Request for Proposals Guide

Independent Instructors
Community-Based Organizations

Summer Youth Initiative 2016
School Year 2016-2017
After School Matters Vision, Mission, and Values

VISION

“After School Matters provides teens with opportunities to discover their potential and find their future.”

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.
Request for Proposal (RFP) Process

After School Matters issues this Request for Proposals (RFP) to independent instructors and organizations interested in developing and delivering programs for the first time during the summer of 2016 and/or the 2016-2017 school year.

After School Matters contracts with independent professionals and organizations to deliver hands-on and project-based Out-of-School Time (OST) programs for Chicago high school students. This approach provides teens with opportunities to learn from professionals in order to develop their talents, while gaining critical skills for work, college and beyond.

**Note:** Independent instructors interested in providing a sports Apprenticeship or another program implemented through the Chicago Park District / After School Matters partnership can submit a cover letter and resume to After School Matters Human Resources division in response to a job posting on the After School Matters website at [www.afterschoolmatters.org](http://www.afterschoolmatters.org).

### TIMELINE - RFP DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1, 2015</td>
<td>RFP released in Cityspan</td>
</tr>
<tr>
<td>October 7, 2015, 9:30-11:00 am</td>
<td>RFP Informational Session – Chicago Cultural Center, 78 E. Washington St., Claudia Cassidy Theater</td>
</tr>
<tr>
<td>October 16, 2015</td>
<td>RFP Technical Assistance Workshop – Chicago Cultural Center, 78 E. Washington St., Millennium Park Room</td>
</tr>
<tr>
<td>November 2, 2015 by 5:00 pm</td>
<td>RFP Due for New/Potential Program Providers</td>
</tr>
<tr>
<td>April 30, 2016</td>
<td>Award Notification for Summer Providers containing Contract and Budget</td>
</tr>
<tr>
<td>July 15, 2016</td>
<td>Award Notification for School Year Providers containing Contract and Budget</td>
</tr>
</tbody>
</table>

### TENTATIVE 2016-2017 PROGRAM DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Begin/End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early July 2016</td>
<td>All Summer Programs Begin</td>
</tr>
<tr>
<td>Mid-August, 2016</td>
<td>Summer Programs End</td>
</tr>
<tr>
<td>Late September, 2016</td>
<td>Fall Programs Begin</td>
</tr>
<tr>
<td>Mid-December, 2016</td>
<td>Fall Programs End</td>
</tr>
<tr>
<td>Mid-February, 2017</td>
<td>Spring Programs Begin</td>
</tr>
<tr>
<td>Mid-May 2017</td>
<td>Spring Programs End</td>
</tr>
</tbody>
</table>
Request for Proposal (RFP) Process: How to Apply

STEP 1 – CREATE AN ONLINE ACCOUNT
After School Matters only accepts proposals submitted through the Cityspan online proposal system.

- Go to: [http://www.youthservices.net/asm/registration.asp](http://www.youthservices.net/asm/registration.asp) to create an account.
- If you have submitted a proposal through the Cityspan system before, you can access the site [www.youthservices.net/ASM](http://www.youthservices.net/ASM) with the same username and password you created previously. If you do not recall the login information, use the “Forgot your password for your RFP account?” link on the login screen.
- Download and reference the Cityspan Technical Manual to help answer questions or issues encountered while completing the online application.
- When setting up an account, reference the Cityspan Technical Manual to ensure colleagues that may collaborate in developing the proposal will have access.

STEP 2 – DEVELOP AND SUBMIT A PROPOSAL
Applicants must log into the online Cityspan RFP system to complete a full proposal including:

A. **Provider Information:** Provide current contact information for everyone connected to the proposal organization
B. **Program Logistics:** Enter program delivery information (e.g. program model, location, content, etc.)
C. **Proposal Questions:** Provide concise but well-developed responses to all questions within the allotted spaces.
D. **Skills Development Plan:** Provide a plan of the program proposal objectives, activities and teen skill development.
E. **Program Budget:** Provide a summary of program costs including instructor rates and program supplies/equipment.
F. Proofread, edit and save the proposal.
G. Upload required documents and submit the proposal (s).
H. After School Matters strongly recommends submitting the Application in advance of the November 2, 2015 5:00 PM deadline to avoid last minute technical issues or being “timed out” and the proposal being denied.
I. Print the confirmation page.
Proposal Selection

After School Matters will make final decisions based on a full review of proposals and weekly plans using the evaluation criteria outlined above. 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

AWARD NOTIFICATION
- Applicants will be notified of program decisions via email by April 30, 2016 for Summer contracts and by July 15, 2016 for School Year contracts.
- Applicants will receive notification of either Selected, Waitlisted or Declined at this time.
- When notified of program awards, applicants will be provided with background check information, including fingerprinting forms and instructions. Instructors for waitlisted programs will also be asked to complete background checks and complete fingerprinting to ensure they are poised to begin instruction should funding become available. Programs cannot begin recruitment until instructors clear the background check process, which can take up to 45 days.

BUDGETING AND CONTRACTING
- After School Matters Programs staff will determine program budgets with selected applicants.
- Following the development of program budgets, applicants will receive contractual documents to complete and submit to After School Matters prior to the deadline provided.
- Programs that do not submit required documents by the designated deadlines are at risk of cancellation.

REQUIRED INSTRUCTOR TRAININGS & MEETINGS
- Instructors for programs that have been selected are required to attend Regional Orientations and other meetings/trainings related to implementation or program delivery. Dates for the orientations, trainings, and meetings will be provided upon selection.
- For selected programs that will be implemented by organizations, attendance at a contract administration meeting is also mandatory.
- Failure to attend trainings, orientations, and meetings without advance notification and approval by an After School Matters Regional Director will negatively impact future proposal selection.
- All instructors must successfully complete the Department of Children and Family Services’ online Mandated Reporter Training.
RFP Program Questions

After School Matters requires that RFP respondents provide program information to enable us to assess the quality of their proposals. The following is the list of program questions for applicants and instructions for completing the weekly program plan.

**Apprenticeship Questions:** (pre-apprenticeship, apprenticeship and advanced apprenticeship models)

1. Please briefly describe your proposed program for this year and how you will provide a project-based learning experience for teens.

2. Describe the specific strategies you intend to use (including leveraging current relationships with teens and communities) to ensure that you recruit a full roster of Chicago Public High School teens for your program.

3. Describe what you will do during your first week of the program to create a safe and respectful program environment where participants are clear about what is expected and experience being positive program members.

4. Describe how you are going to help your participants develop 21st Century (college and career readiness) skills and knowledge throughout your program (More information can be found in this RFP Guide and MHAlabs.org).

5. Describe how you are going to ensure that the thoughts, ideas, and choices of teens are incorporated into your program.

6. Give a specific example of challenging work that teens will do during your program and explain how you will support them in learning and accomplishing this challenging work.

7. Describe how you will provide opportunities for participants to give feedback about their experiences and your leadership and how you will provide feedback to teens about their participation.

8. Describe how teens will demonstrate their learning? (final product, performance or presentation).

9. Describe the steps you would take to address a teen that is being openly oppositional and disruptive to the program.

10. How would you utilize volunteers if presented with the opportunity? Be sure to indicate how many volunteers would be appropriate for your idea.

**Internship Questions:**

1. Describe the purpose and overall program or work that will take place within your organization and the benefit that teen interns will bring to your organization or business.

2. Provide an overview of the Internship position responsibilities including any required skills or abilities.

3. How many interns are being requested? Provide rationale for the number of interns requested.

4. What skills will teens gain from participating in the Internship including 21st Century (college and career readiness) skills, as well as content/industry specific skills.

5. Describe the specific strategies you intend to use (including leveraging current relationships with teens and communities) to ensure that you recruit a full roster of Chicago Public High School teens for your program.

6. What is the orientation and training plan for interns?

7. What type of supervision will be provided for interns? If interns will be working at different sites, how will supervision be ensured?
Skills Development Plan

The Skills Development Plan is an instructional tool for ensuring high-fidelity of the After School Matters apprenticeship model (pre, apprenticeship, advanced). This Skills Development Plan helps to clearly state the goals of the program and the specific skills that teens will learn and demonstrate over the course of the program. Instructors are charged with creating a final product/demonstration of learning with their teens and mapping out a plan for how to get there. These plans are reflective of the creativity and quality of the program. The Skills Development Plan also helps the organization demonstrate how program outcomes are achieved. A detailed Skills Development Plan needs to articulate the following:

Goals/Objectives:
✓ Clearly communicates how the final product/demonstration of learning will be achieved. Instructors will identify three goals that will allow time to build and practice fundamental skills, create and explore, and refine the final product/demonstration of learning.

Skills:
✓ Identifies both the technical (hard) skills and 21st Century skills (soft skills, college and career readiness skills) that contribute toward completing the final product/demonstration of learning (Read pages 15-16 of this RFP Guide and MHAlabs.org for a list of the skills)

Activities:
✓ Approaches for including both the technical and 21st Century skills into program activities
✓ Strategies to foster inclusiveness and collaboration through group work
✓ Poses a series of opened-ended questions to help teens think critically
✓ Strategies for connecting what is learned in program to college or a profession
✓ Strategies for including youth in the planning of program activities
✓ Define activities that foster progressive content skill development
✓ Define activities that support civic engagement (service to a community)
✓ Includes opportunities to reflect on the process, pace, or results, immediately following the activity.
✓ Culminates into the final product/demonstration of learning.

Notes:
* The Cityspan system will provide a template for the Skills Development Plan. For more information about how to complete the Skills Development Plan, click on this link [http://bit.ly/HVuUos](http://bit.ly/HVuUos) to see the Skills Development Plan learning playlist.

Copying and pasting responses or entering “See above” or “N/A” will negatively affect your score during evaluation.
After School Matters has adopted the research-based Youth Program Quality (YPQ) model. The YPQ Methods focus on the various developmental needs of a young person and provide an approach for ensuring that they have a positive after school experience. It focuses on four key areas of positive youth development: safe environment, supportive environment, interaction, and engagement. Program staff are key to ensuring that young people’s needs are met and learning is encouraged, creating spaces where youth can thrive. This method also ensures instructors implement best practices needed to build high-quality programs by enhancing the experience of our teens and skills of our instructors.
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.

PRE-APPRENTICESHIP PROGRAMS – “I’M EXPLORING”
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 verbal communication, collaboration, problem solving, and social awareness. Career exploration provides an opportunity to explore a variety of careers within a field and be supplemented with demonstrations from visiting professionals and trips to local industry leaders.

APPRENTICESHIP PROGRAMS - “I’M BECOMING”
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 verbal communication, collaboration, problem solving, and social awareness through activities performed.

ADVANCED APPRENTICESHIP PROGRAMS - “I AM”
An Advanced Apprenticeship is a hands-on out-of-school-time program led by expert industry professionals in which participants apply and refine the 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.
INTERNSHIP OPPORTUNITIES
Internships are supervised jobs (individual tasks assigned by supervisor) where 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:
- 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 verbal communication, collaboration, problem solving, and social awareness) 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.

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 cycles. These outcomes include better school attendance, fewer course failures and increased likelihood to graduate.

To maximize greater outcomes, After School Matters internship providers shall reserve intern opportunities for teens who have participated in 3 or more After School Matters cycles (same or different programs) and maintained 80% attendance. Any exceptions to this policy needs to have approval from the Regional Director.

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.

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, exhibit of a final product, or presentation. 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.
The following chart provides an at-a-glance comparison of the four program models.

<table>
<thead>
<tr>
<th></th>
<th>PRE-APPRENTICESHIP</th>
<th>APPRENTICESHIP</th>
<th>ADVANCED APPRENTICESHIP</th>
<th>INTERNSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity per program</td>
<td></td>
<td>30</td>
<td>Varies</td>
<td></td>
</tr>
<tr>
<td>Number of Instructors</td>
<td></td>
<td>2</td>
<td>1 After School Matters paid site supervisor for 10 or more interns</td>
<td></td>
</tr>
<tr>
<td>(1:15 Instructor to participant ratio)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Schedule</td>
<td>96 hours</td>
<td>96 hours</td>
<td>140 hours</td>
<td>96 hours</td>
</tr>
<tr>
<td>4 hours a day, 4 days a week for 6 weeks</td>
<td>4 hours a day, 4 days a week for 6 weeks</td>
<td>4 hours a day, 5 days a week for 7 weeks</td>
<td>4 hours a day, 4 days a week for 6 weeks</td>
<td></td>
</tr>
<tr>
<td>Typical School Year Schedule</td>
<td>60 hours</td>
<td>80 hours</td>
<td>90 hours</td>
<td>80 hours</td>
</tr>
<tr>
<td>2 hrs/day x 3 days/week OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 hrs/day x 2 days/week</td>
<td>(10 weeks per semester)</td>
<td>(10 weeks per semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stipend (School Year)</td>
<td>$275 maximum for program completion</td>
<td>$325 maximum for program completion</td>
<td>$425 maximum for program completion</td>
<td>minimum wage</td>
</tr>
<tr>
<td>Award (Summer)</td>
<td>$336 maximum for program completion</td>
<td>$420 maximum for program completion</td>
<td>$725 maximum for program completion</td>
<td></td>
</tr>
<tr>
<td>Final Product</td>
<td>optional</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Culminating Event</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Instructor Qualifications by Model

The following table indicates qualifications for Instructors by program model:

<table>
<thead>
<tr>
<th>Program Model</th>
<th>Instructor Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeships (pre-apprenticeship, apprenticehip and advanced apprenticeship)</td>
<td>• Instructors must be expert industry professionals and should have at least a HS diploma or GED.</td>
</tr>
<tr>
<td></td>
<td>• At least one Instructor should have a Bachelor’s degree or at least 4 years of experience in the program discipline(s).</td>
</tr>
<tr>
<td></td>
<td>• At least one Instructor should have demonstrated experience working with youth.</td>
</tr>
<tr>
<td>Internship (Site Supervisor)</td>
<td>• At least one site supervisor should have demonstrated experience working with youth.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
</tbody>
</table>

- All approved program instructors must attend all required professional development events.
- Instructors must be computer and Internet literate and have access to both
The chart below classifies program activities into Content Areas, Concentrations, and Activities which After School Matters currently funds or would consider funding if proposed.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Concentration (description)</th>
<th>Activity (examples)</th>
</tr>
</thead>
<tbody>
<tr>
<td>gallery (ART)</td>
<td>Performance Arts&lt;br&gt;telling a story through physical movement or words; it may be scripted or unscripted and is presented before an audience.</td>
<td>Theatre, Dance, Spoken Word, Marching</td>
</tr>
<tr>
<td></td>
<td>Visual Art&lt;br&gt;creating artwork that is both tangible and retail quality.</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Music&lt;br&gt;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.</td>
<td>Band, Singing, Drumming, Jazz, Choir</td>
</tr>
<tr>
<td></td>
<td>Culinary Art&lt;br&gt;preparing and cooking food that is visually appealing and meets food sanitation standards.</td>
<td>Food Catering, Food Preparation and Plating</td>
</tr>
<tr>
<td>tech</td>
<td>Audio / Visual Technology&lt;br&gt;producing, designing, and publishing multi-media content including graphics, video and sound.</td>
<td>Animation, Graphic Design, TV Production, Music Production, Radio Production, Web site Design, Film Production, Multimedia, Sound Engineering</td>
</tr>
<tr>
<td></td>
<td>Information Technology&lt;br&gt;designing, developing, and supporting hardware, software, multimedia, and information systems.</td>
<td>Computer Hardware Refurbishing, Web Application Development, Computer Programming, Database Development, Networking, Software Development</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology&lt;br&gt;planning and designing processes for manufacturing and building things.</td>
<td>Manufacturing, Industrial Design, Motor Vehicles (Automotive Repair)</td>
</tr>
<tr>
<td>sports (continues on next page)</td>
<td>Sports-related Certification&lt;br&gt;certifying officials and junior coaches through various national organizations; teens receive certification coaching and an officiating license.</td>
<td>Bike Repair and Safety, Junior Fitness Cadets, Lifeguard, Baseball, Football, Soccer, Volleyball, Recreation Leader, Sailing, Sports Instructor Aide, Water Safety Instructor</td>
</tr>
<tr>
<td>Content Area</td>
<td>Concentration (description)</td>
<td>Activity (examples)</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>sports</strong></td>
<td><strong>Sports Facilities Management</strong>&lt;br&gt;learning about the management of sports facilities including drainage, sports field management, scheduling, basic repairs, as well as proper care and maintenance of equipment.</td>
<td>Stadium management</td>
</tr>
<tr>
<td><strong>(continued)</strong></td>
<td><strong>Sports Instruction</strong>&lt;br&gt;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.</td>
<td>Cheerleading, Golf, Baseball, Softball, Basketball, Soccer, Football, Volleyball, Tennis</td>
</tr>
<tr>
<td></td>
<td><strong>Health and Wellness</strong>&lt;br&gt;promotes the knowledge and practice of healthy lifestyles including physical activity, and safety.</td>
<td>Running, Fitness</td>
</tr>
<tr>
<td><strong>words</strong></td>
<td><strong>Media</strong>&lt;br&gt;commentary expressed through words, sounds and images, recorded on film.</td>
<td>Photojournalism, Documentary video</td>
</tr>
<tr>
<td><strong>(COMMUNICATIONS)</strong></td>
<td><strong>Journalism</strong>&lt;br&gt;the practice of investigation and reporting of events, issues and trends to an audience, in a timely manner.</td>
<td>Magazine and Newspaper Writing</td>
</tr>
<tr>
<td></td>
<td><strong>Literary</strong>&lt;br&gt;the art of the written language used in prose, verse (non-performance) and/or debate.</td>
<td>Creative Writing, Poetry, Playwriting, Storytelling, Sketch Writing, Debate</td>
</tr>
<tr>
<td></td>
<td><strong>Natural Science</strong>&lt;br&gt;using inquiry and the scientific method to learn about the natural world.</td>
<td>Biology, Chemistry, Environmental, Geology, Physics</td>
</tr>
<tr>
<td></td>
<td><strong>Social Science</strong>&lt;br&gt;using inquiry and the scientific method to learn about human behavior and society.</td>
<td>Sociology, Education and Training, Community Organizing/Awareness, Psychology, Economics, Anthropology, Urban Studies/Planning</td>
</tr>
</tbody>
</table>
To classify a program, follow these steps:

1. Select a *Content Area* (gallery, tech, sports, words, or science)
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 cannot 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.
The MHA Building Blocks

MHA Labs’ 21st century skills system focuses on a common set of easy-to-understand 21st century skill targets called **The Building Blocks**. To address cultural and contextual differences among our users, MHA Labs researchers isolated the core human success factors deemed most critical for college, career and life success. To achieve this goal, the MHA team built a 4000 item competency database from existing research and engaged over 100 subject matter experts, youth and parents to isolate 6 building block skill domains and 35 core skills. To reduce complexity, the 35 skill descriptions are written to serve as both learning objectives and assessment items.

**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.
Teen Selection Process

INTERVIEWING AND SELECTING TEENS

Program providers / Instructors are expected to interview and select teens that applied to their program online via the After School Matters website. The interview and hiring process is slightly different based on each program’s location. Below is an outline for hiring teens according to locations.

School Based 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 online application (prior to interviewing).
3. Interviews: Instructors interview the pool of applicants 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 online application (prior to interviewing).
3. Interviews: Instructors interview the pool of applicants and enter results in the online Participant Tracking System.
4. Selection: Instructors and Liaison agree on a final roster of program participants.
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 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.
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 via the online application available on the After School Matters Web site.
- Complete all other application processes required by After School Matters prior to their participation in the program.

Requirements that vary by program include:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Pre-Apprenticeships</th>
<th>Apprenticeships</th>
<th>Advanced Apprenticeships</th>
<th>Internships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teens must provide evidence of a Social Security number or Individual Taxpayer Identification Number (ITIN).</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Must be at least 14 years old.</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Must be at least 16 years old.</td>
<td></td>
<td></td>
<td>Downtown Culinary only</td>
<td>✓</td>
</tr>
<tr>
<td>Due to their sophisticated nature, these programs normally consist of high school juniors and seniors.</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teens must provide proof of identity (e.g. school ID, state ID/driver’s license, passport)</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

* Note that during the summer, incoming high school freshmen are eligible, as are teens who just graduated high school.
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.
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 2015 Annual Gala and/or 2016 Regional Showcases. 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 2016 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 a Regional Showcase in March. This may include creating artwork to be displayed and/or sold at the event or serving as a representative onsite.

CULINARY PROGRAMS
Culinary Programs may be asked to participate in a Regional 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.

OTHER CONTENT AREAS (SCIENCE, SPORTS, TECH, COMMUNICATIONS)
The Events and Program Quality departments are currently exploring additional ways of incorporating other gallery programs, as well as tech, sports, science and words programs into both Regional Showcases 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 tech program served as a teen media crew at the Annual Gala.
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).

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. Selected providers will be notified when their final negotiated budget is available in Cityspan. 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.

The chart below indicates the number of personnel hours budgeted last year based on the program model. Please note that amounts are subject to change for the 2016-17 fiscal year.

<table>
<thead>
<tr>
<th>Type of Hours</th>
<th>SUMMER 2015</th>
<th>2015-16 SCHOOL YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Apprenticeship</td>
<td>Apprenticeship</td>
</tr>
<tr>
<td>Instruction</td>
<td>96 hours</td>
<td>96 hours</td>
</tr>
<tr>
<td>Explanation of Instruction Hours</td>
<td>4 hrs/day x 4 days/week x 6 weeks</td>
<td>4 hrs/day x 4 days/week x 6 weeks</td>
</tr>
<tr>
<td>Preparation</td>
<td>47 hours</td>
<td>47 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>143 hours</td>
<td>143 hours</td>
</tr>
</tbody>
</table>

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 $1,152 ($12/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.

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

Below are average amounts from the previous year for supplies and equipment by content area, program model and cycle to help guide the completion of the proposed budget. Please note that amounts are subject to change for the 2016-17 fiscal year.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Pre-Apprenticeship</th>
<th>Apprenticeships</th>
<th>Advanced Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallery</td>
<td>$1,343</td>
<td>$2,014</td>
<td>$3,304</td>
</tr>
<tr>
<td>Science</td>
<td>$1,165</td>
<td>$1,646</td>
<td>$1,675</td>
</tr>
<tr>
<td>Sports</td>
<td>$374</td>
<td>$461</td>
<td>$418</td>
</tr>
<tr>
<td>Tech</td>
<td>$879</td>
<td>$1,167</td>
<td>$1,782</td>
</tr>
<tr>
<td>Words</td>
<td>$790</td>
<td>$926</td>
<td>$939</td>
</tr>
<tr>
<td>FALL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallery</td>
<td>$1,357</td>
<td>$1,973</td>
<td>$2,716</td>
</tr>
<tr>
<td>Science</td>
<td>$2,104</td>
<td>$2,143</td>
<td>$2,162</td>
</tr>
<tr>
<td>Sports</td>
<td>$609</td>
<td>$852</td>
<td>$608</td>
</tr>
<tr>
<td>Tech</td>
<td>$552</td>
<td>$962</td>
<td>$1,245</td>
</tr>
<tr>
<td>Words</td>
<td>$778</td>
<td>$780</td>
<td>$1,004</td>
</tr>
<tr>
<td>SPRING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gallery</td>
<td>$673</td>
<td>$1,041</td>
<td>$2,001</td>
</tr>
<tr>
<td>Science</td>
<td>$1,870</td>
<td>$1,836</td>
<td>$1,627</td>
</tr>
<tr>
<td>Sports</td>
<td>$491</td>
<td>$570</td>
<td>$460</td>
</tr>
<tr>
<td>Tech</td>
<td>$577</td>
<td>$633</td>
<td>$1,192</td>
</tr>
<tr>
<td>Words</td>
<td>$497</td>
<td>$537</td>
<td>$626</td>
</tr>
</tbody>
</table>
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 Quality and Compliance Department. The following contractual requirements apply to all providers, but there are additional contracting requirements that differ for organizations versus independent Instructors, which are outlined on the following pages.

**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,
- do not complete required paperwork by deadlines provided, or
- do not clear the background check process in a timely fashion.

**Background Checks**

Upon acceptance of proposals, all Instructors and Community Liaisons will be required to complete background checks before the program may begin. Programs will not begin until After School Matters has obtained results, and the instructors has satisfactorily cleared the review process.

**Freedom from Tuberculosis (TB)**

Upon acceptance of proposals, all Instructors and Community Liaisons will be required to provide evidence of freedom from Tuberculosis (TB), as verified by a healthcare provider. A TB skin test must have been performed within the last 90 calendar days. If the TB skin test is positive, a chest x-ray must have been performed within the last 2 years. A printout with the date of the chest x-ray results and initiation of treatment, as necessary, must be documented on the form.

**Proprietary Rights**

After School Matters will retain intellectual property rights to all work produced by instructors and teens in connection with the program, including documents, data, studies and reports. 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 (free upgrades available online)
- An approved Instructor or Liaison 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.
Contracting Requirements: Organization Programs

A complete contract package, containing all of the items below, must be completed before payment is made to the organization and the program is approved to start. Official notification of approval to begin will be sent to the organization via email from the new After School Matters Program Quality and Compliance Division. In the event that the contracting requirements cannot be met in a timely fashion, the program will be canceled and After School Matters cannot guarantee payment of any expenses incurred.

Organization Documents Required by Contract

- Signed Contract for Services
- Signed Program Budget
- 501(c)3 Tax Exemption Letter (Non-profits Only)
- Letter of Good Standing from the State of Illinois
- Certificate of Liability Insurance (see below for details)

Instructor / Liaison Documents Required by Contract (for Organization Programs)

- Authorization for Background Checks, including fingerprinting
  - Instructor must clear all required background checks in accordance with After School Matters policy
- Proof of Freedom from Tuberculosis (TB)
- Mandated Reporter Training Certificate
- Information form(s) from each Instructor and Community Liaison

Insurance

Selected organizations must provide After School Matters a Certificate of Insurance with the insurance coverage listed below. Insurance must be maintained at the organization’s expense, must provide coverage for the duration of the contract term, and must name After School Matters, Inc., 66 E Randolph Chicago, IL 60601, as an additional insured for any liability arising directly or indirectly from the 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.

- Commercial General Liability Insurance (Primary and Umbrella) or equivalent with limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate 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 $500,000 for each accident or illness.
- Automobile Liability (Primary and Umbrella) of not less than $1,000,000 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.

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.
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 Quality and Compliance Division. In the event that the contracting requirements cannot be met in a timely fashion, the program will be canceled. Any Instructors who work without approval from the After School Matters Program Quality and Compliance Division will not be eligible for payment for such time.

Independent Instructor Documents Required by Contract

- Employment At-Will Agreement
- Program Budget
- State and Federal W-4 Forms
- Authorization for Background Checks, including fingerprinting
  - Instructor must clear all required background checks in accordance with After School Matters policy
- Proof of Freedom from Tuberculosis (TB)
- Mandated Reporter Training Certificate
- Forms, including, but not limited to: Employee Fact Sheet; Program Acknowledgement, Consent and Release; Mandated Reporter Acknowledgement; Statement of Confidential Information; Acknowledgement of Receipt of Employee Handbook; Employment Application; EEO form(s)

Payment Process

Instructors are paid directly by After School Matters on approximately the 13th and the 28th of the month according to the approved budget. In an effort to ensure all pay dates fall on business days there may be some deviation from these days, but Instructors will receive a Payroll Schedule. Instructors will receive a unique login to the designated After School Matters payroll system, and must submit their time according to the payroll schedule in order to receive payment in a timely fashion. Hours will be approved by After School Matters Program staff prior to payment. Payment will be made via check unless Instructors opt for direct deposit. In the case an instructor opts for direct deposit, up to the first two checks will still be live to allow for a pre-note, which ensures proper depositing.
Regional Boundaries – Community Programs

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, inventorizing 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.
Regional Boundaries – Community Programs

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.
Regional Boundaries – Community Programs

*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

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.

<table>
<thead>
<tr>
<th>Region</th>
<th>Northern Boundary</th>
<th>Southern Boundary</th>
<th>Eastern Boundary</th>
<th>Western Boundary</th>
</tr>
</thead>
<tbody>
<tr>
<td>North</td>
<td>City limits</td>
<td>800 N</td>
<td>Lake Michigan</td>
<td>City limits</td>
</tr>
<tr>
<td>Central</td>
<td>800 N</td>
<td>5100 S</td>
<td>Lake Michigan or Downtown Region (see below)</td>
<td>City limits</td>
</tr>
<tr>
<td>South</td>
<td>5100 S</td>
<td>City limits</td>
<td>City limits</td>
<td>City limits</td>
</tr>
<tr>
<td>Downtown</td>
<td>900 N</td>
<td>1400 S</td>
<td>Lake Michigan</td>
<td>Halsted Street</td>
</tr>
</tbody>
</table>
The following is a listing of Chicago Public Schools that currently constitute After School Matters campuses. Please note that these are subject to change.

<table>
<thead>
<tr>
<th>High School</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelvyn Park High School</td>
<td>4343 W. Wrightwood Avenue</td>
</tr>
<tr>
<td>North-Grand High School</td>
<td>4338 West Wabansia Avenue</td>
</tr>
<tr>
<td>Northside Learning Center</td>
<td>3730 W. Bryn Mawr Avenue</td>
</tr>
<tr>
<td>Prologue Early College High School</td>
<td>1135 N. Cleaver Road</td>
</tr>
<tr>
<td>Prosser Career Academy</td>
<td>2148 N. Long Avenue</td>
</tr>
<tr>
<td>Roosevelt High School</td>
<td>3436 W. Wilson Avenue</td>
</tr>
<tr>
<td>Senn High School</td>
<td>5900 N. Glenwood Avenue</td>
</tr>
<tr>
<td>Steinmetz Academic Centre High School</td>
<td>3030 North Mobile Avenue</td>
</tr>
<tr>
<td>Sullivan High School</td>
<td>6631 N. Bosworth Avenue</td>
</tr>
<tr>
<td>Taft High School</td>
<td>6530 W. Bryn Mawr Avenue</td>
</tr>
<tr>
<td>Uplift Community High School</td>
<td>900 W. Wilson Avenue</td>
</tr>
<tr>
<td>Vaughn Occupational High School</td>
<td>4355 N. Linder Avenue</td>
</tr>
<tr>
<td>Wells Community Academy High School</td>
<td>936 North Ashland Avenue</td>
</tr>
<tr>
<td>Westinghouse High School</td>
<td>3223 W. Franklin Boulevard</td>
</tr>
<tr>
<td>High School</td>
<td>Address</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Air Force Academy High School</td>
<td>3630 S. Wells Street</td>
</tr>
<tr>
<td>Austin Business &amp; Entrepreneurship / Polytechnical Academy High School</td>
<td>231 N. Pine Avenue</td>
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<tr>
<td>Back of the Yards College Preparatory High School</td>
<td>2111 W. 47th Street</td>
</tr>
<tr>
<td>Bronzeville Scholastic Institute</td>
<td>4934 S. Wabash Avenue</td>
</tr>
<tr>
<td>Crane Medical Prep High School</td>
<td>2245 W. Jackson Boulevard</td>
</tr>
<tr>
<td>Farragut Career Academy High School</td>
<td>2345 S. Christiana Avenue</td>
</tr>
<tr>
<td>Kelly High School</td>
<td>4136 S. California Avenue</td>
</tr>
<tr>
<td>Instituto Justice and Leadership Academy/ Health Sciences Career Academy</td>
<td>2570 S. Blue Island Avenue</td>
</tr>
<tr>
<td>Juarez Community Academy High School</td>
<td>2150 S. Laflin Street</td>
</tr>
<tr>
<td>Kenwood Academy High School</td>
<td>5015 S. Blackstone Avenue</td>
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<tr>
<td>Little Village Lawndale High School Campus</td>
<td>3120 S. Kostner Avenue</td>
</tr>
<tr>
<td>Manley Career Academy High School</td>
<td>2935 W. Polk Street</td>
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<tr>
<td>Marine Military Academy High School</td>
<td>145 S. Campbell Avenue</td>
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<tr>
<td>Marshall Metro High School</td>
<td>3250 W. Adams Street</td>
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<tr>
<td>North Lawndale College Prep- School Collins Campus</td>
<td>1313 S. Sacramento Boulevard</td>
</tr>
<tr>
<td>Perspectives Charter School Joslin Campus</td>
<td>1930 S. Archer Avenue</td>
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<tr>
<td>Phillips Academy High School</td>
<td>244 E. Pershing Road</td>
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<tr>
<td>Phoenix Military Academy High School</td>
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<tr>
<td>Power House Charter School</td>
<td>931 S. Homan Street</td>
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<tr>
<td>Ray Graham Training Center</td>
<td>2347 S. Wabash Avenue</td>
</tr>
<tr>
<td>Urban Prep Academy for Young Men - Bronzeville Campus</td>
<td>2710 S. Dearborn Street</td>
</tr>
<tr>
<td>Youth Connections Leadership Academy</td>
<td>3424 S. State Street</td>
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</tbody>
</table>
## Campus Chart

<table>
<thead>
<tr>
<th>High School</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bogan High School</td>
<td>3939 West 79th Street</td>
</tr>
<tr>
<td>Carver Military Academy High School</td>
<td>13100 S. Doty West Avenue</td>
</tr>
<tr>
<td>Chicago Vocational Career Academy High School</td>
<td>2100 E 87th Street</td>
</tr>
<tr>
<td>Corliss High School</td>
<td>821 E. 103rd Street</td>
</tr>
<tr>
<td>Curie Metro High School</td>
<td>4959 S. Archer Avenue</td>
</tr>
<tr>
<td>Fenger High School</td>
<td>11220 S. Wallace Street</td>
</tr>
<tr>
<td>Gage Park High School</td>
<td>5630 S. Rockwell Street</td>
</tr>
<tr>
<td>Hancock College Preparatory High School</td>
<td>4034 West 56th Street</td>
</tr>
<tr>
<td>Harlan Community Academy High School</td>
<td>9652 S. Michigan Avenue</td>
</tr>
<tr>
<td>Harper High School</td>
<td>6520 S. Wood Street</td>
</tr>
<tr>
<td>Hirsch High School</td>
<td>7655 S. Ingleside Avenue</td>
</tr>
<tr>
<td>Hyde Park Academy High School</td>
<td>6220 S. Stony Island Avenue</td>
</tr>
<tr>
<td>Julian High School</td>
<td>10330 S. Elizabeth Street</td>
</tr>
<tr>
<td>Morgan Park High School</td>
<td>1744 W. Pryor Avenue</td>
</tr>
<tr>
<td>Robeson High School</td>
<td>6835 S. Normal Boulevard</td>
</tr>
<tr>
<td>Simeon Career Academy High School</td>
<td>8147 S. Vincennes Avenue</td>
</tr>
<tr>
<td>Solorio Academy High School</td>
<td>5400 S. St Louis Avenue</td>
</tr>
<tr>
<td>South Shore Campus</td>
<td>7529 S. Constance Avenue</td>
</tr>
<tr>
<td>Southside Occupational Academy High School</td>
<td>7342 S. Hoyne Avenue</td>
</tr>
<tr>
<td>Washington High School</td>
<td>3535 E. 114th Street</td>
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