Current Instructors and Organizations Renewal Process

Summer Youth Initiative 2017
School Year 2017-2018
Introduction and General Background

Thank you for your interest in continuing to partner with After School Matters® to provide teens with opportunities to discover their potential and find their future. The Renewal Process focuses on providing support to increase providers’ capacities to create quality programs and be effective instructors.

Before submitting your Renewal Application, please make sure to review your program’s profile and include how you will address areas for growth in your responses. The Research & Evaluation department will send program profiles to all current providers via email by September 9, 2016. If you have any questions regarding your profile, please send an email to: res.ev@afterschoolmatters.org. Renewal decisions will be made based upon your application’s quality, completeness and alignment with ASM’s priorities for serving teens. Programs that do not submit a renewal application by the deadline will not be renewed.

Definitions:

Independent Instructors - An individual instructor who is providing After School Matters program(s) to teens.

Community-Based Organization (CBO) – Locally-based organizations (including non-profits, churches, cultural institutions, universities, and others such as the Art Institute of Chicago, Columbia College, Chicago Botanic Garden) that are providing After School Matters program(s) to teens.

Fiscal Year - After School Matters’ fiscal year starts on July 1st and ends on June 30th of each year.

School Year - After School Matters' school year refers to the fall and the spring program sessions.

Session – Formerly known as the After School Matters program cycle. There are three program sessions within a fiscal year (summer, fall and spring sessions).

Content Area - After School Matters has five content areas for their programs. These content areas include: Arts, Science, Technology, Sports and Communication.

Current Providers

Current providers are defined as providers who were funded and delivered a program with After School Matters during the Summer 2016 and/or the 2016-17 school year. If a current provider wants to change their programming for the upcoming program year, they may be required to submit a new proposal. For example:

- If a current provider wants to expand or move their existing program to a new location using the same program content area, they will go through the renewal process.

- If a current provider wants to change their program content area for the next program year, they will need to go through the new provider’s RFP process.

- If a current provider wants to change their contractual identity (i.e. change from a Community Based Organization to an Independent instructor or vice versa), they will be considered a new provider and must submit a new RFP.
Sports Providers
Independent instructors interested in instructing a sports Apprenticeship or another program implemented through a partnership with the Chicago Park District and After School Matters partnership can submit a cover letter and resume to rfp@afterschoolmatters.org.

Internship Providers
A 2007 study conducted by the University of Chicago Chapin Hall Center for Children found that positive academic outcomes from After School Matters programs are achieved when teens participate in multiple program sessions. These outcomes include better school attendance, fewer course failures and increased likelihood to graduate.

To maximize greater outcomes, After School Matters internship providers may reserve intern opportunities for teens who have participated in three or more After School Matters sessions (same or different programs) and maintained 80% attendance.

Internship providers are able to generate a report from Cityspan that lists teens who have participated in three or more After School Matters programs and achieved an 80% attendance rate to identify priority teens.

TIMELINE - RENEWAL PROCESS DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2016</td>
<td>Renewal Application Available in Cityspan</td>
</tr>
<tr>
<td>September 30, 2016 by 5:00pm</td>
<td>Renewal Application Due for All Returning Providers</td>
</tr>
<tr>
<td>(Programs that do not submit a renewal application by the deadline will not be renewed)</td>
<td></td>
</tr>
<tr>
<td>October – December</td>
<td>Programs Staff review proposals, conduct interviews, and negotiate budgets</td>
</tr>
<tr>
<td>January - February</td>
<td>Program selections are finalized</td>
</tr>
<tr>
<td>Late March-April 2017</td>
<td>Program decisions and notifications sent</td>
</tr>
</tbody>
</table>

TENTATIVE PROGRAM DATES

<table>
<thead>
<tr>
<th>Early July 2017</th>
<th>All Summer Programs Begin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-August 2017</td>
<td>Summer Programs End</td>
</tr>
<tr>
<td>Late September 2017</td>
<td>Fall Programs Begin</td>
</tr>
<tr>
<td>Mid-December 2017</td>
<td>Fall Programs End</td>
</tr>
<tr>
<td>Mid-February 2018</td>
<td>Spring Programs Begin</td>
</tr>
<tr>
<td>Mid-May 2018</td>
<td>Spring Programs End</td>
</tr>
</tbody>
</table>
RENEWAL APPLICATION REVIEW PROCESS

After School Matters will assess the performance of current providers based on the following criteria:

- Enrollment and attendance percentage
- Teen survey completion and satisfaction
- Completion of Instructor Program Report
- Contractual compliance
- Availability of funding resources
- Overall ability to improve on and respond to areas of growth based on the Program Provider Profile and coaching by ASM Programs staff

After School Matters reserves the right to consider other factors not listed above when reviewing prior program performance. These may include but are not limited to: school saturation rate, school enrollment, safety etc.

Additional factors that influence the selection and placement of proposals include, but are not limited to, the following:

- Availability of funds
- Programmatic variety with a school, community or region
- Community and school needs or requests

REQUIRED INSTRUCTOR TRAININGS & MEETINGS

- Instructors for selected programs are required to attend pre-start meetings (orientations, start up, new instructor trainings) and in-session meetings (coaching, PD, etc.) for continuous improvement. Dates for the orientations, trainings, and meetings will be provided upon selection.
- Failure to attend required trainings and meetings without advance notification and approval by your Branch Program Director will negatively impact future renewal decisions.
- **CBO Only:** Selected programs implemented by organizations may be required to attend a contract administration meeting.
- All instructors must successfully complete the Department of Children and Family Services' online Mandated Reporter Training.
- All instructors need to be CPR and First Aid Certified.
RENEWAL APPLICATION QUESTIONS AND DOCUMENTS

Similar to last year, we are requiring Summer and School year budgets to be completed before contracts are sent to organizations or independent instructors. The renewal process requires that you complete the renewal form and submit supporting documents through Cityspan. The expectations for the sections of the renewal process are described below.

Renewal Form

**NEW! PROGRAM COMPONENTS**

**Capstone:** A capstone is a program’s culminating experience where teens demonstrate the knowledge, talents and skills developed in your program. Describe your capstone: What will teens produce, present or perform? How will they articulate the knowledge gained? Is it teen led? (250 word max)

*Example: The comic book illustration teens will plan an art gallery presentation at XYZ school to showcase their best illustrations to parents, friends and the school community. Teens will work together to select a theme, create promotional materials, and prepare short speeches to share their experience and knowledge gained throughout the session.*

**Skills:** Your program will develop skills related to the content. These skills are then demonstrated in the capstone described above. Please brainstorm three (3) technical skills that will be developed in your program. Technical skills are job or task specific.

*Example: Automotive program might have these skill buckets: 1) Car part identification and terminology 2) Use of Automotive Tools and 3) Safety and Personal Equipment*

Using the **21st Century Skill Checklist** (see page 7), please also identify the three youth development skills that will be the most relevant in your program. Select them below.

**Outcomes:** Describe 1-3 outcomes you have for teens who participate in and complete your program. Consider how they will change from the beginning to end of the program. What can they do differently (New abilities, attitudes, behaviors, possibilities, etc.)?

*Example: Teens will have an increased ability to utilize problem solving skills to identify and repair common and basic car problems.*

You will also need to reflect and respond to the following questions:

1. As you think about your program and the feedback you received from teens, your Program Specialist and/or the Returning Instructor Profile, what changes do you want to make in your program plans for the coming year and why? Provide specific examples of how that change would look.

2. What two-three successes (instructional strategies, best practices, program activities, etc.) have you implemented in your program that you will continue in the upcoming year?

3. How do you incorporate learning about careers and industries into your program? See our Career Exposure Activities sheet on page 8 for ideas.

4. After School Matters utilizes corporate and external volunteers to support programs. How would you utilize volunteers if presented with the opportunity? Be sure to indicate how many volunteers would be appropriate.

5. If you would like to replicate your program, please describe below. Specify any preliminary work you have done and/or relevant partnerships you have.
Provider Information

You will have the opportunity to update any of the following information for your program:

- Activity Name
- **NEW!** Teen Description (After School Matters rewrote activity descriptions to follow our updated guidelines. Review your revamped description, which is intended for a teen interested in applying. If you are proposing a change in your program that requires an update to the revamped description, you will have an opportunity to submit your proposed changes via an online form. See the Program Description Guidelines on pages 9-10. Your updated description will be reviewed by our Programs and Communications teams.)
- **NEW!** Program Mission (Describe your program for an internal audience. What is the focus? What will teens be doing and how does it connect to project-based learning?)
- Program Model
- Target Enrollment
- Primary Final Product
- Secondary Final Product
- Final Product Additional Details
- Location
- Instructors
- Liaison (community programs only)

Budgeting and Contractual Documents

1. Budget equipment and supplies **will not** copy over from FY17 budgets. All providers will be required to re-enter equipment and supplies into their Summer and School-Year FY18 renewal budgets.

2. You will be required to submit the following contractual documents* at a later date, if your proposal is approved and before a contract can be issued. Failure to meet required contractual deadlines may result in non-renewal.

   a. Instructors and Liaisons: will be required to complete additional contract documents and background checks before they will be approved to work in the program. The specific paperwork required for each individual instructor may vary based on whether the individual is a new or returning instructor, or other factors such as program location.

   Required paperwork may include fingerprint-based background checks, mandated reporter training, program release forms, confidentiality forms, and other documents. **These additional items do not have to be completed at this time** -- a full checklist of required instructor documents will be available by March 2017.

   b. For Organizations Only (these will be required at a later date, if your proposal is approved):
      - Copy of Letter of Good Standing
      - Certificate of Insurance (listing After School Matters as an Additional Insured)
# 21st Century Job Skills Checklist

<table>
<thead>
<tr>
<th>JOB TITLE</th>
<th>COMPANY</th>
<th>COMPLETED BY (NAME, ROLE)</th>
</tr>
</thead>
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**How important are the following skills for successful job performance?**

### Personal Mindset
- Needs minimal supervision to complete tasks.
- Attempts to complete tasks independently before asking for help.
- Follows rules/directions as required by the task/situation.
- Maintains focus on tasks despite internal (e.g., emotional) and/or external distractions.
- Avoids actions that have produced undesirable consequences or results in the past.
- Strives to overcome barriers/set-backs, seeking assistance when needed.
- Adapts approach in response to new conditions or others' actions.

### Planning for Success
- Sets and prioritizes goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs.
- Breaks goals into actionable steps.
- Accurately estimates level of effort and establishes realistic timelines.
- Manages time to complete tasks on schedule.
- Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals.
- Monitors progress and own performance, adjusting approach as necessary.
- Demonstrates a belief that one's own actions are associated with goal attainment.

### Social Awareness
- Recognizes the consequences of one's actions.
- Balances own needs with the needs of others.
- Takes into consideration others' situations/feelings.
- Develops and implements strategies for navigating in different contexts (i.e., manages different patterns of behavior, rules, and norms).

### Verbal Communication
- Organizes information that serves the purpose of the message, context, and audience.
- Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience.
- Signals listening according to the rules/norms of the context and audience.
- Seeks input to gauge others' understanding of the message.
- Asks questions to deepen and/or clarify one's understanding when listening to others.

### Collaboration
- Completes tasks as they have been assigned or agreed upon by the group.
- Helps team members complete tasks, as needed.
- Encourages the ideas, opinions, and contributions of others, leveraging individual strengths.
- Provides feedback in a manner that is sensitive to others' situation/feelings.
- Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal.
- Seeks to obtain resolution of disagreements/conflicts to achieve a common goal.

### Problem Solving
- Defines problems by considering all potential parts and related causes.
- Gathers and organizes relevant information about a problem from multiple sources.
- Generates potential solutions to a problem, seeking and leveraging diverse perspectives.
- Identifies alternative ideas/processes that are more effective than the ones previously used/suggested.
- Evaluates the advantages and disadvantages associated with each potential solution identified for a problem.
- Selects and implements best solution based on evaluation of advantages and disadvantages of each potential solution.
Career Exposure Activities

After School Matters believes that career exposure is an essential piece of career readiness. Your program, regardless of the program model, should incorporate some element of career readiness. If you are at a more introductory level, you might consider more exploratory activities. If you are at a more advanced level, you might consider specialized career exposure activities.

The list below provides some ideas of career exposure activities done in the past. You can use these to help you complete your application.
Apprenticeship Program Description Guidelines

Template
[1 sentence] Summarize the program. [1-2 sentences] Cover the skills/techniques/themes the program teaches. [1 sentence] Describe the final project/portfolio/performance and how it illustrates the skills gained through participation.

General Guidelines:
- Use present tense and include action verbs – language should be teen-friendly
- Follow KISS when writing sentences: Keep it short and simple.
- Always proofread the description and run it through spell check.

Examples:

Pottery in Pilsen
Learn how to make your own cups and plates out of clay in the Pottery in Pilsen program. Teens learn about the history of ceramics and how different pieces are created for specific purposes. Then, everyone goes to the wheel and creates their own cups, pitchers, bowls, and more, crafting each item for a specific use. At the end of the program, each teen will have a set of food-ware items that they can use, and they'll describe the purpose of their pieces at our session banquet where we dine using the items.

Karen's Karate Program
Teens in Karen’s Karate Program learn and practice the fundamentals of karate. The program teaches teens about the muscles they’re using and incorporates basic first aid protocol alongside the workouts. Additionally, the program will access other resources at Karen’s Karate Center to provide test prep and resume writing skills for the youth. The program session will conclude with a traditional one-on-one karate tournament within the program.

The Teen Lens
The Teen Lens is a broadcast journalism program bringing a teen voice to the news. Gain insight on how a newsroom operates and develop your interviewing and reporting skills through this program. Conduct interviews, gather photos and video of events, and edit all your content to create a news clips for The Teen Lens. At the end of the program, each teen will have at least two articles published on our blog and will have participated in the production of our feature news piece.

Do Not Include:
- Stipend, Schedule, or Interview information - this is listed elsewhere
- Information about past or future terms
- Symbols, ALL CAPS, bullets/lists
- Detailed information on issues/problems the program seeks to address (instead highlight how Teens will contribute to a solution)
Internship Program Description Guidelines

Template
[1 sentence] Summarize the position and organization. [2-3 sentences] Cover the skills/competencies required of the applicant and/or the main internship duties. [1 sentence] Describe the value of the skills and experience gained through participation.

General Guidelines:
- Use present tense and include action verbs – language should be teen-friendly
- Follow KISS when writing sentences: Keep it short and simple.
- Always proofread the description and run it through spell check.
- May include desired qualifications, but not age eligibility – teens will be unable to apply if they are not eligible.
- If there are multiple intern positions at one location, briefly mention the positions available and include a note such as “Applicants will be placed in a position based on skills and aspirations as determined during an interview.”

Examples:
Urban Farm to Label
Grow your own food and create sustainable, organic health and beauty products in the Urban Farm to Label program. Teens learn how different fruits, vegetables, grains, and herbs grow and react to the climate and environment in Chicago. The farmers then plan and prepare for the changes in season and temperature to keep the crops growing well. Youth learn how to make organic, food-based products including soaps, body scrubs, hand creams, lip balms, and more. Teens also plan, promote, and host a pop-up farmer’s market stand in their community to develop marketing skills and share their products.

Real World Web Design
This internship connects groups of teens with a local non-profit organization to build, recreate or enhance their online presence through website coding. Teens gain real-world business experience by meeting with the ‘client,’ making recommendations based on their needs and building a website that works for them. This program provides a great resume and portfolio piece for a career in coding, web design, or communications. Applicants should be familiar with basic HTML and CSS when they apply.

Do Not Include:
- Wage, Schedule, or Interview information - this is listed elsewhere
- Bullets/lists – the application does not honor formatting
- Symbols, ALL CAPS
- Detailed information on issues/problems the program seeks to address (instead highlight how Teens will contribute to a solution)
RENEWAL PROCESS – *(DUE September 30, 2016 by 5pm)*

The Renewal Form - This form is accessible by all staff assigned to the program (e.g. Instructors, Liaisons and Contract Administrators). This form only needs to be completed by one person. Multiple people can work on the form, but should not be access at the same time. If you are planning on implementing multiple programs, you will need to repeat these steps for each program. This form can be saved completed in multiple sittings.

**STEP 1** – Login to Cityspan with your username and password you use to access your program.

**STEP 2** – Click on Activities on the left menu.

**STEP 3** – Use the term filter in upper-right corner to select the appropriate cycle
   - Summer 2016 – Use this term if you have not implemented programs since Summer 2016.
   - Fall 2016 – Use programs in this term if you will be implementing a school year or yearlong program.

*Note: *This is based on the current year. You can use the renewal form to propose a different term for next year (e.g. if in 2016 you ran a summer-only program, but you want to run the program all year in 2017-18, you still use your Summer 2016 activity to propose)

**STEP 4** – Click on the name of the program you want to renew.
STEP 5 – Click on the Renew tab in the upper-right corner. You will see the information below from your FY17 program displayed under the PROPOSED CHANGES section. Click on the Edit link beside any of the fields you propose changing for FY17, and click Save after you have entered the proposed change. Unless directed by a member of your After School Matters Program Team, you are not required to make any changes. You must provide a rationale for any changes that you choose to make.

*Location* – If you need to add a new location, you will first be prompted to search to see if the location already exists in the Cityspan database. If it does not, you will need to enter the following:
- Location Name
- Location Type (*e.g. CPS school, community-based organization*)
- Phone
- Fax (optional)
- URL (optional)
- Address

STEP 6 – Respond to the questions under the Program Components section by clicking on the Edit link under any of the questions. All Program Component questions are required. Be sure to click the Save link when you are done.

STEP 7 – Respond to the questions under the Questions section by clicking on the Edit link under any of the questions. Questions 1, 2, and 3 are required. Be sure to click the Save link when you are done.

STEP 8 – Review the names listed under Instructors. For instructors who will remain with the program in the upcoming year, you will need to update contact information using the link provided. If the instructor has an updated resume, upload the resume.
To propose a change, use the Edit or Remove links beside the person who will no longer be instructing.

If you need to add a new Instructor, click the “Click Here to add Proposed Instructor” link. You will first be prompted to search to see if the person already exists in the Cityspan database. In addition to the two previous updates, if he/she does not exist in the Cityspan database, you will need to enter and save the following:

- First Name
- Last Name
- Salutation
- Address
- Home Phone (optional, but at least one phone number is required)
- Work Phone (optional, but at least one phone number is required)
- Cell Phone (optional, but at least one phone number is required)
- Fax (optional)
- E-mail
- Profession
- # of Years in Profession
- # of Years Working w/ Youth
- Highest Degree Completed
- # Years Working in the Program Content Field
- Other Professional or Youth Development-Related Coursework or Enrichment (workshops, professional development, conferences, classes, etc.) (optional)
- Certifications / Associations / Awards (optional)

**STEP 9 (Community Programs Only)** – Review the names listed under Liaisons. For Liaisons who will remain with the program in the upcoming year, you will need to:

- Update contact information using the link provided

To propose a change, use the Edit or Remove links beside the person who will no longer be working. If you need to add a new Liaison, you will first be prompted to search to see if the
person already exists in the Cityspan database. If he/she does not, you will need to enter the same fields listed above for Instructors, except that the following are optional for Liaisons:

- Profession
- # of Years in Profession
- # of Years Working w/ Youth
- Highest Degree Completed
- # Years Working in the Program Content Field

**STEP 10**—Under the Budgets section, click on the link to your summer or school-year budget to complete and submit your proposed budget(s). If you proposed to implement programs **full year**, you will be required to submit *both* a summer and school-year budget alongside your renewal.

**NAVIGATING SUPPLIES**

- The budget “Supplies” tab has the most commonly purchased supplies, organized by categories. “Addl Supplies” is used for anything else
- The “Search” function is limited – be sure to look through all categories carefully before moving to “Addl Supplies”
- Click button in category to expand all options
- Click button to collapse options
- Text box is used to enter quantity
  - SU17=Summer 2017
  - F17=Fall 2017
  - SP18=Spring 2018

*Note* that for items that are not consumable and can be used for one term to the next, the quantity you need should only be entered under the first term it is needed (e.g. entering 5 digital cameras in F17 and 0 in SP18 would suggest keeping the 5 fall cameras for spring).

- Drop down menu is used to identify purchaser
  - C= The Contractor purchases the item for reimbursement
  - A= After School Matters purchases the item and delivers it to the program. If the item is non-consumable, it is expected to be returned at the end of the program.
  - L= After School Matters Loans the item from its warehouse and delivers it to the program. If the item is non-consumable, it is expected to be returned at the end of the program.

- Click Save
Note that yearlong providers will need to click into both budget links in order to fill in quantities for all 3 terms.

If there are any items you could not find, click on the Addl Supplies tab at the top to enter them.

- Enter the following information:
  - Product Description – the item you need (e.g. 8” mixing bowl)
  - Product Number – the sku or other unique number that allows it to be found at the vendor you will enter below
  - Vendor Name – the name of the company that sells the item
  - Vendor Address – the address where the company sells the item (this can be a Web address)
  - Unit Cost – the unit price at which the Vendor is currently selling the item

- Enter the quantity needed each term.
• Review the “By” column (see above for more details).

• Select the appropriate item from the drop-down under Consumable:
  ▪ Consumable – for items that will be used up by the program (e.g. paper)
  ▪ Non-consum – for items that can be used over and over again (e.g. cameras)

• If you have additional items that you need that were not on the Supplies tab, click on the link that reads: Click here to add ‘Additional Supplies’.

• Click the Save button in the upper-right corner.

The last step in completing your budget is to go to the submission tab. This tab will show you:

- A breakdown of all supplies and additional supplies requests
- Total amount of your proposed budget for next year
- Total amount of your current budget for this year
- Total amount of your actual expenditures from last year

Use the proposed budget notes to make the case for any additional supply requests
After reviewing all information, click the Submit button at the bottom of the page.
CITYSPAN HOTLINE — *Applicants that require computer technical assistance in navigating the online Cityspan proposal or downloading documents can use either of the following resources:*

<table>
<thead>
<tr>
<th><strong>Cityspan Help Desk</strong></th>
<th><strong>Issue Tracker (online support)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday through Friday</td>
<td>1. Click “Issue Tracker” on the left menu when you are logged into Cityspan.</td>
</tr>
<tr>
<td>10:00 a.m. – 7:00 p.m.</td>
<td>2. Click “New Issue.”</td>
</tr>
<tr>
<td>Phone: 866-469-6884</td>
<td>3. Enter your question in the text box and click “Save &amp; Return.”</td>
</tr>
<tr>
<td></td>
<td>4. A response will be provided within two business days. The response will be posted under Issue Tracker within the system and sent via e-mail.</td>
</tr>
</tbody>
</table>

Applicants that have content-related proposal questions can contact a member of the program staff. A directory of staff can be found on our website at: afterschoolmatters.org/contact/all-staff.