



New Program Provider Application Guide

Employee Instructors
Community-Based Organizations

School Year 2019-2020

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.

Program Quality and Instruction

After School Matters adopted the research-based Youth Program Quality Intervention (YPQI) strategy. The YPQI, using the Youth Program Quality Assessment tools, focuses on the various developmental needs of a young person and provide an approach for ensuring a positive after school experience. The assessment 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 ensures instructors implement best practices needed to build high-quality programs by enhancing the experience of our teens and skills of our instructors.



21st Century Learning Skills for College and Career Readiness

MHA (Means and Measures of Human Achievement) Building Blocks are a common set of easy-to-understand 21st century skill targets **that are** deemed most critical for college, career and life success. Below are key categories outlining these social, emotional and cognitive skills that may be implemented in a program.

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).

21st Century Learning Skills for College and Career Readiness

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.



Teen Selection Process

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 program content and structure.

The final determination of a program model will be made by Program Staff if the program is selected.

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 engage youth in technical skills (industry-related) and youth development skills.
- work toward a finished product/project and culminating event.

PRE-APPRENTICESHIP PROGRAMS – “I’M EXPLORING”

A Pre-Apprenticeship is an introductory out-of-school-time program that focuses on career readiness skills and provides opportunities to explore a variety of careers in a field. Pre-Apprenticeships should learn basic skills and vocabulary relevant to a broad field and participants should develop strong 21st Century Skills (Personal Mindset, Planning for Success, Social Awareness, Verbal Communication, Collaboration, Problem Solving).

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 career (e.g. Web design, robotics, stadium management, theater, etc.). Apprentices should learn more specialized skills of a specific career while engaging in hands-on activities, continuing to develop 21st Century Skills, and work towards a culminating project or showcase.

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 their skills while producing sophisticated performances, products, or projects. Advance programs are highly specialized, youth-led and centered on independent workmanship.

ASSISTANTSHIPS

Opportunities for teens to participate in introductory workplace experiences alongside supportive After School Matters staff. Teens must be at least 16 years old and are paid an hourly rate of \$8.25/hour. These opportunities range from program assistance to school-wide support for programming to outreach and engagement activities.

Teen Selection Process

INTERVIEWING AND SELECTING TEENS

Program providers are expected to recruit, interview, and select teens that applied to their program via the After School Matters online application. The interview and hiring process is slightly different based on each program's location. Below is an outline for hiring teens according to locations. This outline is not intended to be all-inclusive of the teen recruitment and selection process.

School-Based Programs (Part-time Employee 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 Cityspan 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 Cityspan 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 and NNW Programs at The Michael and Karyn Lutz Center for After School Matters (Part-time Employee 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 and Lutz Center.
3. Selection: After School Matters designated Program Specialist and Instructors agree on a final roster
4. Create a waitlist of program candidates.

New Program Provider Application Process and Timeline

After School Matters issues an *Intent to Apply* and job postings to potential program providers interested in developing and delivering programs for the first time during the 2019-2020 school year. Based on a needs assessment conducted by our Research and Evaluation department, After School Matters has identified the following content and communities as our targeted areas:

Content: STEM, SPORTS, COMMUNICATIONS AND LEADERSHIP, ARTS

Community Areas:*

- ❖ Belmont Cragin
- ❖ East Side
- ❖ Pullman

**We are also open to other community areas, although we have particular interest with the communities listed above.*

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.

Definitions:

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 provide After School Matters program(s) to teens.

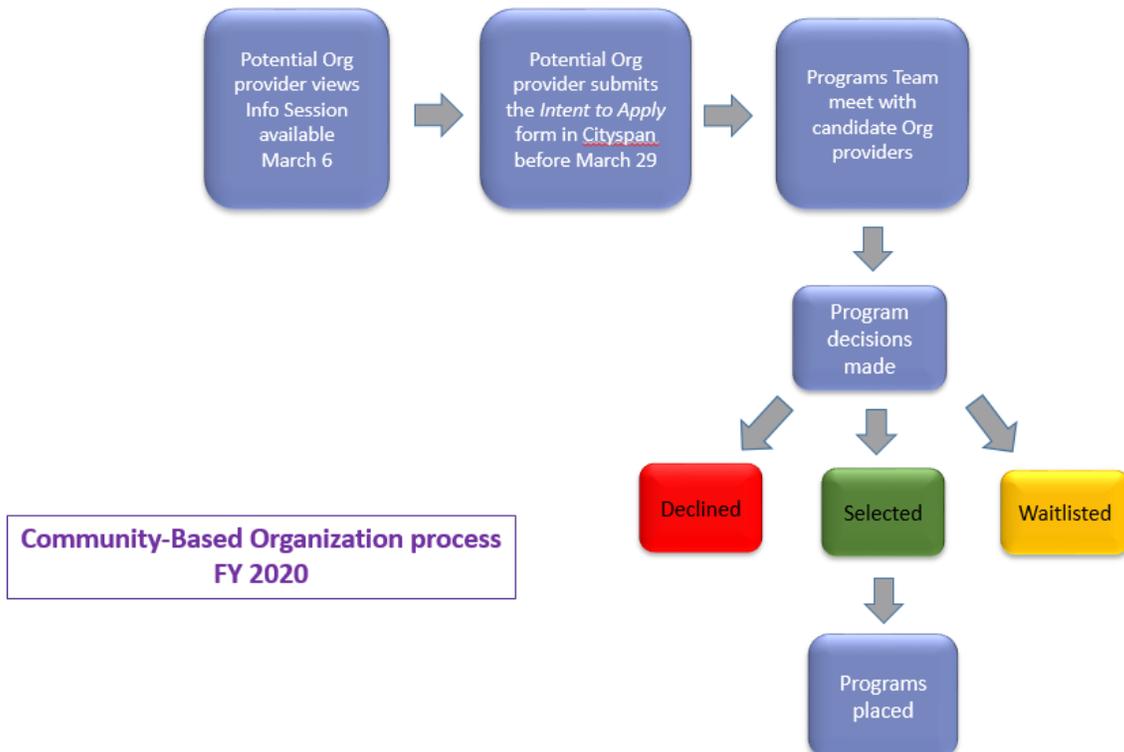
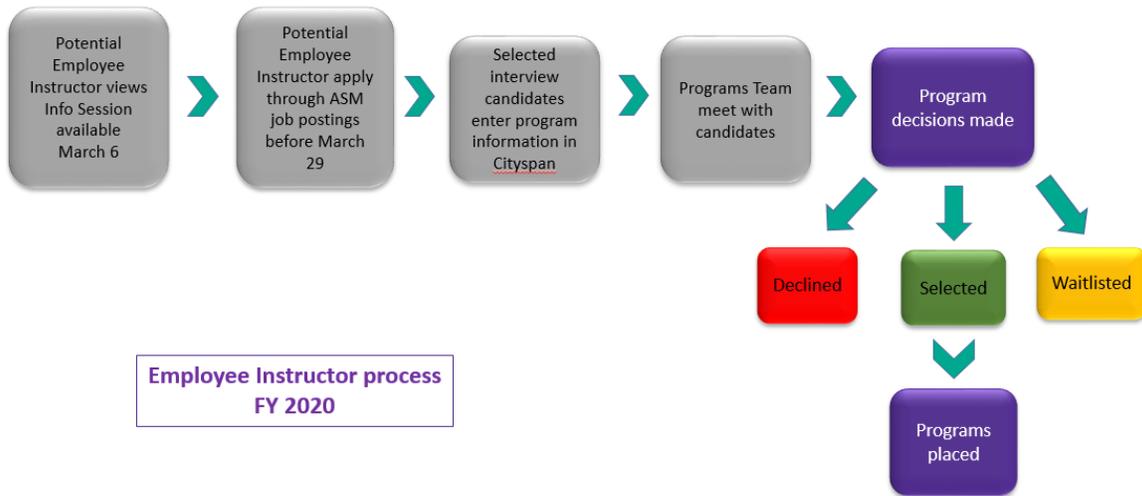
Fiscal Year - After School Matters' fiscal year starts on July 1st and ends on June 30th of each year.

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

Session – Time period when programs are offered. There are three program sessions within a fiscal year (summer, fall and spring sessions).

Content Area - After School Matters has five content areas for its programs. These content areas include: Arts, STEM, Sports, Communication and Leadership.

New Program Provider Application Process and Timeline



New Program Provider Application Process and Timeline

TIMELINE

Date	Item
Monday, March 4	<i>Intent to Apply</i> (Organizations) released in Cityspan; Employee Instructor openings posted in ASM career board
Wednesday, March 6	Informational Session - online platform. To access the PowerPoint presentation, click here .
Friday, March 29	<i>Intent to Apply</i> Due by 5:00 pm ; Employee Instructor openings closed
March – April 2019	<i>Intent to Apply</i> forms and Instructor applications are reviewed
March 2019 – April 2019	Program provider candidates are interviewed
May 2019	Final program selections are made
Early June 2019	Program decisions and notifications sent

TENTATIVE 2019-2020 PROGRAM DATES

Early July 2019	All Summer 2019 Programs Begin
Mid-August 2019	Summer 2019 Programs End
Late September 2019	Fall 2019 Programs Begin
Mid-December 2019	Fall 2019 Programs End
Mid-February 2020	Spring 2020 Programs Begin
Mid-May 2020	Spring 2020 Programs End

Intent to Apply Overview: Organizations

STEP 1 – Create an Online Account.

- Go to: <http://www.youthservices.net/asm/registration.asp> to create an account.
- 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 *Intent to Apply* form will have access.

STEP 2 – Develop and submit an *Intent to Apply* form.

- Download and reference the *New Program Provider Application Guide*.
- Applicants must log into the online <http://www.youthservices.net/asm/> to complete a full *Intent to Apply* form including:
 - A. *Provider Information*: Provide current contact information for everyone connected to the proposal and organization
 - B. *Program Information*: Enter program delivery information (e.g. program name, term, setting/location, content, etc.)
 - C. *Program Questions*: Read the questions and provide concise but well-developed responses to all questions within the allotted spaces. The program you are proposing will be reviewed for the next round based on these responses.

PROPOSED PROGRAM: Please describe the program you are proposing. What is the focus? What will teens be doing? What do you hope to achieve?

TEEN DESCRIPTION: Write a short description for a teenager interested in applying (1-3 sentences). Use the guidelines outlined in the **After School Matters Program Description** sheet on page 14 .

- D. *Program Budget*: develop/propose a budget, considering the budget guidance provided on pages 17 - 22.
- E. Upload required documents and submit the forms(s).
- F. After School Matters strongly recommends submitting the Application **in advance of the 5:00pm March 29, 2019 deadline** to avoid last minute technical issues or being “timed out” and the proposal being denied.

STEP 3 – View the Information Session on March 6.

- After School Matters will post an Information Session PowerPoint presentation to provide *Intent to Apply* guidelines and answer questions about our selection criteria.
- Please access the presentation [here](#).

Application Overview: Employee Instructors

STEP 1 – Review the After School Matters Career Board for Instructor job openings and submit application before March 29.

- Go to: <https://afterschoolmatters.applytojob.com/apply/>.
- Download and reference the *New Program Provider Application Guide* to help answer questions encountered while completing the online application.

STEP 2 – View the Information Session video on March 6.

- After School Matters will post an Information Session PowerPoint presentation to provide application/program guidelines and answer questions about our selection criteria.
- Please access the presentation [here](#).

Program Description Guideline

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:

Urban Dance Projex

Teens explore sound, movement, choreography and performance through various urban dance styles including Afro-Caribbean/Latin, Hip-Hop, Chicago Footwork and Tap. Apprentices are exposed to active and inquiry based learning specific to urban dance, music and history. Throughout the program, teens have the opportunity to perform at different venues throughout Chicago.

Visionaries

Visionaries empowers teens to document and reflect their world using professional level multimedia programs including Photoshop, Final Cut Pro, Illustrator and InDesign. Apprentices learn the fundamental aspects of photography, journalism, magazine production, documentary video and graphic design. Final projects have included mini-documentaries, PSAs, audio slideshows, posters, photo galleries, and magazines.

Youth & Trades

Youth & Trades covers a variety of trade skills including demolition, rehabilitation, plumbing, carpentry, electrical and HVAC (Heating, Ventilation and Air Conditioning). Teens work with trade professionals to renovate foreclosed properties purchased by GRO and learn real estate skills for resale or rental of the properties, contributing to the revitalization of their community.

Do Not Include:

- Stipend, Schedule, or Interview information – Stipend information is listed on our website, schedules and DT interview information are listed on the application
- 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)

Program Branches and Schools

After School Matters offers programming throughout the city of Chicago in three areas called Branches: North/Northwest; South/Southwest; Downtown. After School Matters extends to the city limits on the north, south, east and west, thereby allowing each branch to have a dedicated team to focus on relationship-building with organizations and Instructors specific to that area. Some locations are assigned to a Branch based on factors beyond their physical location, and thus, the School Chart should be consulted for school programming areas. The following is a listing of Chicago Public Schools that currently constitute After School Matters locations. ***Please note that these are subject to change.***

	Schools	Address
North/Northwest Branch	Austin Campus	231 N PINE
	Amundsen High School	5110 N DAMEN
	Banner Learning Academy	819 N LEAMINGTON
	Crane Medical Preparatory HS	2245 W JACKSON
	Farragut Career Academy High School	2345 S CHRISTIANA
	Foreman High School	3235 N LECLAIRE
	Kelvyn Park High School	4343 W WRIGHTWOOD
	Little Village Lawndale High School Campus	3120 S KOSTNER
	Manley Career Academy High School	2935 W POLK
	Marshall Metropolitan High School	3250 W ADAMS
	North-Grand High School	4338 W WABANSIA
	North Lawndale College Prep- School Collins Campus	1313 S SACRAMENTO
	Northside Learning Center	3730 W BRYN MAWR
	Phoenix Military Academy High School	145 S CAMPBELL
	Prosser Career Academy High School	2148 N LONG
	Roosevelt High School	3436 W WILSON
	Senn High School	5900 N GLENWOOD
	Steinmetz College Prep High School	3030 N MOBILE
	Sullivan High School	6631 N BOSWORTH
	Taft High School	6530 W BRYN MAWR
	Uplift Community High School	900 W WILSON
	Vaughn Occupational High School	4355 N LINDER
Wells Community Academy High School	936 N ASHLAND	
Westinghouse High School	3223 W FRANKLIN	

Program Branches and Schools

	Schools	Address
South/Southwest Branch	Ada S. McKinley High School--Lakeside Campus	2920 S WABASH
	Air Force Academy High School	3630 S WELLS
	Back of the Yards College Preparatory High School	2111 W 47 TH
	Benito Juarez High School	1450-1510 W CERMAK
	Bogan High School	3939 W 79TH
	Bronzeville Scholastic Institute	4934 S WABASH
	Carver Military Academy High School	13100 S DOTY
	Chicago Vocational Career Academy High School	2100 E 87TH
	Corliss High School	821 E 103RD
	Curie Metropolitan High School	4959 S ARCHER
	Eric Solorio Academy High School	5400 S ST LOUIS
	Fenger Academy High School	11220 S WALLACE
	Gage Park High School	5630 S ROCKWELL
	George Washington High School	3535 E 114TH
	Gwendolyn Brooks College Preparatory Academy High School	250 E 111TH
	Hancock College Preparatory High School	4034 W 56th
	Harlan Community Academy High School	9652 S MICHIGAN
	Harper High School	6520 S WOOD
	Hirsch High School	7655 S INGLESIDE
	Hyde Park Career Academy High School	6220 S STONY ISLAND
	Instituto Health Sciences Career Academy HS	2520 S WESTERN
	Jane Addams High School	1814 S UNION
	Julian High School	10330 S ELIZABETH
	Kelly High School	4136 S CALIFORNIA
	Morgan Park High School	1744 W PRYOR
	Perspectives Charter - Joslin	1930 S. Archer
	Phillips Academy High School	244 E PERSHING
	Ray Graham Training Center	2347 S WABASH
	Robeson High School	6835 S NORMAL
	Simeon Career Academy High School	8147 S VINCENNES
South Shore International College Preparatory HS	1955 E 75 TH	
Southside Occupational Academy High School	7342 S HOYNE	
TEAM Englewood Community Academy High School	6201 S STEWART	
Urban Prep Academy for Young Men - Bronzeville Campus	521 E 35 TH	

Program Budget Guidance

PERSPECTIVE

It is After School Matters' mission to provide Chicago public high school teens opportunities to explore and develop their talents, while gaining critical skills for work, college, and beyond. To satisfy our mission, After School Matters and its Program Providers must carry out a variety of tasks, including direct instruction, adhering to all After School Matters expectations and policies, proposing and negotiating a program budget, and receiving subsequent approval of the budgeted staff and other line items.

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1. GENERAL PROGRAM AND BUDGET ASSUMPTIONS

- A. All Program Providers**, regardless of program model, content area, or provider type are expected to:
- i. Provide teens with the opportunity to develop relationships with instructors who are experts in their field.
 - ii. Create and propose a program budget that adheres to standards set in this document.
 - iii. Seek approval of its program budget and any subsequent program changes (financial and/or programmatic).
 - iv. Implement the program based on the program information in Cityspan.
- B. Program Changes:** There may be situations where the Program needs to be adjusted to successfully deliver services to teens (e.g. change in supplies, instructor, etc.) after the program budget is approved by After School Matters. Below are the requirements for requesting program changes:
- i. The Provider must contact their Program Specialist to propose the change.
 - ii. Proposed changes will be presented for approval to the Program Director or Program Manager. Upon approval, After School Matters will update the program budget. If the request is not approved the Program Specialist will notify the Provider.
 - iii. If the program change results in a difference in the Program Budget (*Exhibit B*), the program provider may be required to sign and submit an updated budget. The most current signed budget controls the total reimbursable expenses that may be charged to a program and the number of reimbursable hours for an instructor.
- C. Other Information**
- i. Applicants are asked to provide a list of the supplies and equipment needed to successfully implement the proposed program, including the quantities needed for the proposed amount of teens for the proposed program duration (e.g. if you are proposing for a program that will run during the school year, indicate enough quantity of consumable items to last the full year (Fall 2019-Spring 2020), but understand that non-consumable items, such as cameras, do not need to be repurchased each term).

Program Budget Guidance

2. STAFFING GUIDANCE

- A. Instructor Selection Expectations:** After School Matters and/or the Provider may be involved in the recruitment and selection of instructors to deliver high-quality programming. When proposing staffing, please keep in mind that instructors must:
- i. Be content area experts and/or have experience in youth development.
 - ii. Submit resumes that show the current level of education, related content area experience, and youth development experience.
 - iii. Follow approved hours for programming, planning, recruitment, and showcase (see Tables 1).
 - iv. Attend all required start up meetings, orientations, or mandatory professional development.
 - v. Follow all relevant After School Matters' policies and procedures.
- B. Instructor Employment, Payment, and Hourly Rates:**
- i. Hourly rates for instructors are set by After School Matters using a pay-matrix based on the completed level of education and years of relevant content area or youth development experience. Generally speaking, Instructor rates start at the following amounts based on completed level of education:
 - o High School Diploma or GED: Starting at \$15/hour
 - o Associate's Degree or Equivalent: Starting at \$17/hour
 - o Bachelor's Degree: Starting at \$21/hour
 - o Master's Degree or Higher: Starting at \$23/hour
 - ii. Instructors in a program that After School Matters directly implements are part-time, at-will employees of After School Matters. These employees are paid through the After School Matters payroll system.
 - iii. Instructors of a program implemented by a community organization are not employees of After School Matters and are paid by the contracting organization. After School Matters reimburses the approved hourly rate to the contracted organization upon submission of the contract and/or expense report. An organization may choose to pay their instructor a higher hourly amount, but After School Matters will only reimburse up to the approved rate.

3. SUPPLY GUIDANCE

- A. General Guidance:** After School Matters recognizes that quality programs may require a varying amount of supplies and/or equipment to meet the program's goal. When proposing a budget to After School Matters, please keep in mind the following:
- i. What is the scope of the program and/or project?
 - ii. How many teens in your program?
 - iii. Who will be purchasing the supplies and equipment?
 - o For programs implemented by a community organization, that organization purchases all approved supplies and will be reimbursed upon the submission of the contract and/or expense report. Organizations that complete all contract requirements on time are eligible for an Advanced payment (about 50% of the total contract amount).
 - o For programs implemented by After School Matters, After School Matters will purchase the supplies or reimburse the instructor directly. In rare instances, After School Matters allows the instructor to purchase select approved items directly and submit for reimbursement.
 - iv. What are the proposed product details?
 - o Vendor information, product numbers, and product descriptions must be listed for every item.

Program Budget Guidance

- Be prepared to provide alternative items should the preferred item be out of stock or on backorder.
- v. How much the supplies and/or equipment will cost?
 - Please review Table 3 for appropriate amounts to spend on supplies based on content area. Amounts outside of this range are permitted under some circumstances—please use your judgement to determine the amount you propose. After you submit a proposed budget, you will work with your Program Specialist to negotiate as needed.

B. Supplies v. Equipment

- i. Supplies: These items can only be used for a limited time. Examples include, but are not limited to, the following: food for culinary programs, office supplies, flash drives, poster board, paints, canvases, dancewear, dry-cleaning, printing, first aid kits, and small tools.
- ii. Equipment: These items can be used session over session. Examples include, but are not limited to, the following: power-tools, computers, software, appliances, lighting, cameras, hard-drives, speakers, turn-tables, TVs, printers, and mirrors.
 - i. Any equipment purchased by After School Matters or with funds through a contract is considered property of After School Matters. Upon the end of the session, or when the program is canceled, After School Matters will collect all equipment.

C. Non-Reimbursable Expenses: After School Matters does not cover overhead-related expenses. They include, but are not limited to, the following:

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

D. Preferred Vendors: After School Matters has preferred vendors its part-time instructors must use including:

- vi. Office Supplies
 - Office Depot
 - Staples
- vii. Art Supplies
 - Dick Blick
- viii. Photography Supplies/Equipment
 - B&H
 - Adorama
 - Amazon
- ix. Audio/Video
 - B&H
 - Amazon
- x. Musical Equipment
 - Musician’s Friend
 - Woodwind and Brass
 - Amazon
- xi. Dancewear
 - Discount Dance
- xii. Hardware
 - Home Depot

Program Budget Guidance

- xiii. Misc. Items
 - o Amazon
 - o Uline

E. Non-Approved Vendors: After School Matters has non-approved vendors for its part-time instructors including:

- i. Walmart or Sam's Club
- ii. Lowes
- iii. Office Max
- iv. Guitar Center

Program Budget Guidance

Table 1. Fall and Spring Instructor Hours by Program Type ***

						Chicago Park District (CPD) Programs ONLY		
	Pre-Apprenticeship	Apprenticeship	Advanced Apprenticeship	Assistantship**	Internship	CPD Pre-Apprenticeship	CPD Apprenticeship	CPD Advanced Apprenticeship
Fall, Spring, and March Start Instructional Hours	60	80	90	80 or 90**	80	60	80	90
Instructor Hourly Rate	Rate set by After School Matters; based on level of education and years of relevant experience			\$12	\$12	Rate set by After School Matters; based on level of education and years of relevant experience		
Fall Non-Instructional - Meetings (M) - Recruitment (R) - Prep (P) - Showcase (S)	M: 4.5 or 7 R: 15 or 20* P: 50	M: 4.5 or 7 R: 15 or 20* P: 50	M: 4.5 or 7 R: 15 or 20* P: 50 S: 5	Varies based on program. Please reference your program budget.	M: 0 R: 0 P: 0	M: 10 R: 15 P: 15	M: 10 R: 15 P: 15	M: 10 R: 15 P: 15
Spring and March Start Non-Instructional - Meetings (M) - Recruitment (R) - Prep (P) - Showcase (S)	M: 2.5 or 5 R: 15 P: 50 S: 5	M: 2.5 or 5 R: 15 P: 50 S: 5	M: 2.5 or 5 R: 15 P: 50 S: 5	Varies based on program. Please reference your program budget.	M: 0 R: 0 P: 0 S: 0	M: 7 R: 15 P: 15 S: 5	M: 7 R: 15 P: 15 S: 5	M: 7 R: 15 P: 15 S: 5

*New programs approved through the New Program Provider process will receive a total of 20 hours for recruitment for the Fall session. All returning programs approved through the Renewal process and CPD programs will receive 15 hours.

**If assistants are imbedded in an existing program, no additional hours are allotted for the instructional staff.

***Please note, the hours for each program type are subject to change before summer 2019.

Program Budget Guidance

Table 3. Appropriate Supply Budget Estimates (Based on 30 teen program)

Below are average amounts from a 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 FY20 fiscal year, but this is intended to convey an appropriate amount to include on a proposed budget.

Content Area	Pre-Apprenticeship	Apprenticeships	Advanced Apprenticeship
FALL			
Gallery	\$ 1,357	\$ 1,973	\$ 2,716
Science	\$ 2,104	\$ 2,143	\$ 2,162
Sports	\$ 609	\$ 852	\$ 608
Tech	\$ 552	\$ 962	\$ 1,245
Words	\$ 778	\$ 780	\$ 1,004
SPRING			
Gallery	\$ 673	\$ 1,041	\$ 2,001
Science	\$ 1,870	\$ 1,836	\$ 1,627
Sports	\$ 491	\$ 570	\$ 460
Tech	\$ 577	\$ 633	\$ 1,192
Words	\$ 497	\$ 537	\$ 626

New Program Provider Selection Process

After School Matters will make final decisions based upon a full review of all *Intent to Apply* forms and Employee Instructor application materials. Programs that meet the interest of our Programs Team will continue to the interview round for which an evaluation rubric will be used and resulting in final program selection decisions. Additional factors that influence the selection and placement of proposals include but are not limited to the following:

- After School Matters' program priorities for content and location
- Availability of funds
- Programmatic variety with a school, community or area
- Community and school needs or requests

All completed *Intent to Apply* forms and Employee Instructor application materials fitting priority areas will be assessed to determine if they will proceed into the next round.

- Step 1: Candidate Organizations and Employee Instructor applicants will receive an invitation to interview, if our Programs Team is interested
- Step 2: Interviews will be conducted with invited candidates to determine final selection
- Step 3: Proposals from the interview round will either receive a *Selected, Waitlisted, or Declined Notice*
- Step 4: Selected programs will proceed with contracting and other logistics. Waitlisted programs will be able to decide if they wish to continue on the Waitlist. Programs have a high likelihood of coming off of this Waitlist, but we cannot pre-determine the number that will do so and may not be able to make final decisions until late July.

Decision Notifications

- Applicants will be notified of decisions indicating their *Selected, Waitlisted or Declined* status via email in early June 2019.
- **Selected Programs** will be given background check information, including fingerprinting forms and instructions. *Programs cannot begin recruitment until instructors clear the background check process, which can take up to 45 days.* Organizations will be required at a later date, to submit:
 - Copy of Letter of Good Standing
 - Certificate of Insurance (listing After School Matters as an Additional Insured)
- **Waitlisted Programs**
 - After School Matters will waitlist programs that are eligible to run, pending a program slot availability.
 - Programs will need to notify After School Matters to be placed on the waitlist by the date provided in the notification. While programs do move off the waitlist, the unpredictable nature of fall/spring programming means that those opting onto the Waitlist may not receive acceptance notifications until late July. We understand that some programs may decide to seek support elsewhere and forgo the waitlist.

New Program Provider Selection Process

- After School Matters will first approach Waitlisted programs that are the best fit AND most ready for instruction. Those selecting to remain on the Waitlist will increase their chances by completing documentation, finger printing and background checks for all instructors by the set date required by After School Matters.

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.**

Instructor Qualifications by Program Model

The following table indicates qualifications for Instructors

Program Model	Instructor Qualification
Apprenticeships	<ul style="list-style-type: none"> ● Instructors must be expert industry professionals and should have at least a HS diploma or equivalent. ● At least one Instructor should have a Bachelor’s degree or at least 4 years of experience in the program discipline(s). ● At least one Instructor should have demonstrated experience working with youth.

***Instructors must be computer and Internet literate and have access to both.**

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, professional development, 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 an After School Matters Branch Program Director will negatively impact future proposal selections.
- Selected programs implemented by organizations are 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 complete CPR training and be First Aid Certified.

Provider Requirements (All)

For providers selected, this section outlines requirements that must be met to contract with, or be employed by, After School Matters. All selected applicants will receive a welcome email from the After School Matters Contracts Manager informing them of their status and the next steps in June 2019. The following requirements apply to all providers, but there are additional contracting requirements that differ for organizations versus part-time 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 content area experts,*
- *do not complete required paperwork by deadlines provided, or*
- *do not complete the background check process in a timely fashion.*

Background Checks

Upon selection, 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 those results are reviewed.

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 program shall become and remain property of After School Matters. High-quality artwork and other products are sold at the After School Matters Gift Shop. 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.

Provider Requirements: Organizations

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 selection to begin will be sent to the organization via email from the After School Matters Contracts Manager in July 2019. 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 Master Service Agreement
- Signed Program Budget
- Letter of Good Standing from the State of Illinois
- Certificate of Insurance (see below for details)

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

- Authorization for Background Checks, including fingerprinting
 - Instructor must complete all required background checks in accordance with After School Matters policy
- Mandated Reporter Training Certificate
- Other 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). After School Matters must also be listed as additional insured for this coverage.
- **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 and all appropriate documents on file for no less than 5 years. Contractors will be reimbursed for these expenses after the contract is executed and all financial items submitted. Teen Stipends or payment will be paid directly by After School Matters, as will any approved field trip or visiting professional expenses.

Provider Requirements: ASM Employee Instructors

Part-time Instructors will be 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 and the I9 form with their employee packets.
- Instructors will receive a W-2 in January.

A complete employee package, containing the items below, must be received before you are approved to work and program is able to start. Official notification of selection and an offer of employment will be sent to the Instructor via e-mail from the After School Matters Contracts Manager in July 2019. In the event that the all employee requirements cannot be met in a timely fashion, the program will be canceled and the position terminated. Instructors are not able to work without approval from the After School Matters Contract team and are not eligible for payment for such time.

Part-time Instructor Documents Required

- Offer Letter
- Program Budget
- I-9 Form and associated documentation: <https://www.uscis.gov/i-9>
- State and Federal W-4 Forms
- Authorization for Background Checks, including fingerprinting
 - Instructor must complete all required background checks in accordance with After School Matters policy
- Mandated Reporter Training Certificate
- Other Forms

Payment Process

Instructors are paid directly by After School Matters approximately the two times a month according to the approved budget. All 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.

Provider Support Staff Roles

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

School-Based Programs, Part-time Instructor or Organization-led

Chicago Public Schools (CPS) Liaison

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

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

Instructor

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

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

Provider Support Staff Roles

Community Liaison (School 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 School-Based Organizations).

Community Programs, Organization-led:

Primary Contact / Instructor

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

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

Community Liaison

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

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

Provider Support Staff Roles

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.