



## 2022 Expanded Learning Advancing Educational Equity in San Bernardino County Guidelines & Instructions

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### **Inland Empire Community Foundation (IECF)**

The Inland Empire Community Foundation’s mission is “*Strengthening Inland Southern California through Philanthropy.*” The Foundation does this by raising, stewarding and distributing community philanthropic assets by providing grants and scholarships to nonprofit organizations, and working toward a shared vision of a vibrant, generous and just region with unlimited opportunities.

### **Background**

In late 2021, a judgement against the founders of the A3 Charter School Network, and subsequent efforts by the San Diego District Attorney to recuperate misused funds, created a one-time source of funding for reinvesting in the communities that were most impacted by the A3 Charter School Network scheme. The San Diego Foundation (TSDF) has worked with the receiver over the course of several months to craft a plan to distribute \$14 million to the eight counties whose students were negatively impacted by A3 Charter’s illegal activities. San Bernardino County is one of the eight counties whose students were negatively impacted by the A3 Charter’s illegal activities. The Inland Empire Community Foundation has received \$2.7 million to strategically and judiciously reinvest back into San Bernardino County communities through grants to nonprofit and education-related organizations serving all public school students of San Bernardino County.

### **Goal**

The goal of this grant opportunity is advance educational equity, address learning loss and close learning gaps caused by the COVID pandemic by offering and strengthening expanded learning programs for students ages 5 to 19, residing in San Bernardino County, who are most impacted by the pandemic and have limited access to resources.

According to the Learning Policy Institute, “decades of research have demonstrated that disparities in out-of school learning opportunities translate into disparities in academic achievement. By 6<sup>th</sup> grade, students from middle- and upper-income families typically spend upwards of 6,000 more hours on educational activities than students from low-income families.”

### **Purpose**

- Provide direct support for before-school programs, after-school programs, intersession learning programs delivered by community-based organizations that address learning loss, and promote social emotional learning;
- Invest in partnerships and alignment between community-based education, youth development organizations and districts, schools, classrooms, and core curriculum;
- Invest in environments in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.

### **Funding Priorities**

The following bullets describe the characteristics of successful and effective expanded learning programs (ELPs) that are IECF’s priorities for the distribution of these funds. IECF seeks nonprofit partners with ELPs that:

- Focus on addressing the academic, social, emotional, and physical needs and interest of students through hands-on engaging learning experiences;
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- Primarily target the communities of Adelanto, Barstow, Morongo, Needles, Rialto, Upland and Victorville;
- Are culturally and linguistically responsive to the needs of those served;
- Target student groups that are disengaged/chronically absent, performing below grade level, from low-income families, English learners;
- Provide student-centered, results-driven programs that include community partners, and complement but not replicate learning activities in the regular school year;
- Accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports such as tutoring or other one-on-one or small group learning supports;
- Use learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both;
- Integrate student supports that address other barriers to learning such as the provision of health, counseling, or mental health services, or programs that address student trauma and social-emotional learning;
- Are community learning hubs that provide students with access to technology, high-speed internet, and other academic supports;

### **Eligibility**

- Nonprofit, public benefit organizations with evidence of tax-exempt status under Section 501(c) (3) of the Internal Revenue Code and not classified as a private foundation.
- Organizations that operate so that they do not discriminate in the hiring of staff or in providing services on the basis of race, religion, gender, sexual orientation, age, national origin or disability.
- Organizations that have previously provided or currently provide ELPs in the form of before- or after-school programs or summer programs to public school students residing in San Bernardino County.

### **Maximum Grant Request:**

Organizations may apply up to \$100,000 for the **Academic Year 2022-23 program**

### **Timeline**

Applications due: July 30, 2022

Decisions released: August 25, 2022

Program start date: September 1, 2022

### **Data Collection and Reporting**

Our evaluation partner, Public Profit, will provide detailed instructions and easy-to-use reporting forms to funded programs. They will offer periodic webinars and office hours to support grantees in collecting information for the grant-wide evaluation.

The following information will be collected at the conclusion of grant-funded programming. The anticipated reporting windows for programs are below:

- Summer 2022 Programs (Report in August 2022)
- OST School Year Programs (Report in June 2023)

Grant recipients using funds in **direct support for summer school, summer bridge, winter sessions and school break programs, and before or after school programming** will be asked to provide the following information on behalf of the grant-wide evaluation.

1. **Progress toward grantee-defined goals:** Grantees should define their own goals for the grant funding. Progress towards grantees' goals will be collected up to three times during the grant cycle to demonstrate progress.

- a. Report grantee-defined goals
- b. Progress toward each goal using the scale met/approaching/not yet started

- 2. Youth Demographics:** Collect and provide aggregate data on youth participants. This information will help us demonstrate how many focal youths were served.
  - a. Race and Ethnic Identity
  - b. Gender Identity
  - c. Grade Level
  - d. Socioeconomic Status (i.e., eligible for free or reduced-price lunch)
  - e. English Language Learner Status
  
- 3. Attendance and Access:** For each program, collect and provide aggregate data on attendance and access. This information is crucial in communicating how students participated in programming and will be reported on an aggregate level. Daily attendance can include students who were present for part of the day or all day. Moreover, attendance can include touch points such as 1:1 mentoring or check-ins.
  - a. Number of total youths served by the program
  - b. Average daily attendance in the program
  - c. Number of days service/programming provided
  - d. Number of sites running programs
  
- 4. Type of Programs/Services:** Report information on the type of programming or services provided. Programs and services should be categorized into one of the three areas listed below.
  - a. Academic support
  - b. Social-emotional Learning
  - c. Enrichment (e.g., STEM, arts, sports, free play, other)
  
- 5. Funding Sources:** Report what funding sources were used using the categories listed below. Information will be collected using a common budget reporting form.
  - a. Public grants – ASES/21<sup>st</sup> CCLC/AB86/ELO-P
  - b. Private grants – e.g., community foundations, individual donors
  - c. Student/parent fees
  - d. Other

### **Application Review**

Grants are awarded on a competitive basis. IECF program staff will evaluate eligible applications and will forward grant recommendations to the IECF Board of Directors for final approval.

### **HOW TO APPLY**

- 1) Complete the application form (application cover sheet, narrative and budget form)
- 2) Please submit the following supplemental documents in **PDF** format or word document:
  - Your current 501(c) (3) final determination letter from the IRS
  - Project Budget Page & Budget Narrative
  - List of your Board members and their affiliations
  - Your 2022 operating budget (Current calendar or fiscal year)
- 3) Email the completed application form and the supplemental documents as attachments (pdf or word documents) to: [ELAEE@iegives.org](mailto:ELAEE@iegives.org).

### **Deadline:**

**Applications per above must be submitted via email by July 30, 2022, 5:00PM .**

Incomplete applications may BE DISQUALIFIED.

### **Notification of Results**

**All applicants will be notified of the results, in writing, by August 25, 2022. Please do not contact IECF before this date once the application has been submitted.**

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