United Way of Greater Atlanta

Learning Loss – Request for Proposals

Revised January 18, 2022

I.   Introduction

Overview

In March 2020, the effects of the COVID-19 pandemic began, and schools had to close their doors while transitioning to remote learning. The pandemic has taken a toll on our education system. As a result, there is significant learning loss occurring in the state of Georgia. Research shows that "distance learning has caused a significant setback in achievement, particularly among Black and Hispanic youth and youth with disabilities".[1] These young people are more likely engaging in virtual learning and more likely to have their school buildings closed for the entire school year. The impacts of the pandemic include academic and social-emotional development for young people. During this time, it is more critical than ever that we focus on the whole child approach which provides supports for their academic, physical, cognitive, social, and emotional development.

Every stage of a young person's life is critical for future success. By ensuring that young people are supported their whole lives, from ages 5-17, we can make certain they are successful as adults. There are several elements that are critical at each and every stage: support from parents and other caring adults, a safe and supportive environment with family and community connections, financial stability, high-quality services and programs, and health and wellness. By working together, we can address young people's needs throughout their continuum of learning. "Brain research indicates that emotion and cognition are profoundly interrelated processes…. emotion and cognition work together, jointly informing the child's impressions of situations and influencing behavior."[2] Young people have been impacted socially and emotionally from the pandemic. It has changed their ability to connect with family and friends as well as engage in extracurricular activities that build character, social and leadership skills. Emotions and social behaviors affect young people's ability to persist in goal-oriented activities, ask for help when it is needed, and to participate in and benefit from relationships. It is essential that young people have high-quality programs focused on developmental supports to address educational inequities exacerbated by the COVID-19 pandemic.

Purpose

The Georgia legislature has allocated state funds to the Georgia Division of Family and Children Services in amount of $4.7 million to reduce learning loss for the state of Georgia. Among various strategies to utilizing the funds, United Way of Greater Atlanta (United Way) and the Georgia Division of Family and Children Services (Georgia DFCS) has chosen to strategically

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[1] https://www.cnbc.com/2021/03/30/learning-loss-from-virtual-school-due-to-covid-is-significant-.html
[2] https://www.cde.ca.gov/sp/cd/re/itf09socemodev.asp

focus on reducing learning loss by implementing a statewide competitive grant process. This grant opportunity will support community-based organizations who are serving Georgia's most vulnerable young people; young people who reside in our economically disadvantaged communities that have higher concentrations of black and brown students. These young people have disproportionately fewer math, science, college/career preparatory courses and higher rates of grade retention, suspension, or expulsion. Even with a rise in high school graduation rates, these young people lack resources and supports to improve their college and career readiness. They deserve access to high quality and affordable programming which is one of the most important investments to make in our youth's future.

II.   Grant Process

How to Apply

Community-based organizations who serve children and youth who are furthest from opportunity across the state of Georgia and provide program services and/or supports to reduce learning loss may complete a grant application via United Way's Grant Portal – FLUXX. The grant application will be available on January 12th. If the grant application is approved, organizations will be notified in mid-late April 2022.

TIPS: United Way of Greater Atlanta encourages applicants to work on their application answers in a word document saved to their local drive rather than drafting all answers in the online application. If there are technical challenges, drafting your responses and saving them to your local drive/desktop will prevent applicants' work from being lost. Additionally, applicants should use the Google Chrome web-browser to complete their letter of intent and applications. The grant portal – FLUXX works best with Google Chrome. Learn more about Google Chrome and download the browser here (https://www.google.com/chrome/).

Eligibility Requirements

Eligible Applicants – Community-based organizations across the state of Georgia whose learning loss programs have been in place for at least 12 months must meet at least one of the following eligibility criteria to apply:

- Nonprofit organizations and state and local government agencies. Nonprofit organizations will be asked to provide their 501(c)(3) number. If the applicant is a nonprofit, it must be registered with the Georgia Secretary of State as a nonprofit (click here to verify: https://ecorp.sos.ga.gov/BusinessSearch).
    - Have an independent governing body consisting of at least nine voting members who are resident volunteers, that has the authority to decide policy and strategic direction with respect to the agency's programs, administration and finances, in

accordance with the organization's By-Laws, and who shall meet at least four times per year. Paid staff must not be a voting member of the Board.

- o Maintain a non-discrimination policy or plan that does not discriminate on the basis of race, cultural heritage, religion, gender, national origin, age, marital status, sexual orientation, veteran status or status as a qualified disabled or handicapped individual.
- o Demonstrate financial management - All financial statements must show evidence of accounting principles in accordance with Generally Accepted Accounting Procedures (GAAP) and include full disclosures and appropriate notes for such things as leases, loans, investments and affiliated party transactions.

- Nonprofit organizations with a fiscal agent who has 501(c)3.
- Faith-based organizations are eligible to apply only if the program is open to all children and not just those who are of a particular faith, enrolled in a particular school or members of the applicant organization.

IMPORTANT NOTE: Youth participating within the organization's Learning Loss funded program MUST meet the following requirements: be a U.S. citizen or legal immigrant; AND be a Georgia resident; AND currently receive Supplemental Nutrition Assistance Program (SNAP)/Food Stamps, Temporary Assistance for Needy Families (TANF), Medicaid or Supplemental Security Income (SSI) or have a household income 300% or less of the Federal Poverty Level (FPL); AND be 5 - 17 years old or be 18 years old and currently enrolled in school *(high school, GED program or equivalent, or post-secondary institution)* and will be enrolled in AND attend school during the upcoming academic year *(Verification of school enrollment includes a letter from the school on official school letterhead)* or be 18 - 19 years old and have a dependent child AND be the custodial parent.

Ineligible Applicants

- Public schools and school districts, private and independent schools. **Note**: schools and school districts that received funding from the American Rescue Plan Act may use their ESSER I, II or III funds to support summer programming, including through contracts with community-based organizations. Because public schools and school districts are not eligible to apply for funding, they are not eligible to serve as fiscal agents for DFCS Learning Loss grant.
- Organizations whose purpose is to raise funds for public schools.
- For-profit organizations.
- Child-care centers serving only children under age 5.

Grant Award Range

The grant award will be $50K per organization. We anticipate awarding 50-60 organizations.

Grant Period

The grant period is May 2022 – April 2023. Grants will be awarded to organizations who provide programming and support services to reduce learning loss for Georgia's youth.

Reporting

Grantees will report on their progress and impact using the following schedule: Mid-year report (October 2022) and Year-end report (May 2023).

Timeline

2022 Grant Process	
Grant Release	Dec 15th
Information Session	Jan 7th and Jan 11th Jan 20th - additional session for applicants outside of United Way's 13-county region
Grant Application available in FLUXX	Jan 12th
Training and Technical Assistance	Jan 12-26
Proposals Due	Feb 2nd
Review Process	Mid-February – early April
Final Proposal Selection Process	Mid – Late April
Announcement	Late April – early May
Mid-year report	October 2022
Year-end report	May 2023

III.   Program Components – Required and Preferred

Required Program Components

Applicants must implement at least one of the following required academic support strategies:

- **Build Reading Skills** - Expand literacy-focused after school and summer enrichment programs designed to increase reading skills and close the literacy achievement gap.
- **Improve Math Fluency** – Support continuous learning and practice in math, more engaging and hands-on method of experiencing math

- **School Transition** - Prepare students, families, schools, and communities to develop the necessary skills, knowledge and relationships to assist young people in successfully moving from one grade level to another.
- **Strengthen Family Engagement** - Foster the natural leadership that parents have as their child's first teacher, brain builder, advocate and coach.
- **Learning acceleration** - Strategically prepares students for success in the present—this week, on this content. Rather than concentrating on a list of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning. Acceleration jump-starts underperforming students into learning new concepts before their classmates even begin. Rather than being stuck in the remedial slow lane, students move ahead of everyone into the fast lane of learning.
- **Access to Quality Out of School Time** –High quality afterschool and summer learning programs can close educational and opportunity gaps, support the positive development of the whole child, and can be a key strategy to improving child well-being.
- **Contextualizing learning** - Teaching students the content in a context, i.e., embedding the concepts in meaningful activities and in a scenario that makes sense to the students to enhance their understanding and to make the concepts more relatable.

Preferred Components

- **Promote Two-generation outcomes** – Strategies that promote the well-being of children and their families through coordinated services and opportunities that work synergistically to improve the circumstances of the entire family
- **Secure Basic Needs** - Ensure children and their families have the food, shelter, transportation, and technology that are fundamental to achieving educational outcomes, healthy lives and reaching economic stability

IV.   Target Population and Priority Considerations

Target Populations

- System-involved youth (youth in child welfare and justice services)
- Young parents
- Young people of color in low-income families
- Young people in United Way's low and very low Child Well-Being communities (https://www.unitedwayatlanta.org/child-well-being-map/)
- Youth with disabilities
- Youth who have special educational needs and/or supports
- Youth experiencing homelessness
- English language learners
- Migratory youth

IMPORTANT NOTE: Youth participating within the organization's Learning Loss funded program MUST meet the following requirements: be a U.S. citizen or legal immigrant; **AND** be a Georgia resident; **AND** currently receive Supplemental Nutrition Assistance Program (SNAP)/Food Stamps, Temporary Assistance for Needy Families (TANF), Medicaid or Supplemental Security Income (SSI) **or** have a household income 300% or less of the Federal Poverty Level (FPL); **AND** be 5 - 17 years old **or** be 18 years old and currently enrolled in school *(high school, GED program or equivalent, or post-secondary institution)* and will be enrolled in AND attend school during the upcoming academic year *(verification of school enrollment includes a letter from the school on official school letterhead)* **or** be 18 - 19 years old and have a dependent child AND be the custodial parent.

Priority Considerations

Priority 1: Organizations who are not currently receiving DFCS Afterschool Care Program Funds (October 1, 2021 – September 30, 2022).

Priority 2: Organizations who have not received state or federal funds to support learning loss or additional educational and enrichment opportunities.

Priority 3: Organizations that implement youth educational programs in one of the following Georgia DFCS Regions: 2, 8, 9, 10 and/or 11.

Region 2 - Banks, Dawson, Forsyth, Franklin, Habersham, Hall, Hart, Lumpkin, Rabun, Stephens, Towns, Union, and White
Region 8 - Chattahoochee, Clay, Crisp, Dooly, Harris, Macon, Marion, Muscogee, Quitman, Randolph, Schley, Stewart, Sumter, Talbot, Taylor and Webster
Region 9 - Appling, Bleckley, Candler, Dodge, Emanuel, Evans, Jeff Davis, Johnson, Laurens, Montgomery, Pulaski, Tattnall, Telfair, Toombs, Treutlen, Wayne, Wheeler, and Wilcox
Region 10 - Baker, Calhoun, Colquitt, Decatur, Dougherty, Early, Grady, Lee, Miller, Mitchell, Seminole, Terrell, Thomas, and Worth
Region 11 - Atkinson, Bacon, Ben Hill, Berrien, Brantley, Brooks, Charlton, Clinch, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, Pierce, Tift, Turner, and Ware

V.   Evidence-Based Strategies

The following evidence-based strategies should be considered as organizations complete their grant application. To succeed in college, other postsecondary education, and the workplace, young people need higher-level thinking, communications, and problem-solving skills as well as knowledge of the world and its people.[3] As organizations consider their programmatic

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[3] http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf

approach to reduce learning loss, it is critical that they consider an integrated approach to include social, emotional, and academic learning.

Educating the Whole Child[4]

- Each young person enters school **healthy** and learns about and practices a healthy lifestyle.

- Each young person learns in an environment that is physically and emotionally **safe** for students and adults.

- Each young person is actively **engaged** in learning and is connected to the school and broader community.

- Each young person has access to personalized learning and is **supported** by qualified, caring adults.

- Each young person is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

Positive Youth Development[5]

Positive Youth Development (PYD) is based on a body of research suggesting that certain "protective factors," or positive influences, can help young people succeed and keep them from having problems. According to this research:

- Young people may have fewer behavioral problems and may be better prepared for a successful transition to adulthood if they have a variety of opportunities to learn and participate at home, at school, in community-based programs and in their neighborhoods.
- Some of the elements that can protect young people and put them on the path to success include family support, caring adults, positive peer groups, a strong sense of self and self-esteem, and involvement at school and in the community.
- PYD favors leadership and skill-building opportunities under the guidance of caring adults. It looks at youth as assets to be developed and gives them the means to build successful futures.
- **Successful program approaches**
  - Physical and psychological safety and security
  - Clear expectations for behavior, as well as increasing opportunities to make decisions, to participate in governance and rulemaking, and to take on leadership roles as one matures and gains more expertise
  - Emotional and moral support
  - Supportive adult relationships

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[4] http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf
[5] https://www.acf.hhs.gov/fysb/positive-youth-development

- o Opportunities to form close, durable human relationships with peers that support and reinforce healthy behaviors
- o A sense of belonging and personal value
- o Opportunities to develop positive social values and norms
- o Opportunities for skill building and mastery
- o Opportunities to develop confidence in their abilities to master their environment
- o Opportunities to contribute to their community and to develop a sense of mattering
- o Strong links between families, schools, and broader community resources

Meaningful Youth Engagement

- Intentional opportunities for young people to represent themselves by amplifying and acknowledging their unique experiences and perspectives
- Implementing "the cycle of engagement" – listen, validate, authorize, act and reflect[6]
- Leverage "Ladder of Meaningful Student Involvement" - students increasingly have positions throughout education beyond being the passive recipients of adult-controlled classrooms; instead, they are serving schools as decision-makers, planners, researchers, and more.[7]

VI. Grant Application

General Information

1. Organization Name
2. Street Address
3. City
4. State
5. Postal Code
6. County
7. Tax ID
8. Organization Phone
9. Email
10. Agency Website
11. Agency Type
12. Year Agency Founded
13. Primary Contact
14. CEO Name, Phone and Email
15. Briefly describe your organization, its structure, staff, and its history of successful grant management.

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[6] https://freechild.org/2016/01/07/cycle-of-youth-voice/
[7] https://soundout.org/2015/02/02/ladder-of-student-involvement/

16. How is your organization working to advance equitable outcomes in low and very low CWB communities?
17. How will your organization know when you have achieved success?
18. Is the organization accredited or certified?
19. Is the agency affiliated with any state or national chapter?
    - Enter the name of the agency.
20. Does the organization have a data protection policy?
21. Does the organization have a policy for client and employee grievance?
22. What's your board's role in fundraising, governance and strategic planning?
23. Fiscal Year Start Date (MM/DD):
24. Fiscal Year End Date (MM/DD):
25. Annual Income: Please enter your total revenue for the most recently completed fiscal year (whole numbers only).
26. Annual Expenses: Please enter your total operating expenses for the most recently completed fiscal year (whole numbers only).
27. Annual Budget: Please enter your total annual operating budget (whole numbers only) for current fiscal year.
28. If expenses exceeded income for the most recently completed fiscal year, please explain the reason for the deficit and how the organization is addressing the shortfall.
29. Does an unaffiliated, licensed CPA perform an audit, review, or compilation of the agency's financial statements based on the requirements of the United Way?

Please select what you are requesting funding for to see the correct application.
- Is this a request for funding under Capacity Building or an IPA/Pathway? (Drop-down menu)
- Please specify. (Drop-down menu of open grant applications)

Proposal Information
1. Program Title:
2. Provide an overall description and objective of the project or program. Please include in your answer how the project addresses the funding guidelines (Program Summary)
3. How will the requested funding affect your work?
4. Proposed Start Date:
5. Proposed End Date:
6. Amount Requested:
7. What is the type of funding request? (Programmatic)
8. Based on the racial equity framework described below, please respond to the following questions:
   a. Please describe how your organization is learning about and deepening your understanding of racial equity.
   b. How does your understanding of racial equity/structural inequities inform how you develop and implement programs?

    c. How do you listen to and incorporate feedback from current clients? How has this impacted or evolved your service delivery?

9. Number of young people served annually.
10. Provide the number of young people served per region(s). Please reference this [document](#) to assist with this question.
11. Please select the academic strategy(ies) that your organization provides to address learning loss. (Drop-down menu of Required Program Components)
12. Describe how your organization will reduce learning loss through your programming. Include the description of academic support services and specific education resources to help youth re-engage and connect, support learning and developmental skill building, and meet the immediate needs of youth and families.
13. Describe the youth, family, and community outreach methods to support program design and to recruit youth to the program.
14. Describe how the selection of programs and activities reflects the unique needs and interests of the youth who will be served and the surrounding community. Include how organization ensure youth and families have input in the activities and programs provided.
15. Does your organization incorporate the two-generation approach in your program? If yes, please describe how you serve the whole family (https://ascend.aspeninstitute.org/two-generation/what-is-2gen/).
16. How does your organization reduce barriers e.g., transportation and enrollment cost for program participants to ensure program access for all youth?
17. Does your organization collaborate with school district(s)? If yes, please list the name of schools and if you provide services before school, during school or after school.
18. Describe how your organization taken an innovative approach to address pandemic challenges.
19. How often does your organization provide programming and services for young people (days, hours, weeks, etc.)?
20. Describe how your organization provides meaningful youth engagement as a core component of your program e.g., engaging youth in the program decision-making and the implementation process.
21. How has your organization historically defined success and given the current climate, what will success look like moving forward?
22. What will you accomplish with this funding? Please include how your organization will capture how much was done, how well it was done, and what difference your efforts make in the community.
23. Demographics
    a. Age
    b. Gender
    c. Race
    d. Ethnicity
24. Grant budget
    a. Income sources
    b. Expense budgets

- **United Way uses the following components to define a racial equity framework: (adapted from article: Grantmaking with a Racial Equity Lens)**
  - A racial equity lens includes many components, including:
  - Analyzing data and information about equity
  - Understanding disparities and learning why they exist
  - Looking at problems and their root causes from a structural standpoint
  - Naming race explicitly when talking about problems and solutions

VII.   Resources

- Georgia Afterschool & Youth Development Quality Standards
  http://georgiaasyd.org/quality-standards/

- Whole Child Approach http://www.wholechildeducation.org/assets/content/WholeChild-MakingTheCase.pdf

- Positive Youth Development
  - https://www.acf.hhs.gov/fysb/positive-youth-development
  - http://www.nrcyd.ou.edu/youth-engagement/positive-youthdevelopment

- Learning Loss
  - (https://redefinedatlanta.org/wp-content/uploads/2020/06/COVID-19-Impact-on-Atlanta-Student-Achievement.pdf)
  - https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning

VIII.   Application Guidance

HELPFUL TIPS:

- ✓ United Way encourages applicants to **work on their application answers in a document saved to their local drive or desktop** rather than drafting all answers in the online application. If there are technical challenges, doing so will prevent applicants' work from being lost.

- ✓ Applicants should **use Google Chrome** to complete their applications as FLUXX works best with Google Chrome. Learn more about Google Chrome and download the browser [here].
- ✓ To edit any of the information in your Organizational Profile, the People section or your Learning Loss application, click on the **Edit** button found at the top right corner of the browser. As you work on your application, click **Save and Continue** at the bottom of your screen. This allows you to continue working on your application and saves your information as you work. When you are going to step away, click **Save and Close** at the bottom of your screen. This saves the information you have entered and closes that specific screen. **FLUXX does time out and can cause you to lose your work if you don't save.**
- ✓ Click **Submit** only when you have reviewed your application and are ready for United Way to review your submission. If you click **Submit** and receive an error message, the system will direct you to the questions that you must still address. If any of the questions do not apply to your request, enter N/A.
- ✓ **IMPORTANT:** If you do not click **Submit**, your application will not be considered. Be sure that you are truly ready to **Submit** before doing so as once you have submitted, you will not be able to make any further edits.

Getting Started

Once you have entered the organizational information, you will see a pink box that asks you to select what you are requesting funding for to see the correct application.

- ✓ Is this a request for funding under Capacity Building or an IPA/Pathway? *Choose IPA/Pathway from the drop-down menu.*
- ✓ Please specify. *Choose CCR: Learning Loss DFCS – Academic Support from the drop-down menu.*

Learning Loss Grant Application

- ✓ Program Title: *enter the name of your program*
- ✓ Provide an overall description of the project or program and intended objective. *Provide a succinct description of your program and a high-level summary of the program objectives. Include how the program addresses the Learning Loss funding guidelines.* **NOTE: this question has a 500-character count limit.**
- ✓ How will the requested funding affect your work? *Describe how receiving the requested funding would affect the program. Will it allow you to serve more youth? Provide a greater amount of programming? Provide deeper services to those you serve?*
- ✓ Start Date / End Date: *The start and end dates for your program should be the start and end dates for the grant period: May 1, 2022 through April 30, 2023.*
- ✓ Amount Requested: *Applicants may request up to $50,000.*
- ✓ What is the type of funding request? *Choose general operating support from the drop-down menu.*
- ✓ United Way uses the following components to define a racial equity framework. A racial equity lens may include the following components: analyzing data and information about

equity, understanding disparities and learning why they exist, looking at problems and their root causes from a structural standpoint, and naming race explicitly when talking about problems and solutions.

- o Please describe how your organization is learning about and deepening your understanding of racial equity. *Describe what your organization's staff and board have done / are doing to learn more about racial equity.*
- o How does your understanding of racial equity/structural inequities inform how you develop and implement programs? *Describe how the knowledge you have or have gained about racial equity and structural inequities impacts how your organization creates and carries out its programs.*
- o How do you listen to and incorporate feedback from current clients? How has this impacted or evolved your service delivery? *Describe any tools or processes your organization uses to solicit feedback from clients that can then be incorporated into changes to programming. Provide information on how clients' feedback has led to changes in your programming.*

✓ Number of young people served annually. *Enter the number of young people you currently serve through your program.*

✓ Counties/Regions served: Provide the number of young people served per region(s). Please reference this document to assist with this question. *Open up the hyperlinked document to see which counties are included in the Division of Family and Children Services' regions. Then enter the number of young people your program anticipates serving in each of those regions.*

✓ Please select the strategy(ies) that your organization provides to address learning loss. *Select which required and preferred program strategy(ies) listed in the RFP your program will address. Click on your selection(s) one at a time OR hold down the Control key (CTRL) and click on each of the strategies and then click on the > arrow. Once you see your selection(s) in the box on the right, you will know your selection has been saved.*

✓ Describe how your organization will reduce learning loss through your programming. Include the description of academic support services and specific education resources to help youth re-engage and connect, support learning and developmental skill building, and meet the immediate needs of youth and families. *As you describe the proposed program/project, refer to the previous question in which you selected the academic strategy(ies) your program will address. Your program/project description needs to connect to those strategies and describe the academic support services and specific education resources your program will provide that will support learning and developmental skill building and help youth re-engage and connect. Additionally, your description should describe how your program will support the immediate needs of youth and families. Refer to the Program Components section of the RFP (pages 4-5) for details on the required strategies and preferred program strategies. Additionally, as you describe the various activities, be sure to note alignment with evidence-based strategies outlined in the RFP (pages 6-8).*

✓ Describe the youth, family, and community outreach methods to support program design and to recruit youth to the program. *Describe the general methods your organization uses to solicit input from youth, families and community residents to design your program and*

how you typically recruit program participants. Additionally, as you describe the various activities, be sure to note alignment with evidence-based strategies outlined in the RFP (pages 6-8).

✓ Describe how the selection of programs and activities reflects the unique needs and interests of the youth who will be served and the surrounding community. Include how your organization ensures youth and families have input in the activities and programs provided. *Explain how you determined the need for this program/project and how that identified need informed the development of your program. Be sure to describe the children/youth to be served and to make a strong connection between the specific needs of the community to be served and the proposed program. Remember to include information about how youth and families inform the content of the program.*

✓ Does your organization incorporate the two-generation approach in your program? If yes, please describe how you serve the whole family. *Two-generation (2Gen) approaches build family well-being by intentionally and simultaneously working with children and the adults in their lives together. 2Gen approaches center on the whole family. Learn more about 2Gen approaches [here](#). Indicate whether your organization incorporates the 2Gen approach in your program. If you do, describe how your program will address the needs of the whole family by coordinating services and opportunities to improve the circumstances of the whole family.*

✓ How does your organization reduce barriers e.g., transportation and enrollment cost for program participants to ensure program access for all youth? *There are many barriers to having young people participate in programming, including transportation and participation fees. If you provide low or no-cost programming, your answer needs to describe what that looks like – do you offer scholarships that decrease or remove the participation cost? Is there a sliding fee schedule based on family income? While providing transportation for program participants is at times necessary for those most in need to be able to participate, it is not always feasible or necessary. If you provide transportation or support for transportation costs, please describe what you are doing to ensure transportation is not a barrier including under what circumstances transportation is provided and by whom. If you do not have any measures in place to reduce barriers to participation, please explain your organization's decision to operate the program in this manner.*

✓ Does your organization collaborate with school district(s)? If yes, please list the name of schools and if you provide services before school, during school or after school. *When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality and many other benefits. Indicate whether your organization partners with schools (select yes/no from the drop-down menu). If you do, space will pop up in which you should provide a detailed description of how you partner with schools to strengthen student learning. Be sure to include information about when the programming takes place.*

✓ Describe how your organization taken an innovative approach to address pandemic challenges. *The pandemic has required organizations to innovate how they provide services in order to continue providing those services. Describe what your organization has done*

during the past 22 months to adapt your program and continue to meet the needs of those you serve.

✓ How often does your organization provide programming and services for young people (days, hours, weeks, etc.)? *Provide detailed information on how often and for what length of time your programming is offered. For example, programming is offered on Monday/Wednesday/Friday from 2:30-6:30 p.m. during the school year for a total of 36 weeks.*

✓ Describe how your organization provides meaningful youth engagement as a core component of your program e.g., engaging youth in the program decision-making and the implementation process. *Engaging youth is much more than simply hearing, checking-in, or talking to young people. Meaningful youth engagement is demonstrated by validating what young people say and reacting to it, giving them authority, and taking action with youth. You can read more about meaningful youth engagement here and here. Describe the various activities your organization undertakes to meaningfully engage young people in creating, evolving, and implementing your programming.*

✓ How has your organization historically defined success and given the current climate, what will success look like moving forward? *Provide information on what success has looked like in the past for your organization and the program for which you are requesting support. Considering what the last 22 months have been like and the uncertain state of things in the immediate future, what will success for your organization and program look like? Please be specific.*

✓ What will you accomplish with this funding? Please include how your organization will capture how much was done, how well it was done, and what difference your efforts make in the community. *Use this space to describe your program goals and include information about how you will track and capture data to demonstrate the program's activities and impact. United Way staff will work with grantees once they have been selected to finalize your goals.*

✓ Demographics: age, gender, race, and ethnicity. *Enter the **number** of youth you anticipate serving through your program for the different groups/categories indicated. Each will have various options. If you do not collect or track this data, enter the number in the "data not collected" cell. The total number of participants in each of the sections (age, gender, race, and ethnicity) should be the same.*

✓ Grant budget
   o Income sources: *Click on the green + symbol to the right of "income sources" and a box will pop open. Enter "year 1" in the budget period cell and the start and end dates for your budget. The start and end dates should be start and end dates for the grant period: May 1, 2022 through April 30, 2023. Then enter your income sources for the program in the appropriate cells. Be sure to click "save" or the data you entered will not be saved. If you need to edit your income sources, click on the blue icon next to your total income; DO NOT click on the + symbol again as that will create a new entry of income sources.*
   o Expense budgets: *Click on the green + symbol to the right of "expense budgets" and a box will pop open. Enter the same information as what you entered for income sources. The start and end dates should be the start and end dates for the grant*

*period: May 1, 2022 through April 30, 2023. Then enter your expenses for the
program in the appropriate cells. Be sure to click "save" or the data you entered will
not be saved. If you need to edit your income sources, click on the blue icon next to
your total income; DO NOT click on the + symbol again as that will create a new
entry of income sources.*