

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE

SECOND OPTION TO RENEW CONSULTING AGREEMENT

[After School Matters, Inc.]

This agreement to renew the Consulting Agreement ("**Second Renewal Agreement**") is entered into as of the 1st day of October, 2011 ("**Effective Date**") by and between the Board of Education of the City of Chicago, a body politic and corporate commonly known as the Chicago Public Schools (the "**Board**" or "**CPS**") and After School Matters, Inc. ("**Consultant**" or "**ASM**").

RECITALS:

- A. Consultant entered into an Agreement dated October 1, 2009, under Board Report 09-1028-PR11 (the "**Agreement**") for a term commencing October 1, 2009 and ending September 30, 2010, with the Board having two (2) options to renew for a period of one (1) year;
- B. The Board exercised its first option to renew the Agreement dated October 1, 2009 for a term commencing on October 1, 2010 and ending September 30, 2011, (the "**First Renewal Agreement**"). The Agreement and the First Renewal Agreement shall be collectively referred to as the "**Agreement**"; and
- C. Pursuant to the Agreement, the Board now desires to exercise its second option to renew and extend the Agreement for a period of one (1) year, and Consultant accepts this second option to renew and extend, on the terms and conditions hereinafter set forth. The Board has no options remaining.

NOW, THEREFORE, for good and valuable consideration, the parties hereto agree as follows:

- 1. **Incorporation of Recitals:** The matters recited above are hereby incorporated into and made a part of this Second Renewal Agreement.
- 2. **Definitions:** Any and all capitalized terms contained in this Second Renewal Agreement, and not defined herein, shall have the definition as set forth in the Agreement.
- 3. **Renewal Term:** The Agreement is hereby renewed and extended for the period commencing October 1, 2011 and ending September 30, 2012 (the "**Second Renewal Period**"), unless terminated sooner as provided in the Agreement.
- 4. **Services:** During this Second Renewal Period, Consultant agrees to provide the Services set forth in Exhibit A-2 to this Second Renewal Agreement ("**Services**"), in accordance with the terms and conditions of the Agreement and this Second Renewal Agreement.
- 5. **Compensation:** The total maximum compensation payable to Consultant during the Second Renewal Period shall not exceed **Two Million Sixty Three Thousand Seven Hundred Eighty Four and 00/100 Dollars (\$2,063,784.00)** ("**Total Maximum Compensation**"). The Total Maximum Compensation shall be paid in two equal installments in the amount of **One Million Thirty One Thousand Eight Hundred Ninety Two and 00/100 Dollars (\$1,031,892.00)** each. The first installment shall be due on or before January 31, 2012 and the second installment shall be due on or before March 31, 2012. There shall be no reimbursement for expenses, overtime, weekend, or holiday hours. Consultant shall adhere to the budget allocations as defined in Exhibit B-2 (the "**Budget**") which is attached hereto and incorporated herein by reference.
- 6. **Freedom of Information Act.** Consultant acknowledges that this Agreement and all documents submitted to the Board related to this contract award are a matter of public record and are subject to

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the Illinois Freedom of Information Act (5 ILCS 140/1) and any other comparable state and federal laws and that this Agreement is subject to reporting requirements under 105 ILCS 5/10-20.44. Consultant further acknowledges that this Agreement shall be posted on the Board's internet website at www.cps.edu.

7. **Agreement:** Except as expressly provided in this Second Renewal Agreement, all terms and conditions of the Agreement are and shall remain in full force and effect during the Second Renewal Period.

IN WITNESS WHEREOF, the parties have signed this Second Renewal Agreement as of the Effective Date.

**BOARD OF EDUCATION
OF THE CITY OF CHICAGO**

By: David J. Vitale
David J. Vitale, President

Attest: Estela G. Beltran 2/1/12
Estela G. Beltran, Secretary

AFTER SCHOOL MATTERS, INC.

By: Raymond Prozco
Raymond Prozco
Chief Executive Officer

Attest: Sarah Eberhard
Sarah Eberhard, General Counsel

Board Report No. 11-0727-PR15-1;
11-1026-AR3-35; 11-1214-ARI-25
Approved as to legal form: KJK

By: Patrick J. Rocks
Patrick J. Rocks, General Counsel

Attachments:

- Exhibit A-2: Scope of Services
- Exhibit B-2: Budget
- Attachment A-1: List of Schools
- Attachment A-2: Key Performance Indicators
- Attachment A-3: Sample Attendance Sheet

EXHIBIT A-2

**SCOPE OF SERVICES
(After School Matters, Inc.)**

Board Report # 11-0727-PR16

**Board Program Manager: Patrick W. Milton; Phone: 773-553-2134;
E-Mail: pwmilton@cps.k12.il.us**

**Consultant Project Manager: Raymond Orozco; Phone: 312-744-6644;
E-Mail: Raymond.orozco@afterschoolmatters.org**

Period of Performance: October 1, 2011 until September 30, 2012

1. SCOPE OF SERVICES

The Consultant's mission is to create a network of out-of-school time opportunities, including apprenticeship and internship programs ("Programs"), for teens in underserved communities. Through the Consultant's different programming, the Consultant will help teens to develop their soft skills (applicable to any job) and hard skills (skills relevant to a particular discipline). The Consultant will sub-contract with industry professionals as instructors to lead teens in systematic explorations of disciplines related to arts, communication, science, sports, and technology. In creating a network of out-of-school opportunities, the Consultant offers two main program models: apprenticeships and internships. CPS students ("Students") will participate in pre-apprenticeships, apprenticeships, advanced apprenticeships, and internships. Consultant will provide approximately 9,900 opportunities (slots) for teens in 45 Chicago Public School High Schools (see Attachment A-1 for List of Schools).

I. Range of Services:

Apprenticeships

Apprenticeships are the core program model of the Consultant and offer an environment where Students will learn a skill or craft under the tutelage of an industry expert or artistic master. The instructor-to-student ratio will not exceed 1:15. Consultant will offer three types of apprenticeships: pre-apprenticeships, apprenticeships, and advanced apprenticeships. These programs will help Students to explore potential career paths by learning marketable skills in a professional atmosphere during the Students' after-school time. Pre-apprenticeships are introductory out-of-school-time programs that will focus on career readiness skills and/or will provide opportunities to explore a variety of careers in a particular field. Pre-apprenticeships will provide Students the ability to recognize and articulate the career readiness skills, which the Students will develop such as communication, teamwork, critical thinking, and decision-making skills. Students will also be involved with career exploration, which 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. Apprenticeships are hands-on out-of-school-time programs led by expert industry professionals where Students will learn marketable and critical workplace skills in a particular field (e.g. web design, mosaics, stadium management, theater, etc.). Students will be able to develop and articulate career readiness skills such as problem solving, communication, critical thinking, and decision-making. Advanced apprenticeships are a hands-on out-of-school-time program led by expert industry professionals in which Students will apply and refine their skills while producing sophisticated performances.

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products, or be commissioned project such as a public art installation funded by a local corporation or Web site for an actual company. Students will complete an application and interview with a Consultant staff member. Once the Student is accepted into one of the apprenticeship Programs, the Student will be required to maintain professional standards of attendance, conduct, and dedication. The professional concepts developed in these Programs translate directly to the working world. The Students will come away from the apprenticeships program understanding the maturity and knowledge they will need to enter the workforce. Some programs, such as the lifeguard and baseball officiating programs, train Students to prepare them for possible summer jobs with our public partners at the Chicago Park District and the Chicago Housing Authority.

Internships

Internships will provide specialized work opportunities for skilled Students to work in non-profit organizations, where the Students will refine their critical workplace skills and put the professional skills learned in the apprenticeship Programs to the test. The internship Programs will include positions with one of the various museums in the City of Chicago, one of the various YMCAs in the City of Chicago and other non-profit organizations where Students will apply their skills in an authentic non-profit work setting earning an hourly rate based on current Illinois minimum wage (to be paid by the Consultant, and at no cost to the Board). Students will develop the cooperative, organizational and management skills needed to succeed in the work environment. The Students will be able to develop, organize and implement daily activities and select the program components as part of the internship Program. Internship requirements include the following: Students must be a minimum of 16 years of age, provide evidence of a Social Security Number or Individual Taxpayer Identification Number and must have previous experience either through an apprenticeship or other related work.

II. Key Elements of Services:

Consultant's programs include youth development and job readiness components. Integrated throughout many of the programs are the following core objectives:

Diversity

Diversity is one of the primary strengths of this programming. Through five content areas— gallery37(arts), science37 (science), sports37 (sports), tech37 (technology), and words37 (communications) —the Consultant will provide programs that allow each Student to find an out-of-school time program that appeals to his or her interests.

Academic

Apprenticeships help Students become engaged in their learning and reinforce success in school. For all school based programs, the Consultant requires that the Students attend school in order to participate and, as a result, contributes to increased school attendance. In addition, by helping the Students understand the link between what they learn in school and the world of work, the Consultant will contribute to the academic goals of CPS high schools.

Service Learning and Community Involvement

Consultant's programs will create opportunities for Students to think about how they can provide service to a community or become aware of particular social issues affecting a community. The Students will participate in the following programs:

Gallery 37: Students will participate in the West African drumming program, which Students will travel to local elementary schools to perform and talk to the youth/children (ages 6-12) about the history of drumming.

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Science 37: Students will host a Family Day Science workshop at local elementary schools in which the Students will conduct several different science projects with the youth/children (ages 6-12) and their families. The goal of this program is to expose these youth/children to the fun world of science.

Sports 37: Students will learn how to teach the fundamentals of a particular sport, incorporating the SPARK-Active Recreation Curriculum. The SPARK Curriculum has over 400 pages of cooperative, cultural and aerobic games, dances from around the world, and enjoyable skills and sport activities written in scope and sequence. Instructors and Students utilize these games as a way to increase physical activity, improve sports skill development and improve the quality of sports instruction. Through the development of lesson plans the Students will learn how to lead the youth/children (ages 6-12) in that particular sport activity at a local park, school or community-based organization.

Tech 37: Students will learn how to develop a digital video and write a 60-page concept video to create awareness for healthy lifestyle decisions. This video will be shown to the entire student body at the specific high school where the Students are currently attending. In addition, selected Students will also be able to submit this video to the Walgreen's Expression contest.

Words 37: Students from creative writing, poetry and spoken word apprenticeships Programs will be able to recite poems and teach the youth/children,(ages 6-12) the art of storytelling at a local Chicago Public Library.

Social-Emotional and Life Skills

Students will work on improving "soft skills" (e.g. leadership, teamwork, communication, critical thinking, and decision making) which are designed to improve their social and life skills. In addition, the Students will build job-readiness skills which will contribute to their ability to gain employment experience.

Health

Consultant will provide program opportunities within the fields of health, sports and fitness, which will include the following areas of focus: recreation leadership, junior fitness cadets and sports 37 leadership. Fitness programs will incorporate core areas of anatomy, kinesiology, exercise physiology, nutrition, leadership principles, personal training and group leadership. The sports and recreational leadership programs will incorporate SPARK-Active Recreation and explore sports, culture and age-appropriate activities.

III. Format of Services:

There will be a maximum of thirty (30) students enrolled in each of the Consultant's Programs in each school, subject to space. Students will apply online for apprenticeship opportunities. Apprentices will be chosen from all of the Students who have registered for a particular program through in-person interviews between the students and the Consultant's program instructors.

Interview Process: Students will be interviewed prior to being enrolled in the various Programs. Students who apply for Consultant's Programs through the online application will be transferred to the Cityspan Program and the Participant Tracking System (PTS). School based personnel, either teachers or educational support personnel who are hired

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by the Consultant will serve as liaisons ("Liaisons"), who will access this information to contact the Student applicants for interviews with the Consultant's Program instructors ("Instructors"). The Instructors will interview the Student applicants and use the "Selection Criteria" (as indicated below) to select the Student applicants to be enrolled in the particular Program. The Selection Criteria will assist the Instructors in selecting the most qualified Students. Instructors will record the interview outcomes and recommendations for each Student applicant in the Cityspan and PTS.

Selection Criteria:

- Ability to attend (no program conflict) – Students are only able to be enrolled in one program at a time
- High interest – Students demonstrate interest in participating in the Program
- Ability to communicate
- Cooperative/disciplined – Students demonstrates ability to follow directions and respond positively
- Meets eligibility requirements – Students provide required documents
- Program pre-requisites for advanced apprenticeships and/or internships– Students demonstrate a prior level of skill and experience in area of the Program (portfolio review and/or audition may be required); Students are able to state the reasons why they are the best candidate for the apprenticeship and/or internship; and Students describe examples of past commitment, time management, teamwork and other work-related experience that apply to the particular apprenticeship and/or internship.
- Past behavior
- Academic standing

IV. Program Descriptions:

Apprenticeships

Apprenticeship programs run during ten-week periods in the fall and spring semesters. (Note: Programs at track E schools will operate 9 weeks in the fall and 10 weeks in the spring). During these time periods, Students attend sessions after the closing bell three (3) days a week for three (3) hours a day (See Attachment A-3 for sample attendance sheet); the particular days and times to be mutually agreed upon by each school principal and the Consultant. Internships have varied schedules depending on the specific opportunity available to the Students.

Each Apprenticeship Program will incorporate the following elements:

- Authentic tasks – authentic tasks are assignments that are hands-on and have real-world application.
- Hands on experiences – instructors will teach using multiple methods including demonstration, modeling and coaching.
- Final project, product or presentation – apprenticeships programs will involve participants in problem solving and allow them to construct their own learning, culminating in a realistic, apprentice-generated project. Projects should demonstrate real-world competence (e.g., social skills, self-management skills and self-directed learning).
- Civic engagement – the regular opportunity to engage in community service to benefit others or address community needs.

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- Job readiness – apprenticeships will in part, be job-training experiences for participants.

Instructors will meet regularly with Students to emphasize the importance of regular attendance, cooperation, following instructions, goal setting and effective communication.

Consultant will require its Apprenticeship Program instructors to prepare the following:

- A detailed Week-By-Week plan for each Apprenticeship Program including the following: a) Goal for the week, b) Skills to be developed, c) Key activities to develop those skills, and d) Special events/field trips/community service.
- Enrollment and attendance sheets.
- A post-program survey.

Examples of Apprenticeships include, but are not limited to the following:

Caribbean Dance

Caribbean dance is an exciting, invigorating dance program where the Students will be instructed in the mediums of Caribbean dance, music, and history. In addition, the Students will also learn Caribbean songs sung in the native dialect. The goal of this program is to help Students become aware and appreciate the beauty of Caribbean culture. At the end of this program, the Students will perform a dance choreography piece accompanied by live music and song.

Picture Me

Picture Me will teach the Students both digital and analogue photography skills which will enable them to express themselves openly and creatively. All Students will learn through hands-on project based learning, journaling and participation in frequent group critiques of their work and the work of professional artists. They will also take field trips to Chicago cultural institutions and work with professional artists. The outcome will be a Student's portfolio of 10 of his/her strongest images as well as an exhibition at the Museum of Contemporary Photography.

Science Squad

Science Squad is an apprenticeship in which the Students will work to solve how to get what is needed without damaging the environment and how to solve the current energy crisis. The Students will be able to develop experiments such as building a solar car or building a wind turbine to solve issues. The Students will act as ambassadors and learn how to teach the youth/children (ages 6-12) the basic fundamentals of science.

Internships

Internships are out-of-school time supervised learning experiences where Students (age 16 or above) apply their skills in an authentic non-profit work setting for a duration of up to 10 weeks during each school year Program cycle (10 week fall cycle and a 10 week spring cycle). Student interns earn an hourly rate based on current Illinois minimum wage paid for by the Consultant and at no cost to the Board.

Each Internship Program will incorporate the following elements:

- Provide a safe environment where Student interns are experientially engaged with clear expectations, necessary support and ongoing feedback
- Provide Student interns with a detailed job description of the work responsibilities which will be developed, and the Student interns will be able to utilize their skills
- Provide Student interns with the opportunity to train in a real work environment and gain practical understanding of workplace expectations, policies and procedures

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- Provide Student interns with an opportunity to develop the soft skills and the technical skills necessary to become a productive employee
- Provide Student interns with the opportunity to develop relationships with caring adults who are practitioners in the adults' field and who are willing to mentor the Student interns regarding future employment opportunities

Consultant will require the Internship instructors to prepare the following:

- A detailed plan for each internship program, including the following:
 - An overview of the internship position, responsibilities, orientation and training plan
 - The skills that the Student interns will gain from participating in the internship
 - Recruitment strategies
 - Description of the supervision that will be provided to each Student intern
- Enrollment and attendance sheets

Examples of Internships include, but are not limited to the following:

Healthy Kids Summer Internship

Student interns for the Healthy Kids Summer Day Camp will assist YMCA day camp counselors by supervising 6 to 12 year old children in a group setting throughout the day both inside the YMCA and on field trips. Student interns will plan and implement camp activities, maintain safety and cleanliness, promote safety, respect, and healthy eating habits among the children campers.

Community After School Kids Club

The Community After School Kids Club serves 100-150 elementary school youth/children (ages 6-12). Student interns will acquire skills in education and recreation program management. In addition, the Student interns will gain in personal growth by working with children and participating in an active community. Student interns will develop the cooperative, organizational and management skills needed to succeed in the working environment. They will develop, organize and implement daily activities and select the program components as part of the internship Program.

Southside Community Mapping Internship

The Southside Community Resource Mapping project looks to improve neighborhood and community digital health. Interns play a vital role in collecting information for an asset mapping initiative to support the community quality of life strategies and the SMART Communities project of Auburn-Gresham, Chicago Lawn, and Englewood.

2. DELIVERABLES: Consultant shall provide the following:

(1) Program planning, implementation and administration:

- a. Consultant will provide 9,900 after school program slots at 45 high schools during the 2011-2012 school year. Programs will meet the objectives described above for apprenticeship and internship programs.
- b. Consultant will recruit and hire professional staff to administer and deliver the school programs (NOTE: Consultant will subcontract with individual instructors, as well as community based and teaching organizations to deliver programs. These contractors were selected based on the proposals they submitted to the Consultant as part of the Consultant's RFP process.)
- c. Consultant will ensure that sufficient materials and equipment needed to implement the after school programs are purchased and delivered to the school program locations.
- d. Consultant will ensure that program Consultants are paid timely and

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accurately.

(2) Student Award for Program Completion Administration:

- a. Consultant will oversee all activities relative to student the administration of awards for program completion and ensure that all awards for program completion are paid on time
- b. Consultant will monitor and ensure timely and accurate data entry by all program liaisons
- c. Consultant will investigate and resolve and any concerns/challenges associated with the administration of awards for program completion

(3) Monitor Program Quality:

- a. Consultant will sponsor a mandatory two-day Professional Development workshop for all Program instructors. Make-up sessions will be available for those who were not able to attend.
- b. Consultant's program quality staff will visit the apprenticeship programs regularly and complete an observation tool.
 - i. The observation tool is the Supportive Environment Engagement and Interaction Tool ("SEE IT"), and SEE IT is designed to provide a critical look at the practices such as student engagement, the learning environment, interaction between the students and the instructors and team work.
- c. Consultant will closely monitor student attendance in programs.
- d. Consultant will provide coaching to instructors who are experiencing challenges

3. PERFORMANCE MILESTONE/DELIVERABLE SCHEDULE

| ITEM # | MILESONE/DELIVERBALE DESCRIPTION | DATE(S) |
|--------|---|----------------------|
| 1 | Fall program delivery | 10/3/2011 – 12/09/11 |
| 2 | Fall cycle – award for program completion payments upon completion of apprenticeship programs; intern wage payments | 10/3/2011 – 12/09/11 |
| 3 | Fall cycle – payment to program provides – individuals and organizations | 10/3/2011 – 12/09/11 |
| 4 | Spring program delivery | 2/6/2012 – 6/20/2012 |
| 5 | Spring cycle – award for program completion payments upon completion of apprenticeship programs; intern wage payments | 2/6/2012 – 6/20/2012 |
| 6 | Spring cycle – payment to program provides – individuals and organizations | 2/6/2012 – 6/20/2012 |

4. **OUTCOMES:** Consultant's apprenticeship program will result in students (1) being taught job readiness skills that will assist them in obtaining future jobs; (2) being provided career awareness to a variety of areas that can match their interests and potential; and (3) developing hard skills in the areas of arts, sports, science, technology and communication.

Additionally, the Consultant shall report on the sets of data identified in Attachment A-2.

5. **ADDITIONAL SERVICES:** The Advanced Arts Education Program ("AAEP" or "Program") at Gallery 37 Center for the Arts (located at 66 East Randolph Street, Chicago, IL) is a citywide program open to Chicago Public School high school students ("CPS Students"). The Program

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provides a unique opportunity for approximately 250 high school juniors and seniors to take courses for credit in the visual, culinary, or performing arts. CPS Students learn from professional artists who are currently working in their chosen artistic field, such as ceramics, theater, or graphic design. CPS Students also learn about potential careers in the arts, take field trips and participate in a culminating showcase activity at the end of the course. CPS Students in the program have the opportunity to qualify for internships with local businesses. Classes meet during the academic year from 2:00 p.m. – 4:00 p.m., Mondays through Fridays, at the Gallery 37 Center for the Arts. CPS Students complete their academic courses at their home schools and then travel each afternoon to Gallery 37 Center for the Arts.

(1) AAEP leverages a team teaching model and each classroom is staffed by a world renowned teaching artist (“Teaching Artist”) and a CPS teacher. Teaching Artists are responsible for adding meaningful, real-world context to the classroom environment. Our Teaching Artist contracts are currently outsourced through ASM. ASM will 1) source and provide professional Teaching Artists to staff each class from 2:00 p.m. - 4:00 p.m., Mondays through Fridays, for the academic year, 2) administer all contracts with the Teaching Artists or organizations; and 3) provide payroll services and joint supervision over Teaching Artists.

Teaching Artists will be used for the following programs:

- AP Studio Drawing and Painting
- AP Contemporary Sculpture 3D Studio
- AP Photographic Explorations
- AP and Honors Mixed Media
- Honors 3D Computer Modeling
- Honors Video Production
- AP and Honors Graphic
- Honors Dance Expressions
- Honors Vocal Arts
- Honors Theater Arts
- Honors Jazz Performance
- Honors Culinary Arts

CPS will provide payment to ASM for 11 Teaching Artists, but will provide a total of 12 Teaching Artists. The payment amount for each Teaching Artist is \$88.89/day with the total maximum amount not to exceed Sixteen Thousand and 00/100 Dollars (\$16,000.00) per Teaching Artist.

(2) ASM shall also provide technology services to maintain classroom and Program functionality. Technology support will include, but is limited to maintaining lab spaces, assisting with AAEP website development, troubleshooting networking issues, and supporting Teaching Artists in their technology needs.

(3) CPS will provide half of the total amount due for the foregoing technology services no later than the second installment due date, as indicated in Section 5 (Compensation) of the Second Renewal Agreement. The total amount due shall not exceed the amount of Thirty Thousand and 00/100 Dollars (\$30,000.00).

Exhibit B-2

**BUDGET
(After School Matters, Inc.)**

| DIRECT PROGRAM EXPENSE: (CPS tagged programs) | FY12 CPS BUDGET |
|---|------------------------|
| Direct program expense – North Region | \$256,792.00 |
| Direct program expense – Central Region | \$273,277.00 |
| Direct program expense – South Region | \$327,255.00 |
| Total Direct Program Expense | \$857,324.00 |
| NON-PERSONNEL EXPENSE: | |
| Background checks | \$46,350.00 |
| Other expense, including visiting professionals, youth transportation, field trip admission fees | \$54,040.00 |
| Professional development, instructors | \$31,470.00 |
| Payroll processing fees | \$49,510.00 |
| Total ASM Non-Personnel | \$181,370.00 |
| ASM PERSONNEL SALARY & BENEFITS: | |
| Campus Liaisons | \$178,590.00 |
| Director of Programs | \$ 26,240.00 |
| Regional Directors | \$ 89,380.00 |
| Senior Program Specialists | \$ 50,480.00 |
| Program Specialists – North Region | \$ 69,210.00 |
| Program Specialists – Central Region | \$ 59,820.00 |
| Program Specialists – South Region | \$ 85,570.00 |
| Director Of Instruction | \$ 8,510.00 |
| Program Initiatives Administrator | \$ 7,840.00 |
| Evaluation Data Administrator | \$ 17,210.00 |
| Program Admin Assistants | \$ 39,020.00 |
| Chief Officer Of Strategy & Innovation | \$ 24,670.00 |
| Director Of IT & Purchasing Manager | \$ 18,230.00 |
| Director Of Program Operations | \$ 16,140.00 |
| Program Award Analyst (1) & Award Assistant (1) | \$ 19,440.00 |
| Program Operations Assistants | \$ 18,950.00 |
| Program Operations Manager-Contracting | \$ 17,740.00 |
| Warehouse Manager | \$ 14,820.00 |
| Warehouse Operations Coordinators | \$ 31,110.00 |
| Warehouse Assistants – Seasonal School Year | \$ 5,710.00 |
| Accounting Manager | \$ 9,330.00 |
| Program Accountant | \$ 11,080.00 |
| Total ASM Personnel | \$819,090.00 |
| AAEP/GALLERY 37 | |
| <ul style="list-style-type: none"> • 11 Teaching Artists @ \$88.89/day/Teaching Artist with a total not to exceed \$16,000/Teaching Artist • Technology support not to exceed \$30,000.00 | \$206,000.00 |
| GRAND TOTAL | \$2,063,784.00 |

ATTACHMENT A-1

**LIST OF SCHOOLS
(After School Matters, Inc.)**

ASM Schools 2011-12

| <u>School</u> | <u>Unit #</u> |
|------------------------------------|---------------|
| Austin Business & Entrepreneurship | 66411 |
| Bogan | 46041 |
| Bowen | 55031 |
| Carver | 46381 |
| Clark | 41051 |
| Clemente | 51091 |
| Corliss | 46391 |
| Crane | 46081 |
| Curie | 53101 |
| Douglass | 41061 |
| Dunbar | 53021 |
| Dyett | 66021 |
| Farragut | 53091 |
| Foreman | 46131 |
| Gage Park | 46141 |
| Hancock | 46021 |
| Harlan | 51021 |
| Harper | 46151 |
| Hirsch | 47031 |
| Hyde Park | 46171 |
| Juarez | 46421 |
| Julian | 46401 |
| Kelly | 46181 |
| Kelvyn Park | 46191 |
| Little Village | 55171 |
| Manley | 53111 |
| Marshall | 47041 |
| North-Grand | 46431 |
| Orr | 28151 |
| Phillips | 46261 |
| Phoenix | 55011 |
| Prosser | 53041 |
| Robeson | 46121 |
| Roosevelt | 46271 |
| Schurz | 46281 |
| Senn | 47061 |
| Simeon | 53061 |
| Steinmetz | 46291 |
| Sullivan | 46301 |
| Taft | 46311 |
| TEAM Englewood Community Academy | 49161 |
| Tilden | 53121 |
| Uplift | 26861 |
| Washington | 46331 |
| Wells | 51071 |

ATTACHMENT A-2

**KEY PERFORMANCE INDICATORS
(After School Matters, Inc.)**

| Category | # | Indicator | Programs funded directly by CPS | Reporting Frequency | Target (where applicable) |
|----------------|----|--|---------------------------------|------------------------|---------------------------|
| Reach | 1 | Number of Student slots offered & filled by program type | yes | each term ¹ | n/a |
| Reach | 2 | Number of Student slots offered & filled by content area ² | yes | each term ¹ | n/a |
| Reach | 3 | Number of Student slots offered & filled by high school | yes | each term ¹ | n/a |
| Reach | 4 | Number of unique Students ³ served in a school year | yes | annually | n/a |
| Reach | 5 | Roster of individual Student participants (student ID, schools, model, and program type) | yes | each term ¹ | n/a |
| Reach | 6 | Number of ASM campus locations | yes | each term ¹ | 45% |
| Reach | 7 | Number of programs per school | yes | each term ¹ | n/a |
| Reach | 8 | Percentage of African American students served | yes | each term ¹ | n/a |
| Reach | 9 | Percentage of Hispanic Students served | yes | each term ¹ | n/a |
| Reach | 10 | Percentage of females served | yes | each term ¹ | n/a |
| Reach | 11 | Percentage of males served | yes | each term ¹ | n/a |
| Implementation | 12 | Attendance rate by school | yes | each term ¹ | 80% |
| Implementation | 13 | Attendance rate by program | yes | each term ¹ | 80% |
| Implementation | 14 | Attendance rate by student ID | yes | each term ¹ | 80% |
| Implementation | 15 | Number of programs that had 80% attendance by content area ² | yes | each term ¹ | 80% |

¹ ASM will report separately for the Fall Term (October, 2011 – December, 2011) and the Spring Term (February, 2012 – May, 2012).

² ASM's five content areas are: Gallery37 (arts), science37 (science), sports37 (sports), tech37 (technology) and words37 (communications).

³ Some Students will participate in ASM Programs in both the Fall and Spring Terms. This indicator identifies the number of *unique* or *different* Students who will participate (i.e., does not count repeat Students twice).

THIS AGREEMENT SHALL BE POSTED ON THE CPS WEBSITE

| | | | | | |
|----------------|----|---|-----|------------------------|------|
| Implementation | 16 | Number of program plans submitted | yes | each term ¹ | 100% |
| Implementation | 17 | Number of programs with instructor-to-student ratio of 1:15 | yes | each term ¹ | n/a |
| Implementation | 18 | Number of professional development sessions held (<i>note: Spring professional development was a continuation from the Fall offering</i>) | yes | each term ¹ | n/a |
| Implementation | 19 | Percentage of staff attending professional development (<i>note: Spring professional development was a continuation from the Fall offering</i>) | yes | each term ¹ | 75% |
| Implementation | 20 | Percentage of attendance data entered (weekly) by school | yes | each term ¹ | 75% |
| Implementation | 21 | Percentage of attendance data entered (weekly) by program | yes | each term ¹ | 75% |
| Implementation | 22 | Number of Students by school that earned and were paid a program completion award | yes | each term ¹ | n/a |
| Implementation | 23 | Percentage of program completion awards paid on time | yes | each term ¹ | 96% |
| Implementation | 24 | Percentage of Students enrolled in apprenticeships receiving program completion awards | yes | each term ¹ | 80% |
| Implementation | 25 | Number of CPS Liaisons per school | yes | each term ¹ | n/a |
| Implementation | 26 | Percentage of CPS Liaisons meeting contract obligations | yes | each term ¹ | 80% |
| Effectiveness | 27 | Summary of post-program survey utilized to measure teen satisfaction | yes | each term ¹ | n/a |
| Effectiveness | 28 | Summary of program impact statements | yes | annually | 100% |
| Effectiveness | 29 | Number of observational site visits (SEE-IT) completed | yes | each term ¹ | 100% |
| Effectiveness | 30 | Number of follow-up coaching sessions by ASM staff for Instructors and/or Liaisons | yes | each term ¹ | n/a |
| Effectiveness | 35 | Percentage of Student survey respondents which will report whether he/she really liked or loved the ASM experience | yes | each term ¹ | 80% |
| Effectiveness | 36 | Percentage of Student respondents who will report whether they got a chance to do new things | yes | each term ¹ | 80% |
| Effectiveness | 37 | Percentage of Student respondents who will report whether they improved their ability to work with others on a team or group project | yes | each term ¹ | 80% |

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| | | | | | |
|---------------|----|--|-----|------------------------|-----|
| Effectiveness | 38 | Percentage of Student respondents who will report whether they improved their ability to solve problems | yes | each term ¹ | 80% |
| Effectiveness | 39 | Percentage of Student respondents who will report whether they improved their ability to set and achieve goals | yes | each term ¹ | 80% |
| Effectiveness | 40 | Percentage of Student respondents who will report whether they received information from instructors about jobs related to the program content | yes | each term ¹ | 80% |

ATTACHMENT A-3

**SAMPLE ATTENDANCE SHEET
(After School Matters, Inc.)**

| | |
|-------------------|---------------|
| ATTENDANCE | Cancel |
|-------------------|---------------|

Name of Program – Name of School



| | | | 3:00 PM | 6:00 PM |
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