



Request for Proposals Supporting Documents

Summer Youth Initiative 2012

(including gallery37 Center for the Arts)

School Year 2012-2013

Independent Instructors

Organizations

Proposal Due Date

February 3rd, 2012 before 5:00 PM

Only completed proposals will be accepted

The following appendices are supporting documents to the FY 2013 **After School Matters**[®] Request for Proposal:

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After School Matters Vision, Mission and Values

Vision

“After School Matters provides teens with opportunities to discover their potential and find their path to a meaningful life.”

Mission

“To provide Chicago public high school teens opportunities to explore and develop their talents, while gaining critical skills for work, college and beyond.”

After School Matters achieves this mission by:

- Designing and delivering high quality, hands-on, project-based apprenticeship programs in a variety of content areas, including the arts, science, sports, technology and communications.
- Engaging skilled professionals as Instructors who support teens’ growth and development in an intentional and meaningful way.
- Aligning and maximizing the resources of an extensive network of public-private partnerships to support coordinated and sustainable investment in youth development through school- and community-based programming.
- Focusing on continuous quality improvement, data-driven and cost-effective decisions, strengthening skills to encourage improved academic outcomes, and positive impacts for teens, schools and communities we serve.

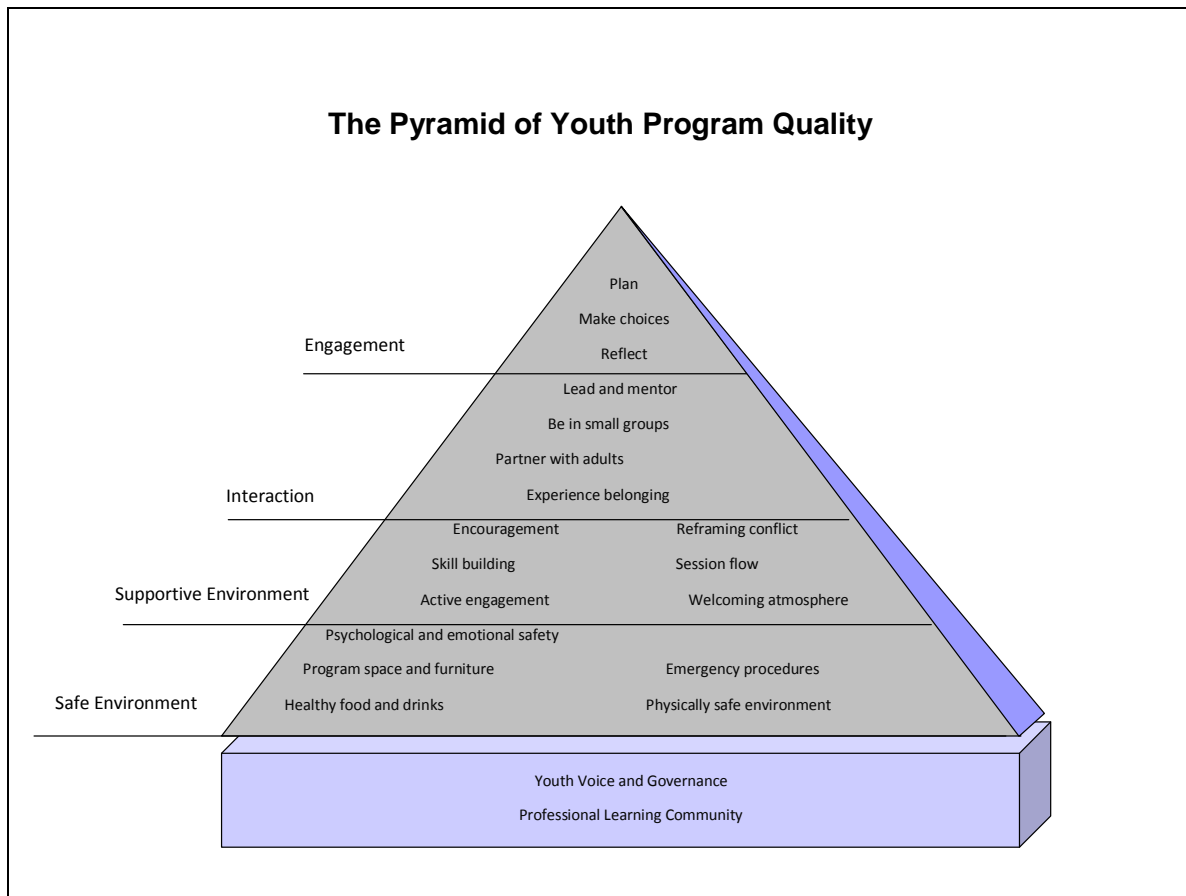
Values

At After School Matters, we strive to demonstrate and inspire the following professional values, both in our own work and in that of the teens we serve:

- **Excellence**: After School Matters works to achieve excellence by advancing a culture of responsibility, accountability and sustainability as we continuously enhance both the quality of our program experience for the teens we serve and the efficiency of our operations.
- **Teamwork**: After School Matters recognizes the value of teamwork among our teen participants and program providers, within our staff and with our extensive network of public and private partners.
- **Respect**: After School Matters respects, supports and encourages the diversity, talent, creativity, energy and dedication of our teen participants, staff and program providers.
- **Commitment**: After School Matters is committed to impacting and engaging our teen participants, staff and program providers with meaningful, hands-on opportunities for personal and professional growth, and to positively impacting the schools and communities we serve throughout Chicago.
- **Innovation**: After School Matters demonstrates innovation and leadership by providing new opportunities and experiences to teens who participate in our programs, and by encouraging our staff and program providers to develop, share and implement best practices in out-of-school time programming.

Program Quality

After School Matters has adopted for all its programs, the research-based Youth Program Quality (YPQ) model, developed by High Scope Educational Research and managed by the Center for Youth Program Quality. The Youth Program Quality Pyramid (shown below), illustrates the components for offering a successful after school program, along with focusing on the various developmental needs that ensures a young person has a positive after school experience. After School Matters expects that every program, regardless of content, provides a safe environment, supportive environment, peer interaction, and youth engagement. As Instructors integrate the YPQ model into the program design, they create an environment that facilitates learning and exploration.



The Youth Program Quality Model defines methods for the categories below.

SAFE ENVIRONMENT

Structure & Clear Limits

Structure and clear limits provide a strong foundation to a youth program. An appropriate structure with routines, activities and rituals sets the stage. Clear limits establish what is acceptable and unacceptable to ensure a safe program climate.

Program Quality

SUPPORTIVE ENVIRONMENT

Scaffolding for Success

Scaffolding for success involves presenting tasks at just the right level of difficulty for young people and supporting them in achieving success. Instructors need to consider what young people already know or can do and provide them with new challenges just beyond where they are currently performing.

Active Learning

Active learning is a way for young people to engage in a productive and interesting environment to learn concepts, skills and strategies for daily living, academic success and / or personal development. Rather than listening to a lecture or completing a worksheet, in an active learning environment young people use their hands, bodies, and minds. It's about DOING rather than just reading or listening.

Reframing Conflict

Reframing conflict promotes an approach in which adults support youth in addressing their conflicts and problems rather than punish youth for "causing trouble". It is a problem-solving approach that seeks to turn conflicts into learning opportunities.

Ask-Listen-Encourage

Ask-Listen-Encourage is about developing supportive relationships with young people. Positive relationships can open the gateway to learning. Studies find that relationships with "warmth, connectedness, good communication and support" aid in positive youth development and are connected to academic success. ASK effective questions; LISTEN to young people; and ENCOURAGE young people in their efforts to influence the intrinsic motivation, or internal drive, of youth.

INTERACTION

Cooperative Learning

Cooperative learning is a way for young people to have productive and collaborative experiences with peers. It gets young people of the large group into pairs or smaller groups. In their small groups, young people often feel more comfortable expressing their ideas and taking responsibility as they work together to achieve their goals.

Building Community

Creating a safe space in which youth feel a sense of belonging is not just important for how youth feel, it's also good for growth and learning. Building a sense of community and belonging matters in youth programs for it fosters positive peer relationships.

Planning & Reflection

Engaging young people in planning and reflection can have real benefits. In fact, planning and reflection methods can make the difference between simply entertaining kids with fun activities, and providing solid learning experiences.

ENGAGEMENT

Voice & Choice

Voice and choice is about sharing decision making with young people in programs. Voice means giving youth a say in how they spend their time and how the program operates. The goal is to have youth feel like their voice is heard and matters. Choice means giving youth meaningful options within activities.

Program Models

DESCRIPTION OF PROGRAMS

After School Matters offers three primary program models. Each model (Pre-Apprenticeship, Apprenticeship and Advanced Apprenticeship) is intended to encourage young people to explore a variety of career options, gain workplace skills and engage in structured activities. Each model has specific requirements for program content and structure. Applicants must ensure that their proposed programs meet the requirements of the selected model. After School Matters also offers Internship opportunities in which more experienced teens apply their skills in an authentic work setting for a limited duration.

OVERVIEW OF APPRENTICESHIPS

All Apprenticeship programs:

- are instructed by industry professionals/content experts with experience working with and motivating participants;
- require program providers or Instructors to recruit teens to participate in programs
- require the Instructors to monitor the safety and engagement level of participants;
- expect Instructors to help participants create a resume that clearly states what skills were obtained and/or prepare work sample / portfolios; and
- require Instructors to attend After School Matters regional orientation meetings, the Instructor professional development conference and other meetings/events as planned.

PRE-APPRENTICESHIP PROGRAMS

A Pre-Apprenticeship is an introductory out-of-school-time program that focuses on career readiness skills and/or provides opportunities to explore a variety of careers in a field. Pre-Apprenticeships should ensure participants can recognize and articulate the career readiness skills they develop such as communication, teamwork, critical thinking, and decision-making. Career exploration provides an opportunity to explore a variety of careers within a field and be supplemented with lectures and demonstrations from visiting professionals and trips to local industry leaders.

APPRENTICESHIP PROGRAMS

An Apprenticeship is a hands-on out-of-school-time program led by expert industry professionals where participants learn marketable and critical workplace skills in a particular field (e.g. Web design, mosaics, stadium management, theater, etc.), Apprentices also develop and can articulate career readiness skills such as problem solving, communication, critical thinking, and decision-making through activities performed.

ADVANCED APPRENTICESHIP PROGRAMS

An Advanced Apprenticeship is a hands-on out-of-school-time program led by expert industry professionals in which participants apply and refine their skills while producing sophisticated performances, products, or commissioned project such as a public art installation funded by a local corporation or Web site for an actual company. After School Matters encourages such programs to be youth-led and centered on independent workmanship.

Program Models

INTERNSHIP OPPORTUNITIES

Internships are supervised jobs (individual tasks assigned by supervisor) where CPS high school youth age 16 or above, apply their skills in real workplace settings (including non-profits) for a limited duration. Teen interns earn an hourly rate based on current Illinois minimum wage. Internship programs:

- Require an internship job description;
- Provide a safe environment where teens are experientially engaged with clear expectations, necessary support, and ongoing feedback;
- Provide teens with a detailed job description of the work responsibilities that develop and utilize their skills;
- Provide teens with the opportunity to train in a real work environment and gain practical understanding of workplace expectations, policies, and procedures;
- Provide teens with an opportunity to develop their career skills (such as effective communication, conflict resolution and decision making) and the technical skills necessary to become productive employees; and
- Provide teens with the opportunity to develop relationships with caring adults who are practitioners in their field and are willing to mentor them regarding future employment opportunities.

CULMINATING EVENT

A culminating event is an opportunity for participants in apprenticeship and advanced-apprenticeship programs to share their accomplishments of the program session with family, as well as with their school and larger community. Teens highlight the skills learned either through a performance or exhibit of a final product. After School Matters campus and community programs schedule a culminating event at the end of the summer and/or spring terms. This is a time to recognize and celebrate teens' hard work and commitment, and to honor the contributions they make to their schools and communities. It is a time to celebrate with the following goals:

- To reinforce learning from programs and enhance sharing of learning in programs;
- To help young people learn the importance of audience etiquette; and
- To garner, strengthen and solidify school and community support;

To ensure the implementation of a successful culminating event, it is necessary for one person to assume a primary responsibility over the event planning in order to make the event a meaningful, engaging, and memorable one.

Program Models

The following chart provides an at-a-glance comparison of the four program models, which are described in further detail above.

	PRE-APPRENTICESHIP	APPRENTICESHIP	ADVANCED APPRENTICESHIP	INTERNSHIP
Capacity per program	30	30	30	Minimum of 5
Number of participants to recruit	40 teens	40 teens	40 teens	5 more than the number of slots
Number of Instructors	2 (1:15 Instructor to participant ratio)	2 (1:15 Instructor to participant ratio)	2 (1:15 Instructor to participant ratio)	1 After School Matters paid site supervisor for 10 or more interns
Summer Schedule	4 hours a day, 4 days a week for 6 weeks	4 hours a day, 4 days a week for 6 weeks	4 hours a day, 5 days a week for 8 weeks	4 hours a day, 4 days a week for 6 weeks
Typical School Year Schedule	3 hours a day, 2 days a week for 20 weeks (10 weeks per semester)	3 hours a day, 3 days a week for 20 weeks (10 weeks per semester)	3 hours a day, 3 days a week for 20 weeks (10 weeks per semester)	Not Applicable
Award (School Year)	\$50	\$100	\$150	minimum wage
Award (Summer)	\$329 per summer	\$490 per summer	\$870 per summer	
Final Product	optional	Yes	Yes	No
Culminating Event	optional	Yes	Yes	No

INSTRUCTOR REQUIREMENTS BY MODEL

The following table indicates requirements for Instructors by program model:

Program Model	Instructor Requirements
Apprenticeships (pre-apprenticeship, apprenticeship and advanced apprenticeship)	<ul style="list-style-type: none"> Instructors must be expert industry professionals and should have at least a HS diploma or GED. At least one Instructor should have a Bachelor's degree or at least 4 years of experience in the program discipline(s). At least one Instructor should have demonstrated experience working with youth.
Internship (Site Supervisor)	<ul style="list-style-type: none"> At least one site supervisor should have demonstrated experience working with youth. Site supervisors should have a Bachelor's degree or at least 4 years of experience in their discipline(s) and a HS diploma or GED.

- All approved program Instructors must attend all required professional development events.
- Instructors must be computer and Internet literate and have access to both.

Program Classification Chart

The chart below classifies program activities into *Content Areas*, *Concentrations*, and *Activities* which After School Matters currently funds or would consider funding if proposed.

Content Area	Concentration (description)	Activity (examples)
gallery37® (ART)	Performance Arts <i>telling a story through physical movement or words; it may be scripted or unscripted and is presented before an audience.</i>	Theatre, Dance, Spoken Word, Marching
	Visual Art <i>creating artwork that is both tangible and retail quality.</i>	Painting, Murals, Silk Screening, Printmaking, Puppetry, Sculpture, Furniture Making, Fashion Design, Photography, Ceramics, Stain Glass, Jewelry Making, Quilting, Mosaic Tiles, Book Binding, Comic Books, Floral Design, General Design, Illustration
	Music <i>learning how to read music through the study of musical theory and performance practices, in order to be able to express music to its fullest extent.</i>	Band, Singing, Drumming, Jazz, Choir
	Culinary Art <i>preparing and cooking food that is visually appealing and meets food sanitation standards.</i>	Food Catering, Food Preparation and Plating
tech37®	Audio / Visual Technology <i>producing, designing, and publishing multi-media content including graphics, video and sound.</i>	Animation, Graphic Design, TV Production, Music Production, Radio Production, Web site Design, Film Production, Multimedia, Sound Engineering
	Information Technology <i>designing, developmending, and supporting hardware, software, multimedia, and information systems.</i>	Computer Hardware Refurbishing, Web Application Development, Computer Programming, Database Development, Networking, Software Development
	Industrial Technology <i>planning and designing processes for manufacturing and building things.</i>	Manufacturing, Industrial Design, Motor Vehicles (Automotive Repair)
sport37®	Sports-related Certification- <i>certifying officials and junior coaches through various national organizations; teens receive certification coaching and an officiating license.</i>	Bike Repair and Safety, Junior Fitness Cadets, Lifeguard, Baseball, Football, Soccer, Volleyball, Recreation Leader, Sailing, Sports Instructor Aide, Water Safety Instructor

Content Area	Concentration (description)	Activity (examples)
	Sports Facilities Management <i>learning about the management sports facilities including drainage, sports field management, scheduling, basic repairs, as well as proper care and maintenance of equipment.</i>	Stadium management
	Sports Instruction <i>training to become sports instructors by learning the fundamentals of various team sports and understand how to teach the fundamentals to groups of children ages 6-12 years old.</i>	Cheerleading, Golf, Baseball, Softball, Basketball, Soccer, Football, Volleyball, Tennis
	Health and Wellness <i>promotes the knowledge and practice of healthy life styles including physical activity, and safety</i>	Running, Fitness
words37[®] (COMMUNICATION)	Media <i>commentary expressed through words, sounds and images, recorded on film.</i>	Photojournalism, Documentary video
	Journalism <i>the practice of investigation and reporting of events, issues and trends to an audience, in a timely manner.</i>	Magazine and Newspaper Writing
	Literary <i>the art of the written language used in prose, verse (non-performance) and/or debate.</i>	Creative Writing, Poetry, Playwriting Storytelling, Sketch Writing, Debate
science37[®]	Applied Science <i>the application of scientific knowledge into a physical environment.</i>	Architecture, Engineering, Food, Sustainable Development, Robotics, Math, Aeronautics, Aviation, Accounting, Conservation, Construction, Energy Environmental Assessment, Environmental Technology, Environmental Restoration, Landscaping, Economics, Green Technology, Urban Ecology, Heath Sciences
	Natural Science <i>using inquiry and the scientific method to learn about the natural world.</i>	Biology, Chemistry, Environmental, Geology, Physics
	Social Science <i>using inquiry and the scientific method to learn about human behavior and society.</i>	Sociology, Education and Training, Community Organizing/Awareness, Psychology, Economics, Anthropology, Urban Studies/Planning

Program Classification Chart

To classify a program, follow these steps:

1. Select a *Content Area* (gallery37, tech37, sports37, words37, or science37)
2. Select a *Concentration*. If a program crosses over multiple *concentrations*, then identify the predominant skill that teens will learn and select the *concentration* that most apply to those skills.
3. Select an *activity*. If a program crosses over multiple *activities*, then identify the predominant skill that teens will learn and select the *activity* that most apply to those skills.

* If a program can not be easily classified, within your online proposal, you will have the option to click on “*Other Activity*” and insert the *Activity* that best describes the program.

Career Readiness Skills

Reference the career readiness skills descriptions provided in the chart below when responding to the *Request for Proposals* program questions and when developing the weekly program plan.

Skill	Description
Appearance	Dresses according to the defined norms of the workplace activity. Categories are industry uniform, business casual, business (jacket and tie), and business formal (suit). Understands that appropriate appearances impacts assimilation into the workplace.
Timeliness	Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.
Oratory / Speaking	Uses appropriate language, volume, clarity, and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.
Attitude	Optimistic and able to redirect a negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.
Accountability / Integrity	Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works toward a high standard or performance for self.
Self Control	Controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.
Ambition / Initiative	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work assignments. The person is self motivated but needs encouragement at times. Sets moderate expectations for self.
Supervision	Needs moderate supervision to complete tasks.
Procedure / Rule Following	Follows rules and procedures. Reads all directions before starting. Checks for clarification when unclear. Understands relevance of procedures to performance.
Problem Solving Approach	Follows a basic process for problem solving – (1) understand the problem; (2) construct a plan to solve the problem; and (3) execute the plan.
Verbal Communication	Effectively expresses his / her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals, not to gossip or cause harm.
Active Listening	Can understand what is heard. Can accurately recall information. Asks clarifying questions. Maintains eye contact. Uses listening cues such as nodding.
Feedback	Responds civilly to constructive criticism. Absorbs constructive criticism as a learning tool. Can be redirected to appropriate behavior. Reflects and refrains from immediate judgment.
Teamwork	Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team member's input. Willing to compromise to achieve overall team success.

Teen Selection Process

INTERVIEWING AND SELECTING TEENS

Program providers / Instructors are expected to interview and select teens that applied to their program online on the Youth Ready Chicago Web site. The interview and hiring process is slightly different based on each program's location. Below is an outline for hiring teens according to locations.

Campus Programs (Independent Instructor-led and Organization-led)

1. Recruitment Expo: Instructors and the Chicago Public Schools (CPS) Liaison promote program at school and encourage teens to apply.
2. Online Application: Teens complete the Youth Ready Chicago online application (prior to interviewing).
3. Interviews: Instructors interview the pool of applicants from Youth Ready Chicago and enter results in the online Participant Tracking System.
4. Selection: Instructor and Liaison agree on a final roster of program participants.
5. Create a waitlist of program candidates.

Community Programs (Organization-led)

1. Recruitment Expo: Instructors and the community Liaison promote program at organization and encourage teens to apply.
2. Online Application: Teens complete the Youth Ready Chicago online application (prior to interviewing).
3. Interviews: Instructors interview the pool of applicants from Youth Ready Chicago and enter results in the online Participant Tracking System.
4. Selection: Instructors and Liaison agree on a final roster of program participants ensuring a minimum of 90% of selected teens are CPS non-selective enrollment high school students.
5. Create a waitlist of program candidates.

Downtown Programs at Gallery 37 Center for the Arts (Independent Instructor-led and Organization-led)

1. Online Application: Teens complete the Youth Ready Chicago online application (prior to interviewing).
2. Application Session: Teens audition or present their portfolios and interview for a program opportunity at the gallery 37 Center for the Arts.
3. Selection: After School Matters designated Program Specialist and Instructors agree on a final roster
4. Create a waitlist of program candidates.

Teen Selection Process

APPLICATION PROCESS

Several requirements apply to all applicants, while others apply to some applicants depending on the program and location.

Requirements that apply to all applicants include:

- City of Chicago residents.
- Teens that are in high school are eligible to participate regardless of race, color, gender, religion, national origin, disability, or sexual orientation.
- Youth up to the age of 22 who present special needs—including teen parents, homelessness, physical disabilities, and cognitive delays—may be eligible for After School Matters School Year programs provided they attend a Chicago Public High School. Program providers will be responsible for accommodating the specific need, but can seek support from the After School Matters-designated program specialist.

All interested teens must:

- Select a specific program that interests them at the [Youth Ready Chicago Web site](#) during [the month of recruitment prior to the start of programs](#) each semester.
- Complete all other application processes required by After School Matters prior to their participation in the program.

Requirements that vary by program include:

Requirements	Pre-Apprenticeships	Apprenticeships	Advanced Apprenticeships	Internships
Percentage of CPS high school students (90 percent for CBOs, 95 percent for Campuses)*	✓	✓	✓	✓
Teens must provide evidence of a Social Security number or Individual Taxpayer Identification Number (ITIN).	✓	✓	✓	Social Security # required
Must be at least 14 years old.	✓	✓	✓	
Must be at least 16 years old.			Downtown Culinary only	✓
Due to their sophisticated nature, these programs normally consist of high school juniors and seniors.			✓	✓
Teens must provide proof of identity (e.g. school ID, state ID/driver's license, passport)				✓

* Note that during the summer, incoming high school freshmen are eligible.

Program Enhancements

FIELD TRIPS

Field trips and visiting professionals are ways to help enhance the program experience and should be thoughtfully planned or identified to give participants a well-rounded experience. They must be designed to reinforce the program content. Instructors are expected to prepare teens for field trips prior to the trip and conduct reflection activities post-field trip to ensure that youth process the information.

VISITING PROFESSIONALS

One guest speaker is funded (budget-permitting) when the individual demonstrates expertise in the program content-area and / or shares post-secondary information. Instructors are expected to prepare teens for guest speaker visits prior to the meeting and conduct reflection activities post-visit to ensure that youth process the information.

SERVICE-LEARNING

Chicago Public Schools and the Office of Curriculum and Instruction certifies After School Matters apprenticeship programs for service-learning credit. Service-learning is an enhancement to our hands-on, project based programs and naturally aligns with Illinois State learning standards, providing an additional opportunity for teens to connect their learning in out-of-school time with the school day. Chicago Public high school teens participating in most After School Matters programs will be eligible to earn one service-learning credit, per program cycle toward their graduation requirements. Participating apprentices must complete 80% of their After School Matters program in order to qualify. In addition to earning service-learning credit, After School Matters participants will also be eligible to receive an award for program completion.

Qualifications

After School Matters instructors should offer one service-learning project, per program cycle. Chicago Public Schools defines a service-learning project as follows:

Service-learning is a teaching strategy that connects classroom curriculum with service projects. Service-learning engages students in projects that serve the community while building social, civic, and academic skills.

To qualify as a service-learning project, a service experience must include the following components:

- *Preparation* – teens prepare for their service by learning about the issue, building, their skills, and developing an action plan for service.
- *Action* – teens engage in meaningful service by working on a project that will make a difference in their community and is tied to their classroom curriculum/After School Matters content area.
- *Reflection* – instructors enable teens to analyze and make sense of their experience through discussion, journaling, and presentation opportunities.

Program Enhancements

Key Standards (SERVICE LEARNING)

Service-learning projects should meet the following *key standards* of excellent practice:

- *Youth voice* - the project provides teens with opportunities to make decisions and offer input.
- *Meaningful service* – the project is interesting and relevant; age-appropriate for teens; and offers engaging activities.
- *10 week plan integration* – the project connects back to the goals and objectives of the 10 week lesson plan.
- *Reflection* – the project allows teens to use critical and creative thinking skills, which helps to make sense of the project. Reflection should occur before, during and after the service experience and asks the following questions:
 - ✓ What happened? – get feedback on teens’ observations (what they saw, did, and felt)
 - ✓ So what? - what was the significance of this activity; how did they feel about the experience; what did they learn; and what would they have done different?
 - ✓ Now what? – what’s next; how do they continue?
- *Community partnerships* – describe the community needs. What is the potential for teens to build long lasting-relationships in the community?
- *Progress monitoring* – collect evidence of progress made toward the goals of the project.
- *Duration and intensity* – plan enough preparation time for service, action, and reflection activities.
- *Diversity* – the project should provide opportunities for teens to identify and analyze different points of view to gain understanding of multiple perspectives.

The After School Matters Gala and Citywide Showcase

Performing Arts Programs

In addition to the accepted program plan, providers may be expected to use class time to develop a commissioned performance piece or pieces that will be performed by apprentices at the 2012 Annual Gala and/or 2013 Citywide Showcase. The performance must meet criteria defined by the Events and Program Quality departments including content, music, theme, length, number of participants, style and other requirements. Performing Arts programs may also be asked to participate in a group finale performance, which may require additional rehearsal time.

General Citywide Showcase and Gala participation expectations may include:

1. Attendance and program participation at the Citywide Showcase in March and/or the After School Matters Gala in September;
2. Attendance at meetings, auditions and rehearsals, both during and after program dates, as well as on weekends;
3. Communication to apprentices regarding audition, rehearsal and event expectations; and/or
4. Communication to Event and Program staff regarding performance, costumes, data, and other needs and updates relevant to your participation.

All Instructors will be compensated for rehearsals, meetings and events that take place outside of contracted program hours.

Visual Arts Programs

Visual arts programs may be asked to participate in the creation of tabletop centerpieces and/or decorations used for the 2012 After School Matters Annual Gala. Specific project details (media, size, quantity, theme, content, etc.) will be announced prior to the start of the chosen program session. (Fall, Spring or Summer). While After School Matters may request certain programs to be solely dedicated to centerpiece project, each visual arts program may be required to create additional work that will be used and sold at the Gala. Apprentices and Instructors may be selected to serve as spokespeople for After School Matters and interact with guests at the Gala.

Visual arts programs may also be asked to participate in the Citywide Showcase in March. This may include creating artwork to be displayed and/or sold at the event or serving as a representative onsite. Instructors and teens will be compensated for meetings and events that take place outside of contracted program hours.

Culinary Programs

Culinary Programs may be asked to participate in the Citywide Showcase and/or the Annual Gala in some capacity. In the past, culinary apprentices have worked as servers, provided limited food preparation, and have been asked to attend onsite training or tours in advance of the event. Instructors and teens will be compensated for meetings and events that take place outside of contracted program hours.

Other Content Areas (science37, sports37, tech37, words37)

The Events and Program Quality departments are currently exploring additional ways of incorporating other gallery37 programs, as well as tech37, sports37, science37 and words37 programs into both the Citywide Showcase and the Annual Gala. Programs may be asked to participate in some capacity either prior to the program start date or during the program period. For example, in 2010, six apprentices from a tech37 program served as a teen media crew at the Annual Gala. As with other programs, Instructors and teens will be compensated for meetings and events that take place outside of contracted program hours.

Budget Guidelines

Through the online proposal, apprenticeship applicants are asked to provide a list of the supplies and equipment needed to successfully implement the proposed program, including the quantities needed for 30 teens for the proposed program duration (e.g. if you are proposing for a program that will run in the summer and during the school year, indicate enough quantity of consumable items to last the year, but understand that non-consumable items, such as cameras, do not need to be repurchased each term).

Additionally, organization applicants will be asked to propose hourly rates for the Instructors they have indicated.

If a program is selected, After School Matters program quality staff will notify the individual designated as the primary contact in Cityspan to determine Instructor pay rates and equipment/supplies for a final budget. A final negotiated budget will be provided via e-mail with the other contract documentation. No purchases should be made until receiving the final budget. ***The following sections provide guidance on budget development as well as average dollar amounts/percentages from last year that can be used to develop a preliminary budget.***

PERSONNEL EXPENSES

Pay rates for Instructors are determined by education, professional experience and experience working with teens. Pay rates are established by contractors and After School Matters regional staff at the time of preparing final budgets for approved programs.

- The majority of After School Matters teaching teams (2 Instructors) earn a combined total of \$45 or less per hour. Please consider pairing a more experienced lead teacher with a teaching assistant or co-lead.
- Preparation hours are provided to cover time needed to attend After School Matters meetings, recruit and interview teens, prepare for program start-up and to finalize matters at the end of the term.

Budget Guidelines

The following chart indicates the number of personnel hours budgeted last year based on the program model:

Type of Hours	SUMMER 2011			2011-12 SCHOOL YEAR		
	Pre-Apprenticeship	Apprenticeship	Advanced Apprenticeship	Pre-Apprenticeship	Apprenticeship	Advanced Apprenticeship
Instruction	96 hours	96 hours	160 hours	120 hours	180 hours	180 hours
Explanation of Instruction Hours	4 hrs /day x 4 days/ week 6 weeks	4 hrs/day x 4 days/week 6 weeks	4 hrs/day x 5 days/week 8 weeks	3 hrs /day x 2 days/ week 10 weeks x 2 semesters	3hrs/day x 3 days/week 10 weeks x 2 semesters	3hrs/day x 3 days/week 10 weeks x 2 semesters
Preparation	54.5 hours	54.5 hours	64.5 hours	166.5 hours	171.5 hours	176.5 hours
TOTAL	150.5 hours	150.5 hours	224.5 hours	286.5 hours	351.5 hours	356.5 hours

There is not typically an Instructor for Internships, but when organizations are approved for 10 or more interns, they are provided with a set reimbursement rate for the site supervisor, which is \$960 (\$10/hour for 96 program hours), but may be subject to change.

EQUIPMENT AND SUPPLIES

Approved equipment and supplies are purchased by different entities depending on the program model and the program provider. Details are outlined in the chart below. In some cases, After School Matters will loan program providers equipment from its warehouse. The availability and allocation of loaned equipment is determined by After School Matters regional staff at the time of final budgeting.

Budget Items	Community Organization Led	Campus Organization Led	Campus Independent Instructor Led
Who purchases equipment?	Contracted Organization	After School Matters	After School Matters
Who keeps equipment at the end of program?	Contracted Organization	After School Matters	After School Matters
Who purchases supplies? (Note: supplies are consumables that are expected to be used up during the program.)	Contracted Organization	Contracted Organization	After School Matters

Below are average amounts from the previous year for supplies and equipment by program model and cycle to help guide the completion of the proposed budget.

Program Model	Summer	Fall	Spring
Pre-Apprenticeship	\$910	\$860	\$45
Apprenticeship	\$1,530	\$1,760	\$90
Advanced Apprenticeship	\$3,200	\$2620	\$135

Budget Guidelines

VISITING PROFESSIONALS AND FIELD-TRIP EXPENSES

These expenses will be allocated by Regional Teams outside of the contracting process, and paid for by After School Matters directly.

TEEN PROGRAM COMPLETION AWARDS (APPRENTICES) AND WAGES (INTERNS)

Teen Awards are paid by After School Matters directly. They will be calculated automatically and will not factor into the contract amount for organizations.

ADMINISTRATIVE FEE

The administrative fees will be calculated automatically for organizations. Previous years have allowed for 5% of the total contract amount to be applied.

NON-REIMBURSABLE EXPENSES

After School Matters contracts do not cover the following:

- FICA*
- Vehicle Rental
- Insurance
- Rent
- Union Dues
- Benefits
- Snacks/meals
- Pensions/Welfare
- Sales Tax
- Unemployment Benefits
- Utilities
- Travel Expenses / Parking

*FICA is only excluded for organizations.

Contracting Requirements

For those proposals that are selected, this section outlines requirements that must be met to contract with After School Matters. All selected applicants will receive a contract packet from the After School Matters Program Operations Department. The following are contractual points that apply to all providers and there are additional contracting requirements that differ for [organizations](#) versus [independent](#) Instructors, which are outlined below.

Instructor Resumes

Resumes of all Instructors must be submitted to After School Matters and any change of Instructors must be communicated immediately. *Note: Changes to Instructors might jeopardize funding if Instructors are not qualified or do not clear the background check process in a timely fashion.*

Background Checks

Upon acceptance of proposals, all Instructors will be required to complete background checks prior to the start of programs. Completed background check authorizations and Instructor information forms for each Instructor must be submitted to After School Matters. Programs will not begin until After School Matters has obtained results, and Instructors who are not found eligible based on their criminal history or indicated for child abuse/neglect will not be able to implement or deliver a program. Please adhere to fingerprinting deadlines, as notification to After School Matters can take up to 45 days.

Proprietary Rights

After School Matters will retain intellectual property rights to all instructor and teen-produced work, documents, data, studies and reports produced in accomplishing the program. All work produced by teens in connection with the contract shall become and remain property of After School Matters. High-quality artwork and other products are sold at the gallery37 retail store. Proceeds support After School Matters programs.

Technological Requirements

After School Matters uses Cityspan's Participant Tracking System (PTS), a web-based software system for data collection and analysis. All program providers must have:

- Access to a computer that is no more than five years old;
- Internet access with a valid e-mail account;
- Internet Explorer version 6 or higher*** OR Firefox version 3 or higher*** The latest version of Adobe Reader installed, currently version 9***;
- An Instructor who is responsible for data entry (e.g. teen interview results and attendance); and
- A contact person assigned to address any issues or problems with data during regular business hours.

*** free upgrades available online

Contracting Requirements

ORGANIZATIONS

A complete contract package, containing the items below, must be received before payment is made to the contractor and the program is approved to start. Official notification of approval to begin will be sent to the organization via email from the After School Matters Program Operations Department. In the event that the contracting requirements cannot be met in time for the program to begin, the program will be canceled and After School Matters cannot guarantee payment of any expenses incurred.

- Executed Contract for Services*
- Signed Program Budget*
- Certificate of Liability Insurance (see below for details)
- 501(c)3 Tax Exemption Letter (Non-profits Only)
- Letter of Good Standing from the State of Illinois
- Instructor information form(s)*
- Program Acknowledgement, Consent and Release from each Instructor
- Instructor authorization for background checks*
- Fingerprinting of Instructor(s)*
- Successful completion of all required background checks

Insurance

Selected organizations must provide After School Matters a Certificate of Insurance with the insurance coverage listed below. This must be done at the organization's expense and must provide coverage for the duration of the term of the contract. After School Matters, Inc., 66 E Randolph Chicago, IL 60601, is to be named as an additional insured on the Certificate of Liability Insurance for any liability arising directly or indirectly from the work or services to be performed pursuant to the contract.

- **Commercial General Liability Insurance** (Primary and Umbrella) or equivalent with limits of not less than **\$500,000** per occurrence for bodily injury, personal injury, and property damage liability. Coverage must include the following: All premises and operations, products/completed operations, separation of insureds, defense, and contractual liability (with no limitation endorsement).
- **Worker's Compensation and Employer's Liability** as prescribed by applicable law covering all employees who are to perform a service under the contract and Employer's Liability coverage with limits of not less than **\$100,000** for each accident or illness.
- **Professional Liability** of not less than **\$500,000** when any professional consultants perform work or any services in connection with the contract. The Professional Liability Insurance must cover errors, omissions, negligent acts and include contractual liability. When policies are renewed or replaced, the policy retroactive date must coincide with, or precede, start of work or services for the contract. A claims-made policy which is not renewed or replaced must have an extended reporting period of 2 years.
- **Automobile Liability** (Primary and Umbrella) of not less than **\$300,000** per occurrence for bodily injury or property damage when any motor vehicles (owned, non-owned and hired) are used in connection with work or services to be performed pursuant to the contract.

Additionally, organizations are responsible for all loss or damage to personal property (including materials, equipment, tools and supplies) owned, rented or used by the organization.

Contracting Requirements

Payment Process

Organizations contracted to deliver programs must pay Instructors and purchase supplies and equipment according to the approved budget. After School Matters requires organizations to keep proper accounting records. Contractors will be reimbursed for these expenses through the process outlined below. Teen Program Completion Awards will be paid directly by After School Matters, as will any approved field trip or visiting professional expenses.

1. The first installment is an advance payment of approximately 50 percent of the approved budgeted amount for the semester. The first advance payment is based on the receipt of the complete contract package, approved background check results, and the signature authorization of the After School Matters Chief Executive Officer.
2. Subsequent payments will be made upon monthly submission of actual expenses incurred according to the schedule provided within the contract. Payment will be calculated by reviewing the total expenses incurred less prior installments. Total payments will not exceed the total budgeted amount, and any overpayments in one line item made as part of the advance payment will reduce payment in another (e.g., if the first monthly expense reports shows that only 45 percent of Instructor expenses have been incurred, the remaining 5 percent that was advanced will be subtracted from what is owed for reimbursement of equipment/supply expenses).
 - a. Personnel: Actual Instructor hours worked multiplied by the budgeted rate will be used to determine the expenses incurred for Instructors. Reimbursement will only be made for Instructors who were indicated on the approved budget.
 - b. Non-Personnel: Actual supply and equipment expenses should also be captured on the monthly expense report. Nothing needs to be noted on the expense report for the administration fee.
3. The final payment amount will be calculated by adding the total expenses incurred (which cannot exceed the contract amount unless a Budget Revision has been approved by the After School Matters Regional Director), less prior installments, plus/minus any approved budget adjustments. The final installment will only be paid upon receipt of the Final Expense Report and the Certification of After School Matters Program Expenses (discussed in the After School Matters Contract Administration Manual which is provided after program selection). The following other items may also be required to release the final payment: teen documentation, After School Matters loaned equipment, and teen final product.

Contracting Requirements

INDEPENDENT INSTRUCTORS

Independent Instructors will be contractual employees of After School Matters. In compliance with law:

- After School Matters will deduct taxes from the semi-monthly checks issued to Instructors.
- Instructors will complete W-4 forms with their contract packets.
- Instructors will receive a W-2 in January.

A complete contract package, containing the items below, must be received before payments are made and the program is approved to start. Official notification of approval to begin will be sent to the Instructor via e-mail from the After School Matters Program Operations Department. In the event that the contracting requirements cannot be met in time for the program to begin, the program will be canceled. Any Instructors who work without approval from the Program Operations Department will not be eligible for payment for such time.

- Employment At-Will Agreement and attachments, including the Program Budget*
- Employment Application*
- State and Federal W-4 Forms*
- I-9 Form and associated documentation**, e.g.:
 - Copy of IL State ID or IL Drivers License or Passport
 - Copy of Social Security Card or Passport
- Instructor authorization for background checks*
- Fingerprinting of Instructor(s)
- Successful completion of all required background checks

* To be sent to selected applicants via e-mail

** Must provide original documents, and must be completed in person with approved After School Matters Program Operations staff.

Payment Process

Instructors are paid directly by After School Matters on approximately the 15th and the last day of the month according to the approved budget. In an effort to ensure all pay dates fall on business days there is some deviation from this but Instructors will receive a Payroll Schedule with their contract that specifies those cases. Instructors must submit their time online according to the payroll schedule in order to receive payment in a timely fashion. Hours will be approved by After School Matters program quality staff prior to payment. Payment will be made via check unless Instructors opt for direct deposit, in which case, the first check will still be live allow for a pre-note, which ensures proper depositing.

Provider Requirements and Guidelines

ADMINISTRATIVE MANAGEMENT ROLES

The coordination and management of After School Matters programs requires the commitment of several designated individuals that will work in partnership with After School Matters staff. Below lists specific roles for support staff and program providers located in campus schools or community-based organizations.

Campus Programs, Independent Instructor or Organization-led

Chicago Public Schools (CPS) Liaison

CPS Liaisons enhance the after school experience for students by facilitating the logistical aspects of campus high school programs, allowing program Instructors to focus on the program plan and skill development they have been contracted to deliver. Additionally, they develop an understanding of quality programs in the out-of-school time and work closely with After School Matters Instructors to creatively provide teens with productive ways to connect more comprehensively to their education, community and future possibilities. This includes but is not limited to:

- *Recruitment and enrollment* – responsible for proactively supporting Instructors to recruit teens for all programs and enrolling them into program using Cityspan's Participant Tracking System(PTS) database
- *Attendance* – print attendance sheets and retain them for submission to After School Matters at the end of program
- *Distribute teen award checks*
- *Equipment management* – responsible for receiving, inventorying and securing all equipment and supplies
- *Program administration* – *report* any operational problems related to program delivery and Award administration
- *Teen survey administration* – *coordinate with program Instructors to provide access to a computer lab with Internet access to ensure teens complete surveys by the end of every 10-week program session.*
- *Campus culminating event* – responsible for the general coordination of all special events, particularly at the end of program.

Instructor

The Instructor(s) is responsible for overseeing program delivery. Duties include, but are not limited to:

- *Recruitment and selection* – recruit and select teens according to After School Matters procedure
- *Enrollment and attendance* –ensure teens adhere to the attendance requirements for the program, including signing in and out each day; entering teen attendance into PTS database
- *Program instruction* – instruct teens according to the Youth Program Quality methods approach
- *Program reporting* – *provide* teen success stories and highlights, as well as complete final program reports.
- *Teen survey administration* – *coordinate with CPS Liaison ensure that time is scheduled and a computer lab with Internet access is reserved to ensure teens complete surveys by the end of every 10-week program session.*

Provider Requirements and Guidelines

Community Liaison (Campus Organization-led only)

The Community Liaison must have the authority and ability to work in conjunction with the CPS Liaison and Instructor(s) to ensure program activities run smoothly. After School Matters requires community Liaisons to help administer programs and assist Instructors to ensure all contractual requirements are met. This includes, but is not limited to: recruiting, enrolling and retaining teens; supporting program in the event the Instructor(s) is not able to lead program; and program reporting.

Contract Administrator

All organizations must identify an individual who will serve as After School Matters' primary contact for contract matters. This includes but is not limited to management of the contract details and administrative duties associated with reporting and maintaining the budget and financial portions of the contract (see the Contracting Requirements section for Community Organizations and Campus Organizations).

Community Programs, Organization-led:

Primary Contact / Instructor

The Instructor(s) is responsible for overseeing program delivery. Duties include, but are not limited to:

- *Recruitment and selection* – recruit and select teens according to After School Matters procedure
- *Enrollment and attendance*– ensure teens adhere to the attendance requirements for the program, including signing in and out each day; enter teen attendance into Cityspan database
- *Program instruction* – instruct teens according to the Youth Program Quality methods approach as well as the specific content area
- *Program reporting*- provide teen success stories and highlights, as well as complete final program reports.
- *Teen survey administration* – coordinate with CPS Liaison ensure that a time is for teens to complete surveys by the end of every program session.

Community Liaison

The Community Liaison must have the authority and ability to coordinate After School Matters-related activities within the community-based organization. After School Matters requires Liaisons to help administer programs and assist Instructors to ensure all contractual requirements are met. This includes, but is not limited to:

- *Recruitment and promotion*
- *Enrollment* – enroll teens into Cityspan's participant tracking system (pts) database
- *Attendance* – print attendance sheets and retain them for submission to After School Matters at the end of program
- *Distribute teen award checks*
- *Program administration*- report any operational problems related to program delivery and Award administration
- *Teen survey administration* – coordinate with program Instructors to ensure that teens are provided access to internet-ready computers to complete surveys by the end of every program session.
- *CBO culminating event* – responsible for the general coordination of all special events.

Provider Requirements and Guidelines

Internship Site Supervisor

All organizations proposing an Internship must identify someone who will be responsible for creating an engaging, hands-on, interactive work environment for participants. The Site Supervisor has a great impact as mentor and leader. The Site Supervisor also has administrative duties including teen record keeping, attendance, and general program maintenance.

Contract Administrator

All organizations will identify an individual who will serve as After School Matters' primary contact for contract matters. This includes but is not limited to management of the contract details and administrative duties associated with reporting and maintaining the budget and financial portions of the contract (see the Contracting Requirements section for organizations).

Instructor Note: After School Matters is involved in a variety of ongoing evaluation activities and continuous program improvement initiatives. By submitting a proposal, you are agreeing to cooperate with any evaluation activities and program improvement initiatives that may involve the proposed program.

Regional Boundaries – Community Programs

In Fall 2011, After School Matters underwent a regional reorganization. This reorganization was created to maximize efficiency, both for our staff and for all of our program providers, in the interest of ensuring that programs can achieve the maximum impact on teens while allowing us all to focus and intensify our efforts to increase program quality.

As a result, After School Matters offers programming across the city of Chicago in four regions. As the chart below indicates and the Regional Map illustrates on the following page, After School Matters extends to the city limits on the north, south, east and west. This allows each region to have a dedicated team to focus on relationship-building with organizations and Instructors specific to that region. Below are the four regions along with their geographic boundaries.

Please note that some campus locations are assigned to a Region based on factors beyond their physical location, and thus, the Campus Chart should be consulted for campus programming Regions.

Region	Northern Boundary	Southern Boundary	Eastern Boundary	Western Boundary
North	City limits	400 N	Lake Michigan	City limits
Central	400 N	5500 S	Lake Michigan or Downtown Region (see below)	City limits
South	5500 S	City limits	City limits	City limits
Downtown	900 N	1400 S	Lake Michigan	Halsted Street

Campus Chart

The following is a listing of Chicago Public Schools that currently constitute After School Matters campuses along with the affiliated parks and libraries. Please note that these are subject to change.

	High School	Address	Affiliated Park	Affiliated Library
NORTH REGION	Clemente Community Academy High School	1147 N. Western Avenue	Clemente Park	Humboldt Park Branch
	Foreman High School	3235 N. Leclaire Avenue	Kosciuszko Park	Portage Cragin Branch
	Kelvyn Park High School	4343 W. Wrightwood Avenue	Kelvyn Park	North Pulaski Branch
	North-Grand High School	4338 West Wabansia Avenue	Hermosa Park	North Pulaski Branch
	Orr Academy High School	730 N. Pulaski Road	Orr Park	Legler Branch
	Prosser Career Academy	2148 N. Long Avenue	Blackhawk Park	North Austin Branch
	Roosevelt High School	3436 W. Wilson Avenue	Horner Park	Mayfair Branch
	Schurz High School	3601 N. Milwaukee Avenue	Kilbourn Park	Portage Cragin Branch
	Senn High School	5900 N. Glenwood Avenue	Broadway Armory	Edgewater Branch
	Steinmetz Academic Centre High School	3030 North Mobile Avenue	Riis Park	West Belmont Branch
	Sullivan High School	6631 N. Bosworth Avenue	Loyola Park	Rogers Park Branch
	Taft High School	6530 W. Bryn Mawr Avenue	Norwood Park	Roden Branch
	Uplift Community High School	900 W. Wilson Avenue	Clarendon Community Center	Uptown Branch
Wells Community Academy high School	936 North Ashland Avenue	Eckhart Park	Eckhart Park Branch	

Campus Chart

	High School	Address	Affiliated Park	Affiliated Library
CENTRAL REGION	Austin Business & Entrepreneurship / Polytechnical Academy High School	231 N. Pine Avenue	Austin Town Hall	Austin Branch
	Clark Academic Prep Magnet High School	5101 W. Harrison Street	Clark Park	Austin Branch
	Crane Tech Prep High School	2245 W. Jackson Boulevard	Touhy-Herbert Park	Legler Branch
	Douglass Academy High School	543 North Waller Avenue	Austin Town Hall	Austin Branch
	Dunbar Career Academy High School	3000 S. King Drive	Lake Meadows Park	Chicago Bee Branch
	Farragut Career Academy High School	2345 S. Christiana Avenue	Shedd Park	Marshall Square Branch
	Kelly High School	4136 S. California Avenue	Kelly Park	Brighton Park Branch
	Juarez Community Academy High School	2150 S. Laflin Street	Harrison Park	Lozano Branch
	Infinity Math, Science, & Technology High School	3120 S. Kostner	Piotrowski Park	Toman Branch
	Manley Career Academy High School	2935 W. Polk Street	Douglas Park	Douglass Branch
	Marshall Metro High School	3250 W. Adams	Garfield Park	Legler Branch
	Phillips Academy High School	244 E. Pershing Road	Anderson Park	Chicago Bee Branch
	Phoenix Military Academy High School	145 S. Campbell	Rockwell Park	Manning Branch
	Tilden Career Community Academy High School	4747 S. Union Avenue	Fuller Park	Sherman Branch

Campus Chart

	High School	Address	Affiliated Park	Affiliated Library
SOUTH REGION	Bogan High School	3939 West 79th Street	Bogan Park	Scottsdale Branch
	New Millennium High School	2710 E. 89th Street	Bessemer Park	South Chicago Branch
	Carver Military Academy High School	13100 S. Doty West Avenue	Carver Park	Altgeld Branch
	Corliss High School	821 E. 103 rd Street	Gately Park	Pullman Branch
	Curie Metro High School	4959 S. Archer Avenue	Curie Park	Archer Heights Branch
	Dyett High School	555 E. 51st Street	Washington Park	Blackstone Branch
	Urban Prep- Academy for Young Men Charter-Englewood	6201 S. Stewart Avenue	Sherwood Park	Kelly Branch
	Gage Park High School	5630 S. Rockwell Street	Gage Park	Gage Park Branch
	Hancock College Preparatory High School	4034 West 56th Street	Pasteur Park	Archer Heights Branch
	Harper High School	6520 S. Wood	Ogden Park	West Englewood Branch
	Harlan Community Academy High School	9652 S. Michigan Avenue	Abbott Park	Woodson Regional
	Hirsch Metro High School	7740 S. Ingleside Avenue	Greater Grand Crossing	Avalon Branch
	Hyde Park Academy High School	6220 S Stony Island Avenue	Jackson Park	Bessie Coleman Branch
	Julian High School	10330 South Elizabeth Street	Graver Park	Woodson Regional
	Robeson High School	6835 S. Normal Boulevard	Hamilton Park	Kelly Branch
	Simeon Career Academy High School	8147 S. Vincennes Avenue	West Chatham Park	Woodson Library
Washington High School	3535 East 114th Street	Rowan Park	Vodak East Side Branch	