



Request for Proposals

Summer Youth Initiative 2011

(including gallery37 Center for the Arts Campus)

School Year 2011-2012

Independent Instructors

Organizations

Proposal Due Date

Wednesday, December 29, 2010 before 5:00 PM

Only completed proposals will be accepted

Dear Program Provider:

Each year, thousands of Chicago teens develop their talents and find their futures by participating in After School Matters programs. We are able to positively affect so many young lives thanks to our skilled and dedicated program providers — independent instructors and organizations committed to mentoring and sharing their expertise. As a result of our collective efforts, After School Matters has become the largest program of its type in the nation and a model for out-of-school programming that has been replicated in other U.S. cities.

As After School Matters approaches its 20th Anniversary, we are working carefully to strengthen our organization, align resources, enhance teen outcomes, and better reach those teens who will benefit most from our programs. We are proud to release this 2011-2012 Request for Proposals (RFP). As you will read in the following pages, this RFP process will be significantly different from recent years. Notable changes to the RFP are intended to be provider-friendly and include:

- **One RFP for both Summer 2011 and Fall/Spring 2011-2012, as opposed to separate RFPs for Summer and the School Year cycles**
- **A new two-phase RFP process for both new and returning program providers that begins with a concise online Application of Intent, due on Wednesday, December 29**
- **Returning program providers who advance to Phase II will not need to complete the full RFP, rather they will be asked to provide their weekly program plans after meeting with After School Matter staff to discuss past performance and develop budgets**

Some of these changes were driven by After School Matters new strategic plan, which we invite you to read more about in this document. Other changes were driven by feedback we received from program providers about how we might streamline the process and make it easier to demonstrate capacity to deliver quality programs.

Please note that all interested program providers must complete the Phase I online Application of Intent document, which is due by 5:00 p.m. on Wednesday, December 29. Based on our review of the Applications of Intent, we will notify potential program providers in late January as to whether they will advance to Phase II of the RFP process.

After School Matters will review and award contracts to both returning and new program providers in April and May. Some program providers may be placed on a waitlist.

Throughout this process, we are offering a number of resources at www.afterschoolmatters.org/programproviders to support program providers in their proposal development. Additional questions can be directed to RFPquestions@afterschoolmatters.org or the After School Matters' RFP hotline at 312-742-6205. After School Matters is also offering RFP workshops to help guide returning and new program providers through the process. You can find dates, times and locations for these workshops on page 9 of this document.

After School Matters is incredibly grateful for the efforts of our talented and caring program providers. We appreciate your desire to make a difference in the lives of Chicago teens. As always, we are excited to collaborate with you to create brighter futures for Chicago teens and look forward to receiving your proposals.

Sincerely,

David Sinski
Executive Director

Myrna Torres
Program Quality Officer

ABOUT AFTER SCHOOL MATTERS

After School Matters is a nonprofit organization that offers Chicago teens innovative out-of-school-time activities through its science37, sports37, tech37, words37 and nationally-recognized gallery37 programs. Programs are provided through a network of public and private partnerships that include Chicago Public Schools (CPS), the City of Chicago, the Chicago Park District, the Chicago Public Library and organizations across the city. After School Matters collaborates with the Chicago Department of Family and Support Services (FSS) to expand the reach of its programs by working to support community-based organizations (CBOs) already working within high-need areas.

After School Matters target population is CPS high school students who are at least 14 years old. After School Matters programs promote hands-on learning and a project-based approach that provides these teens with skills and experiences that will help them find their future – in college and in their careers. After School Matters programs are led by industry professionals naturally positioned to introduce teens to rewarding careers, develop their talents and help teens acquire job readiness skills that translate to the workplace.

Through After School Matters programs, Chicago teens can safely participate in high quality programs rooted in youth development. As such, After School Matters and its partners promote elevated standards and professional development for its program providers.

After School Matters issues this Request for Proposals (RFP) to independent instructors and organizations interested in developing and delivering programs during the summer of 2011 and/or the 2011-2012 School Year. Applicants may submit proposals for one of four [program delivery models](#): Pre-Apprenticeship, Apprenticeship, Advanced Apprenticeship and Internship.

There are two ways for potential program providers to apply based on where they choose to implement the proposed program(s):

- **Campus:** Applicants may apply to deliver their proposed program(s) at an After School Matters-selected CPS high school or at gallery37 Center for the Arts. The [Campus Chart](#) identifies the various locations where After School Matters can access space for program. Campus applicants may specify a preferred CPS high school program location, but After School Matters maintains the discretion to place the program at the most appropriate school location.
- **Community:** Organizations may apply to deliver program(s) at their own site or the site of one of their partners (e.g., a local community-based organization, park, library, church). All proposed sites must be in the City of Chicago.

Applicants will also need to indicate whether they are submitting a proposal as an independent instructor or as an organization.

Note: Independent instructors interested in offering a sports37 Apprenticeship or another program implemented through the Chicago Park District / After School Matters partnership will complete a separate application process at a later date. Check the After School Matters Web site for updates on the release date. Head Start providers will also complete a separate application to be released early in 2011.

STRATEGIC DIRECTION

As After School Matters approaches its 20th Anniversary in 2011, the organization is implementing a new strategic plan to help reinforce successful practices and enhance teen outcomes, while strengthening its direction for the future.

Strategic Plan Overview

With guidance from its Board members, staff and consultants, After School Matters emerged from its [strategic planning process](#) with the following five key directions that will guide the organization in the coming years. For information about After School Matters strategic plan, follow the link provided above.

1. After School Matters core purpose is to develop teens' job readiness skills and positively impact their academic improvement and post-secondary outcomes. Through the After School Matters application and interview process and program participation, teens can better prepare for college and careers.
2. After School Matters prioritizes the retention of teens for multiple program sessions vs. filling program slots. After School Matters will work with instructors and organizations to offer programs that foster continuous engagement and participation over multiple program sessions.
3. After School Matters resources will be targeted to serve CPS high school students. While this has always been a core population served by After School Matters, the organization is now striving to ensure that at least 90 percent of all program slots are targeted to these teens.
4. After School Matters will re-evaluate where it locates programs to improve focus and efficiency with the following goals:
 - Locate programs where they will be most accessible to CPS high school students
 - Increase programs at current campuses rather than expand to new sites
 - Prioritize implementing "full" programs that serve 30 teens instead of "half" programs that serve 15 teens, while maintaining the 1:15 ratio of instructors to teens
 - Explore how to work more efficiently with organizations including assessing their capacity to offer multiple programs and encouraging more organizations to offer programs at campus locations
5. After School Matters will phase out its club37 model. This RFP does not therefore does not solicit club programs.

PROGRAM QUALITY

After School Matters and its public partners have adopted the Youth Program Quality (YPQ) Model and nine Youth Work Methods series. The evaluation of After School Matters programs and instructors are based on observable evidence of YPQ principles and strategies in programs. Accordingly, After School Matters requires all instructors to attend an annual Professional Development Conference as well as other trainings provided for instructors to complete YPQ methods workshops. The 2011 Professional Development Conference is scheduled for August 16 & 17, 2011.

ATTENDANCE AND ENROLLMENT TARGET

After School Matters has set a target of 90 percent teen enrollment and attendance for all of its programs. All selected program providers will be expected to maintain this goal. Any program that falls below 80 percent of the maximum enrollment and/or 80 percent average daily attendance is subject to cancellation. Program attendance will be monitored on a weekly basis.

AFTER SCHOOL MATTERS GALA AND CITYWIDE SHOWSCASE

If selected, program providers may be asked to use class time to develop a commissioned performance piece or pieces that will be performed by apprentices at the [2011 Citywide Showcase and/or Annual Gala](#). In such a situation, instructors will be compensated for rehearsals, meetings and events that take place outside of contracted program hours.

RFP PROCESS OVERVIEW

After School Matters has made significant changes to improve and streamline the Request for Proposals process. Notable changes include:

- After School Matters will issue only one Request for Proposals for the Summer 2011 and School Year 2011-2012 program periods. Respondents can submit an application to offer a program for Summer 2011 and the School Year 2012 program sessions in one step.
- After School Matters will include past program data and compliance factors in the evaluation of returning program provider applications.

Additionally, the new RFP process is comprised of 2 phases:

PHASE 1: Application of Intent (all applicants)

The Application of Intent (AOI) invites all respondents to present a brief overview of the program(s) they would like to offer during the Summer 2011 and/or School Year 2011-2012 program periods by **5:00 p.m. on Wednesday, December 29, 2010.**

PHASE 2: Based upon evaluation of the Application of Intent, selected New & Returning Applicants complete different steps

- **New Applicants:** Submit full proposal and weekly plan(s) by Tuesday, February 22, 2011
- **Returning Applicants:** Participate in scheduled program consultation with After School Matters program quality staff and submit weekly plans by 5:00 p.m. on Friday, March 4, 2011.

STEPS IN THE AFTER SCHOOL MATTERS APPLICATION PROCESS

Follow the steps outlined on the next page to ensure the **Application of Intent** and other proposal documents are properly submitted. **Late or incomplete proposals will not be accepted.** Please consult the [timeline](#) as all steps have deadlines associated.

Note: For the purposes of this RFP, *Returning* and *New* are defined as follows:

- **Returning Applicant:** Applicant has delivered a program with After School Matters during either Summer 2010 and/or during the Fall 2010 School Year program session
- **New Applicant:** Applicant has not delivered an After School Matters Program within the last fiscal year (July 2010 – present)

Note: *There are limited opportunities for new providers as After School Matters does not predict an increase in program offerings during the 2012 fiscal year. Returning applicants that meet or exceed program quality standards will be given priority consideration for placement.*

RFP Workshop

- After School Matters will be conducting [RFP Workshops](#) to provide additional insight and guidance for submitting a competitive Application of Intent and proposal.

STEP 1 – Create an Online Account

- After School Matters only accepts proposals submitted through the Cityspan Web-based proposal system.
- Go to: <http://www.youthservices.net/asm/registration.asp> to create an account. Providers can also link to Cityspan through the After School Matters Web site www.afterschoolmatters.org Returning providers can log in using their existing 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 Application of Intent will have access.

STEP 2 – Develop and Submit the Application of Intent (AOI) and Supporting Documents

- Contact Information: Provide current contact information for everyone connected to the program.
- Program Logistics: Enter program information to accurately reflect the “**who, what, where, when...**” of the program being proposed.
- Complete the AOI Narrative: Within the allotted spaces, provide concise but well-developed responses to questions. Present ideas clearly with sufficient detail to adequately answer questions.
- Proofread, edit and save the Application of Intent.
- Upload required documents and submit the Application of Intent. *After School Matters strongly recommends submitting the Application in advance of the Dec. 29, 2010 deadline to avoid last minute technical issues or being “timed out” and the proposal being denied.*
- Print the confirmation page.

STEP 3 – Evaluation, Notification of Proposal Invitation or Decline of Application

- Application of Intent narratives will be [reviewed](#) by After School Matters program quality staff.
- All respondents will be notified of Application of Intent decisions via email.
- *Returning* providers invited to Phase 2 will receive background check instructions at this time.

STEP 4 – Submit Proposals & Weekly Plans, Consult with After School Matters

- **New** applicants that are accepted for consideration will be directed to complete a full proposal, including weekly plans for the program(s) indicated by After School Matters via the Cityspan system. Summer programs require six- or eight-week plans depending on the program model. School Year programs require a 20-week program plan. Applicants will also submit a proposed budget. These submissions are due by 5:00 p.m. on Tuesday, February 22, 2011.
- **Returning** applicants that are being considered in Phase 2 will be notified by a member of the After School Matters program quality staff to schedule a program consultation to discuss past program data and compliance factors and other matters specific to program implementation. Returning program providers do not need to submit a full proposal, but will need to log into the Cityspan system to submit their six-, eight- and/or 20-week program plans by 5:00 p.m. on Friday, March 4, 2011.

STEP 5 – Notification of Final Decisions and Contracting with After School Matters

Notification

- *New and returning* applicants will be notified of program decisions by email in April and May, 2011.
- Applicants may be *Selected, Waitlisted or Declined* at this time.
- When notified of program awards, *new* applicants will be provided with background check information, including fingerprinting forms and instructions. Instructors for waitlisted programs will also be asked to complete background checks and complete fingerprinting to ensure they are poised to begin instruction should funding become available.

Background Checks

- Background check forms and fingerprinting must be completed in accordance with e-mailed instructions and the stated timeline. **Programs with instructors that do not submit for fingerprinting on time are at risk of cancellation.**
- After School Matters will assume the direct cost of background checks.

Budgeting and Contracting

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

Required Instructor Trainings & Meetings

- Instructors for programs that have been selected are required to attend the After School Matters Professional Development Conference, Regional Orientations and other meetings related to implementation. Dates for the orientations and other meetings will be provided upon selection
- For selected programs that will be implemented by **new** organizations, attendance at a contract administration meeting is mandatory.
- For selected organizations, new liaisons and returning liaisons who failed to meet deadlines in the previous year will be required to attend Cityspan training.
- Failure to attend the Professional Development Conference, required trainings and meetings without advance notification and approval by After School Matters Program Quality Officer will negatively impact future proposal selection.

The General Program Questions portion of the Application of Intent and full proposal for new applicants require respondents to provide program information that will enable After School Matters to assess and decide which programs will be selected. Below is a complete listing of the questions presented in the Application of Intent and the full proposal for new program providers, as well as instructions for completing the weekly program plan. Please note: each question has a limited amount of space for respondents to provide an answer. Therefore, applicants must be concise, while providing sufficient detail to best articulate program strategies.

PHASE 1: APPLICATION OF INTENT QUESTIONS

Apprenticeships (pre-apprenticeship, apprenticeship and advanced apprenticeship models)

1. Program Overview (1,200 characters)

Provide a brief overview of the program, including the goal and objectives. Describe the final product or presentation.

2. Engagement (800 characters)

What is innovative and cutting edge about the program and why would it be appealing to teens? If you are a returning provider, how will you refresh the weekly program plan to engage teens differently and keep up with industry trends?

3. Active Learning (800 characters)

Describe how the program will provide a project-based / hands-on learning experience for teens.

4. Recruitment (*Community proposals only*) (800 characters)

After School Matters requires a 90 percent minimum percentage of participants to be Chicago Public High School. How will you ensure that the proposed program will satisfy this requirement?

Internships

1. What is the Internship title?

2. Provide an overview of the Internship position responsibilities. (1000 characters)

3. How many interns are being requested?

4. Provide rationale for the number of interns requested. (500 characters)

5. What skills will teens gain from participating in the Internship? (350 characters)

6. Recruitment (*organization proposals only*) (800 characters)

After School Matters requires a 90 percent minimum percentage of participants to be CPS high school students. How will the organization ensure that the proposed program will satisfy this requirement?

PHASE 2: FULL REQUEST FOR PROPOSALS QUESTIONS

New Applicants

1. Job Readiness
Select skills from the [Job Readiness Skills Chart](#) that teens will acquire in the program. Describe how teens will either demonstrate the skills or the specific program strategies or practices that will foster the development of skills during the program.
2. Instructional Style and Philosophy (1,200 characters)
 - Describe your approach for working with teens?
 - What is your instructional style?
3. Recruitment (800 characters)
 - Describe the strategy for promoting the program to drive teens to the online application.
 - Describe the specific recruitment strategies to ensure recruitment and retention of a full roster of Chicago Public High School teens that are well-suited to the program.
4. Retention (*School Year applicants only*) (800 characters)
 - How will the program further develop from the Fall 2011 to the Spring 2012 program cycle in order to retain teens between sessions?
5. Program Management (800 characters)
 - Describe the steps that would be taken to address a teen that is being openly oppositional and disruptive to the program.
 - What strategies would apply if cliques have formed in the program and teens are being ostracized from joining a group?
6. Program Enhancements (350 characters)
 - Budget permitting, provide ideas for a field trip and specific visiting professional or guest speaker to enhance your program.

New Applicants – Internships

1. Orientation & Training Plan (1,000 characters)
 - What is the orientation and training plan for summer interns?
2. Supervision
 - What type of supervision will be provided for interns? (800 characters)
3. Job Readiness
Select skills from the [Job Readiness Skills Chart](#) that teens will acquire in the program. Describe how teens will either demonstrate the skills or the specific program strategies or practices that will foster the development of skills during the program.

ALL APPRENTICESHIP APPLICANTS – WEEKLY PROGRAM PLAN

The Weekly Program Plan is an important part of this application. It serves as the roadmap for implementation of the proposed program. Weekly plans are reflective of the creativity and quality of the program. School Year applicants are expected to submit a 20-week program plan that reflects continuous skill development and not one 10-week plan that is repeated in the second 10-week session.

In addition, After School Matters program quality staff will reference the plan when conducting site visits to ensure compliance and accountability. Detailed objectives must be provided for each week. A complete weekly plan needs to articulate the following:

- Clear weekly objectives that progress toward attainment of the program goal
- Activities that support the weekly objectives
- Progressive content skill development
- Job readiness skill development
- Strategies to foster inclusiveness and teamwork
- *School Year Only*: Spring weekly plan that reinforces and builds on skills developed during the Fall program session

Please include the following required activities in the weekly plan during the indicated week(s) for each semester being proposed:

Activities	Summer	School-Year
Program orientation	Week 1	Week 1 (fall and spring session)
Final product documentation	Week 5 / 6	Week 7 (fall and spring)
Teen Surveys	Week 6: Pre-Apprenticeship, Apprenticeship and Internships Week 8: Advanced Apprenticeship)	Week 10 (fall and spring)
Develop resumes/portfolios	By final week of program	By final week of program
Complete Instructor Program Report	Final week of program	Final week of program
Complete Instructor Survey	Final week of program	Final week of program

Copying and pasting repeated activities or entering “See above” or “N / A” will negatively affect scores during evaluation.

Proposal Content

For each program, for each semester, providers will be required to develop the following components of the weekly program plan (see the [Program Model Comparison Chart](#) for number of weeks required):

1. Objectives

The necessary first step in developing a high quality program is to define learning objectives that are required for the program to accomplish its overall goals. Planning the program needs to start with the objectives, instead of the methods! By clearly articulating objectives, instructors are answering the question: *what will participants learn by the end of this week?* Objectives should focus on content, skills, and/or attitudes. These objectives will help drive the assessment of your program delivery.

2. Activities

The primary approach in delivering a high-quality program is the activities used to develop the skills listed through project-based learning. The activities should employ the use of appropriate tools, equipment, supplies and language applicable to careers related to the program's area of focus.

3. Skills Learned

The next step in developing a high quality program is to describe the skills that will be developed. The content-specific skills will describe what participants will obtain during a particular week, such as learn how the Web works and create an HTML-based Web page for a portfolio. Job readiness skills should be thoughtfully developed in relation to the acquisition of content-specific skills, activities and projects.

PHASE 1: APPLICATION OF INTENT

Content

All Applications of Intent will be read, reviewed and rated by After School Matters program quality staff and (when applicable) its partners and collaborators. Each response will contribute to the overall scoring of the proposal, as will the professionalism with which the content is presented (e.g., clarity, spelling and grammatical correctness).

Instructor Qualifications

For new applicants instructor qualifications will be scored based on the resumes and/or the description of the plan to recruit quality instructors that is submitted.

For returning applicants, After School Matters will use data on the past programs implemented to evaluate instructor performance. Such data will include, but is not limited to:

- Number of Teen Applicants: Indicator of program popularity, recruitment and demand
- Enrollment Percentage: Indicator of recruitment effort, reach and engagement
- Attendance Percentage: Indicator of stability and engagement and proven to affect academic outcomes
- Teen Survey Completion Rate
- Instructor attendance at Youth Program Quality workshops and completion of program reports

Final Selection

After evaluating the Application of Intent, the programs that emerge successfully will be assessed against the availability of funds and After School Matters priorities for placement of programming by location and content. The determination of which applicants are invited to Phase 2 is final and not subject to appeal. Invitation to Phase 2 is not a guarantee of funding, and After School Matters may invite an applicant to move forward on some, but not all, of their proposed programs.

PHASE 2

Content and Instructor Quality

Phase 2 applicants will be reviewed in the same manner as the Application of Intent. However, since organizations will be expected to update instructor information at this time, any changes of instructors will require a new assessment of instructor qualifications.

Final Selection

After School Matters will make final decisions based on a full review of proposals and weekly plans. Some proposals will be placed on the Waitlist in case additional funding should become available, which might occur for any of the three program sessions: Summer, Fall or Spring. Program Quality staff will also determine and approve where a selected "Campus" program will be placed at this time.

Finally, during either phase, After School Matters reserves the right to accept or reject any and all proposals in response to this RFP and to conduct discussions with all qualified applicants.

Next Steps for Applicants

TIMELINE

[return to How to Apply](#)

12 / 29 / 10	RFP Phase 1: Application of Intent due by 5:00 PM
01 / 28 / 11	RFP Phase 1 decisions communicated
01 / 28 / 11	RFP Phase 2: begins by invitation only
02 / 22 / 11	RFP Phase 2 due by 5:00 PM for new applicants
03/ 04 / 11	RFP Phase 2 due by 5:00 PM for returning applicants
04 / 05 / 11	RFP decisions communicated
04 / 09 / 11	Fingerprinting deadline
06 / 2011	Recruit, interview and select teens for summer
06 / 20 / 11	Summer advanced Apprenticeships begin
06 / 27 / 11	Summer Pre-Apprenticeships, Apprenticeships and Internships
08 / 06 / 11	Summer Pre-Apprenticeships, Apprenticeships and Internships
08 / 13 / 11	Summer Advanced Apprenticeships end
08 / 16 / 11 08 / 17 / 11	Professional Development Conference return to step 5
09 / 2011	Recruit, interview and select teens for Fall
10 / 03 / 11	Fall programs begin
12 / 10 / 11	Fall programs end
01 / 2012	Recruit, interview and select teens for Spring
02 / 06 / 12	Spring programs begin
04 / 14 / 12 04 / 22 / 12	Spring program ends (depending on CPS spring break)

[return](#)

1. Access the Cityspan Web-based proposal system and get started: Links are available from www.afterschoolmatters.org
2. Attend an After School Matters Request for Proposal (RFP) Workshop for additional information and technical support:

New Applicants: Providers that have not delivered an After School Matters program within the last fiscal year. (July 2010 – present)

Friday, December 10, 2010, 10:00 a.m. – 1:00 p.m.
 gallery37 Center for the Arts, 5th floor Center Space Gallery
 66 East Randolph Street

Returning Applicants (i.e., providers who implemented After School Matters programs during the last year)
 Attend one of the following events where changes will be discussed and questions answered.

Monday, December 13, 2010 4:00 – 6:00 p.m. Korean American Community Services 4300 North California Avenue	Tuesday, December 14, 2010 3:30 – 5:30 p.m. Sherman Park Field House 1301 West 52 nd Street	Wednesday, December 15, 2010 4:00 – 6:00 p.m. Fosco Park 1312 South Racine
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ADDITIONAL SUPPORT

CITYSPAN HOTLINE – Applicants that require computer technical assistance in navigating the online Cityspan proposal or downloading documents can use either of the following resources:

Cityspan Help Desk Monday through Friday 10:00 a.m. – 7:00 p.m. Phone: 866-469-6884	Issue Tracker (online support) 1. Click “Issue Tracker” on the left menu when you are logged into Cityspan. 2. Click “New Issue.” 3. Enter your question in the text box and click “Save & Return.” 4. A response will be provided within two business days. The response will be posted under Issue Tracker within the system and sent via e-mail.
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AFTER SCHOOL MATTERS RFP HOTLINE & EMAIL SUPPORT

Applicants that have content-related proposal questions can contact After School Matters through the After School Matters RFP hotline or via our RFP support email address. Questions will be responded to within one business day.

RFP HOTLINE: (312) 742-6205

RFP EMAIL SUPPORT: RFPquestions@afterschoolmatters.org

Appendix

The following appendices are included in this Request for Proposal:

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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

Strategic Direction Background Information

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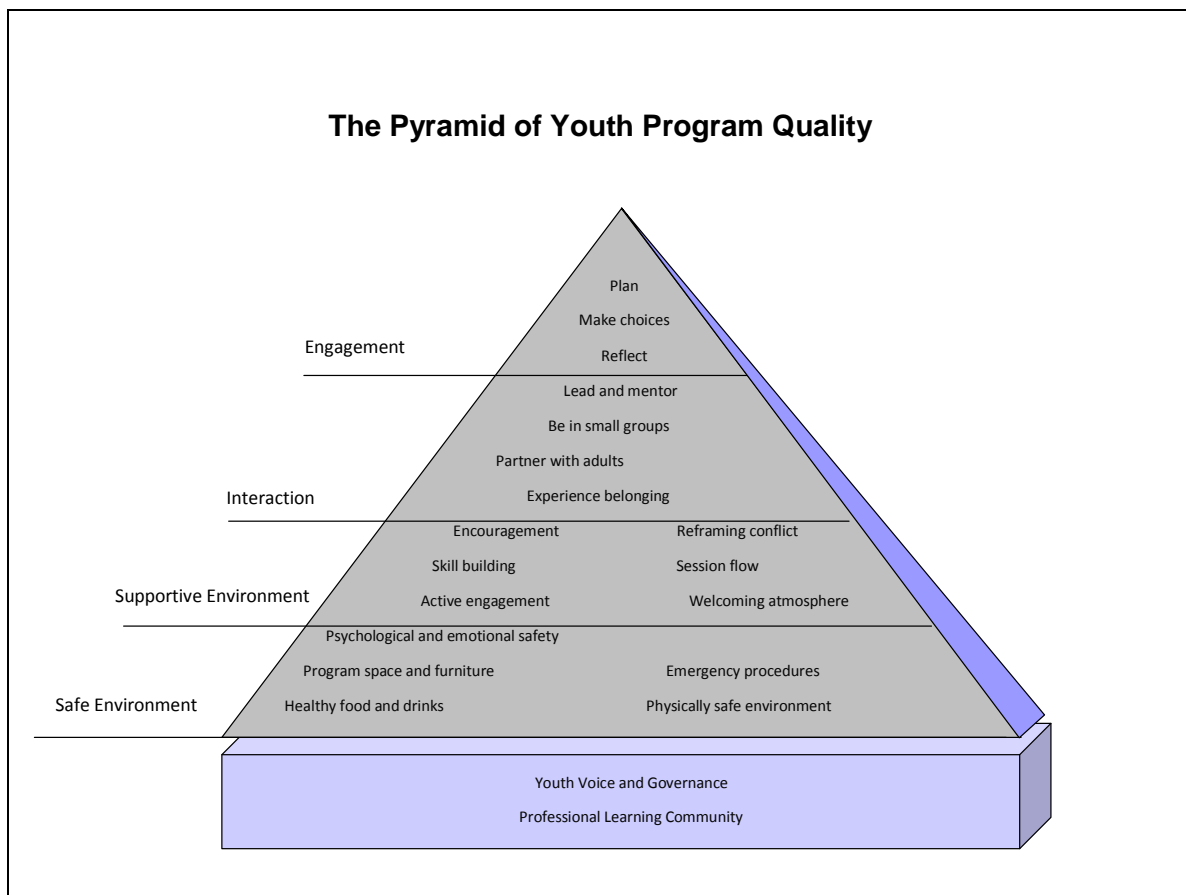
After School Matters has had a tremendous impact over the past two decades. What began as an ingenious project conceived by Chicago First Lady Maggie Daley and Chicago Cultural Affairs Commissioner Lois Weisberg has gained many supporters, partners, program providers and champions. The organization has grown tremendously from its first summer in 1991 and is now the largest out-of-school-time program serving high school students in the nation, offering 20,000 program opportunities this year, and a model for teen programming.

Thoughtful, ongoing strategic planning and continuous improvement are essential to any strong and ambitious organization. That is why, throughout the past year, After School Matters worked closely with the Civic Consulting Alliance, Boston Consulting Group and Deloitte to strategize how it can continue to improve the organization, align resources, enhance teen academic outcomes and more effectively reach those teens that will benefit most from its programs.

After School Matters is a learning organization that is committed to continuous quality improvement while ensuring that we are excellent stewards of our resources. Tremendous demand for After School Matters programs reinforces the need to hold ourselves to a high standard. In the coming year, After School Matters will be working to push the target level for enrollment, attendance and CPS high school student participation standards to 90 percent or higher.

An important tool that will support After School Matters and our program providers throughout this process is the Cityspan online management information system. Launched in 2009 with generous support from the Wallace Foundation as part of the Chicago Out-of-School Time Project, Cityspan facilitates the ability to track teen applications, enrollment, attendance and retention for After School Matters programs across Chicago. As After School Matters strives to deliver the most impactful and meaningful out-of-school opportunities, it makes good sense to use Cityspan to track key indicators of program quality as determined by both research and best practices.

After School Matters 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. After School Matters expects that every program, regardless of content provides a safe environment, supportive environment, peer interaction, and youth engagement. As instructors integrate the YPQ model into the program design, they create an environment that facilitates learning and exploration.



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

SAFE ENVIRONMENT

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 ENVIRONMENT

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.

DESCRIPTION OF PROGRAMS

After School Matters offers three primary program models through a structure called the Ladder of Opportunity. Teens do not need to complete each model in order; the purpose of the Ladder of Opportunity is to accommodate a variety of skill and experience levels. Each model within the Ladder of Opportunity (Pre-Apprenticeship, Apprenticeship and Advanced Apprenticeship) is intended to encourage young people to explore a variety of career options, gain workplace skills and engage in structured activities. Each model has specific requirements for program content and structure. Applicants must ensure that their proposed programs meet the requirements of the selected model. After School Matters also offers Internship opportunities in which more experienced teens apply their skills in an authentic work setting for a limited duration.

OVERVIEW OF APPRENTICESHIPS

All Apprenticeship programs:

- Are instructed by industry professionals with experience working with and motivating participants
- Require program providers or instructors to recruit teens to participate in programs
- Require the instructors to monitor the safety and engagement level of participants
- Expect instructors to help participants create a resume that clearly states what skills were obtained and/or prepare work sample / portfolios
- Require instructors to attend After School Matters regional orientation meetings, the instructor professional development conference and other meetings/events as planned

PRE-APPRENTICESHIP PROGRAMS

A Pre-Apprenticeship is an introductory out-of-school-time program that focuses on job readiness skills, career exploration and / or school engagement. Pre-Apprenticeships should ensure participants can recognize and articulate the job readiness skills they develop such as communication, teamwork, critical thinking, and decision-making. Career exploration provides an opportunity to explore a variety of careers within a field and be supplemented with lectures and demonstrations from visiting professionals and trips to local industry leaders. Pre-Apprenticeships focusing on increasing school engagement will offer opportunities that engage participants in their learning and equip them with tools for academic success.

APPRENTICESHIP PROGRAMS

An Apprenticeship is a project-based out-of-school-time program led by expert industry professionals where participants develop marketable skills in a particular field (e.g. Web design, mosaics, stadium management, theater, etc.), Apprentices also develop and can articulate job readiness skills such as problem solving, communication, critical thinking, and decision-making through activities performed.

ADVANCED APPRENTICESHIP PROGRAMS

An Advanced Apprenticeship is a project-based out-of-school-time program led by expert industry professionals in which participants apply and refine their skills while producing sophisticated performances, products, or commissioned project such as a public art installation funded by a local corporation or Web site for an actual company. After School Matters encourages such programs to be youth-led and centered on independent workmanship.

INTERNSHIP OPPORTUNITIES

Internships are out-of-school time supervised learning experiences where high school youth age 16 or above, apply their skills in an authentic nonprofit work setting for a limited duration. Teen interns earn an hourly rate based on current Illinois minimum wage. Internship programs:

- Provide a safe environment where teens are experientially engaged with clear expectations, necessary support, and ongoing feedback
- Provide teens with a detailed job description of the work responsibilities that develop and utilize their skills
- Provide teens with the opportunity to train in a real work environment and gain practical understanding of workplace expectations, policies, and procedures
- Provide teens with an opportunity to develop the soft skills (such as effective communication, conflict resolution and decision making) and the technical skills necessary to become (delete be) productive employees
- Provide teens with the opportunity to develop relationships with caring adults who are practitioners in their field and are willing to mentor them regarding future employment opportunities.

CULMINATING EVENT

A culminating event is an opportunity for participants of apprenticeship and advanced apprenticeship programs to share their accomplishments of the program session with family, as well as with their school and larger community. Teens highlight the skills learned either through a performance or exhibit of a final product. After School Matters campus and community programs schedule a culminating event at the end of the summer and/or spring terms. This is a time to recognize and celebrate teens' hard work and commitment, and to honor the contributions they make to their schools and communities. It is a time to celebrate with the following goals:

- To reinforce learning from programs and enhance sharing of learning in programs
- To promote teen ownership through mentoring participants in event planning
- To help young people learn the importance of audience etiquette
- To garner, strengthen and solidify school and community support

To ensure the implementation of a successful culminating event, it is necessary for one person to assume a primary responsibility over the event planning in order to make the event a meaningful, engaging, and memorable one. Typically, the liaison assumes this leadership role.

Program Models

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The following chart provides an at-a-glance comparison of the four program models, which are described in further detail above.

	PRE-APPRENTICESHIP	APPRENTICESHIP	ADVANCED APPRENTICESHIP	INTERNSHIP
Capacity per program	30	30	30	Minimum of 5
Number of participants to recruit	40 teens	40 teens	40 teens	5 more than the number of slots
Number of Instructors	2(1:15 instructor to participant ratio)	2 (1:15 instructor to participant ratio)	2 (1:15 instructor to participant ratio)	1 site supervisor for 10 or more interns
Summer Schedule	4 hours a day, 5 days a week for 6 weeks	4 hours a day, 5 days a week for 6 weeks	4 hours a day, 5 days a week for 8 weeks	4 hours a day, 5 days a week for 6 weeks
School Year Schedule	3 hours a day, 2 days a week for 20 weeks (10 weeks per semester)	3 hours a day, 3 days a week for 20 weeks (10 weeks per semester)	3 hours a day, 3 days a week for 20 weeks (10 weeks per semester)	Not Applicable
Teen Stipend	\$210 per 10 week cycle \$420 per summer	\$400 per 10 week cycle \$600 per summer	\$500 per 10 week program cycle \$1,000 per summer	minimum wage
Final Product	No	Yes	Yes	No
Culminating Event	No	Yes	Yes	No

INSTRUCTOR REQUIREMENTS BY MODEL

The following table indicates requirements for instructors by program model:

Program Model	Instructor Requirements
Apprenticeships (pre-apprenticeship, apprenticeship and advanced apprenticeship_	<ul style="list-style-type: none"> • Instructors must be expert industry professionals and should have at least a HS diploma or GED. • At least one instructor should have a Bachelor's degree or at least 4 years of experience in his or her discipline(s). • At least one instructor should have demonstrated experience working with youth.
Internship (Site Supervisor)	<ul style="list-style-type: none"> • At least one site supervisor should have demonstrated experience working with youth. • Site supervisors should have a Bachelor's degree or at least 4 years of experience in their discipline(s) and a HS diploma or GED.

- All approved program instructors must attend all required professional development events.
- Instructors must be literate in computers and the Internet with access to both.

Program Classification Chart

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The chart below describes the major content areas After School Matters funds, which includes, but is not limited to the examples in each category of the sub-content areas.

Content Area	Sub Content Area	Category
gallery37 (ART)	Performance	Theatre, Dance, Spoken Word, Storytelling, Marching
	Visual	Painting, Murals, Silk Screening, Printmaking, Puppetry, Sculpture, Furniture Making, Fashion Design, Photography, Ceramics, Stain Glass, Jewelry Making, Quilting, Mosaic Tiles, Book Binding, Comic Books, Floral Design, General Design, Illustration, Landscaping
	Music	Band, Jazz, Singing, Drumming, Choir
	Culinary	Catering, Preparation and Plating, Hospitality
tech37	Media	Animation, Graphic Design, TV Production, Music Production, Radio Production, Web site Design, Cable Cast, Film Production, Multimedia, Sound Engineering
	IT	Computer Hardware Refurbishing, Computer Engineering, Computer Programming, Database, Networking, Robotics, Software Development, Web Application Development
	Industrial	Manufacturing, Architecture, Industrial Design, Motor Vehicles (Automotive Repair)
sports37	Coaching and Officiating	Baseball, Basketball, Football, Soccer, Volleyball
	Instructional Certification	Bike Repair and Safety, Early Childhood, Instructor Aide, Junior Fitness Cadets, Lifeguard, Recreation Leader, Water Safety Instructor
	Instructional Management	Stadium Management
	Instruction	Boxing, Rowing, Squash, Tumbling
	Coaching	Cheerleading, Golf
words37 (COMMUNICATION)	Business	Entrepreneurship, Office Management, Sales and Marketing
	Journalism	Magazine and Newspaper Writing, Photojournalism, Documentary Video
	Law	Law and Public Safety
	Literary	Creative Writing, Poetry, Playwriting, Sketch Writing
science37	Applied	Aeronautics, Accounting, Architecture, Conservation, Construction, Energy, Engineering, Environmental Assessment, Environmental Technology, Food, Health / Awareness, Restoration, Sustainable Development
	Natural	Biology, Chemistry, Environmental, Geology, Physics
	Social	Psychology, Economics, Sociology, Anthropology, Education and Training, Community Mapping/Survey, Community Organizing, Media Studies, Political, Urban Studies/Planning

Job Readiness Skills

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Reference the job readiness skill descriptions provided in the chart below when responding to Question # 1 of the *Full Request for Proposals* and when developing the weekly program plan.

Skill	Description
Accountability / Integrity	Acknowledges responsibility for own actions and decisions. Completes assignments and is concerned with quality of work. Works toward a high standard or performance for self.
Active Listening	Can understand what is heard. Can accurately recall information. Asks clarifying questions. Maintains eye contact. Uses listening cues such as nodding.
Ambition / Initiative	Can set and achieve short and moderate term goals. Takes initiative and does not wait for others to give work assignments. The person is self-motivated but needs encouragement at times. Sets moderate expectations for self.
Appearance	Dresses according to the defined norms of the workplace activity. Categories are industry uniform, business casual, business (jacket and tie), and business formal (suit). Understands that appropriate appearances impact assimilation into the workplace.
Attitude	Optimistic and able to redirect a negative outlook into a positive outlook. Understands how attitude affects performance and group dynamics.
Feedback	Responds civilly to constructive criticism. Absorbs constructive criticism as a learning tool. Can be redirected to appropriate behavior. Reflects and refrains from immediate judgment.
Oratory / Speaking	Uses appropriate language, volume, clarity, and tone based on the norms of the environment. Uses friendly tone and smiles when conversing with others.
Problem Solving Approach	Follows a basic process for problem solving. 1) Understand the problem 2) Construct a plan to solve the problem 3) Execute the plan.
Procedure / Rule Following	Follows rules and procedures. Reads all directions before starting. Checks for clarification when unclear. Understands relevance of procedures to performance.
Self Control	Controls emotional reactions. Responds to difficult individuals or situations with a calm and non-defensive manner. Usually keeps personal matters from interfering with performance.
Supervision	Needs moderate supervision to complete tasks.
Teamwork	Works with other team members to accomplish shared goals. Shares responsibility for team deliverables and accomplishes an equal portion of the workload. Respects and values other team member's input. Willing to compromise to achieve overall team success.
Timeliness	Arrives on time and is rarely absent without cause. Understands the relationship between punctuality and how people perceive them.
Verbal Communication	Effectively expresses his / her ideas in a clear and logical manner. Can have a two-way conversation building on information obtained during the conversation. Uses communication constructively to promote goals, not to gossip or cause harm.

INTERVIEWING AND SELECTING TEENS

Program providers / instructors are expected to interview and select teens that applied online to the Youth Ready Chicago Web site. The interview and hiring process is slightly different based on the program's location. Below is an outline for hiring teens according to locations.

Campus Programs (Independent Instructor-led and Organization-led)

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

Community Programs (Organization-led)

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

Downtown Programs at Gallery37 (Independent Instructor-led and Organization-led)

1. Online Application: Teens complete the Youth Ready Chicago online application (prior to interviewing)
2. Application Session: Teens audition or present their portfolios and interview for a program opportunity at the gallery 37 Center for the Arts.
3. Selection: After School Matters designated Program Specialist and instructors agree on a final roster

APPLICATION PROCESS

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

Requirements that apply to all applicants include:

- City of Chicago residents.
- Teens that are in high school are eligible to participate regardless of race, color, gender, religion, national origin, disability, or sexual orientation.
- Youth up to the age of 22 who present special needs—including teen parents, homelessness, physical disabilities, and cognitive delays—may be eligible for After School Matters School Year programs providing they attend a Chicago Public High School. Program providers will be responsible for accommodating the specific need, but can seek support from the After School Matters-designated program specialist.

All interested teens must:

- Select a specific program that interests them at the [Youth Ready Chicago Web site](#) during [the month of recruitment prior to the start of programs](#) each semester.
- Complete all other application processes required by After School Matters prior to their participation in the program.

Requirements that vary by program include:

Requirements	Pre-Apprenticeships	Apprenticeships	Advanced Apprenticeships	Internships
Percentage of CPS high school students (90 percent for CBOs, 95 percent for Campuses)	✓	✓	✓	✓
Teens must provide evidence of a Social Security number or Individual Taxpayer Identification Number (ITIN).	✓	✓	✓	Social Security # required
Must be at least 14 years old.	✓	✓	✓	
Must be at least 16 years old.			Downtown Culinary only	✓
Due to their sophisticated nature, these programs normally consist of high school juniors and seniors.			✓	✓

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.

VISITING PROFESSIONALS

One guest speaker is funded (budget-permitting) when the individual demonstrates expertise in the program content-area and / or shares post-secondary information. Instructors are expected to prepare teens for guest speaker visits prior to the meeting and conduct reflection activities post-visit to ensure that youth process the information.

COMMUNITY SERVICE

After School Matters values the talent, creativity, and energy of teenagers and the contributions they make to our communities. To that end, instructors are challenged to help teens think critically about how they can share their program experience with others in a meaningful and intentional way and to provide them with an opportunity to demonstrate their skills in ways that contribute to their communities. In the proposal, describe opportunities for how teens can make contributions at their local community center, church, shelter, park, library, or residential care facility. Below are just a few examples.

- Fitness Ambassadors teaching healthy lifestyle skills to Chicago Park District youth
- Dance apprentices performing at the local park and offering free dance demonstrations to the public
- Teens demonstrating how they constructed a remote-controlled robot to local elementary school youth
- Spoken Word apprentices reciting poems and teaching middle school youth the art of storytelling at the local Chicago Public library
- Culinary teens preparing a meal together with seniors at a residential care facility
- Teens painting a mural on a public building and hosting an unveiling event for the community
- Bicycle Ambassador apprentices teaching community members how to repair their own bikes during Community Day at the Chicago Park District
- Community Garden apprentices hosting cooking demonstrations at a local Farmers Market or teaching the public how to grow their own sustainable garden

After School Matters is dedicated to fostering future leaders that are socially conscious and connected to their communities. Ultimately, After School Matters is confident that exposing teens to the broader community and its needs will develop and shape them in life-changing ways. In the weekly program plan of the proposal, program providers should address how the proposed program will incorporate community service.

Performing Arts Programs

In addition to the accepted program plan, providers may be expected to use class time to develop a commissioned performance piece or pieces that will be performed by apprentices at the 2011 Citywide Showcase and/or Annual Gala. The performance must meet criteria defined by the Events and Programming departments including content, music, theme, length, number of participants, style and other requirements. Performing Arts programs may also be asked to participate in a group finale performance, which may require additional rehearsal time.

General Citywide Showcase and Gala participation expectations may include:

1. Attendance and program participation at the Citywide Showcase in March and/or the After School Matters Gala in September
2. Attendance at meetings, auditions and rehearsals, both during and after program dates, as well as on weekends
3. Communication to apprentices regarding audition, rehearsal and event expectations
4. Communication to Event and Program staff regarding performance, costumes, data, and other needs and updates relevant to your participation

All instructors will be compensated for rehearsals, meetings and events that take place outside of contracted program hours.

Visual Arts Programs

Visual arts programs may be asked to participate in the creation of tabletop centerpieces and/or decorations used for the 2011 After School Matters Annual Gala. Specific project details (media, size, quantity, theme, content, etc.) will be announced prior to the start of the chosen program session. (Fall, Spring or Summer). While After School Matters may request certain programs to be solely dedicated to centerpiece project, each visual arts program may be required to create additional work that will be used and sold at the Gala. Apprentices and instructors may be selected to serve as spokespeople for After School Matters and interact with guests at the Gala.

Visual arts programs may also be asked to participate in the Citywide Showcase in March. This may include creating artwork to be displayed and/or sold at the event or serving as a representative onsite. Instructors and teens will be compensated for meetings and events that take place outside of contracted program hours.

Culinary Programs

Culinary Programs may be asked to participate in the Citywide Showcase and/or the Annual Gala in some capacity. In the past, culinary apprentices have worked as servers, provided limited food preparation, and have been asked to attend onsite training or tours in advance of the event. Instructors and teens will be compensated for meetings and events that take place outside of contracted program hours.

Other Content Areas (science³⁷, sports³⁷, tech³⁷, words³⁷)

The Events and Programming departments are currently exploring additional ways of incorporating other gallery³⁷ programs, as well as tech³⁷, sports³⁷, science³⁷ and words³⁷ programs into both the Citywide Showcase and the Annual Gala. Programs may be asked to participate in some capacity either prior to the program start date or during the program period. For example, in 2010, six apprentices from a tech³⁷ program served as a teen media crew at the Annual Gala. As with other programs, instructors and teens will be compensated for meetings and events that take place outside of contracted program hours.

SUBMISSION OF PROPOSED BUDGETS

For returning applicants, budgeting will be addressed during the consultation portion of Phase 2.

For new Apprenticeship applicants, a proposed budget must be submitted with the full proposal in Phase 2. The chart below explains how different budget items should be included on the budget form, which is a Microsoft Excel document that can be downloaded from the Cityspan online system.

Budget Items	Independent Instructors	Organizations
General Information (e.g. Program Title, Program Model, Instructor Names)	Required for all applicants.	Required of all applicants
Instructor Rates	Not part of proposed budget: To be negotiated upon acceptance.	To be proposed within the budget template.
Equipment	To be requested as part of proposed budget using the worksheets (tabs at the bottom) of common items.	To be requested as part of proposed budget using the worksheets (tabs at the bottom) of common items.
Supplies	To be requested as part of proposed budget using the worksheets (tabs at the bottom) of common items and/or on the "other" tab for items not listed on the common supplies tabs.	To be requested as part of proposed budget using the "other" tab where items the organization would purchase will be detailed.
Administrative Fee	Not applicable	Will be added during contracting period.

If a program is selected, After School Matters program quality staff will notify the individual designated as the primary contact in Cityspan to negotiate or confirm instructor pay rates and finalize equipment/supplies to arrive at a final budget. A final negotiated budget will be provided via email with the other contract documentation. No purchases should be made until receiving the final budget. ***The following sections provide guidance on budget development as well as average dollar amounts/percentages from last year that can be used to develop a preliminary budget.***

PERSONNEL EXPENSES

Pay rates for instructors are determined by education, professional experience and experience working with teens. Pay rates are established by contractors and After School Matters regional staff at the time of preparing final budgets for approved programs.

- The majority of After School Matters teaching teams (2 instructors) earn a total of \$45 or less per hour. Please consider pairing a more experienced lead teacher with a teaching assistant or co-lead.
- Preparation hours are provided to cover time needed to attend After School Matters meetings, recruit and interview teens, prepare for program start-up and to finalize matters at the end of the term.

Budget Guidelines

The following chart indicates the number of personnel hours budgeted last year based on the program model:

Type of Hours	SUMMER 2011			2011-12 SCHOOL YEAR		
	Pre-Apprenticeship	Apprenticeship	Advanced Apprenticeship	Pre-Apprenticeship	Apprenticeship	Advanced Apprenticeship
Instruction	120 hours	120 hours	160 hours	120 hours	180 hours	180 hours
Explanation of Instruction Hours	4 hrs /day x 5 days/ week 6 weeks	4 hrs/day x 5 days/week 6 weeks	4 hrs/day x 5 days/week 8 weeks	3 hrs /day x 2 days/ week 10 weeks x 2 semesters	3hrs/day x 3 days/week 10 weeks x 2 semesters	3hrs/day x 3 days/week 10 weeks x 2 semesters
Preparation	55 hours	55 hours	65 hours	100 hours	170 hours	175 hours
TOTAL	175 hours	175 hours	225 hours	100 hours	170 hours	175 hours

There is not typically an instructor for Internships, but when organizations are approved for 10 or more interns, they are provided with a set reimbursement rate for the site supervisor, which has been \$1,200 (\$10/hour for 120 program hours).

EQUIPMENT AND SUPPLIES

Approved equipment and supplies are purchased by different entities depending on the program model and the program provider. Details are outlined in the chart below. In some cases, After School Matters will loan program providers equipment from its warehouse. The availability and allocation of loaned equipment is determined by After School Matters regional staff at the time of final budgeting.

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

Below are average amounts from the previous year for supplies and equipment by program model and cycle to help guide the completion of the proposed budget.

Program Model	Summer	Fall	Spring
Pre-Apprenticeship	\$910	\$860	\$45
Apprenticeship	\$1,530	\$1,760	\$90
Advanced Apprenticeship	\$3,200	\$2620	\$135

VISITING PROFESSIONALS AND FIELD-TRIP EXPENSES

Do not estimate the cost of visiting professionals or field trip expenses in the proposal budget. These expenses will be allocated by regional Teams outside of the contracting process.

TEEN STIPENDS AND WAGES

Teen stipends are paid by After School Matters directly. They will be calculated automatically and will not factor into the contract amount for organizations.

ADMINISTRATIVE FEE

The administrative fees will be calculated automatically for organizations. Previous years have allowed for 5% of the total contract amount to be applied.

NON-REIMBURSABLE EXPENSES

After School Matters contracts do not cover the following:

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

*FICA is only excluded for organizations.

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For those proposals that are selected, this section outlines requirements that must be met to contract with After School Matters. All selected applicants will receive a contract packet from the After School Matters Program Operations Department. The following are contractual points that apply to all providers and there are additional contracting requirements that differ for [organizations](#) versus [independent](#) instructors, which are outlined below.

Instructor Resumes

Resumes of all instructors must be submitted to After School Matters and any change of instructors must be communicated immediately. *Note: Changes to instructors might jeopardize funding if instructors are not qualified or do not clear the background check process in a timely fashion.*

Background Checks

Upon acceptance of proposals, all instructors will be required to complete background checks prior to the start of programs. Completed background check authorizations and instructor information forms for each instructor must be submitted to After School Matters. Programs will not begin until After School Matters has obtained results, and instructors who are not found eligible based on their criminal history or indicated for child abuse/neglect will not be able to implement or deliver a program. Please adhere to fingerprinting deadlines, as notification to After School Matters can take up to 45 days.

Proprietary Rights

After School Matters will retain intellectual property rights to all teen-produced work, documents, data, studies and reports produced in accomplishing the program. All work product produced by the teen in connection with the contract shall become and remain property of After School Matters. High-quality artwork and other products are sold at the gallery37 retail store. Proceeds support After School Matters programs.

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ORGANIZATIONS

A complete contract package, containing the items below, must be received before payment is made to the contractor and the program is approved to start. Official notification of approval to begin will be sent to the organization via email from the After School Matters Program Operations Department. In the event that the contracting requirements cannot be met in time for the program to begin, the program will be canceled and After School Matters cannot guarantee payment of any expenses incurred.

- Executed Contract for Services*
- Signed Program Budget*
- Certificate of Liability Insurance (see below for details)
- 501(c)3 Tax Exemption Letter (Non-profits Only)
- Letter of Good Standing from the State of Illinois
- Instructor information form(s)*
- Instructor authorization for background checks*
- Fingerprinting of instructor(s) (upon request)*
- Successful completion of all required background checks

Insurance

Selected organizations must provide After School Matters a Certificate of Insurance with the insurance coverage listed below. This must be done at the organization's expense and must provide coverage for the duration of the term of the contract. After School Matters, Inc., 66 E Randolph Chicago, IL 60601, is to be named as an additional insured on the Certificate of Liability Insurance for any liability arising directly or indirectly from the work or services to be performed pursuant to the contract.

- **Commercial General Liability Insurance** (Primary and Umbrella) or equivalent with limits of not less than **\$500,000** per occurrence for bodily injury, personal injury, and property damage liability. Coverage must include the following: All premises and operations, products/completed operations, separation of insureds, defense, and contractual liability (with no limitation endorsement).
- **Worker's Compensation and Employer's Liability** as prescribed by applicable law covering all employees who are to perform a service under the contract and Employer's Liability coverage with limits of not less than **\$100,000** for each accident or illness.
- **Professional Liability** of not less than **\$500,000** when any professional consultants perform work or any services in connection with the contract. The Professional Liability Insurance must cover errors, omissions, negligent acts and include contractual liability. When policies are renewed or replaced, the policy retroactive date must coincide with, or precede, start of work or services for the contract. A claims-made policy which is not renewed or replaced must have an extended reporting period of 2 years.
- **Automobile Liability** (Primary and Umbrella) of not less than **\$300,000** 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.

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.

Payment Process

Organizations contracted to deliver programs must pay instructors and purchase supplies and equipment according to the approved budget. After School Matters requires organizations to keep proper accounting records. Contractors will be reimbursed for these expenses through the process outlined below. Teen stipends will be paid directly by After School Matters, as will any approved field trip or visiting professional expenses.

1. The first installment is an advance payment of approximately 50 percent of the approved budgeted amount for the semester. The first advance payment is based on the receipt of the complete contract package, approved background check results, and the signature authorization of the After School Matters Executive Director.
2. Subsequent payments will be made upon monthly submission of actual expenses incurred according to the schedule provided within the contract. Payment will be calculated by reviewing the total expenses incurred less prior installments. Total payments will not exceed the total budgeted amount, and any overpayments in one line item made as part of the advance payment will reduce payment in another (e.g., if the first monthly expense reports shows that only 45 percent of instructor expenses have been incurred, the remaining 5 percent that was advanced will be subtracted from what is owed for reimbursement of equipment/supply expenses).
 - a. Personnel: Actual instructor hours worked multiplied by the budgeted rate will be used to determine the expenses incurred for instructors. Reimbursement will only be made for instructors who were indicated on the approved budget.

Contracting Requirements

- b. Non-Personnel: Actual supply and equipment expenses should also be captured on the monthly expense report. Nothing needs to be noted on the expense report for the administration fee.
3. The final payment amount will be calculated by adding the total expenses incurred (which cannot exceed the contract amount unless a Budget Revision has been approved by the After School Matters Regional Director), less prior installments, plus/minus any approved budget adjustments. The final installment will only be paid upon receipt of the Final Expense Report and the Certification of After School Matters Program Expenses (discussed in the After School Matters Contract Administration Manual which is provided after program selection). The following other items may also be required to release the final payment: teen documentation, After School Matters loaned equipment, and teen final product.

INDEPENDENT INSTRUCTORS

Beginning summer 2011, all independent instructors will be contractual employees of After School Matters. In compliance with law:

- After School Matters will begin deducting taxes from the semi-monthly checks issued to instructors.
- Instructors will complete W-4 forms with their contract packets.
- Instructors will receive a W-2 in January. (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 accrue time for unemployment compensation and social security benefits.
- Instructors will not need to pay self-employment taxes on these earnings.
- Instructors will not need to come up with their income tax liability for these earnings in one lump sum when filing taxes each year.

A complete contract package, containing the items below, must be received before payments are made and the program is approved to start. Official notification of approval to begin will be sent to the instructor via e-mail from the After School Matters Program Operations Department. In the event that the contracting requirements cannot be met in time for the program to begin, the program will be canceled. Any instructors who work without approval from the Program Operations Department will not be eligible for payment for such time.

- Employment At-Will Agreement and attachments, including the Program Budget*
- Employment Application*
- 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
- Instructor information form(s)*
- Instructor authorization for background checks*
- Fingerprinting of instructor(s)
- Successful completion of all required background checks

* To be sent to selected applicants via e-mail

** Must provide original documents, which cannot be expired, and must be completed in person with approved After School Matters Program Operations staff.

Payment Process

Instructors are paid directly by After School Matters on the 15th and the last day of the month according to the approved budget. Instructors must submit their time online according to the payroll schedule in order to receive payment in a timely fashion. Hours will be approved by After School Matters program quality staff prior to payment. Payment will be made via check unless instructors opt for direct deposit.

ADMINISTRATIVE MANAGEMENT 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 campus schools or community-based organizations.

Campus Programs, Independent Instructor or Organization-led***Chicago Public Schools (CPS) Liaison***

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

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

Instructor

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

- *Recruitment and hiring* – hire teens according to After School Matters procedure
- *Enrollment and attendance* – ensure teens adhere to the attendance requirements for the program
- *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.

Community Liaison (Campus Organization-led only)

The Community Liaison must have the authority and ability to work in conjunction with the CPS liaison and instructor(s) to ensure program activities run smoothly. After School Matters requires community liaisons to help administer programs and assist instructors to ensure all contractual requirements are met. This includes, but is not limited to: recruiting, enrolling and retaining teens; supporting program in the event the instructor(s) is not able to lead program; and program reporting.

Contract Administrator

All organizations must identify an individual whose primary responsibility will be the After School Matters contract. This includes but is not limited to management of the contract details and administrative duties associated with reporting and maintaining the budget and financial portions of the contract (see the Contracting Requirements section for Community Organizations and Campus Organizations).

Community Programs, Organization-led:

Primary Contact / Instructor

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

- *Recruitment and hiring* - hire teens according to After School Matters procedure
- *Enrollment and attendance*– ensure teens adhere to the attendance requirements for the program
- *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* – enter teen attendance weekly into Cityspan's pts database
- *Distribute stipends*
- *Program administration*- report any operational problems related to program delivery and stipend 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.

Internship Site Supervisor

All organizations proposing an Internship must identify someone who will be responsible for creating an engaging, hands-on, interactive work environment for participants. The Site Supervisor has a great impact as mentor and leader. The Site Supervisor also has administrative duties including teen record keeping, attendance, and general program maintenance.

Contract Administrator

All organizations will identify an individual whose primary responsibility will be the After School Matters contract. 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).

TECHNOLOGICAL REQUIREMENTS

After School Matters uses Cityspan's Participant Tracking System (PTS), a web-based software system for data collection and analysis. Program providers and/or 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.

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

Regional Boundaries

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After School Matters offers programming across the city of Chicago in seven regions. As the chart below indicates and the Regional Map illustrates on the following page, After School Matters extends to the city limits on the north, south, east and west. This allows each region to have a dedicated team to focus on relationship-building with organizations and instructors specific to that region. Below are the 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 - gallery37 (Downtown Campus)	900 N	1400 S	Lake Michigan	Halsted Street

Campus Chart

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The following is a listing of Chicago Public Schools that currently constitute After School Matters campuses along with the affiliated parks and libraries. Please note that these are 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

Campus Chart

	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

Campus Chart

	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 Avenue	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)	Jones College Prep	606 S State Street	N/A	N/A

After School Matters Vendor Supply List

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Below is a list of vendors that After School Matters uses for the purchase of program supplies and equipment for campus programs. If supplies or equipment needed for the proposed program are not stocked in the After School Matters Warehouse, reference this list and add to the 'Other Items' tab of the Budget form. Please note that this list is not exclusive and is subject to change.

<p><u>Art Supplies</u></p> <ul style="list-style-type: none">• Dick Blick- www.dickblick.com• Great Lakes Clay- www.greatclay.com• Chicago Silk Screen- www.chicagosilkscreen.com <p><u>Books</u></p> <ul style="list-style-type: none">• Amazon- www.amazon.com• Baker and Taylor- www.btol.com• Barnes and Noble- www.barnesandnoble.com <p><u>Dance Wear</u></p> <ul style="list-style-type: none">• Motions Unlimited- no Web site <p><u>Hardware</u></p> <ul style="list-style-type: none">• Home Depot- www.homedepot.com• Woodcraft- www.woodcraft.com <p><u>Music Equipment</u></p> <ul style="list-style-type: none">• Sweetwater- www.sweetwater.com• Sam Ash- www.samash.com• Andy's Music- www.andysmusic.com	<p><u>Office Supplies</u></p> <ul style="list-style-type: none">• Office Depot- www.officedepot.com• Staples- www.staples.com <p><u>Photography</u></p> <ul style="list-style-type: none">• Calumet- www.calumetphoto.com <p><u>Sports</u></p> <ul style="list-style-type: none">• Palos- www.palossports.com• Sports Authority- www.sportsauthority.com <p><u>Textiles</u></p> <ul style="list-style-type: none">• JoAnn Fabrics- www.joann.com• Vogue Fabric- no Web site <p><u>Video & Technology</u></p> <ul style="list-style-type: none">• B&H- www.bhphotovideo.com• Buy.com- www.buy.com
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