



Sports37 Application Request

School Year 2010- 2011

Sports Coaching & Officiating Instructors
&
Sports Initiative Instructors

Application Due Date

May 3, 2010 before 5:00 p.m.

Only completed applications will be accepted

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Introduction

After School Matters issues this application to independent instructors interested in delivering out-of-school time sports and sport initiative programs during the 2010-2011 school year. Programs will operate at: Chicago Park District sites or at any of After School Matters' designated high school campus locations. Applicants may submit proposals for the apprenticeship and advanced apprenticeship. This application describes the protocols, procedures and requirements of programming necessary for a successful application.

Through our programs, Chicago teens can safely participate in activities that are rooted in youth development and offer positive relationships, soft skills that translate to the workplace and exposure to career opportunities both in their neighborhoods and throughout the city. By anchoring out-of-school opportunities around city high schools, parks, libraries, and CBOs—as well as the Gallery 37 Center for the Arts — **After School Matters** invigorates neighborhoods across the city and maximizes the use of existing public infrastructure.

ASM collaborates with the Chicago Department of Family Support Services (FSS), Office of Children and Youth Services to expand the reach of its programs by working to support community-based organizations already working within high-need areas. Teens must be a minimum of 14 years old to participate in programs. Out-of-school and high-need youth up to the age of 22 who present special needs—including teen parents, homelessness, physical disabilities, and cognitive delays—may be eligible for these community programs. **ASM** collaborates with FSS by providing youth with a variety of opportunities and options during the school year. **ASM** and partners (Chicago Public Schools, Chicago Park District, Chicago Public Library and the Department of Family Support Services) promote elevated standards and professional development for its youth program providers.

After School Matters is a nonprofit organization that partners with the City of Chicago, the Chicago Public Schools, the Chicago Park District, the Chicago Public Library and community-based organizations to expand out-of-school opportunities for Chicago teens. With these strong partnerships and collaborations, ASM achieves its mission of creating a network of out of school opportunities for teens in Chicago communities, thereby reaching thousands of teens through quality programs and leveraging resources to help young people find their future.

Vision

Chicago's teens need to believe they have a future and adults need to help them get there.

Mission

Create a network of out-of-school opportunities for teens in underserved communities by:

- Aligning and maximizing neighborhood physical and programmatic resources
- Solidifying partnerships among citywide agencies and organizations
- Mobilizing creative, coordinated and sustainable investment in teens

Guiding Principles

- Provide a safe environment where teens can engage in hands-on activities in the out-of-school hours
- Expose Chicago's teens to a wide variety of careers and provide them with experiences and marketable skills that they can demonstrate through performances, products, or commissioned work
- Provide teens with the opportunity to develop relationships with caring adults who are experts in their field
- Give teens the opportunity to demonstrate their skills in ways that contribute to their communities
- Link program participants with subsequent opportunities to apply and refine their skills

Values

We are a dedicated team of professionals who:

- Believe in the talent, creativity, and energy of teens and the contributions they make to our communities
- Embrace the power of collaboration with people of all backgrounds
- Encourage innovative, thoughtful decision-making and continuous improvement
- Cultivate leadership, supports career development, and acknowledges achievement
- Foster a caring, creative and dynamic work environment

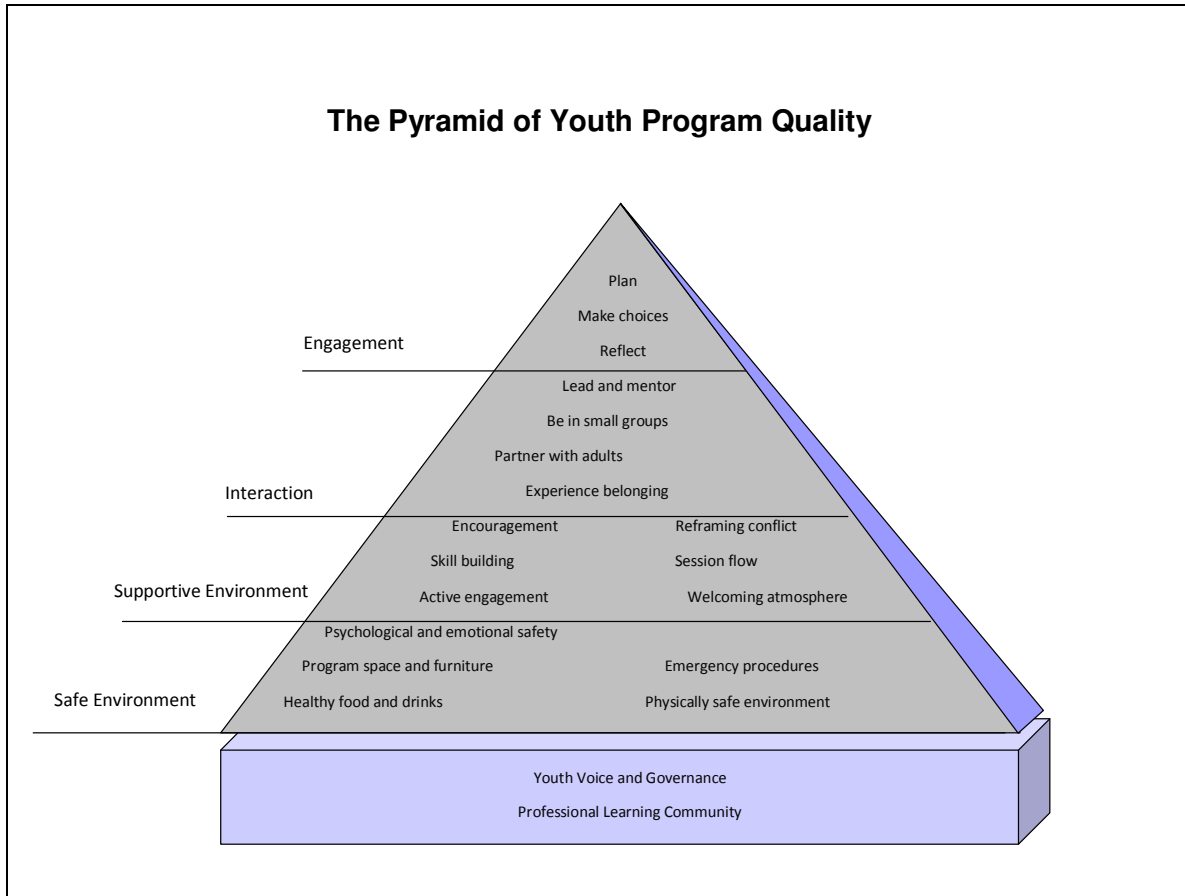
After School Matters (ASM) uses specific criteria to determine which applicants best understand the concepts of youth development integrated into sports practicum. When evaluating applications, points are generally awarded in two areas:

- Did the applicant answer the question(s)?
- How well did the applicant respond to the question(s)?

ASM reserves the right to accept or reject any and all applications in response to this Application Request and to conduct discussions with all qualified applicants.

Applications will be reviewed and rated by representatives from **ASM** and (when applicable) its partners and collaborators. Contracts will be awarded based on the funding priorities for this application and the degree to which applications meet the program goals and requirements. The determination of contractual awards by the selection panel is final and not subject to appeal.

After School Matters (ASM) has adopted for all its programs, the research-based Youth Program Quality (YPQ) model, developed by High Scope Educational Research and managed by the Center for Youth Program Quality. The Youth Program Quality Pyramid (shown below), illustrates the components for offering a successful after school program, along with focusing on the various developmental needs that ensures a young person has a positive after school experience. **ASM** expects that every program, regardless of content provides a safe environment, supportive environment, peer interaction, and youth engagement. As Sports37 instructors integrate the YPQ model into the program design, they create an environment that facilitates learning, and exploration.



Youth Program Quality (YPQ) Model - Defined

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

SAFE ENVIRONMENTS

Structure & Clear Limits

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

SUPPORTIVE ENVIRONMENTS

Scaffolding for Success

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

Active Learning

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

Reframing Conflict

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

Ask-Listen-Encourage

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

INTERACTION

Cooperative Learning

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

Building Community

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

Planning & Reflection

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

ENGAGEMENT

Voice & Choice

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

APPRENTICESHIP PROGRAMS

An apprenticeship is a out-of-school-time program led by expert industry professionals in which participants learn marketable skills in a particular field (e.g. sports, stadium management, officiating, etc.). Apprentices demonstrate these acquired skills by producing presentations and participating in the spring assessment. Apprentices develop and can articulate soft skills such as problem solving, communication, critical thinking, and decision-making through activities performed. Apprenticeship programs also include the following:

- Implement for ten weeks each semester for a total of 20 weeks
- Operate three days a week, three hours a day
- Consist of two instructors and 30 participants or 1 instructor for 15 participants
- Recruit 40 participants in order to maintain a daily average attendance of 30 or 25 teens to maintain enrollment of 15 teens
- Provide a stipend to participants based on attendance
- Are instructed by expert industry professionals
- Create a performance or presentation.
- Require the instructors to monitor the safety and engagement level of participants
- Require instructors to recruit teens to participate in programs
- Expect instructors to help participants create or enhance a resume which clearly states what skills were obtained
- Require instructors to attend **ASM** regional orientation meetings, the instructor professional development conference and other meetings/events as planned.

ADVANCED APPRENTICESHIP PROGRAMS

An advanced apprenticeship is an out-of-school-time program led by expert industry professionals in which participants apply and refine the skills developed in an apprenticeship program. All apprentices are required to demonstrate a proficiency in the sports. Advanced Apprenticeship programs also include the following:

- Implement for ten weeks each semester for a total of 20 weeks
- Operate three days a week, three hours a day
- Consist of two instructors and 30 participants or 1 instructor for 15 participants
- Recruit 40 participants in order to maintain a daily average attendance of 30 or 25 teens to maintain enrollment of 15 teens
- Provide a stipend based on attendance
- Are instructed by expert industry professionals
- Create a performance or presentation.
- Require instructors to recruit teens to participate in programs
- Require the instructors to monitor the safety and the engagement level of participants
- Expect instructors to help participants enhance a resume and/or prepare work samples / portfolios
- Require instructors to attend **ASM** regional orientation meetings, the instructor professional development conference and other meetings/events as planned.

MODEL COMPARISON CHART

The following chart provides an at- a-glance comparison of the five program models.

	APPRENTICESHIP	ADVANCED APPRENTICESHIP
Capacity per program	30	30
Number of participants to recruit	40 teens (full program), 25 teens (half program)	40 teens (full program), 25 teens (half program)
Number of Instructors	2 (1:15 ratio, instructors: participants)	2 (1:15 ratio, instructors: participants)
Duration (Hours per day)	3 hours a day, 3 days a week	3 hours a day, 3 days a week
Duration (Weeks per program)	20 weeks (10 weeks per semester)	20 weeks (10 weeks per semester)
Participant Stipend	\$400 per 10 week cycle	\$500 per 10 week program cycle
Culminating Event	Yes	Yes
Field Trips	Yes: See Note Below	
Practicum	Encouraged: See page 15	
Guest Speaker	Encouraged See Note Below	

Note: Through our partnership with the Chicago Park District, **ASM** can fund field trips that will enhance the overall curriculum and reinforce skills learned during program. Instructors are expected to implement lead-up activities preparing youth for the field-trip, and reflection activities post field-trip to help teens critically think about how newly learned information will be incorporated into performance.

Field Trips need to be requested at least three weeks in advance through the Field Trip Request Form and submitted to the Chicago Park District Program Specialist, who works closely with the **ASM** Program Specialist.

TECHNOLOGICAL REQUIREMENTS

After School Matters (ASM) uses Cityspan's Participant Tracking System (PTS), a web-based software system for data collection and analysis. Instructors 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 (free upgrades available online)
- The latest version of Adobe Reader installed, currently version 9 (free upgrades available online)
- An instructor who is responsible for data entry (e.g. interview results and program reports)
- A contact person assigned to address any issues or problems with data during regular business hours.

PROGRAM ADMINISTRATION

- If accepted, applicants will be assigned to the program location by **ASM/Chicago Park District**.
- Instructors must access the Youth Ready Chicago teen applicant pool and follow specific interview guidelines prior to hiring program participants or direct local teens to the Youth Ready Chicago on-line application
- Enrollment and basic participant information must be entered into Cityspan's Participant Tracking System database no later than the 2nd week of programming
- Weekly attendance data must be completed, submitted, updated and maintained for all programs
- Teen paperwork must be collected and turned in to the **ASM** regional staff
- Instructors must be literate in computers and the internet
- Instructors and teens must complete post-program surveys
- Final program reports are due by the last day of the Fall and Spring program session. The program report captures highlights, success stories, as well as strengths and challenges of the program.
- Instructors are responsible for ensuring all **ASM** equipment is properly used, stored at assigned campus and returned as negotiated.

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

INSTRUCTOR REQUIREMENTS BY PROGRAM MODEL

The following table shows requirements for instructors by program model:

Program Model	Instructor Requirements
Apprenticeship	<ul style="list-style-type: none">• Instructors must be expert industry professionals and should have at least a HS diploma or GED.• Instructors must have knowledge in the given sport with the ability to apply that knowledge.• Instructors are required to have coaching, playing or officiating experience in the given sport.• Instructors should have demonstrated experience working with youth.
Advanced Apprenticeship	<ul style="list-style-type: none">• Instructors should have a Bachelors degree or at least 4 years experience in the given sport.• Instructors must have knowledge in the given sport with the ability to apply that knowledge.• It is preferred that instructors would have delivered a previous ASM program.• Instructors should have demonstrated experience working with youth.• Instructors should have governing body coaching certifications and refereeing licenses.

- All approved program instructors must attend all required professional development events.
- Instructors must be literate in computers and the internet.

TEEN HIRING PROCESS

Application Process

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

Requirements that apply to all applicants include:

- City of Chicago residents.
- Teens that are in high school are eligible to participate regardless of race, color, gender, religion, national origin, disability, or sexual orientation.

All interested teens must:

- Select a specific program that interests them at the Youth Ready Chicago website, www.youthservices.org in September 2010.
- Complete all other application processes required by **After School Matters** prior to their participation in the program.

Requirements that vary by program include:

Requirements	Apprenticeships	Advanced Apprenticeships
Teens must provide evidence of a Social Security number or Individual Taxpayer Identification Number (ITIN).	✓	✓
Must be at least 14 years old.	✓	✓
Due to their sophisticated nature, these programs normally consist of high school juniors and seniors.		✓
High school youth and graduates entering their freshman year in college are eligible to participate. In addition, youth with special needs up to the age of 22 (see requirement above) can participate. All candidates must have participated in at least one other ASM program. Priority consideration will be given to students in high school.	✓	✓

Interviewing and Hiring Teens

Instructors are expected to interview and hire teens that applied on-line to the Youth Ready Chicago website. Below is an outline for interviewing and hiring teens:

Independent Instructor-led

1. Recruitment Expo:
 - a. Instructors and CPS liaison promote program at school and encourage teens to apply
2. On-line Application:
 - a. Teens complete the Youth Ready Chicago on-line application (prior to interviewing)
3. Interviews:
 - a. Instructor(s) interview the pool of applicants from Youth Ready Chicago and enter results the on-line Participant Tracking System for Cityspan
4. Selection:
 - a. Instructor(s) and CPS liaison agree on a final roster of program participants

GENERAL QUESTIONS

The General Program Questions section will request the respondent to provide general program information as referenced in the online application. This provides the context for thoughtful responses to section questions.

After School Matters (ASM) strives to ensure that programs provide participants with opportunities to develop content specific, as well as soft skills. As a respondent, you are asked to indicate the impact the proposed program will have on participants. It is important to determine how your mission and history of working with teens is consistent with **ASM**.

In applying for the proposed program, both content-specific skills and soft skills should be developed through the activities and tasks. Soft skills, such as communication, teamwork, problem solving and decision making, should be developed through the activities and tasks used to train participants in the sports content of the program.

FIELD-TRIPS

Field trips and visiting professionals are also ways to help enhance the program experience and should be thoughtfully planned or identified to give participants a well-rounded experience.

COMMUNITY SERVICE

After School Matters values the talent, creativity, and energy of teenagers and the contributions they make to our communities. Sports 37 programs are expected to build relationships with local youth groups so that apprentices gain practical experience of leading younger children in games and sporting activities. The CPD program specialist will secure opportunities for teens to experience leadership opportunities with younger children at schools, parks or community based organizations.

ASM is dedicated to fostering future leaders that are socially conscious and connected to their communities. Ultimately, we are confident that exposing teens to the broader community and its needs will develop and shape them in life-changing ways.

CULMINATING EVENT

A culminating event is an opportunity for teens to share their accomplishments of the previous 20 weeks with family, as well as with their school and larger community. Teens are able to highlight the skills learned either through a performance, photography exhibit or videotape, for example. **ASM** campus and community programs typically schedule a culminating event at the end of the spring term. 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!

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. Typically, the Chicago Public School liaison assumes this leadership role.

CULMINATING EVENT (continued)

Culminating Event Goals:

- To bring teens together to enhance sharing of learning in programs
- To promote teen ownership through mentoring participants in Showcase planning
- To help young people learn the importance of audience etiquette
- To garner, strengthen and solidify school and community support

DAILY LESSON PLANS

Apprenticeship and advanced apprenticeship programs require applicants to submit daily lesson plans for the following week. Lesson plans are reflective of the creativity and quality of the program. If a proposed program is approved, **ASM and CPD** program quality staff will reference the daily lesson plan when conducting site visits to ensure compliance and accountability.

A detailed daily lesson plan needs to articulate the following:

- Clear objectives
- Job readiness skill attainment
- Activities that support skill development
- Teen leadership opportunities
- Strategies to foster inclusiveness and team building
- Reflection activities

The following describes the components of a daily lesson plan:

Warm Up Activity/Games

This can be a mixture of SPARK games, sport specific activities or a fitness activity to increase the group's heart rate and warm up the muscles. **Dynamic** stretching should be included in the warm up. The instructor should explain which muscle groups are being targeted by each movement.

Draw a diagram that includes labels and a brief explanation of the activity and its organization. Also list the equipment that will be required.

Main Activities

These activities should reflect the topic and planned goals for the day. The games should reinforce skill development of the particular sport. Discuss and teach the terminology and officiating that may accompany these games.

Draw diagrams of the game including labels and a brief explanation of the activity and its organization. Include bullet points of the key coaching points that this lesson is intended to teach. Activities need to be progressive in their skill level so that the easier games are done at the beginning of the lesson and the more difficult games are done later when the students have a good understanding of the skills required.

DAILY LESSON PLANS (continued)

Cool Down

This should be an activity that is designed to slow the group's heart rate down. Static stretching may now be included with the instructor explaining which muscle groups are being targeted with each stretch.

Session Evaluation and Reflection

This should be completed at the end of the lesson and will review the day's activities. Discuss strengths of the session and where improvements need to be made. Critically analyze the structure of the session in terms of whether it was successful in meeting its goals. List any ideas that were gained from group discussion at the end of the day.

Contracting Requirements

Beginning in fall 2010, individuals working as **After School Matters** instructors for sports programs that are managed jointly Chicago Park District, will become contractual employees of **After School Matters**.

Accordingly, the following changes will result:

- **After School Matters** will begin deducting taxes from the semi-monthly checks issued to instructors.
- Instructors will complete W-4 forms instead of a W-9 form with their contract packets
- Instructors will receive a W-2 instead of a 1099 in January (please note that for the year in which an individual transitions from an independent professional to a contractual employee, he/she may receive both a 1099 and a W-2, but they will cover different semester's worth of instruction).

Some benefits to this change are:

- Instructors will not need to pay self-employment taxes on these earnings
- Instructors will accrue time for unemployment compensation and social security benefits
- Instructors will not need to come up with their income tax liability for these earnings in one lump sum when filing taxes each year

The contracting requirements below will remain the same.

COMPLETE CONTRACTUAL PACKET

A complete contract package, containing the following items, must be received before payment is made to the instructor:

- Executed At-Will Employment Agreement
- Signed Budget
- Instructor information form
- State and Federal W-4 Forms
- I-9 Form and associated documentation, e.g.:
 - Copy of IL State ID or IL Drivers License or Passport
 - Copy of Social Security Card or Passport
- Chicago Public Schools Form 103B – Non-Bid Professional Service Affidavit (must be notarized)
- Chicago Public Schools' authorization that instructors are eligible based on background check results
- Instructor authorization for background checks form (to be sent with acceptance letters)
- Fingerprinting of instructors (upon request)

Budget Guidelines

PERSONNEL

A budget detailing the payments that will be made to instructors will be provided to instructors within the aforementioned contractual packet. Payment for the approved hours will be made directly by **After School Matters (ASM)**. Regional staff will assign an hourly pay rate based on education and experience, as indicated by the submitted resume. Instructors will be expected to submit their time worked electronically.

Time worked will be paid up to the budgeted maximum hours for the budgeted hourly rate semi-monthly based on approval by **ASM** Regional Teams. Below is a chart that details the amount of contract hours that will be budgeted to independent instructors based on the program model.

	Fall 2010	Spring 2011
# of Instruction Hours	90	90
Explanation of Instruction Hours	3 hours/day x 3 days/week x 10 weeks	3 hours/day x 3 days/week x 10 weeks
# of Preparation Hours	57	58
Explanation of Preparation Hours	20 hours – recruitment 15 hours – meetings 7 hours – SPARKS training 1.5 hours per week – lesson plans	15 hours – recruitment 15 hours – meetings 1.5 hours per week – lesson plans 8 hours – application sessions 5 hours – showcase
TOTAL HOURS	147	148

EQUIPMENT AND SUPPLIES

Through our partnership with the Chicago Park District, all equipment and supplies will be provided. In some cases, **ASM** can loan equipment from our warehouse. The availability and allocation of loaned equipment is determined by **ASM** regional staff at the time of final budgeting.

Item	Campus Independent Instructor Led
Who purchases equipment?	Chicago Park District
Who keeps equipment at the end of program?	Chicago Park District
Who purchases supplies? (Note: supplies are consumables that are expected to be used up during the program.)	Chicago Park District
Who pays for field trips?	After School Matters / Chicago Park District
Who pays for guest speakers?	After School Matters

NON-REIMBURSABLE EXPENSES

After School Matters contracts do not cover the following:

- FICA
- Vehicle Rental
- Union Dues
- Benefits
- Sales Tax
- Unemployment Benefits

- Insurance
- Rent
- Snacks/meals
- Pensions/Welfare
- Utilities
- Travel Expenses / Parking

Next Steps for Applicants

NEXT STEPS APPLYING TO BE A SPORTS37™ INSTRUCTOR

1. Submit an application online. Links are available from www.afterschoolmatters.org
2. ASM/CPD Staff will notify chosen applicants of interview dates and times.
3. Attend interview (please bring a copy of resume to interview).

TIMELINE

May 3, 2010	Applications due by 5:00 PM
May 24, 2010	Decisions finalized and applicants notified of interview dates
June 7 – June 18, 2010	Applicant Interviews
July 5, 2010	Notification of applicant selection and placement
September, 2010	Recruit, interview and select teens for Fall
October 4, 2010	Fall programs begin
December 10, 2010	Programs end
January, 2011	Recruit, interview and select teens for Spring
February 7, 2011	Spring programs begin
April 22, 2011	Spring program ends

Applicant Support Services

After School Matters (ASM) is looking forward to another great school year of programming! As instructors, your part in mobilizing this creative, coordinated and sustainable investment in Chicago's teens is of great value.

CITYSPAN HOTLINE

Applicants that require computer technical assistance in navigating the online Cityspan application, or downloading documents, can contact the Cityspan Help desk at (866)469-6884 (toll free) Monday – Friday 8:00 a.m. – 5:00 p.m. Pacific Time.

ASM SUPPORT

Applicants that have content-related proposal questions can contact Tobias Emms, Regional Director, **After School Matters** at (312)742-1446 Monday – Friday, 9:00 a.m. – 5:00 p.m.

Attachments

ATTACHMENTS

The following attachments are included in this Request for Proposal:

- Glossary of Terms
- Online Application questions (for preliminary review)
- Maps: **ASM** Regional Boundaries, Maps of Regions 1-7, High Need Community Areas
- **ASM** Designated Schools
- **ASM** Vendor List

GLOSSARY OF TERMS

Program Models – The format in which teens participate in program. There are five program models: club, NeighborSports, pre-apprenticeship, apprenticeship, and advanced apprenticeship.

Regions – Programs are delivered according to geographic boundaries that align with our city agencies.

Soft Skills – The skills teens need in order to successfully navigate in the world. The following is a list of key soft skills and definitions that instructors should discuss with teens when it is relevant during program activities:

Teamwork - Cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause

Leadership - Leadership is the art of motivating a group of people to act towards achieving a common goal. The leader is the inspiration and director of the action. He or she is the person in the group that possesses the combination of personality and skills that makes others want to follow his or her direction.

Effective oral and written communication skills – Effective communication is a reciprocal sharing of information and ideas of written, oral and non-verbal information according to a common set of rules (e.g. language, non-verbal communication, symbols). It includes the use of active listening skills and displaying openness to other people's ideas and thoughts.

Time management - Time management is a set of principles, practices, skills, tools, and systems that work together to help you get more value out of your time with the aim of improving the quality of your life. Some of the skills associated with time management include planning, prioritizing, goal setting, scheduling, and managing your workload.

Prioritization of tasks – As a principle, it means doing “first things first”, as a process, it means evaluating a group of items and ranking them in order of importance or urgency.

Following directions and instructions – Listening and/or reading accurately and appropriately carrying out tasks based on information given

Conflict Resolution - Conflict resolution is the process of attempting to resolve a dispute or a conflict. Successful conflict resolution occurs by listening to and providing opportunities to meet each side's needs, and adequately address their interests so that they are each satisfied with the outcome

Negotiation - Negotiation is an interaction of influences. Such interactions, for example, include the process of resolving disputes, agreeing upon courses of action, bargaining for individual or collective advantage, or crafting outcomes to satisfy various interests.

General interpersonal skills - How people relate to one another.

Problem-solving – Problem solving begins with a clear understanding of the problem by all involved. An analysis of the problem consists of identifying all the contributing factors. Brainstorming all potential solutions is important. Select the best acceptable solution. Evaluate the solution in a timely manner.

Glossary of Terms (continued)

Decision-making – when needing to make a decision it is important to consider all possible options. Identify the potential benefits and obstacles for every option. Choose the best option with the most benefits and least obstacles.

Follow Through - Follow through is the ability to carry out tasks to their final completion

Adherence to standard workplace rules – Examples include: being on time, appropriate dress, etiquette regarding cell phone use, personal emails, visits from friends and family while at work, gum chewing, professional behavior and language.

Resilience – Resilience is the ability to bounce back from failure and keep forging ahead with a positive “can do” attitude.

Multi-tasking – Multi-tasking is the ability to do concurrent tasks in a limited time period.

Consensus – Consensus is the majority opinion or to reach a general agreement or position by the majority in a group.

APPLICATION QUESTIONS

Apprenticeships and Advanced Apprenticeships

PROGRAM OVERVIEW

1. Please list all previous coaching/officiating experience and organizations. Please include dates and ages of youth served.
2. Do you have any playing experience in the sports listed? If so, please list experience and corresponding dates.
3. How did you hear about this position? If you are a current instructor please list dates of employment, position held and campus site.
4. **ASM Sports37** apprenticeship program uniquely integrates the concepts of youth development into sports practicum. Considering this, please describe why you are interested in this position. Please limit your response to no more than 500 characters.

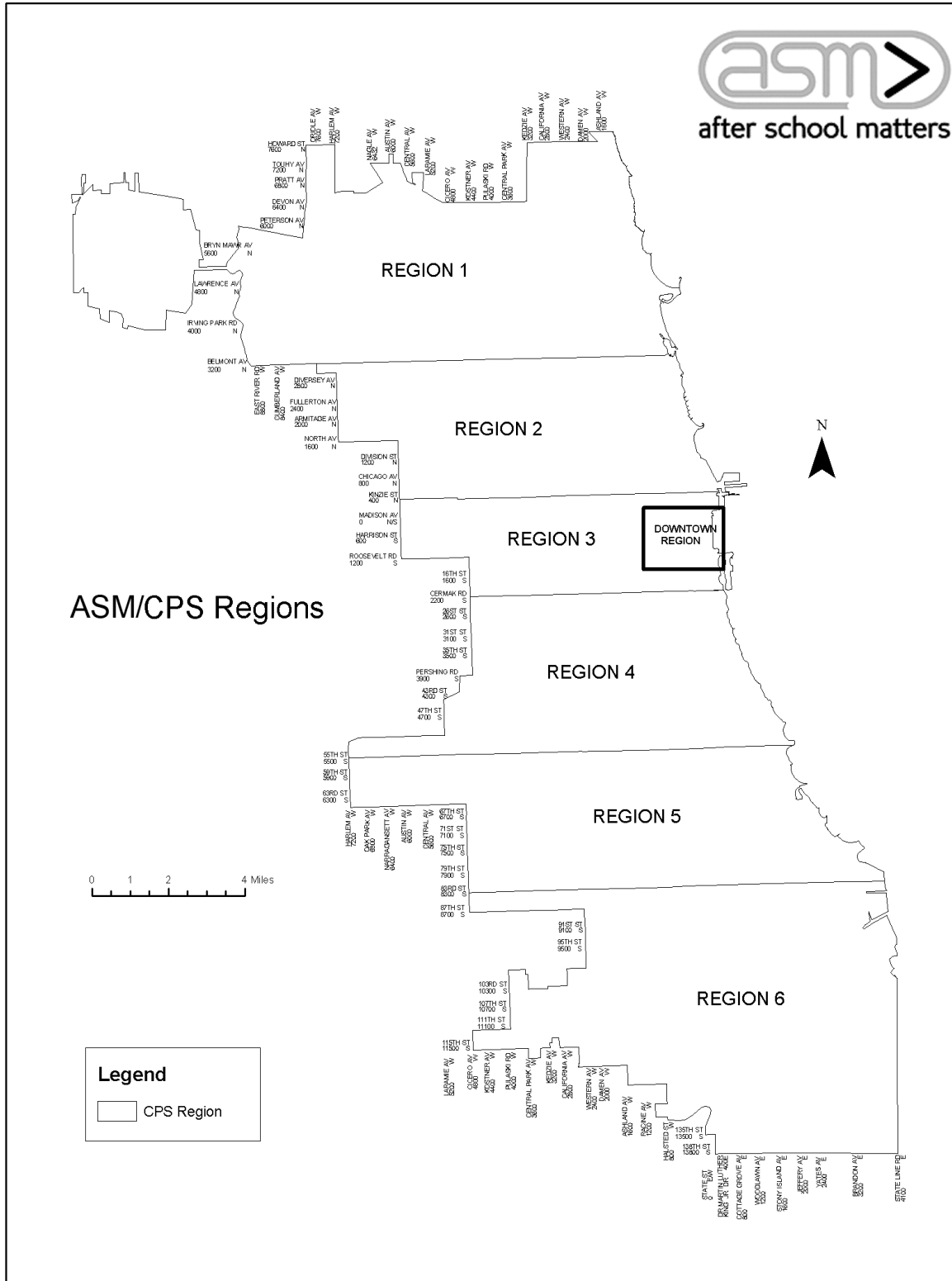
Attachments

Regional Boundaries

After School Matters offers programming across the city of Chicago in seven regions. As the chart below indicates and the Regional Map illustrates on page 34, we extend city limits to the north, south, east and west. **ASM** divides the city into regions, so that boundaries align with our partner agencies, the Chicago Public Schools and the Chicago Department of Family and Support Services. 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 seven regions along with their geographic boundaries:

Region	Northern Boundary	Southern Boundary	Eastern Boundary	Western Boundary
Region 1	City limits	3200 N	Lake Michigan	City limits
Region 2	3200 N	400 N	Lake Michigan	City limits
Region 3	400 N	2200 S	Halsted Street	City limits
Region 4	2200 S	5500 S	Lake Michigan	City limits
Region 5	5500 S	8300 S	Lake Michigan	City limits
Region 6	8300 S	City limits	City limits to Indiana	City limits
Region 7 - Gallery 37 (Downtown Campus)	900 N	1400 S	Lake Michigan	Halsted Street

ASM Regional Map



Attachments

AFTER SCHOOL MATTERS DESIGNATED CPS HIGH SCHOOLS

The following is a listing of Chicago Public Schools campuses that **After School Matters (ASM)** currently partners to provide programs, subject to change.

	High School	Address	Affiliated Park	Affiliated Library
REGION 1	Chicago Academy	3400 North Austin Boulevard	Portage Park	West Belmont Branch
	Foreman High School	3235 N. Leclaire Avenue	Kosciuszko Park	Portage Cragin Branch
	Northside Learning Center	3730 W. Bryn Mawr Avenue	Peterson Park	Northtown Branch
	Roosevelt High School	3436 W. Wilson Avenue	Horner Park	Mayfair Branch
	Schurz High School	3601 N. Milwaukee Avenue	Kilbourn Park	Portage Cragin Branch
	Senn High School	5900 N. Glenwood Avenue	Broadway Armory	Edgewater Branch
	Sullivan High School	6631 N. Bosworth Avenue	Loyola Park	Rogers Park Branch
	Taft High School	6545 W. Hurlbut Street	Norwood Park	Roden Branch
	Uplift Community School	900 W. Wilson	Clarendon Community Center	Uptown Branch
	Vaughn Occupational High School	4355 North Linder Avenue	Portage Park	Jefferson Park Branch
REGION 2	Clemente Community Academy High School	1147 N. Western Avenue	Clemente Park	Humboldt Park Branch
	Douglass Academy	543 North Waller Avenue	Austin Town Hall	Austin Branch
	Kelvyn Park High School	4343 W. Wrightwood Avenue	Kelvyn Park	North Pulaski Branch
	North-Grand High School	4338 West Wabansia	Hermosa Park	North Pulaski Branch
	Orr Campus	730 N. Pulaski Road	Orr Park	Legler Branch
	Prosser Career Academy	2148 N. Long Avenue	Blackhawk Park	North Austin Branch
	Ramirez	2435 North Western Avenue	Holstein Park	Damen Avenue Branch
	Steinmetz Academic Centre	3030 North Mobile Avenue	Riis Park	West Belmont Branch
	Wells Community Academy	936 North Ashland Avenue	Eckhart Park	Eckhart Park Branch
	Westinghouse High School	3223 W. Franklin Avenue	Garfield Park	Legler Branch

AFTER SCHOOL MATTERS DESIGNATED CPS HIGH SCHOOLS (continued)

	High School	Address	Affiliated Park	Affiliated Library
REGION 3	Academy of Communications Technology (ACT)	4319 W. Washington	Garfield Park	Legler Branch
	Al Raby School	3545 West Fulton Avenue	Garfield Park	Legler Branch
	Austin Campus	231 N. Pine Avenue	Austin Town Hall	Austin Branch
	Chicago Hope Academy	2189 W. Bowler	Campbell Park	Manning Branch
	Clark Academic Prep High School	5101 W. Harrison Street	Clark Park	Austin Branch
	Collins High School	1313 S. Sacramento Drive	Douglas Park	Douglass Branch
	Crane Tech Prep Common School	2245 W. Jackson Boulevard	Touhy-Herbert Park	Legler Branch
	Juarez Community Academy	2150 S. Laflin Street	Harrison Park	Lozano Branch
	Manley Career Academy High School	2935 W. Polk Street	Douglas Park	Douglass Branch
	Marine Military Academy	145 S. Campbell	Rockwell Park	Manning Branch
	Marshall Metro High School	3250 W. Adams	Garfield Park	Legler Branch
	Phoenix Military Academy	145 S. Campbell	Rockwell Park	Manning Branch
	PowerHouse	3415 W. Arthington	Boler Park	Legler Branch
	REGION 4	Curie Metro High School	4959 S. Archer Avenue	Curie Park
Dunbar Vocational Career Academy		3000 S. King Drive	Lake Meadows Park	Chicago Bee Branch
Dyett		555 E. 51st Street	Washington Park	Blackstone Branch
Farragut Career Academy		2345 S. Christiana Avenue	Shedd Park	Marshall Square Branch
Kelly High School		4136 S. California Avenue	Kelly Park	Brighton Park Branch
Kenwood Academy		5015 South Blackstone Avenue	Kenwood Community Park	Blackstone Branch
Little Village Lawndale High School		3120 S. Kostner	Piotrowski Park	Toman Branch
Phillips Academy High School		244 E. Pershing Road	Anderson Park	Chicago Bee Branch
Tilden Career Community Academy		4747 S. Union Avenue	Fuller Park	Sherman Branch
Youth Connections Charter		3424 South State Street	Armour Square Park	Chicago Bee Branch

AFTER SCHOOL MATTERS DESIGNATED CPS HIGH SCHOOLS (continued)

	High School	Address	Affiliated Park	Affiliated Library
REGION 5	Bogan Computer Technology High School	3939 West 79th Street	Bogan Park	Scottsdale Branch
	Englewood Technical Preparatory Academy	6201 S. Stewart Avenue	Sherwood Park	Kelly Branch
	Gage Park High School	5630 S. Rockwell Street	Gage Park	Gage Park Branch
	Hancock College Preparatory	4034 West 56th Street	Pasteur Park	Archer Heights Branch
	Harper High School	6520 S. Wood	Ogden Park	West Englewood Branch
	Hirsch Metro High School	7740 S. Ingleside Avenue	Greater Grand Crossing	Avalon Branch
	Hope College Prep	5515 S. Lowe Avenue	Hope Park	Kelly Branch
	Hyde Park Academy	6220 S Stony Island Ave	Jackson Park	Bessie Coleman Branch
	Lindblom College Preparatory High School	6130 S. Wolcott Avenue	Lindblom Park	Sherman Park Branch
	Perspectives Charter at Calumet Campus	8131 S. May Street	Foster Park	Woodson Regional
	Robeson High School	6835 S. Normal Boulevard	Hamilton Park	Kelly Branch
	Simeon Career Academy High School	8147 S. Vincennes Avenue	West Chatham Park	Woodson Library
South Shore Campus	7529 S. Constance Avenue	Nash Community Center	South Shore Branch	
REGION 6	Bowen High School	2710 E. 89th Street	Bessemer Park	South Chicago Branch
	Carver Military Academy	13100 S. Doty West Avenue	Carver Park	Altgeld Branch
	Corliss	821 E. 103 rd Street	Gately Park	Pullman Branch
	EPIC Academy	8255 S. Houston Avenue	Russell Square Park	Jeffery Manor Branch
	Fenger Academy High School	11220 S. Wallace Street	Ada Park	Pullman Branch
	Harlan Community Academy	9652 S. Michigan Avenue	Abbott Park	Woodson Regional
	Julian High School	10330 South Elizabeth Street	Graver Park	Woodson Regional
	Washington High School	3535 East 114th Street	Rowan Park	Vodak East Side Branch
REGION 7 (Downtown)	Gallery 37 Center for the Arts	66 E. Randolph Street	N/A	N/A
	Jones College Prep	606 S State Street	N/A	N/A