful in their professional and personal growth.

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

Blue River Services, Inc. been operating successful 21st CCLC programs in the following school districts for the past several years: East Washington, North Harrison and Medora. 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**. Transportation home from the program each day for students is included in our budget thereby eliminating one potential barrier for participation. The Year 3 Executive Summary for Eastern High School reflects **high program quality, increased graduation rates and academic performance, and fewer behavior concerns**. It is not possible to compare year 1 performance measures with year 2 measures because the measures changed between year 1 and 2 at the direction of IDOE. However, as noted in the charts below, the Year 3 Summary reflects that but one **all academic, social/behavioral, and family engagement outcome targets were exceeded**.





2019-2020 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure	Notes
--	60%	of regular attendees will earn a "C" or better or increase their ELA grade from fall to spring	Due to school closures, fall and spring grades were not comparable.
--	60%	of regular attendees will earn a "C" or better or increase their Math grade from fall to spring	Due to school closures, fall and spring grades were not comparable.
92%	75%	of regular attendees in their fourth year of high school will graduate from high school within six months of their "grade-level cohort."	
69%	50%	of regular attendees will improve or need no improvement to 'academic performance' in spring (DOE Teacher Survey)	

Social/Behavioral Outcomes

Outcome	Target	Performance Measure	Notes
67%	50%	of students will report the afterschool program has helped them make friends (Spring Quality Improvement Scale)	
70%	50%	of students will report the afterschool program has helped them make better decisions (Spring Quality Improvement Scale)	
71%	75%	of students will report the afterschool program has helped them identify and prepare for next steps after high school	
96%	80%	of regular attendees will have no suspensions during the school year	

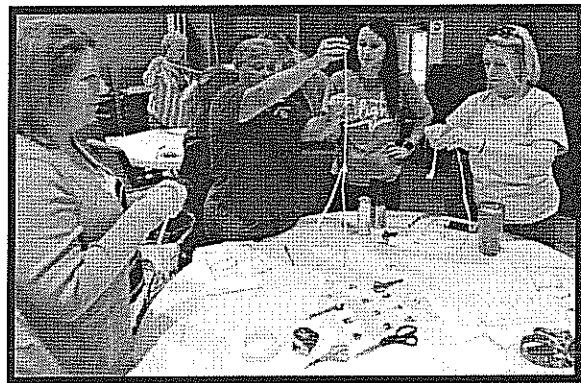
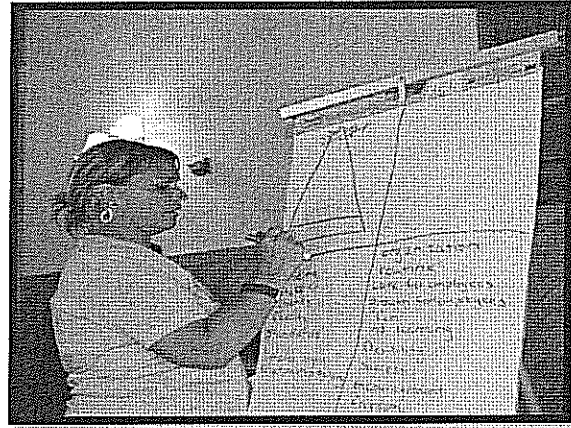
Family Engagement Outcomes

Outcome	Target	Performance Measure	Notes
75%	50%	of parents will report talking with their child about his/her day at school "a few times a week" to "daily" (Spring Quality Improvement Scale)	
69%	50%	of parents will report helping or encouraging their child to complete homework assignments (Spring Quality Improvement Scale)	

Blue River Services, Inc. is very strong in the area of **Professional Development**. A total of **50% of our staff are currently participating in or have completed the CYC credentialing process**. BRS, Inc. staff have volunteered to **act as presenters** at several 21st CCLC sponsored training events as well as presented for webinars across the state with various afterschool organizations. We have also contracted with Creative Resources as our PD Consultant. This entity works closely with leadership to guide, develop and implement a comprehensive professional development and coaching plan which is based on meeting the ongoing PD needs of our staff as they are identified. We strive to ensure that the professional development needs of our staff are analyzed regularly and that all levels of staff receive high quality, job specific training on an ongoing and consistent basis. Following is a summary chart reflecting the training plans for years 3 and 4 of the Cohort 8 grant cycle.

PROFESSIONAL DEVELOPMENT ACTIVITIES	
PD Plan Year 3	PD Plan Year 4
Multi-State Conference	Multi-State Conference
IAN Summit on Out of School Learning Conference	IAN Summit on Out of School Learning
Indiana Youth Institute Kids Count Conference	Indiana Youth Institute Kids Count Conference
IDOE Regional Meetings/Required Trainings	CPR/1 st Aid/Bloodborne Pathogens Training
Staff Meetings/School Faculty Meetings	Preventing Child Abuse and Neglect, Safety, Health and School Age Development Modules (FSSA OECSL)
CPR Training	On-Board Training – Cultural Competency, Active Shooter, HIPPA, Drug Free Workplace and Sexual Harassment
First Aid Training	Health and Safety, Fire Extinguisher Safety, and School Nutrition/Civil Rights
Preventing Disease Transmission	Departmental and New Hire Orientations
Health and Safety Training	CYC Credentialing Process
New Staff Member Department Orientation Training	Staff Recruitment and Retention – Long Term Development
BRS, Inc. New Employee Orientation	Parent Engagement Trainings
Child and Youth Credentialing	ACES Training and Resiliency Training
Leadership Trainings (CEYD)	BRS Sponsored All-Staff In-Services (3 per year)
Professionalism	Core Values – Coaching with Leadership
Culture and Human Diversity	Core Values – Creating Core Value Expectations within the department
Relationship and Communication	Core Values – Staff Response and Integration of core values into programming.
STEM	Applied Human Development
Behavior Management	Applied Practice Methods
Homework Help	Youth and Social Media
The Journey Retreat	The Journey Retreat
Various other workshops, webinars, conferences, etc. as available.	Various other workshops, webinars, conferences, etc. as available.

Each year, BRS, Inc. sponsors 2 – 3 all-staff training events. Below are a few pictures from last year's STEM training event as well as our last all staff retreat where we began our core value focus.



Another success to be considered is that BRS received no errors when inputting the mid-year and end-of-year data into **Cayen** this first year of using the new data reporting system. This is especially remarkable in view of the fact that we were entering data for 9 different schools, 5 grants, and 410+ students.

In 2020, BRS, Inc. was selected to serve as one of the **State's 21st CCLC Peer Support Partners**. This partnership will allow us to share our successes and work with new grantees to promote strong afterschool programs across the state. BRS, Inc. has been serving school aged children for over 30 years. We have successfully operated 21st CCLC programs at various locations for the past 10 years. We are also able to boast about the cooperative and positive relationships we have developed with all of the schools that we serve.

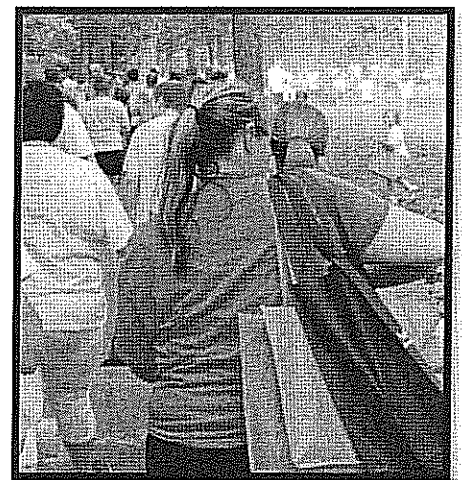
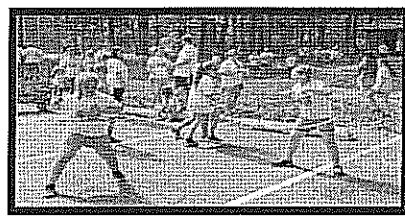
Each year, BRS, Inc. partners with Prevent Child Abuse to host a free **Back To School Bash** for afterschool students in Harrison, Jackson and Washington Counties. Children are provided with free school supplies, backpacks, and haircuts. Over 700 people attended the event in 2019 and over 300 backpacks filled with school supplies were given away.



During Year 2 of the EHS program, students identified a service learning project that would support all students in the high school with an identified need. A **Food and Hygiene Pantry** was established giving students access to a foods such as fruit cups, granola bars, and other non-perishable, microwavable foods (eg. mashed potatoes, easy mac, and mini raviolis, etc.) and needed hygiene items. Through a partnership that we established with a local church, food and hygiene items are donated weekly to the afterschool program to help students who may need additional food or hygiene items at home. Students are allowed to access the pantry when they leave the program to go home each day or as needed. These items are available to all students and is maintained by the students in the afterschool program.

We collect food for **Thanksgiving Baskets** and prepare “**school break backpacks**” for our most needy students ensuring they will have enough food to eat while they are away from school. We operate a ‘**Clothes Closet**’ at our Palmyra location to ensure participating students and families have proper clothing to wear.

An annual fundraising event is our “Color Run”. This event is specifically designed to help raise money for sustainability and also bring families together to promote engagement and offer community resources.



8. PROGRAM IMPLEMENTATION (15 POINTS; 5 PAGES MAXIMUM)

1. Evidence Based Programming:

When working with students in an afterschool program, it is essential that program staff be able to weave social emotional learning into all curriculum. Ensuring that social emotional learning is a key component of such programs means ensuring the curriculum used is evidence based and tested within the field of education to ensure its effectiveness. BASE social emotional learning program is an online therapeutic intervention created by mental health specialists to provide factual information regarding social, emotional and behavioral health issues commonly faced by students. Based on 25 years of hands-on work with high-risk adolescents and their families, BASE Education developed over 30 online learning modules, including, among others: Self-Esteem, Anger Management, Restorative Practices, Healthy Communication, and Impulsive Decision-Making. In addition to factual and informative portions, each module provides students with the ability to answer questions about themselves, identify potential challenges they face in that area, and understand their own cognitive or behavioral patterns. This secondary piece of the curriculum will allow students to self-reflect and analyze their own needs and choices, making this curriculum amongst the best to ensure students are able to connect the modules with real world experiences.

The BASE software is available for use online by schools and mental health systems. BASE is a CASEL reviewed and approved SEL program using all evidence-based practices derived from clinical foundations including Cognitive Behavioral Frameworks, Motivational Interviewing, Dialectical-Behavioral Theories, Strengths-Based Approaches, Brief Solution-Focused Theories, Mindfulness, and Person-Centered Approaches. Students are taught psycho-social concepts through a supportive and therapeutic dialogue. All courses are rigorously edited and approved by our panel of field experts which include: Clinical Psychologists, School Counselors, At-Risk Specialists, Licensed Professional Counselors, Social Workers, Administrators, and Educators. In addition to the frameworks used above and the rigorous editing process, studies have shown that “There was also an overall main effect indicating that participation in BASE resulted in significantly greater **school engagement**. Specifically, teachers reported students who completed BASE Modules showed significantly higher engagement in school at post intervention, compared to students who were not exposed to BASE (i.e., students in control classrooms). Thus, students in BASE classrooms were seen by teachers as exhibiting behaviors indicative of greater school engagement, such as working hard and being enthusiastic at school. Further, analyses by grade sub-groups revealed the positive impact of BASE on school engagement was particularly pronounced for 6th and 8th grade students”.

In conjunction with the above research based curriculum, our goal for encouraging learning of skills necessary for success in today’s society is to infuse Social Justice lessons and curriculum within the day to day programming. Teaching Tolerance is a project for educators and youth serving organizations created by the Southern Poverty Law Center that uses the Social Justice Standards as a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the

standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable. Divided into four domains—Identity, Diversity, Justice and Action (IDJA)—the standards recognize that, in today’s diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and Social Justice education. Teaching Tolerance materials have won two Oscars, an Emmy and dozens of REVERE Awards from the Association of American Publishers, including two Golden Lamp Awards, the industry’s highest honor. The program’s website and social media pages offer thought-provoking news, conversation and support for educators who care about diversity, equal opportunity and respect for differences in schools. In addition, we will be using the TRIBES training for our staff to ensure they are appropriately trained with a diversified approach that will meet the needs of all students. We believe with the two combined curriculums and a sound training plan our students will be given an excellent education in both Social Emotional Learning and Social Justice, both of which are essential to the success of today’s youth in our ever-changing society.

2. **Program Implementation Table:** Eastern High School

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in English/ Language Arts and math	Homework Help Tutoring Parent and Teacher Communication prompted by Coordinator Peer Mentoring Academic enrichment activities that incorporate math and reading Access to online education platforms and credit recovery opportunities.	1.1.1) 60% of regular attendees will earn a “C” or better or increase their English/Language Arts grade from fall to spring. 1.1.2) 60% of regular attendees will earn a “C” or better or increase their math grade from fall to spring.	1.1.1-1.1.2) Final Report Card Grades for ELA and math (Fall and Spring)
	1.2) Improve graduation outcomes for 12 th grade participants	Homework Help Tutoring Parent and Teacher Communication prompted by Coordinator Peer Mentoring Academic enrichment activities	1.2.1) 75% of 12 th grade regular attendees in their fourth year of high school will graduate within six months of their grade level cohort.	1.2.1) Graduation Records

East Washington School Corporation
 21st CCLC Grant Application – Cohort 10

		that incorporate math and reading Access to online education platforms and credit recovery opportunities.		
	1.3) Improve academic habits	Homework Help Tutoring Parent and Teacher Communication prompted by Coordinator Peer Mentoring Academic enrichment activities that incorporate math and reading Access to online education platforms and credit recovery opportunities.	1.3.1) 50% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers. 1.3.2) 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.	1.3.1-1.3.2) DOE Teacher Survey (Spring)
2) Improve social and behavioral outcomes	2.1) Improve social and emotional learning skills	BASE Social Emotional Learning Program Teaching Tolerance and Tribes Social Justice Programs Counseling/Therapy Character Building Activities Drug and Alcohol Awareness Activities Personal Safety Training	2.1.1) 50% of students will report that the afterschool program has helped them make better decisions as measured by the Spring Quality Improvement Scale. 2.1.2) 50% of students will report that the afterschool program has helped them make friends as measured by the Spring Quality Improvement Scale.	2.1.1-2.1.2) Quality Improvement Scale; Diehl Survey (Spring)
	2.2) Improve in-school and afterschool behavior	BASE Social Emotional Learning Program Teaching Tolerance and Tribes Social Justice Programs Counseling/Therapy Character Building Activities	2.2.1) 80% of regular attendees will have no suspensions during the school year (annually).	2.2.1) School Disciplinary Records

East Washington School Corporation
 21st CCLC Grant Application – Cohort 10

		<p>Drug and Alcohol Awareness Activities</p> <p>Personal Safety Training</p>		
	2.3) Increase awareness and knowledge of college and career opportunities (postsecondary)	<p>Career Exploration and Research</p> <p>Special Guests</p> <p>College Visits</p> <p>Financial Aid Assistance</p> <p>Resume and Job Application Training</p>	2.3.1) 75% of students will report the afterschool program has helped them identify and prepare for their next steps after high school (e.g., job training/certification, college, entering the workforce) as measured by the Spring Quality Improvement Scale. *College and Career Readiness	2.3.1) Quality Improvement Scale; Diehl Survey (Spring)
3) Increase family involvement	3.1) Increase family involvement and communication with student	<p>Family Engagement Activities</p> <p>Communication with parents at enrollment and throughout the year addressing the importance of talking with their child about their school day.</p>	3.1.1) 50% of parents will report talking with their child about his/her day at school regularly ("a few times a week" to "daily") as measured by the Spring Quality Improvement Scale.	3.1.1) Quality Improvement Scale; Diehl Survey (Spring)
	3.2 Increase family engagement with students' education at home	<p>Family Engagement Activities</p> <p>Parental Agreement to be responsible for ensuring completion of homework included in Enrollment Packet</p> <p>Communication with parents at enrollment and throughout the year addressing the importance helping their child complete homework assignments.</p>	3.2.1) 50% of parents will report helping (or encouraging) their child to complete homework assignments regularly ("a few times a week" to "daily") as measured by the Spring Quality Improvement Scale.	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

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

1. Communication Plan:

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 EHS, on social media (corporation's Facebook page, school's Facebook page, corporation's twitter account and social media accounts created for the program), on BRS, Inc.'s website and in the agency brochure. Information regarding and pertaining to the program will also be sent home to parents through the corporation's online forms system at the beginning of both the fall and spring semesters. Blue River Services, Inc. will place ads in the local newspaper and will provide information at community centers and businesses should this grant be awarded.

The program will be advertised and offered to all students residing in the East Washington school district, in grades 9-12. While there are no private or charter schools located in the district, there are several homeschooled children. In order to meet the educational needs of homeschooled students interested in participating in this program, the program director, principal, and 21st CCLC Coordinator will meet with the parents of these students as requested. These students will be given the same assessments that we are using to measure academic success of other participating students and will be offered access to the same evidence based curriculum. It is estimated that the number of homeschooled students desiring to participate in the 21st CCLC afterschool program will be minimal and that the additional cost of serving these children will be minimal and easily absorbed into the regular operation of the program.

The school corporation will be responsible for allowing program staff to collect, analyze and report the academic data of participating students as required and will be responsible for obtaining parental approval to share this information. The site coordinators and principal will assist in this process. Parents will sign two separate release forms when enrolling their students into the program. A permission to share information between the school and 21st CCLC program staff will be included in the enrollment packet. Also included in the enrollment packet will be the 21st CCLC Consent to Release Information Form. Sharing Information on student progress in the 21st CCLC program with both regular-day school staff and families of participating students. Because this program will meet such a wide variety of students based in different needs, it will be the task of the program coordinator to maintain records of students participating in the program and the goals those students are working towards. The first two hours of the programing each day (one before school and one after school) will be dedicated to students working on homework completion, working with school day teachers, making up missing assignments, credit recovery, credit completion, and students other online education/research. There will also be tutors available for students needing help with work due or assigned during the school day. Students will meet in a blended learning lab that has materials and devices available for students working both on and offline. Attendance and progress will be kept online so that students and parents have access to up-to-date information regarding the program. The afternoon session will begin like the morning session, but will include a snack served at 3:30. Besides the goals, tasks and objectives listed above, students will use this time to meet with partners of the program, special guests and other educators to engage in lesson

plans and projects related to Social Emotional Learning and Social Justice and to achieve the goals they have set for themselves.

Parent communication efforts will be made regularly by program staff to include phone calls, emails, texts etc. based on the parents preferred method of contact. In addition, monthly newsletter and calendars are created regularly and sent home with students as well as posted on the program's social media sites. Teacher and administration communication efforts will be made on a regular and consistent basis and implemented by the program coordinator. This effort will ensure program coordinators are made aware of the needs of each youth, pertaining not only to academic needs but also personal issues that may arise. This communication will be conducted through regular face to face meetings, emails, school day staff meetings, and phone calls.

Accessing Necessary Student Data: *(See attached Memorandum of Understanding.)* The school corporation will be responsible for allowing program staff to collect, analyze and report the academic data of participating students as required and will be responsible for obtaining parental approval to share this information. The site coordinator and principal will assist in this process. Site Coordinators and Blue River Services leadership are given access to PowerSchool, the schools' data collection site. Parents will sign 2 separate release forms when enrolling their students into the program. A permission to share information between the school and 21st CCLC program staff will be included in the enrollment packet. Also included in the enrollment packet will be the 21st CCLC Consent to Release Information Form. Data collected will be shared with only appropriate stakeholders such as local evaluators and all staff will sign a confidentiality form prior to being given access to any student data.

Information about the extended day learning/afterschool programs including a description of the program, available services, hours of operation, program location and how to access the program (contact information) will be posted on the BRS, Inc. website (www.brsinc.org), will be included in a program brochure and in the BRS, Inc. agency brochure as well as on the East Washington School Corporation web page and its Facebook page. Information regarding the availability of programming will go home with all students in the spring and fall of each year. If awarded the grant, an announcement regarding the availability of programming will be placed in local newspapers.

2. 21st CCLC Terminology:

The extended day learning/afterschool program at Eastern High 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, fundraising 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.

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

1. Professional Development Plan.

Program Name	East Washington School Corporation., Cohort 10, Year 1
Program Director	Darin Farris
Dates of Implementation	July 1, 2021—June 30, 2022

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	\$988	21 st CCLC	April 2022	All
NYI Conference	NYI	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	\$1108	21 st CCLC	December 2021	All
Multi-State Conference	TBD	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/Bloodborne Pathogens Training	BRS	Improve staff's ability to act in emergency situations to help students.	Improved efficiency of program staff and operations.	All Staff	3	\$31.00 per person (4) - In Line with Expir. Date	21 st CCLC	Monthly	DPM
Preventing Child Abuse and Neglect, Safety,	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/AH D

East Washington School Corporation
21st CCLC Grant Application – Cohort 10

Health and School Age Development Modules	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/ICH D
On-Board Training – Cultural Competency, Active Shooter, HIPPA, Drug Free Work Place, and Sexual Harassment	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
Health and Safety, Fire Extinguisher Safety, and School Nutrition/Civil Rights	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,
Department and New Hire Orientation	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
CYC Credentialing Process	Creative Resources	Improve leadership capabilities and practice.	Improved efficiency of leadership and management staff.	Management Staff	Varies	1000.00	21 st CCLC	Monthly	Pro.
Leadership and Coaching	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.
Staff Recruitment and Retention – Long term Dev.	Varies	Improve family relationships. Increase awareness of family engagement activities and opportunities.	Improved family and school relationships. Increased awareness and understanding of	All Staff	6 Per Year approx. 2 Hours apiece	Varies/ Staff Supported	21 st CCLC/ Donations	Varies – 6 Per Year	DPM

East Washington School Corporation
21st CCLC Grant Application – Cohort 10

		Improve school and family communication and relationships.	family engagement best practices.									
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. 350.00	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:

Total Estimated Cost	\$10960.00	% of Total Budget	%5.5
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2. Assessment:

At East Washington School Corporation and Blue River Services, Inc. our administration 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 staff 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.

3. Staffing Plan:

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 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.

4. **Enhancing Quality:**

Enhancing program quality through professional development is a continuous process. As previously noted, 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 new practices 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)

1. 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 Cayen based on availability from the district. The district will provide student data, and program staff will enter/import these data into Cayen. DCG staff will provide support when importing data 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>Spring (Annually)</i>	Student Report Card Grades (9-12): The evaluation will examine participants' semester report card grades (English/Language Arts, math). <i>PM: 1.1.1-1.1.2</i> Graduation Status (12): The number of regularly attending students graduating following their 12 th grade year by October 1 of the following year. <i>PM: 1.2.1</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 Middle/High School: 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) coming to class prepared to learn, (i) being receptive to feedback on assignments, (j) time management, and (k) homework completion. <i>PM: 1.3.1-1.3.2</i>
Stakeholder Perceptions of Program Quality: <i>November and April (Annually)</i>	Quality Improvement Scale: The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality: Environment and 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, college and career readiness, and overall program satisfaction. <i>PM: 2.1.1-2.1.2, 2.3.1, 3.1.1-3.2.1</i>

<p>Site Observations: <i>Fall and spring (Annually)</i></p>	<p>IAN Standards-Based Observation: An observation tool 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 school suspensions. <i>PM: 2.2.1</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.

2. 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>
<p>DCG has served as Indiana’s state evaluator for 21st CCLC since 2018.</p>
<p>DCG staff include a former 21st CCLC Project Director responsible for the management of four state and federal 21st CCLC grants and a former 21st CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21st CCLC programs.</p>
<p>DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21st CCLC and is currently partnering with AIR on the statewide evaluation of 21st CCLC in Texas.</p>
<p>DCG staff were on the original IDOE 21st CCLC Advisory Council and are current members of the 21st 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-</p>

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 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 11-2 21st 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	

3. **Strategies of Measurement:**

Relevance. Performance measures have been developed for each site. 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 11.3 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 English/Language Arts and math. Graduation status will also be tracked for 12 th grade regular attending participants. The percent of RAPs who graduate within six months of their grade level cohort will be used to measure progress.
Academic Habits	Academic habits will be assessed using the DOE Teacher Survey. Specific survey items include: Academic Performance The percent of RAPs identified as improved in ‘academic performance’ (or not needing to improve) will be used to measure progress. Homework Completion 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 me make better decisions.” • “The afterschool program helps me make friends.”

East Washington School Corporation
 21st CCLC Grant Application – Cohort 10

In-School and Afterschool Behavior	Behavior will be assessed using School Disciplinary Records. Specific items include: Suspension The percent of RAPs who do not receive a suspension during the school year will be reported (annually).
College and Career Readiness	College and Career Readiness 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 has helped me identify and prepare for my next steps after high school (e.g., job training, college, entering the workforce). “
Family Engagement	
Family Involvement and Communication with Student	Family engagement and involvement 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.
Family Engagement with Students’ Education at Home	Specific survey items include: <ul style="list-style-type: none"> • “...talks with my child about his/her day at school.” • “...helps (or encourages) my child to complete homework assignments.”

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

1. Transportation:

Transportation can be key to successful afterschool programming. We have set aside drivers and buses for afterschool transportation as needed. All transportation from the afterschool program will be conducted with certified drivers using buses that are inspected and maintained through the corporation. In the past transportation has not been a needed service at Eastern High School, however funds are always set aside for transportation. A needs survey will be send to parents of program attendees at the beginning of the school year to determine if transportation needs exist. If the need should exist, program staff will work with school administration to identify routes, drivers and hours of operation.

2. Needs of Working Families:

The program at EHS operate until 5:30 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.

3. On Site Safety:

Safety is important to EWSC as it is to all school districts. Currently the district has keyless entry on all external doors as well as all internal/classrooms doors in the elementary school. Additionally, all classrooms housing students are kept locked throughout the school day as well as all external doors, only staff with specific credentials and a designated key fob may enter areas where students are housed. During the before and after school program funded with this grant, this level of safety will be maintained. Students and/or their parents will be required to sign in and out of each session. Students arriving before the school day will sign in and be supervised until the school day begins. Students attending the afterschool program will sign and, when signing out, will leave with parent permission/notification.

The partnership with BRS, Inc. will allow us to keep all personnel and volunteers, including partners, legal and safe with background checks which will be conducted on all onsite adult participants and/or volunteers. The funds from this grant will allow us to safely transport students from school using our certified bus drivers and busses. Off-site activities will be chaperoned by EWSC employees and/or certified personnel/volunteers of the program. When placing students in job shadowing, internships and apprenticeships, the same level of screening has been used. Because this program will offer the opportunity to train on and with equipment, it will also be required that EWSC employees and volunteers, as well as student participants, to be trained on the safety of these devices, machines and equipment.

Because we partner with BRS, Inc., we also have access to their safety measures. All BRS, Inc. Staff are provided with a copy of and receive training on the Children’s Services Department Safe Conditions Policy and an orientation to the department during their new hire process and the new employee orientation and annually thereafter. Procedures are outlined in the policy which address all of the areas outlined in the INQPSA Top Ten standards on Safety, Health and Nutrition

Specifically, safety procedures include, but are not limited to, the following:

- 1) We will maintain a 15:1 staff/child ratio when at all possible, not to exceed a 20:1 staff/child ratio at any time during programming.
- 2) Sign in – sign out sheets will be maintained daily
- 3) Until the afterschool program staff are familiar with a students’ 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 student, and emergency contact numbers
- 5) Doors will remain locked at all times
- 6) 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
- 7) Staff background screenings include: CPS checks, pre-employment drug screenings, finger printing as required, and criminal background checks, physicals and annual TB test
- 8) Monthly and quarterly drills are conducted to prepare staff and students 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
- 9) Evacuation plans will be posted
- 10) A list of emergency contact personnel with emergency contact numbers will be maintained by the program coordinators at each school and posted at all times in the afterschool area
- 11) The Program Manager will be responsible for developing and maintaining an emergency staffing plan
- 12) Students wear matching t-shirts if attending field trips and the staff to child ratio reduces to 10:1
- 13) Only certified school bus drivers and school maintained and inspected vehicles will be used to transport students.
- 14) All staff receive training on the BRS, Inc. Health and Safety procedures including Disaster Preparedness initially when hire and annually thereafter.
- 15) All staff are required to be First Aid and CPR certified
- 16) All staff are required to complete Child Abuse and Prevention Training, Diversity Training, Sexual Harassment Training, HIPPA Training and Active Shooter Training before being allowed to begin work in the program
- 17) 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

4. 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 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 our HR Department. Transcripts are requested to be mailed directly to BRS, Inc. from the school or institution.

5. 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:

- The employee
- The employee's supervisor(s)
- The supervisor of a department in which an employee is applying for a position.
- Human Resources staff
- State and Federal Surveyors
- Authorities authorized by a court order
- 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, Partnerships, any individual visiting the program on a one-time only basis must obtain a background check through the school. 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 at any time within our afterschool programs.

13. BUDGET: 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 as well as national organizations with a focus on serving youth and encouraging them to use their power and influence to generate support for our program. One main focal point for this position is to educate community members on the importance of afterschool programming as well as its intended benefits and its proven outcomes; in order to procure stakeholders it is vital they understand the success of and the need for afterschool programming within the community and the deficits that will occur should no afterschool programming be available.

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 Blue River Services, Inc. has, in the past, been very successful with obtaining grants to support various types of programs and services within our afterschool programs. Grants have been received from the Harrison, Washington, and Jackson County Community Foundations, Early Learning Indiana, Samtec Cares, Peyback Foundation, Indiana Arts Commission, Horseshoe Foundation, Indiana Youth Institute Professional Development Grants, Metro United Way, Community Foundation of Southern Indiana, Rumpke, 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. Our goal is to continue searching for additional partners that can bring more opportunities to the students in our programs.

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, school districts, as well as volunteer organizations such as Senior Corps, Junior Achievement, Big Brothers Big Sisters, Peace Corps, Americorps, Retired Teachers Association, Department of Veteran Affairs and others to locate volunteers to fill staffing positions within the programs to ensure continuity of care. 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 (ideal) or 1:20 (maximum) 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