Current Organizations and Employee Instructors Renewal Guide

Summer 2019
School Year 2019-2020
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.

Please review your program’s most recent profile and use your Program Quality and Program Compliance scores, YPQA data, site visit forms, and your program improvement plan (if applicable) to address areas for growth in your Renewal Application responses as Summer 2018 program profiles will not be available until September 17. Additionally, please consider any discussions you may have had with your Program Specialist as you respond.

**Note:** Internships and Assistantships will not receive a program profile. For data points on Internships and Assistantships, please contact your Program Specialist.

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:**

**Employee Instructor** - An individual instructor employed by After School Matters and 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, STEM, Sports, and Communications & Leadership.

**Current Providers**

Current providers are defined as providers who were delivered a program with After School Matters during the Summer 2018 and/or the 2018-19 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 an Organization to an Employee Instructor or vice versa), they will be considered a new provider and must submit a new RFP.

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>
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<tbody>
<tr>
<td>September 10, 2018</td>
<td>Renewal Application released in Cityspan</td>
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<tr>
<td>September 28, 2018 by 5:00pm</td>
<td>Renewal Application Due for All Returning Providers</td>
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<tr>
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<td>(Programs that do not submit a renewal application by the deadline will not be renewed)</td>
</tr>
<tr>
<td>October – December 2018</td>
<td>Programs Staff review proposals, conduct interviews, and negotiate budgets</td>
</tr>
<tr>
<td>January – February 2019</td>
<td>Program selections are finalized</td>
</tr>
<tr>
<td>Late March - April 2019</td>
<td>Program decisions and notifications sent</td>
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**TENTATIVE PROGRAM DATES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Item</th>
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<tbody>
<tr>
<td>Early July 2019</td>
<td>All Summer Programs Begin</td>
</tr>
<tr>
<td>Mid-August 2019</td>
<td>Summer Programs End</td>
</tr>
<tr>
<td>Late September 2019</td>
<td>Fall Programs Begin</td>
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<tr>
<td>Mid-December 2019</td>
<td>Fall Programs End</td>
</tr>
<tr>
<td>Mid-February 2020</td>
<td>Spring Programs Begin</td>
</tr>
<tr>
<td>Mid-May 2020</td>
<td>Spring Programs End</td>
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</table>
Provider completes renewal application questions in Cityspan before September 28

Applications are reviewed and scored by branch program teams

Program providers selected

- Declined
- Selected
- Waitlisted

Interview required before final selection

Programs placed

Providers in this category interview with program branch staff

Program providers receive confirmation about placement

Final selections made
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.

NEW!!! PART 1: REFLECTION ON PREVIOUS TERM

1. **Program Objectives:** How did you meet your program objectives? Were any changes made? If so, include the rationale. (250 words max)

2. **Culminating Project or Showcase:**
   Describe in detail the final project or final product of the program. Was it teen led? Did the program or product have visibility in the community? If yes, please explain. (250 words max)

3. **Content Skills – College and Career Readiness Skills:**
   What were the content skills and career readiness skills teens developed in your program? How did you build upon these skills to execute your culminating project/showcase? Use 21st Century Job Skills Checklist on page 9 as a reference. Provide examples of how you incorporated careers/industry and college readiness into your program. See Career Exposure Activities sheet on page 10 for ideas.

4. **Program Improvement – Feedback:**
   During the previous program session(s), what was your response to feedback received from your Program Specialist or other After School Matters staff? How did you incorporate feedback into your program? Note: Feedback can be received via observations, site visits, informal conversations or follow-up email communication with Program Specialists, etc.

5. What challenges have you encountered? What supports or resources did you find to address these challenges? Were they adequate? What supports, resources, or professional development opportunities do you need in order to better serve teens in your program?

PART 2: FOR NEXT FISCAL YEAR

1. **Program Improvement – Planning:**
   Based on your program data (See your Program Quality and Compliance Profile), how will you improve the quality of your program moving forward? What changes will you make in your program plan for this coming year and why?

2. **Recruitment Strategy:**
   What strategies will you put in place to recruit and retain male and Latinx teens?

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

3. **Activity Name**

4. **Program Model**
5. **Program Description** (Please make sure that your activity description, which is intended for a teen interested in applying, and follow the After School Matters Program Description Guidelines on pages 11-12. If you are proposing a significant change in your description, meaning you would like a change in program content area or focus, you must apply through the Request for Proposal (RFP) process. Contact your Program Specialist for additional details.)

6. **Proposed Session**

7. **Target Enrollment**

8. **Proposed Primary Final Product**

9. **Proposed Location**

10. **Proposed Check Delivery Location**

11. **Proposed Program Expansion:**
   If you would like to replicate your program, please describe below. Specify any preliminary work you have done and/or relevant partnerships you have.

12. **Program Assistants:**
   Would you like to add program assistants? If so, how many?

13. **Equipment on Site:**
   Please list any equipment purchased through your contract with After School Matters (for orgs only) and/or ASM-loaned equipment you currently have at your program site.

14. **Other Changes**
   - Instructors (For Returning Staff: Review “Contact info” to ensure the email, phone number, and other details are accurate. If any information has changed, edit and save this information. If the instructor/liaison has an updated resume, upload the resume. For New Staff: Enter accurate contact information and upload a resume. Staff information must be entered and complete by deadline to submit the proposal: September 28, 2018.)
   - Liaison (community programs only)

**Budgeting and Contractual Documents**

1. The budget section will ask for costs and an itemized list of equipment and supply needs for summer and/or school year FY20 programs. **NEW!!!** You will be asked to attest to and electronically sign off on budget-related statements both before gaining access to the Supplies tab and before you submit your proposed budget.

2. You will be required to submit the following documents **at a later date**, if your proposal is approved. Failure to meet any required deadlines may result in non-renewal.
   a. Instructors and Liaisons: Required to complete additional 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 includes, but is not limited to, fingerprint-based background checks, mandated reporter training, program release forms, and confidentiality forms. *These additional items do not have to be completed at this time* -- a full checklist of required instructor documents will be available by March 2019.

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

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<thead>
<tr>
<th>JOB TITLE</th>
<th>COMPANY</th>
<th>COMPLETED BY (NAME, ROLE)</th>
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## 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 28, 2018 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 2018 – Use this term if you have not implemented programs since Summer 2018.
- Fall 2018 – Use programs in this term if you will be implementing a school-year 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 2018 you ran a summer-only program, but you want to run the program all year in 2019-20, you still use your Summer 2018 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 FY19 program displayed. Click on the Edit link beside any of the fields you propose changing for FY20, 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
- Do you have an existing relationship with this location?
- Who is the point of contact at this new proposed location?
- Provide rationale for your proposed change.

**STEP 6** – Respond to the questions *(NEW!!)* under Part 1 and 2 by clicking on the Edit link under any of the questions. Be sure to click the Save link when you are done.

**STEP 7** – 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 8 (Community-Based Organization 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 9 – 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.

NEW!!! You will be asked to attest to and electronically sign off on budget-related statements both before gaining access to the Supplies tab and before submitting your proposed budget.

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
  - SU19=Summer 2019
  - F19=Fall 2019
  - SP20=Spring 2020

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 F19 and 0 in SP20 would suggest keeping the 5 fall cameras for spring).

• Drop down menu is used to identify purchaser
  - Program Provider = The provider purchases the item directly. Employee instructors bill for reimbursement, while CBOs are paid through the contract.
  - ASM = After School Matters purchases the item and delivers it to the program. If the item is considered equipment, then it is expected to be returned at the end of the program.
  - Loaned = After School Matters Loans the item from its warehouse and delivers it to the program. All loaned items are expected to be returned at the end of the program.

• Click Save
Note that year-long providers will need to fill-in quantities for all 3 program sessions.

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 on the budget attestations, electronically sign your name, then click on the Submit button at the bottom of the page.
ADDITIOnAL SUPPORT

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>
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<tr>
<th>Cityspan Help Desk</th>
<th>Issue Tracker (online support)</th>
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<tbody>
<tr>
<td>Monday through Friday 10:00 a.m. – 7:00 p.m.</td>
<td>1. Click “Issue Tracker” on the left menu when you are logged into Cityspan.</td>
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<tr>
<td>Phone: 866-469-6884</td>
<td>2. Click “New Issue.”</td>
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<td>3. Enter your question in the text box and click “Save &amp; Return.”</td>
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<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>
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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: [http://www.afterschoolmatters.org/about-us/our-people/](http://www.afterschoolmatters.org/about-us/our-people/).