

ROBIN HOOD

Recovery Lab



FUNDING REQUIREMENTS

TO RECEIVE FUNDING, ORGANIZATIONS MUST MEET THE FOLLOWING CRITERIA:

- Provide programming to at least 50 low-income, rising K-12 students for a minimum of 6 weeks (consecutively or cumulatively) between July 6 and October 2, 2020
 - At least two weeks of programming should occur in September to support the transition to the school year.
 - Programming may be entirely remote, entirely in-person, or a combination of remote and in-person.
 - Funds may be used, in part, toward uncovered expenses to programming that commenced as early as July 6, provided those activities align with the overarching Recovery Lab goal and outcomes.
- Implement programming that is age- and stage-appropriate and that integrates social emotional and academic learning
- Design programming to meet two or more of the below outcomes, including at least one social emotional outcome and at least one academic outcome, or identify alternative outcomes to be evaluated during the application review process
- Identify measurable indicators and specific targets for each outcome
- Administer a pre- and post-assessment to measure progress on the selected outcomes
- Participate in a community of practice with other grantees coordinated by the National Center for Community Schools
- Agree to share de-identified demographic, output, and outcomes data, promising practices, policy recommendations, and other lessons learned with the National Center for Community Schools
- Have an existing funding relationship in good standing with Robin Hood, the N.Y.C. Department of Education, or the N.Y.C. Department of Youth and Community Development

OUTCOMES

Young people who participate in this initiative will demonstrate:

1. improved **self-awareness** along one or more of the following domains: self-confidence, self-efficacy, the ability to identify emotions, accurate self-perception, and the ability to recognize one's strengths
2. improved **self-management** along one or more of the following domains: impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills
3. improved **social awareness** along one or more of the following domains: empathy, perspective-taking, appreciating diversity, and respect for others
4. improved **relationship skills** along one or more of the following domains: communication, social engagement, relationship-building, and teamwork
5. improved **decision-making** by strengthening one or more of the following skills: identifying problems, analyzing situations, solving problems, evaluating, reflecting, and identifying ethical standards
6. gains in **English Language Arts** skills, including decoding, comprehension, retention, and/or critical analysis
7. increased knowledge or proficiency in **STEM** (science, technology, engineering, and/or mathematics)

Please note that outcomes 1-4 are social emotional outcomes; outcome 5 may be considered as either a social emotional or academic outcome; outcomes 6-7 are academic outcomes.