

21<sup>ST</sup> CCLE

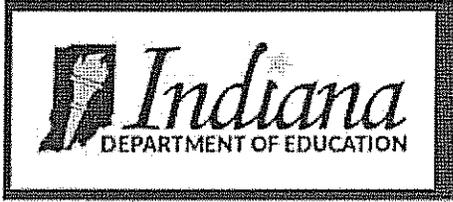
<b>NAME OF LEA OR ORGANIZATION</b>	BLUE RIVER SERVICES, INC.
<b>ADDRESS</b>	PO BOX 547, CORYDON, IN 47112
<b>COUNTY</b>	HARRISON/WASHINGTON
<b>NAME OF CONTACT PERSON</b>	JULIA BAYLOR
<b>TITLE</b>	DIRECTOR OF CHILDREN'S SERVICES
<b>PHONE NUMBER</b>	812-364-1142
<b>EMAIL</b>	BRCCDIR@BRSINC.ORG
<b>NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	DANIEL J. LOWE, CEO
<b>EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR</b>	DANIELLOWE@BRSINC.ORG

<b>NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)</b>	<b>FREE AND REDUCED LUNCH RATE</b>	<b>SCHOOL GRADE OR RATING</b>	<b>NUMBER OF YOUTH TO BE SERVED</b>	<b>GRADE LEVEL TO BE SERVED</b>
NORTH HARRISON MIDDLE SCHOOL (SCHOOL CORP #2625)	48%	C MEETS EXPECTATIONS	40	6 <sup>TH</sup> - 8 <sup>TH</sup>
BRADIE SHRUM ELEMENTARY SCHOOL (SCHOOL CORP # 8864)	59%	C APPROACHING EXPECTATIONS	80	K-5 <sup>TH</sup>

Cohort 10 Grant Application  
Blue River Services, Inc.

NAME OF SITE	STREET ADDRESS	CITY/COUNTY
NORTH HARRISON MIDDLE SCHOOL	1180 HWY. 64 NW RAMSEY, IN 47166	HARRISON COUNTY
BRADIE SHRUM ELEMENTARY SCHOOL	1101 N SHELBY ST. SALEM, IN 47167	WASHINGTON COUNTY

<b>TOTAL GRADE LEVEL(S) TO BE SERVED</b>	<b>9 GRADE LEVELS (K, 1<sup>ST</sup>, 2<sup>ND</sup>, 3<sup>RD</sup>, 4<sup>TH</sup>, 5<sup>TH</sup>, 6<sup>TH</sup>, 7<sup>TH</sup>, 8<sup>TH</sup>)</b>
<b>PRIORITY AREA</b> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) <b>*APPLICANTS SHOULD PICK ONE PRIORITY AREA</b>	<b>SOCIAL EMOTIONAL LEARNING (SEL)</b>
<b>OPERATING HOURS</b> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) <b>*APPLICANTS SHOULD LIST ALL APPLICABLE OPERATING HOURS</b>	<b>AFTER-SCHOOL MONDAY - FRIDAY (3 TO 6 PM)</b>
<b>PROGRAM INCOME</b> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N <b>*FOR MORE INFO, SEE PAGE 22 OF RFP</b>	<b>N</b>



21 ECLC

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;

- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with U.S. Education Department General Administrative Regulations (EDGAR) and Uniform Grants Guidance
- 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;
- 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;
- 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;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- 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;
- 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;
- 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

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February 7, 2003. See

[http://www2.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](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.

**Blue River Services, Inc.**

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Applicant Name (LEA or Organization)



8/7/2020

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Authorized Signature

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Date

Cohort 10 Grant Application  
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**SIGNED MOUS FOR ALL PROGRAM PARTNERS/LEAS**

See following MOU's. There are 16 signed MOU's (48 pages).

## MEMORANDUM OF UNDERSTANDING

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)** and **North Harrison Community School Corporation (NHCSC)** have come together to collaborate and make an application for a 21<sup>st</sup> Century Community Learning Center grant in order to establish an extended day learning/afterschool program within the **North Harrison Middle School (NHMS)** ; and

WHEREAS, the partners listed below have agreed to enter into a collaborative agreement in which **NHCSC** will be a partner and LEA and **BRS, Inc.** will be a the lead applicant and fiscal agent, 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, **NHCSC** operates as a public K-12 school district in Harrison County, Indiana and **BRS** remains a community organization that has been involved in the education of children throughout the community including after-school programs that involve students from **NHCSC**.

### 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 **NHCSC**, and **NHCSC** operates as a public K-12 school district in Harrison 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 **NHMS** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of

academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

### **III) Development of Application**

Both organizations have been involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. Each organization brought its current expertise to the process (e.g. knowledge of after-school programs, data of current students, and expertise in educational programs) which greatly assisted in writing a comprehensive 6-8 grant.

### **IV) Roles and Responsibilities:**

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

#### **NHCSC agrees to:**

- Function as the LEA for this Cohort 10 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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.

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- 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.
- NHCSC will be responsible for targeting children with educational and financial need, and for referring these children to the 21<sup>st</sup> CCLC program.
- NHCSC will be responsible for administering academic assessments.
- NHCSC will ensure teacher surveys are completed in a timely manner.
- NHCSC will assist in the development of the curriculum to be offered.
- NHCSC will be an active participant on the 21<sup>st</sup> 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.
- NHCSC 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.
- NHCSC will provide technology, programs, and other similar services, resources, and tangible products to ensure a quality program.
- NHCSC will be responsible working with the 21<sup>st</sup> CCLC staff to ensure meaningful and effective communication regarding the educational needs of participating students.

**BRS, Inc. agrees to:**

- Operate the 21<sup>st</sup> CCLC afterschool program at North Harrison Middle School as outlined in the 21<sup>st</sup> CCLC grant.
- Provide staffing to ensure a 15:1 child/staff ratio.
- Provide a full-time 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 NHCSC district.

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- 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 21<sup>st</sup> CCLC program.
- Ensure required 21<sup>st</sup> CCLC reporting to include, but not be limited to, maintaining inventory of 21<sup>st</sup> 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 21<sup>st</sup> CCLC RFP.

#### **V) Student Participation**

The program will be offered to all children, grades 6 – 8, residing in the NHCS district. BRS, Inc. will work closely with the Title I departments and school principals 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 21<sup>st</sup> CCLC Program**

BRS, Inc. and NHCSC agree that linkage between the School Day and 21<sup>st</sup> 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, NHCSC 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**

BRS, Inc. and NHCSC agree that required data including student demographics, grades, assessment scores, surveys, and information about the 21<sup>st</sup> 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 BRS, Inc. receiving the funds requested for the project described in the 21<sup>st</sup> 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 North Harrison Middle School located within the NHCSC district in Harrison 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

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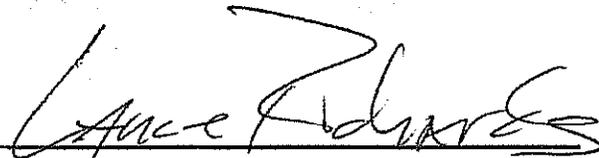
therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming to students of North Harrison Middle School. 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: Dr. Lance Richards, Superintendent  
North Harrison Community School Corporation

Signature: \_\_\_\_\_

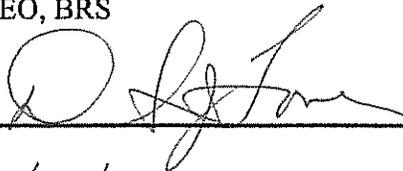


Date: \_\_\_\_\_

7-29-2020

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

Signature: \_\_\_\_\_



Date: \_\_\_\_\_

8/10/2020

## MEMORANDUM OF UNDERSTANDING

WHEREAS, **Blue River Services, Inc. (BRC)** and **Salem Community Schools (SCS)** have come together to collaborate and make an application for a 21<sup>st</sup> Century Community Learning Center grant in order to establish an extended day learning/afterschool program within the **Bradie Shrum Elementary School (BSE)** ; and

WHEREAS, the partners listed below have agreed to enter into a collaborative agreement in which **SCS** will be a partner and LEA and **BRS, Inc.** will be a the lead applicant and fiscal agent, 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, **SCS** 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 children throughout the community including after-school programs that involve students from **NHCSC**.

### II) History of Relationship

**BRS, Inc.** remains a community service organization that has been involved in the education of children and youth throughout the community and **SCS** operates as a public K-12 school district in Harrison 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 **BSE** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a

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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 6-8 grant.

### **IV) Roles and Responsibilities:**

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

**SCS agrees to:**

- Function as the LEA for this Cohort 10 21<sup>st</sup> 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 21<sup>st</sup> CCLC Program Director or designee and 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 21<sup>st</sup> 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.

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- 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.
- SCS will be responsible for targeting children with educational and financial need, and for referring these children to the 21<sup>st</sup> CCLC program.
- SCS will be responsible for administering academic assessments.
- SCS will ensure teacher surveys are completed in a timely manner.
- SCS will assist in the development of the curriculum to be offered.
- SCS will be an active participant on the 21<sup>st</sup> 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.
- SCS 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.
- SCS will arrange and provide transportation services for students to be transported home from the program each day.
- SCS will provide technology, programs, and other similar services, resources, and tangible products to ensure a quality program.
- SCS will be responsible working with the 21<sup>st</sup> CCLC staff to ensure meaningful and effective communication regarding the educational needs of participating students.

**BRS, Inc. agrees to:**

- Operate the 21<sup>st</sup> CCLC afterschool program at BSE as outlined in the 21<sup>st</sup> CCLC grant.
- Provide staffing to ensure a 15:1 child/staff ratio.
- Provide a full-time 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 NHCS district.

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- 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 21<sup>st</sup> CCLC program.
- Ensure required 21<sup>st</sup> CCLC reporting to include, but not be limited to, maintaining inventory of 21<sup>st</sup> 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 21<sup>st</sup> CCLC RFP.

#### **V) Student Participation**

The program will be offered to all children, grades K - 5, residing in the SCS district. BRS, Inc. will work closely with the Title I departments and school principals 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 21<sup>st</sup> CCLC Program**

BRS, Inc. and SCS agree that linkage between the School Day and 21<sup>st</sup> 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, SCS 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**

BRS, Inc. and SCS agree that required data including student demographics, grades, assessment scores, surveys, and information about the 21<sup>st</sup> 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 BRS, Inc. receiving the funds requested for the project described in the 21<sup>st</sup> 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 BSE located within the SCS 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 therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming to students of

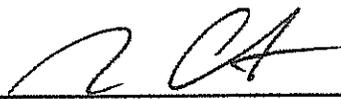
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BSE. Compensation for partners' contribution to this project will be provided as outlined in the budget.

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

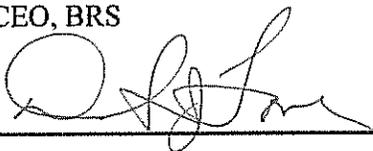
**Signed:**

By: Jon Acton, Superintendent  
Salem Community Schools

Signature:  \_\_\_\_\_

Date: 8/6/20

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

Signature:  \_\_\_\_\_

Date: 8/10/2020

**Memorandum of Understanding  
Diehl Consulting Group  
and Blue River Services, Inc. 21<sup>st</sup> 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 Blue River Services, Inc., as part of their application to the Indiana Department of Education's 21<sup>st</sup> 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 21<sup>st</sup> CCLC programs. He is a member of the Out-of-School Time Advisory Board and the Indiana 21<sup>st</sup> 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 21<sup>st</sup> CCLC since 2018.
- Diehl staff include a former 21<sup>st</sup> CCLC Project Director responsible for the management of four state and federal 21<sup>st</sup> CCLC grants across 13 schools and a former 21<sup>st</sup> CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21<sup>st</sup> CCLC programs.
- Membership on the Indiana Afterschool Network, 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC evaluation.
- DCG currently subcontracts with American Institutes for Research to support the Texas State 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC program will be tied directly to the school improvement plan and professional development program. Formative and summative evaluation strategies will be used to examine the goals and objectives outlined. This approach allows decisions to be made throughout all phases of the project.
  - Mixed methods for gathering quantitative and qualitative data will be utilized to drive decision-making including: observation protocols, standardized assessments, and parent, student and teacher surveys (*type of data and instruments*).
  - Most data will be generated from existing school records, and all surveys and Site Observation Protocols have been developed (*when instruments developed*).
  - Data will be collected throughout the program and entered into the state data system. Performance measure data (e.g., reading/math assessments) will be collected and analyzed as available (*when collected*). Formatively, the evaluator will meet with staff quarterly to review process evaluation data related to program development, design, implementation, and fidelity. Process evaluation will examine the relationship between program inputs and outputs, with a focus on continuous quality improvement. Summative evaluation will incorporate results of formative evaluation strategies and further examine the extent to which goals and objectives were accomplished.
  - Quasi-experimental designs will be used to answer the evaluation questions.
  - Appropriate analyses have been identified to report progress toward performance measures identified in Section 8 (project implementation). In most cases, descriptive, frequency, and crosstabulation statistics will be utilized. Content analysis will be used to examine qualitative data. As appropriate, more advanced techniques may be employed to examine student outcomes including,

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

- Specific outcomes will be reported to program staff at various times during each grant, as determined by the data source (see evaluation plan). Specifically, the evaluation team will provide a final year-end report and a final four-year report that includes: (1) evidence of quality using IAN standards, (2) student attendance trends, (3) progress toward all performance measures, and (4) all other evaluation activities described in the grant application. Other reports include process evaluation reports in January and July of each grant year, program attendance reports in January of each grant year, and Site Visit Reports following visits.
- To ensure confidentiality of student records, Blue River Services, Inc. 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.



8/5/2020

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

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Date



8/5/20

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Daniel J. Lowe, President  
Blue River Services, Inc.

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Date

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.), North Harrison Community School Corporation (NHCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **NHCS** will be a partner and LEA in the application; and

WHEREAS, the aforementioned parties desire to enter into a partnership with the **Harrison 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 **NHCS** and **NHCS** operates as public K-12 school district in Harrison 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 **North Harrison Middle School** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

**The Harrison County Sheriff's Department** is a public service organization that provides civil, corrections and law enforcement services to Harrison 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 Harrison 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 **NHCS** and **BRS, Inc.** during the development and planning of this grant application, and based upon their awareness of drug abuse among Harrison 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 **Harrison County Sheriff's Department** in an effort to address this serious and specific need.

### III) Development of Application

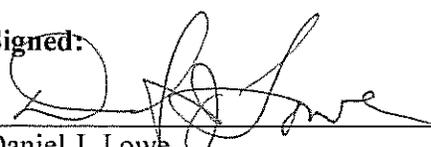
NHCSC and BRS were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, the Harrison County Sheriff's Department was not directly involved in the development of the grant, their partnership will contribute to the success of the 21<sup>st</sup> 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) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at North Harrison Middle School. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> CCLC program activities.
- 2) **NHCSC** will be a partner and LEAs. NHCSC 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.
- 3) **The Harrison County Sheriff's Department** will partner with NHCSC and BRS, Inc. to conduct an annual community substance abuse awareness and prevention events for the community including North Harrison Middle School 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:

  
\_\_\_\_\_  
Daniel J. Lowe,  
BRS, Inc. President/CEO

Date: 8/10/2020

  
\_\_\_\_\_  
Nick Smith, Sheriff  
Harrison County Sheriff's Department

Date: 08-06-2020

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)**, **Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **SCS** will be a partner and LEA in the application; 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 SCS and SCS operates as 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 **Bradie Shrum Elementary School (BSE)** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

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

SCS 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 21<sup>st</sup> 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) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at BSE. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> CCLC program activities.

2020 21<sup>st</sup> Century Community Learning Center  
Grant Application – Blue River Services, Inc.

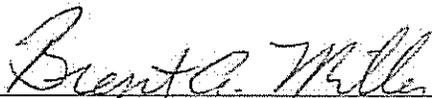
- 2) SCS will be a partner and LEAs. SCS will provide space for programming and logistical support such as access to internet, phones, and office equipment. SCS will provide student transportation and snacks will be provided by the USDA Afterschool Snack Program sponsored by the school.
  
- 3) **The Washington County Sheriff's Department** will partner with SCS and BRS, Inc. to conduct an annual community substance abuse awareness and prevention event for the community including BSE 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: 8/10/2020

Daniel J. Lowe,  
BRS, Inc. President/CEO



Date: 08-07-2020

Brent Miller, Sheriff  
Washington County Sheriff's Department

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)** and **North Harrison Community School Corporation (NHCSC)**, specifically **North Harrison Middle School (NHMS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and **NHCSC** will be a partner and LEA in the application; 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 NHCSC, and NHCSC operates as a public K-12 school district in Harrison 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 NHMS which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

**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

- BRS, Inc. has worked with SAFE Place in the past by partnering to provide personal safety awareness training for elementary students including but not limited to ‘Stranger Danger’, Bullying, Safe Place, and Good Touch Bad Touch. Resulting from conversations held between BRS, Inc. and NHCSC during the development and planning of this grant

of this grant application, BRS, Inc. approached SAFE Place and requested they partner with us once again to expend personal safety awareness training to the students of North Harrison Middle School.

### III) Development of Application

BRS, Inc. and NHCSC 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 21<sup>st</sup> 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) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHMS. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.
- 2) **NHCSC** will be a partner and LEA. NHCSC 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.
- 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:



\_\_\_\_\_  
Daniel J. Lowe, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020

  
\_\_\_\_\_  
Liz Tyree, Director  
SAFE Place

Date: \_\_\_\_\_

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)**, **North Harrison Community School Corporation (NHCSC)**, and **Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **NHCSC** and **SCS** will be partners and LEAs in the application; and

WHEREAS, both aforementioned parties desire to enter into a partnership with the **Harrison County Community Services**; 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 **NHCSC** and **SCS**, and **NHCSC and SCS** operate as public K-12 school districts in Harrison and Washington counties 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 **North Harrison Elementary School (NHMS)** and **Bradie Shrum Elementary School (BSE)** which incorporates 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.

HCCS is the identified point of entry into low income human services, providing information and referral to individuals and families seeking assistance among federal, state, and locally funded programs. The direct service programs at HCCS provide a safety net for families by reducing the effects of poverty in our community through the Food Pantry, Crisis Assistance, and Low Income Home Energy Assistance Program.

## **II) History of Relationship**

BRS, Inc. has worked with the HCCS in the past in various and meaningful ways. HCCS has years of experience providing a variety of services to help the people of our community including but not limited to a food and clothing pantry, heating and cooling assistance, and emergency housing. Resulting from conversations held between BRS, Inc. and HCCS during the development and planning of this grant application, and based upon our awareness of their mission and ability to provide for the basic needs of our students and their families, BRS approached HCCS and requested they partner with us, first and foremost in our effort to remove the barriers that would hinder a student's chances to succeed in school and in life, and secondly provide opportunities for our students to participate in service learning activities.

## **III) Development of Application**

BRS, Inc., SCS and NHCSC 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, HCCS was not directly involved in the development of the grant, their partnership will contribute to the success of the 21<sup>st</sup> CCLC program as we work to provide students and families with resources to meet their basic needs and ensure academic success.

## **IV) Roles and Responsibilities**

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

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

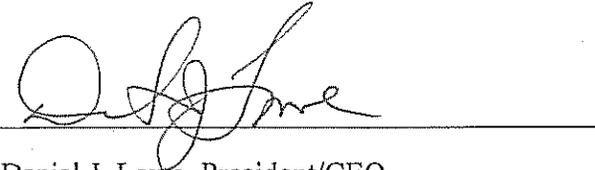
1) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHMS and BSE.

BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.

2) **NHCSC and SCS** will be partners and LEAs.

3) **HCCS** will provide students and their families with services and supports needed to ensure academic success such as food, shelter, utility assistance and clothing throughout the 4 year grant cycle.

**Signed:**



Date: 8/10/2020

Daniel J. Lowe, President/CEO

Blue River Services, Inc.



Date: 8/7/2020

Richard Cooper, Executive Director

Harrison County Community Services

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)** and **North Harrison Community School Corporation (NHCSC)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the named applicant and fiscal agency, and **NHCSC** will be a partner and LEA in the application; and

WHEREAS, both aforementioned parties desire to enter into a partnership with the **Office of the Harrison County Prosecutor**, 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

NHCSC operates as a public K-12 school district in Harrison County, Indiana and **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 involved students from NHCSC. For the purpose of this grant, both parties listed above will develop and implement a quality before and after school program for the students of **North Harrison Middle School (NHMS)** that incorporates 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.

**The Harrison County Prosecutor's Office** represents the State of Indiana in all felony and misdemeanor criminal prosecutions resulting from crimes committed within Harrison County, Indiana. In addition, the Harrison 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

NHCSC 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 NHCSC and BRS, Inc. during the development and

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

planning of this grant application, and based upon their awareness of drug abuse among Harrison 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 Harrison County Prosecutor's Office in an effort to address this serious and specific need.

**III) Development of Application**

NHCSC 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 Harrison County Prosecutor's Office was not directly involved in the development of the grant, their partnership will contribute to the success of the 21<sup>st</sup> 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:

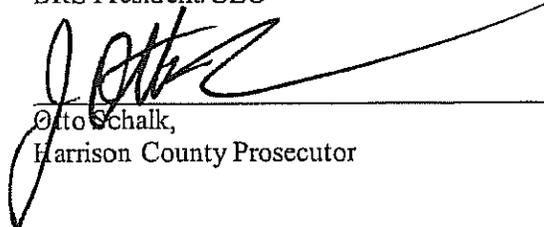
- 1) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHCSC. BRS, Inc. will coordinator and implement the various components of the 21<sup>st</sup> CCLC program at NHMS.
- 2) NHCSC will be a partner and the designated LEA.
- 3) **The Harrison County Prosecutor or his designee** will partner with NHCSC and BRS, Inc. to conduct annual community substance abuse awareness and prevention events for the community including NHMS students and their families, as well as, provide on-site specialized drug and alcohol awareness training for students.

Signed:



Daniel J. Lowe,  
BRS President/CEO

Date: 8/10/2020



Otto Schalk,  
Harrison County Prosecutor

Date: 8-6-20

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)** and **Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the named applicant and fiscal agency, and **SCS** will be a partner and LEA in the application; and

WHEREAS, both aforementioned parties desire to enter into a partnership with the **Office of the Washington County Prosecutor**, 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**

**SCS** operates as a 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 involved students from **SCS**. For the purpose of this grant, both parties listed above will develop and implement a quality before and after school program for the students of **Bradie Shrum Elementary School (BSE)** that incorporates 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.

**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**

**SCS** 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 **SCS** and **BRS, Inc.** during the development and

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

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**

SCS 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 21<sup>st</sup> 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) BRS, Inc. will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at SCS. BRS, Inc. will coordinator and implement the various components of the 21<sup>st</sup> CCLC program at BSE.

2) SCS will be a partner and the designated LEA.

3) The Washington County Prosecutor or his designee will partner with SCS 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:**

  
\_\_\_\_\_  
Daniel J. Lowe,  
BRS President/CEO

Date: 8/10/2020

  
\_\_\_\_\_  
Dustin Houchin,  
Washington County Prosecutor

Date: 8-10-2020

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)** and **North Harrison Community School Corporation (NHCSC)**, specifically **North Harrison Middle School (NHMS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and **NHCSC** will be a partner and LEA in the application; and

WHEREAS, both aforementioned parties desire to enter into a partnership with the **Harrison County Substance Abuse Prevention Coalition (HCSAPC)**, 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 **NHCSC**, and **NHCSC** operates as a public K-12 school district in Harrison 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 **NHMS** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

The **Harrison County Substance Abuse Prevention Coalition (HCSAPC)** exists to provide an organization through which the community can plan and implement efforts to address the problems of substance abuse and dependency in the citizens of Harrison County.

#### **II) History of Relationship**

**BRS, Inc.** has worked with the **HCSAPC** in the past in various and meaningful ways. **HCSAPC** has years of experience providing a variety of services to help the people of Harrison County. **HCSAPC** 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 **HCSAPC** to provide meaningful professional development to our staff and prevention training to our students. In this grant application, **HCSAPC** will work with **BRS, Inc.**

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

to provide drug awareness and prevention curriculum and training to participating students and their families.

**III) Development of Application**

BRS, Inc. and NHCSC 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, HCSAPC was not directly involved in the development of the grant, their partnership will contribute to the success of the 21<sup>st</sup> 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) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHMS. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.
- 2) **NHCSC** will be a partner and LEA. NHCSC 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.
- 3) **HCSAPC** will work to train staff members of BRS, Inc. to provide the Botvin Life Skills curriculum to the students of NHMS and BSE. The Botvin Life Skills program is Evidence-based substance abuse and violence prevention. This cost of this partnership will be \$3,000 during year 1 of the grant.

**Signed:**



Daniel J. Lowe, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020



Jeff Skaggs, Probation Officer and HCSAPC  
Coordinator  
Harrison County Substance Abuse Prevention  
Coalition

Date: 8-6-20

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)** and **North Harrison Community School Corporation (NHCSC)**, specifically **North Harrison Middle School (NHMS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and **NHCSC** will be a partner and LEA in the application; and

WHEREAS, both aforementioned parties desire to enter into a partnership with **Prevent Child Abuse Harrison County (PCA)**, 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 NHCSC, and **NHCSC** operates as a public K-12 school district in Harrison 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 **NHMS** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

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

#### II) History of Relationship

- **BRS, Inc.** has worked with **PCA Harrison County** in the past by partnering to provide Child Abuse Prevention and Awareness training and materials to **NHCSC** students and their families and by partnering to host community wide prevention awareness events.

### III) Development of Application

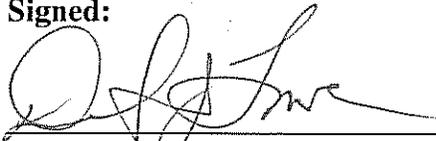
BRS, Inc. and NHCSC were involved in writing the grant, gathering data for the grant, researching specific strategies and programs for the grant, and in the final review and ultimate submission of the grant. While, PCA Harrison County was not directly involved in the development of the grant, their partnership will contribute to the success of the 21<sup>st</sup> 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:

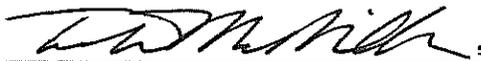
- 1) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHMS. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.
- 2) **NHCSC** will be a partner and LEA. NHCSC will provide space for programming 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.
- 3) **PCA Harrison County** will provide Child Abuse Prevention and Awareness training and materials to participating students and their families. PCA Harrison County will also partner with BRS, Inc. to host a community awareness event which includes the students and families of NHMS.

Signed:



Daniel J. Lowe, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020



Teresa D. McMillin, Vice President  
Prevent Child Abuse Harrison County

Date: 8-6-2020

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, Blue River Services, Inc. (BRS, Inc.) and Salem Community Schools (SCS), specifically Bradie Shrum Elementary School (BSE) have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which BRS, Inc. will be the lead and named applicant and SCS will be a partner and LEA in the application; and

WHEREAS, both aforementioned parties desire to enter into a partnership with Prevent Child Abuse Washington County (PCA), 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 SCS, and SCS 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 BSE which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

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 community.

#### II) 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.

#### III) Development of Application

BRS, Inc. and SCS 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

2020 21<sup>st</sup> Century Community Learning Centers  
Grant Application - Blue River Services, Inc.

development of the grant, their partnership will contribute to the success of the 21<sup>st</sup> 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) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHMS. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.
- 2) **SCS** will be a partner and LEA. SCS 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. Student transportation will be provided by SCS.
- 3) **PCA Washington County** will provide Child Abuse Prevention and Awareness training and materials to participating students and their families. **PCA Washington County** also partner with BRS, Inc. to host a community awareness event which includes the students and families of BSE.

Signed:



Daniel J. Love, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020



Donna Hurst, President  
Prevent Child Abuse Washington County

Date: 7-31-20

**MEMORANDUM OF UNDERSTANDING**

**Community Partner**

WHEREAS, **Blue River Services, Inc. (BRS, Inc.), North Harrison Community School Corporation (NHCSC), and Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **NHCSC and SCS** will be partners and LEAs in the application; 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**

**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 **NHCSC and SCS**, and **NHCSC and SCS** operate as public K-12 school districts in Harrison and Washington counties 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 **North Harrison Elementary School (NHMS) and Bradie Shrum Elementary School (BSE)** which incorporates 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.

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 BRS, Inc. will be a new partnership and will begin if BRS, Inc. is awarded Cohort 10 grant funding. In the development of our grant application, the need to enhance our cultural diversity curriculum was identified prompting BRS, Inc. 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**

BRS, Inc., SCS and NHCSC 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 21<sup>st</sup> CCLC program as we work to provide quality cultural diversity and social justice programming and interpretation services to the students and families of BSE and NHMS.

## **IV) Roles and Responsibilities**

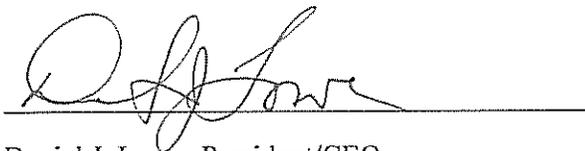
NOW, THEREFORE, it is hereby agreed by and between the partners as follows:

- 1) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHMS and BSE. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.
- 2) **NHCSC and SCS** will be partners and LEAs.

2020 21<sup>st</sup> Century Community Learning Centers  
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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 \$2,000 per year.

**Signed:**



Date: 8/10/2020

Daniel J. Lowe, President/CEO  
Blue River Services, Inc.



Date: 07/31/2020

Lillian G. Rose, CEO  
Hispanic Connection of Southern Indiana

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.), North Harrison Community School Corporation (NHCSC), and Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **NHCSC and SCS** will be partners and LEAs in the application; 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 **NHCSC and SCS**, and **NHCSC and SCS** operate as public K-12 school districts in Harrison and Washington counties 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 **North Harrison Middle School (NHMS)** and **Bradie Shrum Elementary School (BSE)** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

**Creative Resources** 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 our 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 our staff as they are identified.

**III) Development of Application**

BRS, Inc., SCS and NHCSC 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 21<sup>st</sup> 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:

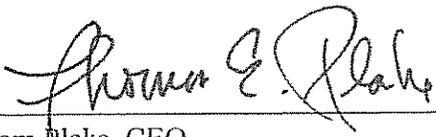
- 1) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHBS and BSE. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.
- 2) **NHCSC and SCS** will be partners and LEAs.
- 3) **Creative Resources, Inc.** 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 on meeting the ongoing training needs of our staff as they are identified. Creative Resources, Inc. will be compensated \$5,000 per year for their service. *TR*

**Signed:**



Daniel J. Lowe, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020



Tom Blake, CEO  
Creative Resources, Inc.

Date: 7-30-20

## MEMORANDUM OF UNDERSTANDING

### Community Partner

WHEREAS, **Blue River Services, Inc. (BRS, Inc.)**, **North Harrison Community School Corporation (NHCSC)**, and **Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **NHCSC** and **SCS** will be partners and LEAs in the application; 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.

#### 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 **NHCSC** and **SCS**, and **NHCSC** and **SCS** operate as public K-12 school districts in Harrison and Washington counties 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 **North Harrison Middle School (NHMS)** and **Bradic Shrum Elementary School (BSE)** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

**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**

BRS, Inc. 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, BRS teamed up with ACP to begin providing these services to program participants and their families at the school sites.

## **III) Development of Application**

BRS, Inc., NHCSC and SCS 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 NHCS and BSE.

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 \$10,000 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.

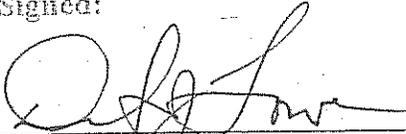
ACP will ensure that therapy sessions are arranged to meet the scheduling needs of students and families, whether in the school, home or clinic. BRS, Inc. staff will be responsible for arranging and coordinating therapy sessions that take place in the school or home setting and for assisting ACP with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

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Both BRS, Inc. 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:



Daniel J. Lowe, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020

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, **Blue River Services, Inc. (BRS, Inc.)**, **North Harrison Community School Corporation (NHCSC)**, and **Salem Community Schools (SCS)** have come together to collaborate and to make an application for a 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant; and

WHEREAS, the partners listed above have entered into a collaborative agreement in which **BRS, Inc.** will be the lead and named applicant and fiscal agent, and **NHCSC** and **SCS** will be partners and LEAs in the application; 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 **NHCSC** and **SCS**, and **NHCSC** and **SCS** operate as public K-12 school districts in Harrison and Washington counties 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 **North Harrison Middle School (NHMS)** and **Bradie Shrum Elementary School (BSE)** which incorporates homework assistance and tutoring, family engagement, social/emotional learning including counseling and therapy, drug and alcohol awareness and prevention, safety awareness training, cultural awareness and social justice curriculum, and a broad array of academic enrichment activities that include literacy, hands on science, technology, engineering and math programming.

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

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

learning, personal development, and social responsibility as the keys to success in the 21st Century. Staff will 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**

BRS, Inc., SCS and NHCSC 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 21<sup>st</sup> 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) **BRS, Inc.** will be the applicant and fiscal agent for the 21<sup>st</sup> CCLC program operated at NHBS and BSE. BRS, Inc. will also be responsible for the operation and coordination of all 21<sup>st</sup> program activities.

2) **NHCSC and SCS** will be partners and LEAs.

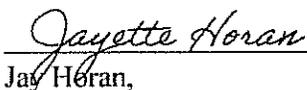
3) The **Peace Learning Center** will work with BRS, Inc. throughout the 4 year grant period to guide, develop and implement a comprehensive professional development and coaching plan which is based training staff in the area of Social Justice and Social-Emotional Learning competence. Peace Learning Center will be compensated \$3,479.40 (12 participants) for this partnership.

**Signed:**



Daniel J. Lowe, President/CEO  
Blue River Services, Inc.

Date: 8/10/2020



Jay 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 21<sup>st</sup> CCLC initiative in <City/County>

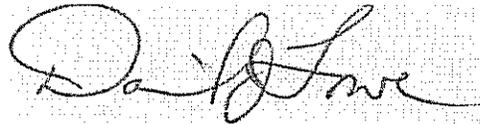
We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

- 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

Daniel J. Lowe  
Applicant Representative

  
Signature

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

Blue River Services, Inc. (BRS, Inc.), a non-profit community service organization, will partner with the North Harrison Community School Corporation (NHCS) in Harrison County, Indiana to continue providing the Reach For A Star Afterschool Program at North Harrison Middle School (NHMS) enhanced by the addition of Social Emotional Learning (SEL) and will **expand** by partnering with the Salem Community Schools (SCS) in Washington County, Indiana to establish a new Reach For A Star Afterschool Program at Bradie Shrum Elementary (BSE). In this application, Blue River Services, Inc. will serve as the applicant and fiscal agent, and both school corporations will serve as LEAs (See MOUs). NHCS and SCS will provide space for programming and logistical support such as access to internet, phones, and office equipment. Student transportation services will be provided for BSE students by SCS. (See MOU's). Snacks will be provided by both of the districts' USDA Afterschool Snack Programs.

We will target low income, academically challenged youth to participate in both programs. Program staff will work closely with the Title I teachers and principals at each school to determine which students receive priority for program participation. We are proposing to serve a total of 120 regularly participating students – 40 students in grades 6-8 at North Harrison Middle School and 80 students in grades K-5 at Bradie Shrum Elementary School. Both programs will be offered Monday through Friday from 3:00 until 6:00 p.m. Children identified as in serious need of a safe and secure afterschool environment as identified by the school principal, guidance counselors, classroom teachers, and/or the local Division of Family and Children's Services Department will also be accepted.

Both North Harrison Middle School and Bradie Shrum Elementary school administrators have identified the following student needs: 1) Student achievement in Reading is below grade level among students of poverty; 2) Student achievement in Math is below grade level among students of poverty; 3) Homework completion rate is below standard among students of poverty; and 4) Academic success is hindered by an inability to receive needed services and resources among students of poverty. An alarming 43% of the students at NHMS are functioning below grade level in ELA and 53% are below grade level in math. Only 37.3% of the 5<sup>th</sup> grade students at BSE are proficient in math. More than half of the students in grades 3-5 at BSE are functioning below grade level in Math and ELA.

Tutoring will be provided by school day teachers during program time to students in need of academic intervention. In addition to homework help and tutoring, we will provide a broad array of other academic enrichment activities at each site. Desired outcomes will include improved academic achievement including improved ELA and Math grades and improved school related behavior including increased homework completion and class participation. A comprehensive approach designed to also improve academic achievement for regularly attending 21<sup>st</sup> CCLC students will include purchased evidence based curriculum through the MYON Reading and Imagine Math programs as well as specific evidence based curricula already being used in the school including McGraw-Hill Wonders Reading, the Orton Gillingham Approach to Reading, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), Engaging Readers Read Aloud Lessons, Guided Kindermath, Envision Math, IReady Math, and IXL (online math curriculum).

Specific SEL outcomes will include increased ability to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relations, promote positive social interactions, improve student self-esteem and confidence, make responsible decisions, and connect students and families with needed resources including, but not limited to counseling and therapy. To assist with achieving SEL goals, BRS, Inc. will employ a licensed social worker and family therapist and partner with Associates in Counseling and Psychotherapy (ACP). In response to today's social climate, another important component of our SEL program will be 'social justice'. We feel that youth are not able to experience and understand totally the acceptance and tolerance of all people regardless of their differences. Curriculum designed to broaden the cultural awareness of the students in our program will be included.

Additional goals of the programs will be to increase student awareness of personal safety, increase student awareness of cultural diversities and drug awareness and prevention activities. A partnership with 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. Partnerships with SAFE Place, Prevent Child Abuse Councils, the Drug Awareness and Abuse Coalition, and local sheriffs and prosecutors will assist with achieving these goals.

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

1. **Criteria:** As reported by the Indiana Department of Education, both schools qualify with a greater than 40% free/reduced lunch rate - **48% of the students at NHMS** receive free or reduced lunches while at BSE, **59% of the students receive free or reduced lunches**. Additionally, while NHMS received a C (meets expectations federal rating), BSE received a C (**approaching expectations federal rating**).

2. **Origin of Partnership:** BRS, Inc. has been the designated latchkey provider at NHCS since 2008 and has successfully operated 21<sup>st</sup> CCLC extended day learning programs at Morgan Elementary and North Harrison Elementary in this district for the past 10 years. The partnership between NHMS and BRS, Inc. began as a result of parent surveys which identified the need for afterschool programming for middle school aged students at this specific site. Parents, whose children had participated in the Reach For A Star Afterschool program since kindergarten, were suddenly faced with the knowledge that once their child left elementary school, there was nothing available for them. Their child was too old for child care, yet too young to simply go home alone. Parents also were upset that after leaving elementary school, there was no longer an opportunity for their child to receive needed homework assistance or tutoring. The afterschool program at NHMS was developed to meet this need.

While BRS, Inc. has worked with SCS in the past on various education-related endeavors, our afterschool partnership began in 2020 when we partnered to write and submit an IDOE 21<sup>st</sup> CCLC Innovation Grant (Opportunity # 2 – Expansion to a New Program Site). BRS, Inc. first learned of the need for afterschool programming at BSE while at a Prevent Child Abuse meeting in Washington County. 21<sup>st</sup> CCLC staff were discussing the services that BRS, Inc. provides to students in other Washington County schools. One of the SCS School Board members who was also in attendance expressed her disappointment that Salem schools did not have the same opportunities. In order to assist SCS with establishing an afterschool program, BRS approached SCS when the opportunity for funding a new site became available. In development of this application, Blue River Services met with the SCS Superintendent, Director of Assessment & Program Improvement, Transition Advisor, and Elementary Principal to discuss 21<sup>st</sup> CCLC requirements, target number to be served, and focus area.

3. **Priority Area:** The program priority at both schools will be to provide **social and emotional learning** (SEL) activities throughout the four year grant period. At both sites,

school counselors and administrators are overwhelmed with the ever growing need to provide social and emotional counseling for children and are left with little time to address their academic need. Parents often lack the ability or desire to take their child for needed counseling. Poverty makes teaching and learning difficult for children who hurt physically or mentally, those who are hungry, lack proper clothing, or live in unsafe environments. Our low-income parents are often overwhelmed by diminished self-esteem, depression, a sense of powerlessness and inability to cope—feelings that often get passed along to their children in the form of insufficient nurturing, negativity, and a general failure to focus on children's needs. These factors must be addressed, but schools cannot be expected to remedy the problems caused by poverty without assistance from outside of the school. By providing SEL programming, the Cohort 10 21<sup>st</sup> CCLC grant will allow BRS, Inc. to take this very proactive step to assist the students and families of NHMS and BSE with eliminating the socio-economic barriers that contribute to their lack of academic achievement.

Specific SEL programming will include providing counseling and therapy to students and families in need during program time and assisting families with obtaining or connecting with other needed community resources. We will employ a Social Worker and a Family Therapist and partner with ACP to achieve these objectives. We will utilize specific social and emotional learning curriculum designed to teach students how to cope with feelings, set goals for themselves, develop interpersonal skills like working in teams and resolving conflicts, manage daily challenges, build positive relationships, and make informed decisions. Our SEL program will be designed to help students thrive in school and in life. Additionally, in response to today's social climate, another important component of our SEL program will be 'social justice'. Curriculum designed to broaden the cultural awareness of the students in our program will be included. As reflected in our program design in the Activity Table, SEL programming will be provided 3 times a week at each location. All staff will participate in webinars and two other SEL related trainings per year. Specific SEL objectives and short term performance measures have been developed. Our local evaluator, Diehl Consulting Group, will include evaluation of our SEL component during on-site visits and reporting.

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

- **Both NHCSC and SCS are identified on the Master Reap Eligibility Spreadsheet as being Rural by the State SRSA and RLIS.** The barriers that many NHMS and BSE students face including isolation, lack of transportation, and inability to gain the support of professional and other services due to this rural environment enhances the need for afterschool programming which includes SEL. (See Need for Project Narrative).
- At the time of this writing, there are a total of 32 21<sup>st</sup> CCLC employees at BRS, Inc. Of this total, 22% (7 staff) have completed the CYC process. There are an additional 29% (9 staff) who are currently in the process but have been unable to test due to COVID 19 restrictions. Therefore, a total of 16 staff, **50%, have participated in the CYC Credential process.** The need for highly qualified and credentialed staff is critical to the afterschool field. Indiana Youth Services Association reports that, “The Child and Youth Care Credential (CYC) is a nationally recognized credential for child and youth care work practitioners.” CYC certification allows practitioners to demonstrate their development as professionals and participate in true career development. Indiana leads the nation in the number of credentialed youth workers. It is our goal across the department to promote this national credential and work towards a goal of 100 percent of our staff being CYC certified.

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

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

<b>NORTH HARRISON MIDDLE SCHOOL</b> <b>Total Student Population: 491</b>	
<b>Student Achievement Data</b>	
ISTEP Spring (2017/2018 – Last ISEP assessment reported)	
Passed:	52%
Failed:	<b>48%</b>
I-Learn 2019 ELA Assessment	
Grade 6	54.5% Proficient
Grade 7	61.3% Proficient
Grade 8	62.7% Proficient
I-Learn 2019 Math Assessment	
Grade 6	57.6% Proficient
Grade 7	57.5% Proficient
Grade 8	<b>28.5% Proficient</b>
<b>Number of Youth Below Grade Level</b>	<b>43%</b> (186 students) ELA <b>53%</b> (242 students) Math
<b>Attendance:</b>	95.01%
<b>Student Demographics</b>	
<b>Student Ethnicity:</b>	
White	93.1% (457 students)
Multi-Racial	2.9% (14 students)
Hispanic	2.4% (12 students)
Asian	0.4% (2 students)
Black	0.8% (4 students)
American Indian	0.4% (2 students)
<b>Poverty Measures:</b>	<b>48%</b> 40.1% Free (197 students) 7.9% Reduced (39 students)
<b>Student Mobility:</b>	7.2%
<b>Student Behavioral Data:</b>	
Number of Students with More than 10 Unexcused Days Absent:	28 (6%)
Number of Students absent Greater than 10% of School year	34 (7%)
Discipline Data (# of suspensions/expulsions):	5
Number of Out of School Suspension	3
Number of In-School Suspensions	3
Graduation Rate (District)	90.8%
Drop Out Rate (District)	9.2%

<b>BRADIE SHRUM ELEMENTARY</b> <b>Total Student Population: 852</b>	
<b>Student Achievement Data</b>	
ISTEP Spring (2017/2018 – Last ISEP assessment reported)	
Passed:	<b>43.5%</b>
Failed:	56.5%
I-Learn 2019 ELA Assessment	
Grade 3	45.8% Proficient
Grade 4	41.3% Proficient
Grade 5	43.7% Proficient
I-Learn 2019 Math Assessment	
Grade 3	51% Proficient
Grade 4	54.2% Proficient
Grade 5	<b>37.3% Proficient</b>
Number of Youth Below Grade Level	57% (186 students) ELA 53% (242 students) Math
<b>Attendance:</b>	95.08%
<b>Student Demographics</b>	
<b>Student Ethnicity:</b>	
White	93.6% (797 students)
Multi-Racial	2.5% (21 students)
Hispanic	2.5% (21 students)
Asian	0.5% (5 students)
Black	0.3% (3 students)
American Indian	0.3% (2 students)
Other Pacific Islander	0.3% (3 students)
<b>Poverty Measures:</b>	<b>59%</b> 52.9% Free (451 students) 5.9% Reduced (50 students)
<b>Student Mobility:</b>	8.3%
<b>Student Behavioral Data:</b>	
<b>Attendance Rate</b>	96.1%
Number of Students with More than 10 Unexcused Days Absent:	52 (7%)
Number of Students absent Greater than 10% of School year	38 (5%)
Discipline Data (# of suspensions/expulsions):	18
Number of Out of School Suspension	12
Number of In-School Suspensions	13
Graduation Rate (District)	93%
Drop Out Rate (District)	7%

Both BSE and NHMS are defined as Rural by the SRSA and RLIS. Both schools are also identified as Low Income. Low income is established as **59% of the students at BSE and 48% of the students at NHMS are Free and Reduced** (as reported on the IDOE 2020 free-

reduced lunch spreadsheet). While NHMS received a C (meets expectations federal rating), BSE fell below receiving a C (**approaching expectations federal rating**).

As noted on the supporting data charts above, a little more than half the students at NHMS are performing at a proficient level in math and reading with only **28% of the 8<sup>th</sup> graders demonstrating proficiency on the I Learn math assessment**. Also alarming is the fact that 43% of the students at NHMS are functioning below grade level in ELA and **53% are below grade level in math**.

The need for academic intervention at BSE is even more evident. Data charts reveal that nearly 60% of the students in grades 3 – 5 are performing below proficiency in ELA and a little less than half are below proficiency in Math. **Only 37.3% of the 5<sup>th</sup> grade students at BSE are proficient in math. More than half of the students in grades 3-5 are functioning below grade level in Math and ELA.**

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

Many of our students come from families impacted by divorce, homelessness, death, and drug addiction. Approximately 8% of students have a parent that is incarcerated (or has been within the last year). Three percent qualify as homeless and 15% live with someone other than a biological parent (often a grandparent). Several of our proposed activities are built around the precept of not only helping students academically, but also helping them with their social-emotional health as they deal with the chaos that encompasses their lives.

Students of both schools spend a great deal of time traveling to and from the school. Students in the SCS district are scattered over 225 square miles. Both schools are located at least 25 to 38 miles from the nearest major city, Louisville, Kentucky. Harrison and 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. 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.

STATS Indiana.edu reports that 89% of the population in Harrison County obtain their high school diploma or the equivalent, yet only 17.4% go on to further their education. In Washington County, 84.4% graduate, but the percent who go on to receive their BA or higher drops to only 13.3%.

Also reported, Harrison County has one of the largest proportions of percent of unwed births to mothers living below the poverty level at 80.6% of the total and is ranked #2 in the area; the only larger county being Crawford County with 96.2%. Harrison County has the largest proportion of percent of non-citizens under 18 years old at 21% of the total and is ranked #1 in the area. It is believed that the rural and poverty status of both Harrison and Washington counties 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 that Harrison County had 99 cases of Child Abuse and Neglect Reported – 4 of these were child physical abuse and 17 were child sexual abuse cases. 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 85 Harrison County children in foster care and 54 Washington County children in foster care. This data further supports the need for programming designed to increase student awareness of personal safety.

This disparity underscores the fact that Harrison and 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.

**Currently available out-of-school time programming and service gaps to be addressed:** Currently, BRS, Inc. is operating the Reach for A Star Afterschool Program at

NHMS serving students in grades 6 – 8 which began when we received a 21<sup>st</sup> CCLC Cohort 8 grant. This program operates Monday – Friday from 3:00 p.m. until 6:00 p.m. It is important to note that prior to BRS receiving a 2020 Innovation Grant to start the program at BSE in the fall of 2020, there was **no afterschool programming at any of the schools in the SCS district**. This program, also, will operate Monday – Friday from 3:00 p.m. until 6:00 p.m. The Innovation Grant funding was for one year only. This initial funding will enable us to begin the afterschool program in the fall of 2020; however, Cohort 10 funding for BSE is imperative as it will allow us a full four year grant cycle to develop a strong, sustainable program at this location.

At both schools, as discussed above, a huge service gap to be filled by this grant is the need for SEL 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 contribute to their lack of academic achievement.

**How will grant enhance and expand current out-of-school programming?** Our primary focus during the past 4 years at NHMS has been STEM 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 Reach For A Star Afterschool Program will continue to be provided for 40 middle school students, grades 6-8 at NHMS and will **expand** to include operating a Reach for A Star Afterschool Program at BSE. We plan to serve a total of 80 low income youth at BSE, grades K-5. Our programs at both locations will operate from 3:00 p.m. until 6:00 p.m. Monday through Friday – each day that school is in session. As mentioned before, the Reach for A Star Program will be **enhanced** at each location as we begin providing SEL programming for participants and their families.

**How were needs and services identified and how were partners involved in assessment process?** At North Harrison Middle School, the need for programming was initially determined through **Parent Surveys** which indicated concern that once their child left elementary school, there was nothing available for them. Their child was too old for child care, yet too young to simply go home alone. Parents also relayed that after leaving elementary school, there was no longer an opportunity for their child to receive needed homework

assistance or tutoring. 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 Bradie Shrum Elementary was first determined while at a Prevent Child Abuse meeting in Washington County. Staff were discussing the services that BRS, Inc. provides to students in other public schools. One of the SCS School Board members who was also in attendance expressed her disappointment that Salem schools did not have the same opportunities. At the time of this writing, afterschool programming has not yet begun at BSE. Student and parent input will begin to be collected during the first year of programming.

Upon learning that a 21<sup>st</sup> CCLC RFP would be released the BRS Director of Children's Services and school administrators at both BSE and NHMS began meeting to analyze the educational needs of students and discuss and develop the project. The education needs of the students 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 Reading 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; and
- Academic success is hindered by an inability to receive needed services and resources among students of poverty.

When discussing the Cohort 10 application process with Advisory Board members it was unanimous by all stakeholders that SEL programming should be included. Often, such programming is not available to students during the regular school day due to time and financial constraints of our low income families. 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 need. For

example, in response to the large number of child abuse and neglect cases reported in Harrison and Washington County, a partnership with SAFE Place and Prevent Child Abuse Councils is beneficial. In order to ensure that participating students and families have their basic needs met such as food, shelter, proper clothing, safe living environments, etc. a partnership with a local community service organization is warranted. Because the drug abuse and overdose rate in both counties 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. 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 Harrison and Washington counties are both predominately white (NHMS – 93.1%, BSE – 93.6%) a partnership with Hispanic Connection of Southern Indiana was formed in order to enhance our cultural diversity curriculum. A partnership with the Peace Learning Center was formed in order to properly train program staff to incorporate social justice programming into the classroom setting. 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.

Our afterschool programs will be perhaps the only source of supplemental enrichment in literacy and math, SEL and extracurricular activities that many of our students will have access to. The afterschool programs at NHMS and BSE 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:**

<b>Project Partners and Contributions</b>	
<b>North Harrison Community School Corporation (NHCSC)</b>	NHCSC will be the partner and LEA for NHMS. <i>(See MOU)</i> . NHCSC will provide space for programming and logistical support such as access to internet, phones, and office equipment. In-kind contribution.
<b>Salem Community Schools (SCS)</b>	SCS will be the partner and LEA for BSE. <i>(See MOU)</i> . SCS will provide space for programming and logistical support such as access to internet, phones, and office equipment. SCS will provide student transportation daily. While the majority of SCS' contribution will be in-kind, we have budgeted \$25,020 to reimburse the corporation for transportation expenses.
<b>Diehl Consulting Group</b>	We will contract with Diehl Consulting Group as our local evaluator. <i>(See MOU)</i> . Diehl Consulting Group will be paid 6% of the award amount.
<b>Harrison County Sheriff's Department</b>	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 NHMS 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. <i>(See MOU)</i>
<b>Washington County Sheriff's Department</b>	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 BSE 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. <i>(See MOU)</i>
<b>Safe Place</b>	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. <i>(See MOU)</i>
<b>Harrison County Community Services (HCCS)</b>	Harrison County Community Services will provide students and their families with services and supports needed to ensure academic success such as food, shelter, utility assistance, and clothing. This contribution will be in-kind <i>(See MOU)</i>
<b>Harrison County Prosecutor's Office</b>	The Prosecutor will partner with BRS, Inc. to conduct annual community substance abuse awareness and prevention events for the community including NHMS 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. <i>(See MOU)</i>
<b>Washington County Prosecutor's Office</b>	The Prosecutor will partner with 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 program participants. This service will be provided as an in-kind contribution to the program by the Prosecutor's Office. <i>(See MOU)</i>
<b>USDA School Nutrition Program (SNP) Afterschool Snack Program</b>	The afterschool snack program will be provided by the both the NHCSC and SCS as part of their School Nutrition Program. All snacks will be provided free of charge to participating students. <i>(No MOU required)</i> .
<b>Substance Abuse Prevention Coalition</b>	BRS, Inc. will partner with the Substance Abuse Coalition to provide Botvin Life Skills training to our staff enabling them to teach this evidence based awareness and prevention to middle school students. This staff training will cost \$3,000 during the 1 <sup>st</sup> year of the grant. <i>(See MOU)</i>
<b>Harrison County Prevent Child Abuse Council</b>	BRS, Inc. will partner with Harrison 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 NHMS annually. This in be an in-kind contribution.
<b>Washington County Prevent Child Abuse Council</b>	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 BSE annually. This in be an in-kind contribution.
<b>Hispanic Connection of Southern Indiana</b>	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 \$2,000 per year.
<b>Creative Resources, Inc.</b>	BRS, Inc. contracts with <b>Creative Resources</b> 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. \$5,000 per year.
<b>Associates in Counseling (ACP)</b>	ACP will provide additional therapists to work with children and families at NHMS and BSE during program time in order to help us meet demand. This is a contracted service valued at \$5,000 annually.

<b>Peace Learning Center</b>	Peace Learning Center will provide professional development to staff, teaching them to be competent providers of afterschool programs which include Social Justice and Social-Emotional Learning. The cost of this professional development activity will be \$3,479.40.
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**2. Identifying Partners:**

<b>Partner</b>	<b>Process used to identify and how involved in development of application</b>	<b>Needs Being Met</b>
<b>North Harrison Community School Corporation (NHCS)</b>	BRS, Inc. has been the designated latchkey provider for NHCS since 2008. Upon learning that a 21 <sup>st</sup> CCLC RFP would be released the BRS Director of Children’s Services and school administrators began meeting to analyze the educational needs of students and discuss and develop the project.	This partnership will allow us continue providing an afterschool program at NHMS. The need for this program was initially identified by families via survey.
<b>Salem Community Schools (SCS)</b>	Being aware that there was no afterschool programming available at any of the schools in the SCS district, BRS, Inc. contacted school administrators upon learning of the opportunity to apply for 21 <sup>st</sup> CCLC funds. The BRS Director of Children’s Services and school administrators began meeting to analyze the educational needs of students and discuss and develop the project.	This partnership will allow us to meet the afterschool needs of 80 students as we begin a new program at BSE.
<b>Diehl Consulting Group</b>	We are partnered with Diehl Consulting as our local evaluator. During the development of our application we worked closely with Diehl Consulting in the development of our application including, but not limited to, development of Short Term Performance Measures.	Provide local evaluation services including site reviews, data analysis, and end of the year reporting.
<b>Harrison and Washington County Sheriff’s Offices</b>	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 Sheriffs.	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 NHMS and BSE.
<b>Safe Place</b>	In response discussions held during grant planning meetings regarding the high rate of child and abuse cases reported in both Harrison and Washington counties, the Director of Children’s Services met with the Director of SAFE Place to discuss the possibility of partnering to provide personal safety training.	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.
<b>Harrison County Community Services (HCCS)</b>	HCCS provides a wide variety of services to our community including but not limited to a food and clothing pantry, heating and cooling assistance, and emergency housing. HCCS will be a valuable partner as we seek to help families obtain needed resources.	Provide students and their families with services and supports needed to ensure academic success.
<b>Harrison and Washington County Prosecutor’s Offices</b>	From our past partnerships and knowing that the 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 Prosecutors and requested that they partner with us once again.	To assist with decreasing the high number of overdose and drug abuse cases in Harrison and Washington County, specifically among the students and families of BSE and NHMS,
<b>USDA (SNP) Afterschool Snack Program</b>	Both NHCS and SCS will provide the SNP Afterschool Snack Program to students enrolled in the NHMS and BSE afterschool programs.	Provide students with a nutritious afterschool snack.
<b>Substance Abuse Prevention Coalition</b>	In response to high overdose and drug abuse cases in Harrison and Washington county that, as discussed in planning	Provide additional drug awareness and prevention training for the students of NHMS

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<p><b>Harrison and Washington County Prevent Child Abuse Councils</b></p>	<p>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 “Botvin Life Skills” program.</p> <p>In response the high number of child abuse and neglect cases reported In both Harrison and Washington counties, as discussed during planning meetings, BRS sought out a partnership with local PCA Councils.</p>	<p>and BSE in an effort to decrease the high rate of overdose and substance abuse cases in Harrison and Washington counties.</p> <p>To Increase awareness and prevent child abuse and neglect from happening among the students of BSE and NHMS.</p>
<p><b>Hispanic Connection of Southern Indiana</b></p>	<p>Because the population of both BSE and NHMS is predominately white, a partnership with this agency was sought in order to provide cultural diversity programming to students.</p>	<p>To increase awareness and acceptance of others regardless of their differences.</p>
<p><b>Creative Resources, Inc.</b></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 us meet the PD needs for our staff. This agency works closely with leadership to guide, develop and implement a comprehensive professional development and coaching plan which is based on meeting the ongoing training needs of our staff as they are identified.</p>
<p><b>Associates in Counseling (ACP)</b></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 social worker and a part-time therapist.</p>	<p>This partnership will ensure that all participants needing therapy/counseling will be able to receive it.</p>
<p><b>Peace Learning Center</b></p>	<p>In an effort to provide professional development to staff in the area of social emotional learning and social justice, BRS, Inc. sought out a partnership with a PD provider adept at training staff in these two areas.</p>	<p>This partnership will ensure that staff are prepared to develop a caring learning environment and to reach and teach students through an active learning approach that promotes social justice and social-emotional learning.</p>

3. **Volunteers:** Volunteers are recruited by program coordinators based on program need. For example, if additional help is needed during homework time to assist and guide students as they work on completing assignments, we will collaborate with school guidance counselors to recruit high school students who need volunteer hours for their college application and who have demonstrated high academic ability to assist with this endeavor. Both afterschool programs will operate based on a thematic approach. Volunteers will be solicited throughout the year to provide special experiences for students based on the current theme. For example, during college and career week, individuals with different careers invited to speak about their career or demonstrate their special skills. All visitors must obtain a background screening provided by the school 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 is completed. Volunteers are never allowed to work alone unsupervised with students.

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

**1. Recruitment Criteria:** The program will be offered to all children, grades 6 – 8, residing in the NHCS district and to all students K – grade 5 residing in the SCS district. We will announce the programs in the local newspapers and at the Fall Orientation sponsored by these schools. We will work closely with the Title I departments and school principals 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, children identified as in serious need of a safe and secure afterschool environment as identified by school principals, guidance counselors, teachers, and the local Department of Child Services will be accepted.

To retain students once they have enrolled and to ensure that each child meets the required days of attendance, BRS will utilize Student Interest Surveys to ensure program satisfaction as well as offering student led choices, such as weekly clubs and activities. Students will be included as members of our Advisory Council. Incentives for reaching attendance milestones will be offered and students will receive monthly Perfect Attendance Award Certificates. Effort will be devoted to making sure the program offers activities that are hands-on and engaging for each age group. The afterschool programs at both locations will be a place not just for further learning, but also for socializing and, perhaps most importantly, having fun.

**Requirements of GEPA 427:** No student will be discriminated against or denied access into the program because of race, color, religion, sex (including gender identity, sexual orientation, and pregnancy), national origin, age, disability or genetic information gender. 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 (Hispanic Connection of Southern Indiana) in order to communicate with children and families who do not speak and read English.

**List of Schools To Be Served:**

- Bradie Shrum Elementary School, 1103 N Shelby St, Salem, IN 47167
- North Harrison Middle School, 1180 IN-64, Ramsey, IN 47166

2. **Community Data:** As reported by the World Population Review, 2020 data, the average annual income for residents of Harrison County is \$38,168. Washington County residents earn a little less at \$35,381.

STATS Indiana.edu reports that 89% of the population in Harrison County obtain their high school diploma or the equivalent, yet only 17.4% go on to further their education. In Washington County, 84.4% graduate, but the percent who go on to receive their BA or higher drops to only 13.3%.

Students in both school districts 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 SCS district are scattered over 225 square miles with many riding busses for as much as an hour to school and another hour to get home. During the last three years, SCS has averaged around 50 students per year that qualify as homeless under the McKinney-Vento Homeless Assistance Act. In both counties, with the Opioid crisis, there has been a sharp spike in the rates of HIV, hepatitis C and overdoses. Washington County ranked 2<sup>nd</sup> (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.

In addition to the large number of Child Abuse and Neglect cases reported, Harrison County received national recognition recently as being a leader in Human Trafficking. It was discovered that illegal aliens were paying more than \$2,000 to be smuggled into Indiana to small towns like Corydon. Once they got here, smugglers forced them to pay for cramped housing, charging immigrants for everything from TV privileges to toilet paper.

Harrison County has one of the largest proportions of percent of unwed births to mother living below the poverty level at 80.6% of the total and is ranked #2 in area. Additionally,

Harrison County has the largest proportion of percent of non-citizens under 18 years old at 21% of the total and is ranked #1 in the area.

IYI reports there are an average of 3,868 Harrison County individuals receiving food stamps each month. This number is similar in Washington County at 3,756. It is believed that the rural and poverty status of both counties is also directly related to increased social and behavioral issues for students and adults.

In the small town of Palmyra, which is located within the NHSC district, the local prosecutor, Otto Schalk, reports there are more cases of sexual abuse among children substantiated than any other town in Harrison County.

Another issue that causes a great deal of insecurity for students in the SCS district is the tradition the local newspaper and radio have of posting mugshots on social media and in the newspaper. “Mugshot Monday” is a day teachers in the SCS district dread because of the fallout at the schools. Students see recent graduates, sometimes current students (age 18), parents and relatives in this public shaming causing all sorts of anxiety issues.

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:** We will provide a minimum of 6 family events annually at each site. Plans include hosting 2 literacy events, 2 STEM focused events, 1 art event entitled Paint with Me, and 1 Community Fair where various entities from the community operate booths to provide parents with information on obtaining needed resources. (Vendors might include a representative from WIC, law enforcement, public health nurse, a dentist giving free oral exams, United Way, Prevent Child Abuse, etc.). Past events hosted by BRS, Inc. at other programs which may also be included at BSE and NHMS include a Chili Cookoff, Reading Rodeo, Family Dodgeball Night, Back to School Bash providing school supplies and free haircuts for students, and family game nights. Additional training events will be held for parents addressing the importance of reading with their child, the importance of being involved in their child’s homework completion, and substance abuse prevention. Events will be scheduled at times which accommodate the needs of working parents.

Often the only reason that a parent chooses to have their child participate in an afterschool program is the need for a safe afterschool environment (child care). To involve the parents of our students in educational activities, the enrollment packet will contain an agreement which must be signed by the parent stating that they will participate in at least 4 parent educational/family night events. Monthly newsletters and a calendar of upcoming events will be distributed to the parents of all students enrolled. Parents will be encouraged to participate in programming along with their child, to volunteer, and to be a member of the Advisory Board. Finally, our social worker will work directly with families of participating students as needed to assist them with obtaining various services and supports which may also include obtaining their GED or furthering their own education. Counseling/therapy services will be available to the parents, as well.

**4. Snack and/or Meals:** In our programs, one afterschool snack will be served at each site per day. At both sites, snacks are prepared by the school kitchen staff. Students receive a nutritious snack when they first arrive at the program. Both schools include the afterschool programs in their USDA School Nutrition Afterschool Snack Program (SNP). There will be no charge to students for the snacks, nor will snacks be paid for through the 21<sup>st</sup> CCLC grant. The schools and BRS, Inc. 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.

**5. Weekly Schedule:**

<b>Bradie Shrum Elementary</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
3:00 – 3:20 pm	Snack Attendance Social Time	Snack Attendance Social Time	Snack Attendance Social Time	Snack Attendance Social Time	Snack Attendance Social Time
3:20 – 3:30 pm	Restroom Bk	Restroom Bk	Restroom Bk	Restroom Bk	Restroom Bk
3:30 – 4:30 pm	Homework Tutoring Silent Reading and/or Academic Enrichment once finished with Homework.	Homework Tutoring Silent Reading and/or Academic Enrichment once finished with Homework.	Homework Tutoring Silent Reading And/or Academic Enrichment once finished with Homework.	Homework Tutoring Silent Reading and/or Academic Enrichment once finished with Homework.	Homework Tutoring Silent Reading and/or Academic Enrichment once finished with Homework.

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4:30 – 5:00 pm	SEL Counseling with Therapist for students/families in need. SEL Group with Social Worker for students/families in need. Participation in club of choice. (3 Clubs are operated at a time and changed every 6 weeks).	Recess/Physical Education	SEL Counseling with Therapist for students/families in need. SEL Group with Social Worker for students/families in need. Participation in club of choice (3 Clubs are operated at a time and changed every 6 weeks).	Recess/Physical Education	SEL Curriculum/Activity for all participants
5:00 - 5:30 pm	Academic Enrichment Activities (ELA and/or Math) using research based curriculum.	Special Visitors corresponding with Theme	Academic Enrichment Activities (ELA and/or Math) using research based curriculum.	Special Programming – Drug Awareness, Personal Safety Training, Cultural Diversity, Health and Wellness, etc.	Fun Friday Activities (Games, STEAM activities, peer to peer engagement activities, etc.).
5:30 – 6:00 p.m.	Recess/Physical Education	MyON Reading/ Computerized Math Enrichment	Recess/Physical Education	MyON Reading/ Computerized Math Enrichment	Recess/Physical Education

Please note: Based on program evaluations completed in the past at other elementary sites operated by BRS, Inc., recess is provided at 2 different times throughout the week in order to ensure that all students are able to participate regardless on when they leave to go home.

<b>North Harrison Middle School</b>					
<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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 – 4:45 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.

4:45 – 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. Free time for students who do not require individualized SEL or tutoring.	Student Led Clubs (STEAM Club, Cooking Club, Current Events Club, etc.) Each club lasts for a 6 week period.	SEL Counseling with Therapist for students/families in need. SEL Group with Social Worker for students/families in need. Tutoring for students in need. Free time for students who do not require individualized SEL or tutoring.	Student Led Clubs (STEAM Club, Cooking Club, Current Events Club, etc.) Each club lasts for a 6 week period.	SEL Curriculum/Activity for all participants
5:30 – 6:00 pm	Social time (Peer to peer engagement).	Special Visitors corresponding with Theme	Social time (Peer to Peer engagement).	Special Programming – Drug Awareness, Personal Safety Training, Cultural Diversity, Health and Wellness, etc.	Fun Friday Activities (Games, STEAM activities, peer to peer engagement activities, etc.).

**6. Alignment to Standards:** A designated time each day in both programs will be devoted to homework completion and tutoring. Students will receive homework assistance during program time if needed. Tutoring will be provided by school day teachers during program time. Students who have completed their homework or do not have homework assignments will participate in quiet academic centers or read silently during homework time. School day teachers provide 21<sup>st</sup> CCLC staff with a monthly list of core standards that are being addressed in the classroom. Daily lesson plans are then developed by all 21<sup>st</sup> 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 as well as 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 21<sup>st</sup> 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 both BSE and NHMS 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**: BRS, Inc. is a 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. A Bachelor's degree in education or a related field is required including a teaching license, if possible, for all Program Site Coordinators. Individuals not meeting the education and experience requirements for the position may be considered with the approval of the President/Chief Executive Officer. This will be considered only when other qualified candidates are not available for hire. All position openings are listed in writing for staff, on the agency website, at each facility and at the H.R. 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

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

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. New staff members are not left alone until they feel adequately trained and prepared.

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 21<sup>st</sup> CCLC programs, all staffing positions are compensated at rates that are equivalent or higher than the norm for our area.

<b>Chart of Staffing Positions and Wage/Salary</b>		
<b>Job Title</b>	<b>Wage</b>	<b>Hours Worked Per Week</b>
Program Director	\$26.00 per hour	Full-time 37.5 hours per week (Split)
Asst. Director/Family Therapist	\$31.00 per hour	20 hours per week (Split)

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District Coordinator	\$20.00 per hour	Full-time 35 hours per week (Split)
Program Coordinators (2)	\$16.00 per hour base	NHMS = 29.5 hours per week (staff choice); BSE = <b>35 hours per week.</b>
Lead Extended Day Instructors (2)	\$12.00 per hour base	Both work 20 hours per week at each site.
Extended Day Instructors (4)	\$11.00 per hour base	16.5 hours per week
Social Worker	\$16.00 per hour	30 hours per week – 15 hours per week at each site
Outreach Coordinator	\$15.00 per hour	30 hours per week (Split)
Administrative Assistant/Data Clerk	\$11.25 per hour	37.5hours per week (Split)

**Please note:** Program Coordinators, Lead Instructors and Extended Day Instructors 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 21<sup>st</sup> CCLC programs in addition to the programs at BSE and NHMS. Therefore on the budget, even though the individual works a total of 37.5 hours per week which is dedicated to 21<sup>st</sup> CCLC programming, there may be less hours actually claimed on this individual budget.

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

BRS, Inc. been operating successful 21<sup>st</sup> CCLC programs in the following school districts for the past several years: North Harrison, East Washington, 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 21<sup>st</sup> CCLC funding). However, it is important to note that we have **experienced growth in numbers at these locations each year**. Our Executive Summaries show that we were unable to reach our target number during years 1 and 2 at NHMS, yet we were very close in year 3 with a total of 32 students enrolled before the COVID pandemic hit. (Please note, as of the time of this writing, we have not received our Year 3 Executive Summary Report). No programming has been provided at BSE yet, however, we are confident that we will be able to serve the targeted 80 students. Transportation home from the program each day for students is included in our budget thereby eliminating one potential barrier for participation. There are a total of 852 students enrolled at BSE, 80 students represents only 9.4% of the total student population.

The Year 1 Executive Summary for NHMS reflects **high program quality, 100% parent satisfaction rating, and high quality STEM activities**. 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 chart below, the Year 2 Summary reflects that **all academic, social/behavioral, and family engagement outcome targets were exceeded**.

2018 – 2019 Executive Summary Performance Measure Progress		
ACADEMIC OUTCOMES		
Outcome	Target	Performance Measure
77%	65%	65% of regular attendees will earn a “C” or better or increase their ELA grade from fall to spring.
96%	65%	65% of regular attendees will earn a “C” or better of increase their math grade from fall to spring.
80%	50%	50% of regular attendees will improve or need no improvement to “turning in his/her homework” by spring, as reported by school day teachers (DOE Teacher Survey)
75%	50%	50% of regular attendees will improve or need no improvement to “academic performance” in spring as reported by school day teachers (DOE Teacher Survey).
SOCIAL/BEHAVIORAL OUTCOMES		

65%	50%	50% of students will report that the afterschool program has helped them make friends as measured by the spring Quality Improvement Scale.
70%	50%	50% of students will report that the afterschool program has helped them make better decisions as measured by the spring Quality Improvement Scale.
88%	80%	80% of regular attendees will have no suspensions during the school year.
<b>FAMILY ENGAGEMENT OUTCOMES</b>		
100%	50%	50% of parents will report regular participation (“a few times a week” to “daily”) in talking to their child about the school day as measured by the spring Quality Improvement Scale.
100%	50%	50% of parents will report regular participation (“a few times a week” to “daily”) in helping (or encouraging) their child to complete homework assignments as measured by the spring Quality Improvement Scale.

On the Year 2 report, we were also **commended for participant retention** at NHMS due to the fact that a high number of the same participants enrolled during both year 1 and 2.

We are very proud of the fact that since beginning our 21<sup>st</sup> CCLC programs in 2010, we have always excelled at meeting state and 21<sup>st</sup> CCLC requirements as evidenced by Monitoring Reports and onsite visits from our local evaluator. The **Monitoring Visit** was conducted at NHMS on December 12, 2017. The report indicates that the afterschool program at NHMS **“Meets Requirements” in all areas.**

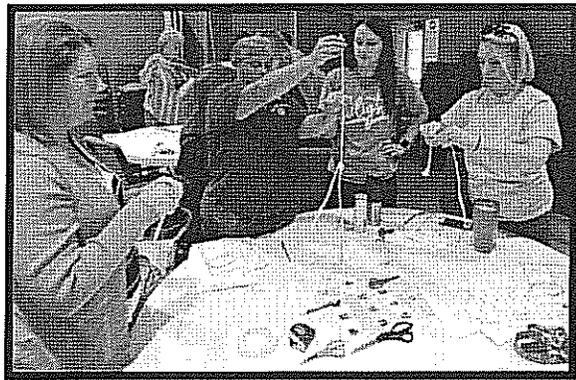
BRS, Inc. is very strong in the area of **Professional Development**. A total of **50% of our staff are currently participating in or have completed the CYC credentialing process**. BRS, Inc. staff have volunteered to **act as presenters** at several 21<sup>st</sup> CCLC sponsored training events. We have 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 work to ensure that all levels of staff receive adequate training. Following is a summary chart reflecting the training plans for years 3 and 4 of the Cohort 8 grant cycle.

<b>PROFESSIONAL DEVELOPMENT ACTIVITIES</b>	
<b>PD Plan Year 3</b>	<b>PD Plan Year 4</b>
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 <sup>st</sup> Aid/Bloodborne Pathogens Training

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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.



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 21<sup>st</sup> CCLC Peer Support Partners**. BRS has been serving school aged children for over 30 years. We have successfully operated 21<sup>st</sup> 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.

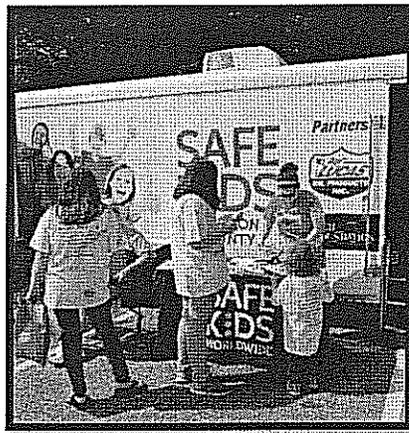
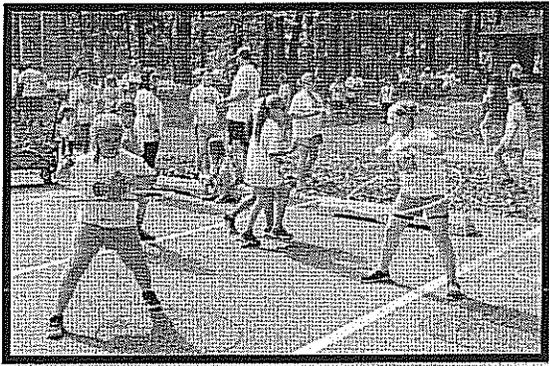
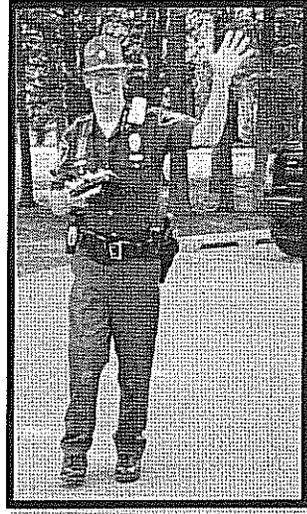
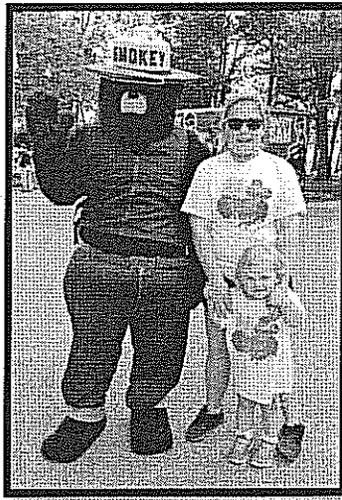
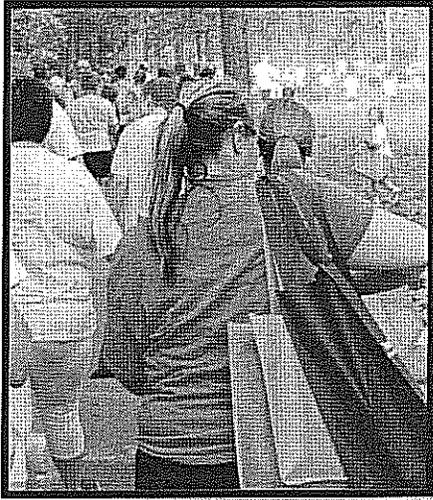
Each year, BRS, Inc. teams up with Prevent Child Abuse Harrison County to host a free **Back To School Bash** for afterschool students in Harrison, Jackson and Washington Counties. Children are provided with free school supplies, back packs, and haircuts. Over 700 people attended the event in 2019 and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



During Year 1 of the NHMS program, a **Food Pantry** was established giving students access to a cabinet filled with fruit cups, granola bars, and other non-perishable, microwavable foods (eg. mashed potatoes, easy mac, and mini raviolis, etc.). Through a partnership that we established with a local church, food is donated weekly to the afterschool program to help students who may need additional food or snacks at home. Students are allowed to access the food pantry when they leave the program to go home each day.

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.



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

1. **Evidence Based Programming:** For academic enrichment, we will utilize the MYON Reading Program at both the BSE and NHMS sites. At BSE, we will also use curriculum that is already being used during the regular school day. Specific evidence based curricula used during the regular school day at BSE include McGraw-Hill Wonders Reading, the Orton Gillingham Approach to Reading, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), Engaging Readers Read Aloud Lessons, Guided Kindermath, Envision Math, IReady Math, and IXL (online math curriculum). Tutoring will be provided by school day teachers for those students in need of academic intervention at both locations. At NHMS, we will also incorporate **Imagine Math** into the curriculum. Both Imagine Math and the MyON Reading Program are Evidence Based Curriculum that are approved and promoted by IDOE.

The **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.

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. All courses are rigorously edited and approved by a panel of field experts which include: Clinical Psychologists, School Counselors, At-Risk Specialists, Licensed Professional Counselors, Social Workers, Administrators, and Educators.

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, and can be easily adapted to afterschool programming. 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.

We believe with the evidence based academic curriculum we have selected in addition to the two combined curriculums for social-emotional learning and social justice, our students will be given an excellent education which is essential to the success of today’s youth in our ever-changing society.

**2. Program Implementation Table:**

**Bradie Shrum Elementary**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in ELA/Reading and math	Homework Help Tutoring Parent and Teacher Communication prompted by Coordinator Academic enrichment activities that incorporate math and reading MyON Reading	<u>English Language/Arts Grades</u> 1.1.1) 75% of regular attendees will earn a “C” or better or increase their ELA/Reading grade from fall to spring  <u>Math Grades</u> 1.1.2) 75% 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/Reading and math (Fall and Spring)

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	1.2) Improve academic habits	Homework Help  Tutoring  Parent and Teacher Communication prompted by Coordinator  Academic enrichment activities that incorporate math and reading  MyON Reading	1.2.1) 50% of regular attendees will improve or need no improvement to 'academic performance' in spring as reported by school day teachers.  1.2.2) 50% of regular attendees will improve or need no improvement to 'completing homework to their teacher's satisfaction' in spring as reported by school day teachers.	1.2.1-1.2.2) DOE Teacher Survey (Spring)
2) Improve social and behavioral outcomes	2.1) Improve social and emotional learning skills *SEL Priority	BASE Social Emotional Learning Program/Teaching Tolerance curriculum  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 friends as measured by the Spring Quality Improvement Scale.	2.1.1-2.1.2) Quality Improvement Scale; Diehl Survey (Spring)
			2.1.2) 50% of students will report that the afterschool program has helped them make better decisions as measured by the Spring Quality Improvement Scale.	
			2.1.3) 50% of regular attendees will improve or need no improvement to 'self-confidence' in spring, as reported by school day teachers (DOE Teacher Survey).	2.1.3) DOE Teacher Survey (Spring)
	2.2) Improve in-school and afterschool behavior	BASE Social Emotional Learning Program  Counseling/Therapy  Character Building Activities  Drug and Alcohol Awareness Activities  Personal Safety Training	2.2.1) 80% of regular attendees will have no suspensions during the school year (annually).	2.2.1) School Disciplinary Records
3) Increase family involvement	3.1) Increase family involvement and communication with student	Family Engagement Activities  Communication with parents at enrollment and throughout the year addressing the importance of talking with their child about their school day.	3.1.1) 50% of parents will report talking with their child about their school day 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	Family Engagement Activities	3.2.1) 50% of parents will report helping (or encouraging) their child to complete homework assignments regularly ("a few	3.2.1) Quality Improvement Scale; Diehl Survey (Spring)

		<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>	<p>times a week” to “daily”) as measured by the Spring Quality Improvement Scale.</p>	
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**North Harrison Middle School**

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
1) Improve academic achievement	1.1) Increase academic achievement in ELA/Reading and math	<p>Homework Help</p> <p>Tutoring</p> <p>Parent and Teacher Communication prompted by Coordinator</p> <p>Peer Mentoring</p> <p>Academic enrichment activities that incorporate math and reading</p> <p>MyON Reading/Imagine Math</p>	<p><u>English Language/Arts Grades</u></p> <p>1.1.1) 60% of regular attendees will earn a “C” or better or increase their ELA/Reading grade from fall to spring</p> <p><u>Math Grades</u></p> <p>1.1.2) 60% of regular attendees will earn a “C” or better or increase their math grade from fall to spring</p>	1.1.1-1.1.2) Final Report Card Grades for ELA/Reading and math (Fall and Spring)
	1.2) Improve academic habits	<p>Homework Help</p> <p>Tutoring</p> <p>Parent and Teacher Communication prompted by Coordinator</p> <p>Peer Mentoring</p> <p>Academic enrichment activities that incorporate math and reading</p> <p>MyON Reading/Imagine Math</p>	<p>1.2.1) 50% of regular attendees will improve or need no improvement to ‘academic performance’ in spring as reported by school day teachers.</p> <p>1.2.2) 50% of regular attendees will improve or need no improvement to ‘completing homework to their teacher’s satisfaction’ in spring as reported by school day teachers.</p>	1.2.1-1.2.2) DOE Teacher Survey (Spring)
2) Improve social and behavioral outcomes	2.1) Improve social and emotional learning skills *SEL Priority	<p>BASE Social Emotional Learning Program/Teaching Tolerance Curriculum</p> <p>Counseling/Therapy</p>	2.1.1) 50% of students will report that the afterschool program has helped them make friends as measured by the Spring Quality Improvement Scale.	2.1.1-2.1.2) Quality Improvement Scale; Diehl Survey (Spring)

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		<p>Character Building Activities</p> <p>Drug and Alcohol Awareness Activities</p> <p>Personal Safety Training</p>	<p>2.1.2) 50% of students will report that the afterschool program has helped them make better decisions as measured by the Spring Quality Improvement Scale.</p> <p>2.1.3) 50% of regular attendees will improve or need no improvement to 'self-confidence' in spring, as reported by school day teachers (DOE Teacher Survey).</p>	
	2.2) Improve in-school and afterschool behavior	<p>BASE Social Emotional Learning Program</p> <p>Counseling/Therapy</p> <p>Character Building Activities</p> <p>Drug and Alcohol Awareness Activities</p> <p>Personal Safety Training</p>	2.2.1) 80% of regular attendees will have no suspensions during the school year (annually).	2.2.1) School Disciplinary Records
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 their school day 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:** School principals are active participants in the afterschool programs at each location and play a key role in our communication plan. We work closely school principals to determine which students receive priority for participating. School principals promote the program to parents as a means for students to receive additional remediation if needed. Principals are present at all family engagement and fundraising events and work side by side with the Program Coordinator at each location to ensure the afterschool program has access to all needed resources (space, technology, equipment, janitorial services, etc.) Principals include information about the afterschool program in their monthly parent newsletters. The **principal's doors are always open** to the Program Coordinators ensuring successful operation of the 21<sup>st</sup> CCLC program at their school. Principals at each location are active members of the Advisory Board and assist with recruiting new community partners as the need arises.

The school board and superintendent of each district will receive copies of all reports including monitoring reports, end of the year evaluation reports, etc. The superintendent at each location makes periodic visits to the program and is very accessible via email or scheduled appointment. Both the superintendent and members of the school board will receive formal invitations to visit the program each year during our Lights on Afterschool event.

To support student success, the Program Coordinator at each school is full time (working 35 hours per week). This allows time to communicate with school day teachers regarding specific student needs. Alignment between the in-school and out-of-school time effort is achieved as each teacher provides the Coordinator with a list of academic standards being addressed during the school day so that the same standards can be addressed in the afterschool program. Daily lesson plans are then developed by all 21<sup>st</sup> CCLC program staff. Enrichment activities are planned that both go along with a predetermined theme and address the same core 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. The Site Coordinators will utilize a variety of methods to communicate with school day staff and families including, but not limited to, email, monthly newsletters, and personal face to face contacts. The Coordinators will be given school email accounts. The Coordinators will act as liaison between classroom teachers, students, school

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

**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 are given access to Harmony, 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 21<sup>st</sup> CCLC program staff will be included in the enrollment packet. Also included in the enrollment packet will be the 21<sup>st</sup> CCLC Consent to Release Information Form.

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](http://www.brsinc.org)) as well as the schools websites, will be included in a program brochure and in the BRS, Inc. agency brochure. 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. **21<sup>st</sup> CCLC Terminology:** The extended day learning/afterschool program at North Harrison Middle School will be referred to as a 21<sup>st</sup> 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 "21<sup>st</sup> Century Community Learning Center" but will also include the 21<sup>st</sup> CCLC Logo. Additionally, any press release or other news related articles will refer to the program as a 21<sup>st</sup> CCLC program.

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

**1. Professional Development Plan:**



**IDOE 21<sup>st</sup> CCLC Program Professional Development Plan**

<b>Program Name</b>	Blue River Services, Inc., Cohort 10, Year 1
<b>Program Director</b>	Julia Baylor
<b>Dates of Implementation</b>	July 1, 2021—June 30, 2022

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

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
IAN Conference	IAN	Improve staff competency to develop and utilize best practices.	Improved efficiency of program staff and operations.	Program Coordinator/ Program Director/District Coordinator - 3	7 Hours per day - 14	\$1,110.	21 <sup>st</sup> CCLC	April 2022	All
IYI Conference	IYI	Improve staff competency to develop and utilize best practices.	Improved efficiency of program staff and operations.	Program Coordinator/ Program Director/District Coordinator - 3	7 Hours per day - 14	\$1,290	21 <sup>st</sup> 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. \$1358	21 <sup>st</sup> CCLC	TBA	All
Various Topics	IDOE	Provide 21 <sup>st</sup> CCLC Program Director with training on a variety of topics pertinent to 21 <sup>st</sup> CCLC programming.	Improved efficiency of leadership staff and program operation	Program Director - 1	3 days of training - 18 hours	\$228	21 <sup>st</sup> CCLC	Varies	Varies
CPR/1 <sup>st</sup> Aid/Bloodborn	BRS	Improve staff's ability to act in emergency situations to help students.	Improved efficiency of program staff and operations.	15	4	\$31.00 per person (2) - In Line with	21 <sup>st</sup> CCLC	Monthly	DPM

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Pathogens Training	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 <sup>st</sup> CCLC	Monthly	DPM/AHD
Preventing Child Abuse and Neglect, Safety, 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	1	In-Kind	21 <sup>st</sup> CCLC	Monthly - Upon Hire	DPM/CHD
On-Board Training - Cultural Competency, Active Shooter, HIPPA, Drug Free Work Place, and Sexual Harassment	BRS District Coor	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 <sup>st</sup> 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 <sup>st</sup> 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 <sup>st</sup> CCLC	Varies	All
CYC Credentialing Process	Creative Re-sources	Improve leadership capabilities and practice.	Improved efficiency of leadership and management staff.	Management Staff	Varies	1000.00	21 <sup>st</sup> 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 <sup>st</sup> 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 family engagement best practices.	All Staff	6 Per Year	Varies/ Staff Supported	21 <sup>st</sup> CCLC/ Donations	Varies - 6 Per Year	DPM
Parent Eng. Trainings									

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	Improve school and family communication and relationships.		Improved education and ability of program staff.	All Staff		4	Varies	21 <sup>st</sup> CCLC	Varies	DPM
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 <sup>st</sup> CCLC	Varies	DPM
BRS Sponsored All Staff (3, Summer, Fall, Winter)	BRS and Creative Re-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 <sup>st</sup> CCLC	Sept./ June/July and Dec.	Varies
Botvin Life Skills Training	Har. Co. Substance Abuse Prevention Equip staff to teach the Botvin Life Skills Awareness and Prevention Program to students of BSE and NHMS.		Staff will be trained on this evidence based prevention program during year 1 and be able to teach the curriculum to students during the entire 4 years of the grant.	Case Managers (2)		14 hours (2 days)	\$3,000	21 <sup>st</sup> CCLC	October 2020	
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 <sup>st</sup> 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.	12	Improved education and ability of program staff. Improved efficiency of program.			Varies	Approx. 3,479	21 <sup>st</sup> 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 <sup>st</sup> CCLC	Varies	Varies

Professional Development Plan Cost:

Total Estimated Cost	\$16,280.00	% of Total Budget	%6.0
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2. **Assessment:** 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, Creative Resources, who specializes in identifying the needs of staff and organizations. Creative Resources has 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, our leadership team engages in weekly meetings to identify the needs of our youth and employees, to discuss identified trends that need to be addressed, new topics that arise and/or changes in culture that warrant additional training. We believe that ongoing assessment is vital to ensuring all professional development needs are being met as the climate of our students and families can change daily. This ongoing analysis of professional development needs is also a tool that each and every one of our staff utilize regularly. Employees of our organization are asked to analyze their own needs, their strengths and challenges and identify areas they may wish to expand upon based upon their specific programs and the students and families they serve. We find this is one of the most significant ways we have of identifying needs and believe 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 handle 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 evaluation form. The form allows employees to identify how well the training met their current needs. Employees are also asked to identify significant items learned and ideas for future training topics. And finally, the need for additional professional development for staff is identified through on-site observation by leadership and through the annual employee performance evaluation process.

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, etc. 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 school day staff. 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 noted previously it is critical that our leadership and organization invest in our employees, our programs and the participants we serve. In order to fully be aware of these needs we see this process as ongoing and vital to the quality and success of our programs. As trends arise in education and afterschool and research identifies new and better ways to work with our youth, we must be ready to adapt to those changing needs and integrate those into our programs if we want to see continued success for our students and families. It is also noted that a crucial piece of professional development for any organization is a clear understanding of staff and their own needs, both on a personal and a professional level. Within our organization we see our staff as our greatest asset and realize that the more we invest in their personal and professional growth, the more they will be able to give to their students and families, seeing this as a continuous circle that supports progress for all individuals involved. In addition, the use of a formal professional development plan and a formal assessment process allows us to outline the most recognized needs of staff and set a timeframe to ensure we are meeting those needs. By combining these tools with our ongoing process and our collaboration with Creative Resources, 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 the Cayen system based on availability from the district. The district will provide academic data, and program staff will enter/import these data into Cayen. DCG staff will support imports into Cayen, ensuring quality and minimizing manual entry. Staff will collect and enter daily attendance into Cayen. Program staff will administer surveys, and evaluators will enter/analyze the data. DCG staff will provide ongoing technical assistance to assure quality of data collection/entry. *Instruments used to collect data.* Instruments have been developed/identified to address all aspects of the evaluation plan (see Table 11.1).

<b>Table 11.1 Data Sources, Instruments, and Data Collection Timeline</b>	
<b>Data Type/Collection Timeline</b>	<b>Instrument/Data Source Description and Associated Performance Measures (PM)</b>
<b>Demographics:</b> <i>Ongoing</i>	<b>Cayen:</b> 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>
<b>Achievement:</b> <i>Fall/Spring (Annually)</i>	<b>ELA/Reading and Math Report Card Grades (K-8):</b> The evaluation will examine participants' semester report card grades (ELA/Reading, math) <i>PM: 1.1.1-1.1.2</i>
<b>Attendance:</b> <i>Taken daily, entered daily/weekly</i>	<b>Cayen:</b> (a) Number of attendees; (b) number and percentage of regular attendees (45 days); (c) number and percentage of students by attendance gradation 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>
<b>Teacher Perceptions of Student Outcomes:</b> <i>Spring (Annually)</i>	<b>DOE Teacher Survey:</b> This survey includes 11 items related to specific improvement in (a) class participation, (b) getting along well with other students, (c) behaving well in class, (d) academic performance, (e) helping others, (f) completing assignments, (g) responsible decision-making, (h) self-confidence, (i) accepting responsibility for actions, (j) identifying emotions, and (k) homework completion. <i>PM: 1.2.1-1.2.2, 2.1.3</i>
<b>Stakeholder Perceptions of Program Quality:</b> <i>November and April (Annually)</i>	<b>Quality Improvement Scale:</b> The Quality Improvement Scale is a customizable, multi-item instrument created to measure five domains of afterschool quality across each stakeholder group: 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 in their child’s education and literacy activities, and overall program satisfaction. Surveys are administered to afterschool participants, parents, and afterschool program staff. <i>PM: 2.1.1-2.1.2, 3.1.1, 3.2.1</i>
<b>Site Observations:</b> <i>Fall and spring (Annually)</i>	<b>IAN Standards-Based Observation:</b> An observation tool aligned with the IN-QPSA and developed by DCG staff that assesses the presence of State afterschool standards. DCG will conduct site observations twice per year at each site.
<b>Behavior:</b> <i>Spring (Annually)</i>	<b>Suspensions:</b> Number of suspensions will be pulled from school records and merged with attendance data. <i>PM: 2.2.1</i>

**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.

<b>Table 11.2 Select Experience</b>
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.
DCG has served as Indiana’s state evaluator for 21 <sup>st</sup> CCLC since 2018.

DCG staff include a former 21 <sup>st</sup> CCLC Project Director responsible for the management of four state and federal 21 <sup>st</sup> CCLC grants and a former 21 <sup>st</sup> CCLC assistant program director/site coordinator responsible for the administration of programming at two state-funded 21 <sup>st</sup> CCLC programs.
DCG previously subcontracted for five years with the American Institutes for Research (AIR) as part of the national evaluation of 21 <sup>st</sup> CCLC and is currently partnering with AIR on the statewide evaluation of 21 <sup>st</sup> CCLC in Texas.
DCG staff were on the original IDOE 21 <sup>st</sup> CCLC Advisory Council and are current members of the 21 <sup>st</sup> CCLC Evaluation Advisory Group, Indiana Out-of-School Time Advisory Board, and Indiana Afterschool Network. Staff were invited to participate in planning for the IN-QPSA, 21 <sup>st</sup> CCLC Program Evaluation Guidelines, Indiana’s 21 <sup>st</sup> 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 21<sup>st</sup> 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.

<b>Report Type/ Description</b>	<b>Report Date</b>	<b>Required Components</b>
<b>Aggregated Final Report (Summative):</b> 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>
<b>Year End Report (Summative):</b> 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	
<b>Attendance Report (Formative):</b> Using Cayen attendance, this report shows progress toward attendance targets following the fall semester.	end of fall semester annually	
<b>Stakeholder Survey Reports (Formative):</b> 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>
<b>Site Visit Report (Formative):</b> Data from annual site visits. Data are collected using the IAN Standards Checklist.	fall, spring annually	
<b>IN-QPSA Report and Action Plan (Formative):</b> Data generated from online IN-QPSA site and Action Plan Developed by <i>IN-QPSA Assessment Team</i> .	Annually based on IDOE guidelines	
<b>Program Improvement Worksheet:</b> 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 for both BSE and NHMS have already been developed. The selected measures have been established in consultation with the evaluation team, school staff, and program stakeholders. They were written as specified by IDOE and targets were selected based on a review of prior year proficiency levels and school improvement plans.

Table 11.4 Strategies for Assessing Performance Measures	
Focus Area	Measurement Strategies
<b>Academic</b>	
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 “C” or better or increased their grade from fall to spring in ELA/Reading and math.
Academic Habits	Academic habits will be assessed using the DOE Teacher Survey. Specific survey items include: <b>Academic Performance</b> <ul style="list-style-type: none"> <li>The percent of RAPs identified as improved in ‘academic performance’ (or not needing to improve) will be used to measure progress.</li> </ul> <b>Homework Completion</b> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Social/Behavioral</b>	
Social-Emotional Learning	Social-emotional learning skills will be assessed using the Quality Improvement Scale (Diehl Survey) (Relationships, Decision Making) and the DOE Teacher Survey (Self Confidence): 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"> <li>“The afterschool program helps make friends.”</li> <li>“The afterschool program helps me make better decisions.”</li> </ul> <b>Self-Confidence</b> <ul style="list-style-type: none"> <li>The percent of RAPs identified as improved in ‘self-confidence’ (or not needing to improve) will be used to measure progress.</li> </ul>
In-School and Afterschool Behavior	Behavior will be assessed using School Disciplinary Records. Specific items include: <b>Suspension</b> <ul style="list-style-type: none"> <li>The percent of RAPs who do not receive a suspension during the school year will be reported (annually).</li> </ul>
<b>Family Engagement</b>	
Involvement and Communication with Student	Family involvement and communication with their student will be measured using items from the Quality Improvement Scale (Diehl Survey). The percent of parents reporting regular participation “a few times a week” to “daily” will be used to track progress. Specific survey item includes: <ul style="list-style-type: none"> <li>“...talks with my child about the school day.”</li> </ul>
Family Engagement with Students’ Education at Home	Family engagement with their student’s education at home will be measured using items from the Quality Improvement Scale (Diehl Survey). The percent of parents reporting regular participation “a few times a week” to “daily” will be used to track progress. Specific survey items include: <ul style="list-style-type: none"> <li>“...helps (or encourages) my child to complete homework assignments.”</li> </ul>

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

1. **Transportation To and From:** Our program will only be operated afterschool from 3 – 6:00 p.m. Monday through Friday, each week that school is in session. We will utilize various means to ensure that no child is eliminated from the program because of a transportation barrier. At BSE, transportation home from the program will be provided by SCS using the schools transportation system. Funds have been allocated in the budget to cover this cost. Students who do not require transportation services will be picked up each day by their parent or other person designated to do so by the parent/guardian. BRS, Inc. operates the public transportation system in Harrison County, Southern Indiana Transportation (SITS). At NHMS, students may be picked up at the school, carpool, or be transported by SITS. A SITS vehicle will be contracted (at no cost to the families) to transport children on a daily basis who need transportation services in order to participate. Pick up points along main highways may be designated. For students whose parents cannot pick them up at the school, or at a designated pick up point, we will formulate a car pool situation. Coordination of transportation services and car pool arrangements will be the responsibility of the site coordinators.

2. **Needs of Working Families:** Programs at both BSE and NHMS operate until 6:00 p.m. in order to accommodate the needs of working families. Should a parent be held up for any reason such as traffic backup or accident, 2 staff members will remain onsite until the parent arrives.

3. **On Site Safety:** All staff are provided with a copy of and receive training on the Children’s Services Department *Safe Conditions Policy* during their 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 Standards. Specifically, safety procedures include, but are not limited to, the following:

<b>NHMS Extended Day Learning/Afterschool Program Safety Measures</b>	
1)	We will maintain a 15:1 staff/child ratio
2)	Sign in – sign out sheets will be maintained daily
3)	Until the after school program staff are familiar with a child’s parent/guardian, appropriate IDs will be checked
4)	Parents will be required to complete an Enrollment Packet which asks for pertinent medical information such as allergies or other medical conditions, emergency medical treatment release form, permission to transport form, a list of persons authorized to pick up the child, and emergency contact numbers
5)	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, criminal background checks, physical and annual TB test
8)	Monthly and quarterly drills are conducted to prepare staff and children in case of a real emergency. Drills include the following: Fire, Tornado, Earthquake, Missing Person, Bomb Threat, Medical Emergency, Violent Crisis Situation, Natural Disaster, Gas Leak/Other Evacuation, Utility Failure, and Hazardous Material
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 after school 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:child ratio drops to 10:1
13)	Only school bus drivers and school vehicles or South Indiana Transit (SITS) drivers and vehicles will be used to transport students. (SITS is the local public transportation system)
14)	All staff receive training on the BRS, Inc. Health and Safety procedures including Disaster Preparedness initially when hired and annually thereafter.
15)	Both afterschool programs will adhere to the school corporations' established COVID 19 pandemic Plans.

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 manger 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:

1. The employee
2. The employee's supervisor(s)
3. The supervisor of a department in which an employee is applying for a position.
4. Human Resources staff
5. State and Federal Surveyors
6. Authorities authorized by a court order
7. Auditors or Surveyors from accrediting agencies (ie 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.

**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 and encouraging them to use their power and influence to generate support for our program.

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 21<sup>st</sup> CCLC grant such as snacks, student incentives, etc.

During years 1 and 2 of this grant cycle, we will work to begin a latchkey program at both NHMS and BSE. This program will operate separate from the 21<sup>st</sup> CCLC program. The latchkey program will be fee-based and will hopefully expand during the grant cycle so that revenue being generated from this program will subsidize the 21<sup>st</sup> CCLC program if grant funds are reduced or eliminated. BRS, Inc. has successfully obtained School Age Child Care Grants to help begin and support latchkey programs at two of our other afterschool program sites. These grants allow private pay children to attend on a sliding fee scale based on the family's income.

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

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

Although it is our policy to not allow volunteers to work alone with students, if 21<sup>st</sup> CCLC funds are no longer available, we will work with local churches, high schools, volunteer organizations such as Senior Corps, Junior Achievement, Big Brothers Big Sisters, Peace Corps, Americorps, Retired Teachers Association and others to locate volunteers to fill staffing

positions. We will continue to ensure the volunteers are directly supervised by a BRS, Inc. staff member and are never alone with the students but child groupings and activities can be combined still ensuring a 1:15 student to staff/volunteer ratio while maintaining a constant visual of the volunteers.

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 21<sup>st</sup> CCLC funding be eliminated, we will work with the corporations to locate other sources of potential revenue such as Title 1 funding.

## APPLICATION CHECKLIST

<b>Section</b>	<b>Point Value</b>	<b>Maximum Page Limit</b>
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
<b>Total</b>	<b>125</b>	<b>52</b>