Idaho Out of School Network (ION) Enrichment Grant

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Equal Opportunity Statement

Jannus, Inc. shall abide by the requirements of 41 CFR sections 60-1.4(a) (7), 60-300.5(a) and (d), 60-741.5(a) and (d), and 29C.F.R. Part 471, Appendix A to Subpart A, if applicable. These regulations prohibit discrimination against qualified individuals, including on the basis of race, color, religion, age, gender, pregnancy, national origin, mental or physical disability, genetic information, sexual orientation or gender identity, veteran status or disability, military status, or any status protected by federal, state or local law and require affirmative action by covered prime contractors and subcontractors to employ and advance in employment women, minorities, qualified protected veterans, and individuals with disabilities.

Overview

As the impact of the pandemic continues, families, young people and schools need broader community support to safely meet the academic, social and emotional needs of young people across the state. Youth development organizations and school districts have quickly adapted their services throughout this time to meet the needs of young people and families to whom they are deeply connected. Afterschool programs have an important role to play in the long term recovery and support of Idaho's children and families, as well in addressing unfinished learning. Across the state, community-based youth development organizations and schools have been and are prepared to continue providing: emergency childcare and youth development programming, whole child health supports, academic mentoring and device and connectivity support.

The ION Out-of-School Time (OST) Enrichment Grant is intended to expand access to and improve the quality of out-of-school time (OST) opportunities across Idaho. This funding is dedicated to supporting organizations that provide comprehensive evidence-based out of school time programming that delivers academic, social, and emotional learning for students most impacted by the COVID-19 pandemic. This grant was created to support Local Education Agencies (LEA), and Community-Based Organizations (CBO) providing OST programming during the 22/23 school year and summer.

This funding is a result of the Idaho Community Program Grant from the Idaho Department of Health & Welfare. It includes monies from the Coronavirus Aid, Relief, and Economic Security (CARES) Act (March 27, 2020), the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021 (December 27, 2020), and the American Rescue Plan (ARP) Act of 2021 (March 11, 2021).

Timeline

Application Open: August 15, 2022
Q & A Webinar on Award Details: August 17, 2022, 10 am MT
Application Close: September 1, 2022, 11:59 pm MST
Awards Announced: September 9, 2022
New Awardee Orientation meeting: September 16, 1 pm (virtual)

Eligibility

Eligible applicants

- A nonprofit organization, public school, faith-based organization, municipality;
  - Nonprofit organizations must provide their System for Award Management (SAMS) # and Tax ID # in application. Click here to learn more about SAM and register.
- A program providing OST direct service to youth ages 5-13 in Idaho year round or during the 2022/23 school year
- Programs who are free or sliding scale to participants and families during the school year and/or summer

ION reserves the right to prioritize funding for organizations who are not currently 21st Century Community Learning Centers.

Ineligible applicants

- For-profit businesses including for-profit afterschool or summer organizations
- Programs that are receiving funding from the Idaho Community Grant Program through Idaho Department of Health & Welfare in 2022 & 2023

Funding

Applicants can apply for the amount needed per organization for programming and justify the amount through their plan and budget. The grant may be utilized to support a single site or multiple sites. ION reserves the right to offer the amount the review committee feels is justified based on submission quality and project needs. Payment to programs will happen on a schedule and are contingent on submission of progress reports, meeting quality requirements and the funding from Idaho Department of Health & Welfare to ION.

Applicants should describe the category costs in the provided portion of the budget template. It must include specific details. *(For example: Staff costs will include one full-time head counselor/teacher at $20 per hour and two full-time counselors at $18 per hour, all for 200 hours total, for a total of $11,200. Scholarships will be awarded based on need, with 6 full scholarships at $225 per week and 12 partial scholarships at $117.50 per week for five weeks, for a total of $13,800.)*

Budgets that are submitted without proper detail will be returned to the applicant with a request to resubmit. Resubmission is required in order to be considered for review.

Programs must show how receiving these funds will increase capacity—serve more children and/or serve at a lower cost—than otherwise possible. If the program plans to expand slots to additional students, please indicate evidence of demand (waitlist, letter of support from the school district,) etc.

Programs are highly encouraged to increase staff wages, provide stipends to volunteers and increase compensation to improve the quality of the profession. ION puts forth the following [Proclamation on the Profession](#) shared by the National Afterschool Association.

Tier guidelines:

Tier 1: Year Round programming for 2022/23 School Year and Summer 2023
$45,000-$135,000
- Payments will occur in three installments during the grant period and be based on amounts listed in the budget.
- Priority will be given to programs who provide multipurpose and academic programming
  - 30 weeks of the school year and a minimum of 10 hrs a week
  - 6 weeks of the summer and a minimum of 20 hours a week

Tier 2: 2022/23 School Year only
$25,000-$90,000
- Payments will occur in two installments and will be based on amounts listed in the budget.
- Priority will be given to programs who provide multipurpose, academic, or specialty programming for at least 20 weeks, 5 hours a week

Eligible Expenses

- Reduction in costs to families for participation (e.g., sliding fee scales, lowered participation fees)

- Expansion of existing program: number of weeks and hours, number of children served, staffing, space, activities, add a site, etc.
- Establishment of a new program
- Salaries and fringe benefits
- Professional learning and training related to the improvement of the program(s)
- Field trips that align with learning acceleration activities, support the program goals and objectives as listed in the grant application and have a positive impact on student growth and achievement.
- Consultants, subcontractors, and evaluators
- Program materials and supplies
- Transportation
- Food offered during regular programming hours
- Equipment
- T-shirts purchased for safety reasons associated with field trips. These must have the program name or logo on it.
- Planning and partnership development, particularly the development of school-community partnerships
- Remedial education activities and academic enrichment learning programs, including providing additional assistance to students to allow the students to improve their learning acceleration
- Literacy education programs, including financial literacy and environmental literacy programs
- Provision of qualified instructors to provide math and literacy instruction
- Hands-on enrichment programs
- Integration of whole child supports and/or youth connectedness and well-being programming
- Provision of resources to allow for full participation of students with disabilities and/or special needs, students experiencing homelessness, those in foster care, English language learners, youth receiving free or reduced-price lunch, and migratory youth
- Activities that support healthy and active lifestyle
- Programming focused on drug and violence prevention, counseling, and character education
- Increase of youth supports (e.g., mental health provider and/or a social worker, tutors, mentors, etc.)
- Family engagement and parenting skills activities that promote parental involvement and family literacy

Awardees will be subject to 45 CFR 98.56 https://ecfr.io/Title-45/Section-98.56.

Ineligible Expenses

- Field trips purely for entertainment purposes
- End-of-year celebrations or food associated with parties or socials
- Incentives including plaques, trophies, stickers, certificates, t-shirts (unless purchased for safety reasons for field trips), and give-a-ways
- Advertisements, promotional or marketing items
- Decorative items
- Purchase of facilities and vehicles (e.g., buses, vans, cars) or land acquisition
- Capital improvements and permanent renovations (except for instruction space improvements related to preparation and/or response to COVID)
- Dues to organizations, federations, or societies for personal benefits

Requirements

Purpose and Strategies

Applicants must propose to use funds for at least one of the following purposes:
1) Expand access to serve more youth, with an emphasis on children who were most impacted by the pandemic. Potential strategies include:
   - Increasing program slots for children and youth
   - Expanding an existing programming to a community with few or no options currently available
   - Creating a new program in a community with few or no options currently available
   - Increasing weeks, days, hours of afterschool programming

2) Reduce barriers to participation to ensure access for all. Potential strategies include:
   - Providing free transportation to and from the program site(s)
   - Offering subsidies/scholarships to offset enrollment costs
   - Increasing access for children and youth with disabilities, youth experiencing homelessness, youth in foster care, English language learners, youth receiving free or reduced-price lunch, and migratory youth

3) Increase programmatic quality and expand or enhance supports/services offered. Potential strategies include:
   - Increasing staff wages

- ○ Enhancing learning acceleration through increased staffing of certified teachers, new curriculum, staff professional development, and/or activities
- ○ Enhancing behavioral health supports through hiring of social workers or counselors, training of staff, and/or utilizing well-being and connectedness curriculum
- ○ Adding new enrichment opportunities, such as career exploration, youth entrepreneurship, STEAM, and/or the arts
- ○ Developing new partnerships with other community-based organizations, municipalities, and/or schools

Enrichment Time & Activities

Programs must provide at least half of their programming time on enrichment activities focused on Social Emotional Learning or addressing academic learning loss.

Examples of enrichment activities include but are not limited to:

- STEM
- Music
- Art
- Hands-on experiences
- Mentorship
- Teamwork exercises
- Field trips
- Guest speakers
- Career/college exploration
- Reading
- Physical education

Key Dimensions Linking OST Program Content to Primary and Secondary Outcomes

PROGRAM FOCUS	TYPICAL PROGRAM ACTIVITIES	TYPICAL FREQUENCY	TYPICAL STAFFING	POTENTIAL PRIMARY OUTCOMES	POTENTIAL SECONDARY OUTCOMES
Specialty: Sports, arts, science and technology, youth development (e.g., soccer, drama, coding, Girl Scouts/Boy Scouts)	Fundamental activities promoting skills of the specialty topic	Varies	Instructors with specific content expertise	New experiences and opportunities Skill development (which may be targeted noncognitive skills for youth development programs)	Noncognitive, developmental School behavior Academic achievement Attitudes
Multipurpose: 21st CCLC, school-aged child care, Boys and Girls clubs	Homework help Recreation activities (games, free play) Enrichment (arts, technology, sports) Snacks and/or meal	School year: 5 days per week for 3 hours per day Summer: 5 days a week for up to 8 hours a day	Youth workers May or may not include school teachers for homework help or academic enrichment	Safety/supervision Family employment Homework completion New experiences and opportunities Health and wellness	School behavior Noncognitive, developmental Academic achievement Attitudes
Academic: Summer learning programs, reading or math after-school enrichment	Academic content (e.g., English–Language Arts, mathematics) Recreation activities Enrichment activities Snacks and meal	School year: 3–5 days per week for 3 hours per day, typically 45–90 minutes of academic instruction Summer: 4–5 days per week for 4–6 weeks, either half-day or full-day, 60–120 minutes per subject	Certified teachers provide academic instruction Youth workers provide recreational activities	Academic achievement Safety/supervision Family employment New experiences and opportunities Health and wellness	Noncognitive, developmental School behavior Attitudes

McCombs, Jennifer, et al. "The Value of out-of-School Time Programs." 2017, https://doi.org/10.7249/pe267.

Program Type

Applicants must identify their type of program as multipurpose, academic or specialty. To be considered for Tier 1 funding, applicants must meet the multipurpose and academic frequency of programming, 3- 5 days a week, 2 hours per day. If a specialty program can show evidence of a regular, medium to high dosage and affordable fees, they will be considered for Tier 2 funding.

Schedule & Dosage

Dosage is very important to the quality of a program and being able to measure outcomes for youth. Research shows that multipurpose programs can improve youth safety, and that academic programs with sufficient dosage can improve student

achievement. Specialty programs can offer valuable outcomes as well but because of the varying schedule and fees (when applicable) offer less accessibility to families.

Programs will be asked to describe the daily/weekly schedule for programming hours. For instance, a before and afterschool program would describe their schedule as:

School year schedule example:
Before school hours: 7 am - 8:10 am
Afterschool hours: Monday - Thursday 2:30 - 5:30 pm
Friday programming: 8 am - 4 pm

Summer schedule example:
Monday - Thursday, 8 am - 4 pm
Friday - 12 pm - 3 pm

Critical Content Areas

Applicants who are multipurpose or academic must offer programming with at least 3 of these critical content areas/services:
- Addressing learning loss (required)
  - Homework help from a certified teacher or paraprofessional
  - Individual or group tutoring by subject area
- Enrichment activities, such as the arts and career exploration (required)
- Healthy eating & physical activity
  - Programs that support youth through healthy eating and physical activity include balanced hot or cold meals, snacks that include protein vegetables and fruit options, sports, outdoor play, and recreation.
- Well-being and connectedness
  - Programs that offer content and services for wellbeing and connectedness could include mental health supports, problem solving, and team building

Program Quality Supports

All programs will be expected to use the support and guidance in the Idaho Building Blocks for Out-of-School Time Quality Self Assessment to guide and improve quality in various program areas. The system is self-assessment based, and programs will participate in a variety of activities. Support to programs will include coaching and technical assistance, and OST resources from ION staff.

Examples of activities may include:

- 2 (1 hr) Quality training webinars in the fall; directors who attended in prior award periods will not be required, however they will be highly encouraged to send staff.
- 2 Quality check ins (1/2 hr virtual meeting) with ION staff, scheduled for winter and spring
- Create and submit a Behavior Matrix (unless submitted in prior school year or summer award)
- Develop a Continuous Quality Improvement goal

Reporting

Grantees will submit progress and final reports online issued by the Utah Education Policy Center (UEPC). Grantees will also be asked to survey program staff, youth and parents/guardians in the spring and summer.

Year round recipients will report on the following schedule:
- January 2023: Progress report
- July 2023: Progress report
- September 2023: Final report including budget actuals

School year only recipients will report on the following schedule:
- January 2023: Progress report
- July 2023: Final report including budget actuals

Collecting demographic information is an important task for quality programs and ensuring program accessibility to all youth. Recipients will report on participation per month and include the number of youth in their program by gender and racial ethnic groups.

Participation

When writing the progress and final reports for ION, a youth should be reported as having "participated" in a program if they have attended 50% or more of the time they were eligible to attend.

Demographics

As a way to ensure this funding is supporting the intended audience which includes historically underserved youth and youth most impacted by Covid, ION will give priority to organizations who serve these populations and can provide attendance statistics. According to Idaho's State Plan, the following demographics are recognizes as historically underserved:

- Students from low-income families,
- Students living in rural areas,
- Black, Indigenous, youth of color,
- Latinx youth,
- English learners,
- Children with disabilities (youth with disabilities eligible under the Individuals with Disabilities Education Act (IDEA),
- Students experiencing homelessness,
- Children and youth in foster care,
- Migratory students,
- Youth involved in the criminal justice system,
- Students who have missed the most in-person instruction during the 2019- 2022 school years,
- Students who did not consistently participate in remote instruction when offered during school building closures,
- LGBTQ+ students

Program Assurances

If awarded, grantees agree to the following:

- To avoid duplication of programming, providers will confirm with their local public school district that similar programming is not offered;
- Participation in data collection that is required by the state or federal government for the use of this funding;
- On-site monitoring visits conducted by ION staff or their subcontractor at any time during the programming;
- The application must be completed by the entity that maintains full responsibility and therefore is the operator of the program, regardless of any partnership, volunteer, or subcontract arrangements;
- Programs make every reasonable effort to be accessible for individuals with disabilities. Additionally, all materials should be made available in accessible formats (e.g., printed, digital, and web-based information);
- A commitment to embracing diversity, equity, and inclusion integrating these concepts into daily activities to create a healthy program environment for all youth and staff;
- Provide a final report to ION no later than September 15, 2023.

Application Process

Submission

Applications must be submitted in the Blackbaud grant portal no later than 11:59 pm MST, **September 1, 2022.** Applications will not be accepted outside of the grant portal.

Award requirement questions can be submitted via email here:
danielizabeth@jannus.org

Applicants who experience any technical difficulties with their Blackbaud account should contact Blackbaud support.

Selection and Notification

Award applications will be reviewed and scored using the rubric in Attachment A by an independent review committee of peers consisting of at least 3 community members. Programs will be notified via email if the application was selected or not by September 9th.

Applicants should familiarize themselves with the following attachments that are available online on ION's funding page:

- Attachment A: Definitions Glossary
- Attachment B. Application Questions
- Attachment C. Scoring Rubric
- Attachment D. Frequently Asked Questions (FAQ)
- Budget Template