The After-School Corporation

925 Ninth Avenue, New York, NY 10019

Program Sites

Community-Based Organization	School	Community School District	Borough
Henry Street Settlement/University Settlement	P.S. 110	1	Manhattan
Henry Street Settlement/University Settlement	P.S. 196 Houston @ FDR	1	Manhattan
Educational Alliance	School of the Future	2	Manhattan
PTA P.S. 290	P.S. 290	2	Manhattan
Stanley Isaacs Neighborhood Center	P.S. 198	2	Manhattan
Friends of the Family Academy	Family Academy (P.S. 841)	3	Manhattan
New York City Historical Society	P.S. 84	3	Manhattan
Interfaith Neighbors	P.S. 38	4	Manhattan
NYU, School of Education, Metro Center	C.S. 123	5	Manhattan
Harlem Dowling West Side Ctr for Children & Family Srvc	P.S. 129	5	Manhattan
Children's Aid Society	P.S. 8	6	Manhattan
Children's Aid Society	P.S. 152	6	Manhattan
Dance Theatre of Harlem	P.S. 153M	6	Manhattan
Alianza Dominicana, Inc.	I.S. 143	6	Manhattan
Children's Aid Society	Manhattan Center	Manhattan	Manhattan
Lincoln Square Business Management Association	Martin Luther King, Jr. HS	Manhattan	Manhattan
Clearpool	P.S. 43	7	Bronx
Citizens Advice Bureau, Inc.	P.S. 130	8	Bronx
Children's Aid Society	I.S. 123	8	Bronx
Children's Aid Society	C.S. 146	8	Bronx
Pathways for Youth Boys & Girls Club	P.S. 60	8	Bronx
American Museum of Natural History	C.E.S. 42	9	Bronx
SCAN (Supportive Children's Advocacy Network)	P.S. 53	9	Bronx
New York City Mission Society	C.E.S. 28	9	Bronx
WHEDCO	C.E.S. 218	9	Bronx
Pius XII Youth & Family Services	P.S. 79	10	Bronx
Mosholu Montefiore Community Center	P.S./M.S. 95	10	Bronx
Committee for Hispanic Children and Families, Inc.	P.S./M.S. 279	10	Bronx
Sports & Arts in Schools Foundation	M.S. 127	11	Bronx
Phipps Community Development Corporation	C.S. 6	12	Bronx
Kips Bay Boys & Girls Club	I.S. 158	12	Bronx
Phipps Community Development Corporation	Roosevelt High School	Bronx	Bronx
Institute for Student Achievement	I.S. 117	13	Brooklyn
YMCA of Greater New York	P.S. 20	13	Brooklyn
YMCA of Greater New York	P.S. 8	13	Brooklyn
St. Nicholas Neighborhood Preservation Corporation	J.H.S. 126	14	Brooklyn
Project Reach Youth	P.S. 124	15	Brooklyn
Good Shepherd Services	P.S. 27	15	Brooklyn
St. Christopher Ottillie/ Center for Family Life	P.S. 1	15	Brooklyn
Educators for Social Responsibilty- Metropolitan Area	P.S. 24	15	Brooklyn
Bed-Stuy Restoration Corp./Restoration Safe Haven	C.S. 21	16	Brooklyn
Sports & Arts in Schools Foundation	P.S. 40	16	Brooklyn
Research Foundation of CUNY/Medgar Evers College	P.S. 181	17	Brooklyn
Jackie Robinson	I.S. 252	18	Brooklyn
Victim Services	I.S. 292	19	Brooklyn

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Program Sites

Community-Based Organization	School	Community School District	Borough
Brooklyn Bureau of Community Service	P.S. 306	19	Brooklyn
Cypress Hills Local Development Corporation	P.S. 7	19	Brooklyn
YMCA of Greater New York	P.S. 205	20	Brooklyn
Chinese American Planning Council, Inc.	P.S. 153	21	Brooklyn
Sports & Arts in Schools Foundation	P.S. 139	22	Brooklyn
YMCA of Greater New York	P.S. 203	22	Brooklyn
Church Avenue Merchants Block Association	P.S. 109	22	Brooklyn
Carter G. Woodson Cultural Literacy Project	P.S. 150	23	Brooklyn
Ridgewood Bushwick Senior Citizens Center	P.S. 86	32	Brooklyn
East Brooklyn Congregations	EBC High -Bushwick	Alternative	Brooklyn
El Puente de Williamsburg	El Puente Academy	BASIS	Brooklyn
Sunnyside Community Services	P.S. 199	24	Queens
Greater Ridgewood Youth Council	P.S. 71	24	Queens
Sports & Arts in Schools Foundation	I.S. 125	24	Queens
YMCA of Greater New York	P.S. 120	25	Queens
Queens Child Guidance Center	P.S. 24	25	Queens
Samuel Field Bay Terrace YM&YWHA	P.S. 115Q	26	Queens
Community Education Resource Center	M.S. 67	26	Queens
YMCA of Greater New York	P.S. 197	27	Queens
Forest Hills Community House	J.H.S. 217	28	Queens
The Center for Children and Families, Inc.	P.S. 40	28	Queens
Police Athletic League, Inc.	P.S. 140	28	Queens
YMCA of Greater New York	P.S. 116	29	Queens
YMCA of Greater New York	P.S. 95	29	Queens
Sports and Arts in Schools Foundation	P.S. 122	30	Queens
Sunnyside Community Services	P.S. 150	30	Queens
Jacob A. Riis Neighborhood Settlement House, Inc.	I.S. 126	30	Queens
Mount Sinai School of Medicine	Gateway to the Health Sciences	Queens	Queens
YMCA of Greater New York	P.S. 22	31	Staten Isl.
Police Athletic League, Inc.	P.S. 14	31	Staten Isl.

New York State Sites

Capital District YMCA	Public School 18	Albany
Hempstead Boys and Girls Club	Franklin Elementary	Hempstead
Cornell Cooperative Extension	Nyack Middle School	Nyack
YMCA of Greater Rochester	Public School 8	Rochester
Boys and Girls Club of Rochester	Public School 29	Rochester
Institute for Student Achievement	Doyle Middle School	Troy
Westchester Jewish Community Services	Martin Luther King, Jr.	Yonkers
Yonkers YMCA	Public School 9	Yonkers
Cluster	Enrico Fermi School	Yonkers

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THE AFTER-SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

PART I: OVERVIEW

The After School Corporation (TASC) was established by the Open Society Institute (OSI) in 1998 to enhance the quality and availability of after-school programming. A principal goal of TASC is that after-school programs ultimately become a public responsibility. Toward that end, OSI has committed up to $25 million per year to TASC for up to five years, contingent upon a 3:1 match. TASC, in collaboration with the NYC Board of Education, is using these funds to nurture the development of high quality programs that enrich the lives of children and help their parents.

TASC is supporting after-school programs operating from 3:00 p.m. to 6:00 p.m., Monday through Friday, during the school year, for children in kindergarten through 12th grade, at a cost of $1,000 per child per year. TASC will fund community-based and other not-for-profit organizations to operate the programs, which are to be located in the schools and will provide ongoing technical support and training for staff. These programs, which build upon the Chancellor's Extended Platform for Learning, are being developed and operated in collaboration with school principals and other key school personnel. Funding is expected to continue through FY 2003, contingent upon TASC's ability to secure the 3:1 match required for OSI funding. There will be an evaluation of the programs with regard to cost effectiveness and impact on participating students, their parents and the schools themselves.

TASC is currently supporting after-school programs in 75 NYC public schools sites (56 elementary, 13 middle and 6 high schools) located in every community school district, which enroll approximately 20,630 students. A listing of all NYC sites funded by TASC is included at the back of these guidelines (Attachment A-1). TASC also funds nine sites outside of New York City.

ROUND IV

For Round IV, TASC intends to fund 10 – 15 programs that had previously applied in March for Round III and were deferred or asked to reapply. *In addition*, TASC expects to award up to 15 grants through this RFP to community-based organizations and other not-for-profit organizations to operate in-school after-school programs in NYC public schools serving children through grade 8, beginning February 1, 2000. These awards are contingent upon the availability of additional public and private funds. Programs will vary in size, with enrollments averaging 300 students. Schools serving grades 6 through 8 will be considered only if they serve the lower grades as well. Although middle and high schools will *not* be considered for funding in Round IV through this RFP, they will be included in future rounds.

Priority will be given to programs located in community school districts (CSD) in which TASC programs are underrepresented. These include:

Manhattan:	CSD 4
The Bronx:	CSD 7, 10, 11
Brooklyn:	CSD 14, 17, 18, 20, 21, 23, 32
Queens:	CSD 24, 27, 29
Staten Island:	CSD 31

While providers intending to serve other CSDs may submit applications, preference will be given to proposals for programs in the CSDs listed above.

TASC also seeks increased involvement of arts organizations and cultural and educational institutions in the TASC initiative as grantees or as significant subcontractors. Therefore, preference will also be given to programs in which these organizations play a significant role.

Round IV programs will open in February 2000 and will receive funding for half-year programs, i.e., *at the rate of no more than $500 per student*, exclusive of program development, staff training, and space costs. The annualized total program cost will not exceed $1,000 per student per year. TASC will provide grantees with technical assistance and training for program staff. The NYC Board of Education is providing space and custodial services. Funding is renewable, based upon satisfactory performance and matching funds.

TASC is requiring Round IV grantees to help secure and integrate public and private funds to offset a portion of their total program costs (no less than 10%) and thereby contribute to the TASC match requirement. New programs are required to identify matching funds in their applications and confirm their availability before receiving operating funds from TASC. In addition, grantees will be required to wrap-around existing publicly or privately funded programs such as Project Read and other initiatives and to include resources negotiated by TASC into their program and funding design.

Grantees in Round IV will be selected on the basis of the following criteria, in addition to the availability of additional public and private funding:

- **The quality of a program proposal and the extent to which it conforms to the requirements set forth in Part II;**
- **Experience operating quality after-school programs in collaboration with public schools and their capacity to begin serving students in February 2000;**
- **The amount of public and private funds identified by the grantee to offset a portion of total program costs, thereby contributing to the TASC "match requirement";**
- **The capacity to integrate existing public and privately funded programs such as Project Read into their program and funding design;**
- **The location in neighborhoods and community school districts in which TASC is currently underrepresented;**
- **The role of arts organizations or cultural and educational institutions in the program's design and delivery.**

Application Process and Timetable

Any group interested in becoming a TASC grantee should submit the enclosed application (Part III) to TASC by 5:00 p.m. Monday, November 1, 1999. **TASC will hold a bidders' conference on Friday, October 15, 1999 from 9:00 a.m. to 12:00 p.m. at the American Red Cross, 150 Amsterdam Avenue (at West 66th Street) to discuss the full proposal.** Based on these applications, TASC staff will make site visits to up to 25 sites. Of these, TASC intends to fund up to 15 programs, contingent upon the availability of additional public and private funds.

Bidders Conference	**Friday, October 15, 1999 (9:00 a.m. - 12:00 p.m.)**
Grant Proposal Due	**Monday, November 1, 1999 (by 5:00 p.m.)**
Site Visits	**November 8, 1999 - November 19, 1999**
Notice of awards (on or about)	**Wednesday, November 24, 1999**
After-school programs begin	**February 2000**

If you are interested in operating an in-school after-school program, please read Part II, complete Part III (the application), and return one original and four copies to TASC on or before **Monday, November 1, 1999.** No additional attachments beyond those specifically requested in the application and two copies of your last two audited financial statements are needed or will be accepted. **TASC will accept only one proposal per school.** However, applicants can propose to operate a program at more than one school. A separate application is required for each program site. Do not fax any materials. Address all materials to:

The After-School Corporation
Attn: Victoria Lopez
925 Ninth Avenue (at 59th Street)
New York, New York 10019

TASC has established a special telephone number, **212-547-6985**, to receive questions regarding this process. Please direct all your inquiries to this number - your questions will be answered within 48 hours.

THE AFTER SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

Part II: INFORMATION ON TASC PROGRAMS

OVERVIEW

The After-School Corporation (TASC), in collaboration with the NYC Board of Education, is committed to enhancing the quality and availability of in-school after-school programs that provide students with academic enrichment, involvement in the arts, and physical activities in supportive, child-centered environments. Programs should have high and clearly articulated expectations for students' development and achievements while providing a range of activities designed to spark their imaginations and promote self-discovery. Students should experience after-school programs as different from but connected to the school day, a time when they can learn and experience themselves and others through the lens of their community.

The TASC initiative is grounded in a set of values, which inform its vision of quality and its core program elements and which are derived from national research and the experience of our partners. TASC believes that all children can achieve excellence, and develop into healthy and productive adults when given sufficient opportunity, appropriate tools, and the sustained and loving support of their families and their school community. Furthermore, TASC believes that:

1. A *quality* after-school program promotes universality, democracy, equity, diversity and inclusion and is characterized by:
   - 1.1 Open enrollment for all students and all grades in the school; and
   - 1.2 Staffing that includes certified teachers to serve as instructors, curriculum specialists and master teachers, as well as others who offer a mix of perspectives and talents, including students and retirees, artists, parents, community residents, volunteers, interns, youth workers, and AmeriCorps members.

2. A *quality* after-school program promotes continuity, consistency, and caring, and is characterized by:
   - 2.1 A full-time, year-round salaried after-school coordinator who creates linkages among the program, the school, parents and the community;
   - 2.2 A staffing pattern of approximately one adult to every ten students to insure that each student has a caring adult who will serve as an advocate, mentor and friend;
   - 2.3 Daily participation by all enrolled students;
   - 2.4 Nutritious snacks and time for students to socialize with adult and peers; and
   - 2.5 Strong parent involvement.

3. A *quality* after-school program offers activities which require perseverance, critical thinking, self-direction, risk taking, thoroughness, fitness, curiosity, imagination, aesthetics, expressiveness, movement, and communication, and which incorporates:
   - 3.1 Programming that provides educational enrichment through project based learning in language arts, science, mathematics, fine arts, performing arts, and athletics;
   - 3.2 A curriculum that builds upon and enhances students' school day experiences and supports the Board of Education's Performance Standards and related benchmarks;
   - 3.3 Technological skills development;

3.4 Homework help;

3.5 Health education and social development covering subjects from drug prevention to nutrition; and

3.6 Indoor and outdoor physical activities, such as sports, gymnastics, adventure games, martial arts and dance.

4. A *quality* after-school program promotes service and compassion as exemplified by:

   4.1 Community service activities that offer students of all ages the opportunity to make meaningful contributions to their community.

5. **For middle schools**: A *quality* after-school program recognizes students' maturing interests, increased capacity for self-determination, social, emotional and physical development, as well as their emerging adult responsibilities, and is characterized by:

   5.1 Student participation in the design and operation of the program;

   5.2 Student choice of activities;

   5.3 Challenging and varied physical activities that build skills and self esteem and promote healthy development; and

   5.4 A focus on planning and preparation for the transition to high school, as well as pre-college or work preparation.

Quality after-school programs integrate and balance their core elements in order to create a valuable, enjoyable and coherent experience for every student.

PROGRAM REQUIREMENTS FOR ROUND IV

- *Round IV programs will operate for 90 days*, from 3:00 p.m. to 6:00 p.m., Monday through Friday during the second half of the school year, beginning February 2000.
- *Round IV programs will be funded at the rate of no more than $500 per student.* Total allowable annualized operating costs will not exceed $1,000 per student per year, exclusive of program development, staff training, snacks, security, transportation and space costs. TASC will provide grantees with program development funding and training for program staff. The NYC Board of Education is providing space, custodial services, security, snacks and transportation.
- *Wrap-around Requirement.* Programs are expected to integrate (or wrap-around) existing publicly and privately funded programs such as Project Read, and include resources negotiated by TASC in their program and funding design. Accommodations should be made for students attending Project Read (usually six hours weekly) to participate in the TASC program during the remaining hours. Grant requests will be adjusted to insure that total allowable program costs do not exceed $1,000 on an annualized basis, inclusive of these existing programs.
- *Match Requirements.* The Open Society Institute (OSI) has committed up to $25 million per year to TASC for up to five years, contingent upon a 3:1 match. Although the effort will go forward this year regardless of the match, TASC must demonstrate that it can secure matching funds from both the public and private sector to insure OSI's ongoing commitment. Therefore, all Round IV grantees are expected to help secure and integrate new public and private funds to offset a portion of their allowable program costs (*no less than 10%*) and thereby contribute to the TASC match requirement. Applicants are expected to identify matching funds in their applications and confirm their availability before the grant is awarded. Public funding streams which could be used to match

TASC funds include but are not limited to: 21st Century Community Learning Centers; NYC Department of Youth and Community Development; Extended Day/Violence Prevention programs; Advantage schools; Attendance Improvement Dropout Prevention Funds; The Safe and Drug-Free Schools and Community Act; America Reads Challenge; and Title I. Additionally, during the course of the demonstration, programs funded by TASC may receive some portion of their grant from other sources and will be expected to cooperate with TASC in securing these funds.

- *Open enrollment and going "to scale."* TASC programs are open to any student in any grade enrolled in the school (excluding pre-kindergarten). Programs are expected to grow over time to accommodate all students who want to attend this program. At scale, it is anticipated that programs will serve, on average, half the students enrolled in each school, with a higher percentage likely in the elementary schools. The extent and pace of this growth will be determined on the basis of demand and each CBO's demonstrated capacity to maintain quality. To this end, TASC will closely monitor each program, in addition to providing staff with intensive training and technical assistance. TASC is also prepared to increase or decrease the grant award to reflect enrollment changes.
- *Participation in the Evaluation Research.* TASC is obligated to its stakeholders to evaluate and report on program operations and outcomes. Information about the evaluation, being conducted by Policy Studies Associates, Inc. (PSA) and sponsored by TASC and the NYC Board of Education is presented in Attachments A-6. Grant awards are contingent upon your organization's willingness to participate in the evaluation, as evidenced by your counter signature on the grant letter. In addition, we will ask the Principal of your partner school to sign the enclosed Approval to Conduct Research form (Attachment A-7a). This may be signed prior to the grant award and submitted as part of your organization's application. Also included for you information are the Board of Education's approval letter for the PSA evaluation study (Attachment A-7b). Please read these materials carefully and share them with the Principal as soon as possible.

TASC reserves the right to give preference to applications that include a signed Approval to Conduct Research form.

CSD # _____ / School # _____

For TASC use only:
Application #:

THE AFTER-SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

PART III: THE APPLICATION

This application has six sections. Please fill out Section 1 on the sheet provided and append answers to all questions from Sections 2 through 5. Please do not send any attachments aside from the information specifically requested. Additionally, please mark the Community School District number and the school number (for example: **CSD 27/PS 197**) in the upper right hand corner of **all** pages of your application, including all required attachments. **Return the original proposal along with four copies to TASC.** Applications must be received by TASC no later than 5:00 p.m., Monday, November 1, 1999.

SECTION 1
GENERAL INFORMATION

_____ is requesting $ _____
(Applicant Organization)

from TASC to operate an after-school program at _____
(School # and name)

for _____ students in District _____.

Executive Director: _____ Date: _____
(Signature)

School Principal: _____ Date: _____
(Signature)

Applicant's Legal Name: _____

Executive Director's Name: _____

Contact Person and Title (if different): _____

Address: _____

Telephone: _____ Fax: _____

Email Address: _____

Federal Tax ID Number: _____ Years in Existence: _____

Total organizational budget (for current year): $_____

Dates covered by this budget (mo./day/yr.): _____

School Principal: _____

Contact Person and Title (if different): _____

School Address: _____

Telephone: _____ Fax Number: _____ Email Address: _____

Grade Range: _____ District: _____ Borough: _____

Total Number of Students: _____ By Grade: K ____ 1 ____ 2 ____ 3 ____ 4 ____

4 ____ 5 ____ 6 ____ 7 ____ 8 ____

Number of students currently enrolled in Project Read: _____

Has the principal agreed to provide the TASC program with:

Office space	YES	NO	Telephone	YES	NO
Access to a computer	YES	NO	Access to a copier	YES	NO
Access to fax machine	YES	NO			

How many students will your TASC-funded program serve? _____

Is this an expansion of an existing program? YES NO If yes, which one? _____

How many students is (are) the existing program(s) serving? _____

During what times? _____

What new or existing, public or private funds -- other than Project Read or Project Success -- could you use to offset *at least* 10% of your total program costs and thereby contribute to the TASC "match requirement"?

Total Projected Match: $_____

Source	Amount
_____	$_____
_____	$_____
_____	$_____
_____	$_____
_____	$_____
_____	$_____
_____	$_____
_____	$_____
_____	$_____

SECTION 2
PROGRAM DESCRIPTION

In six pages or less, please describe the after-school program you propose to operate with TASC's support by responding to the following questions and statements in the order they are presented below, numbering your answers accordingly. Please use 12-pitch type with one-inch margins and attach these pages behind a cover sheet. Remember to mark the CSD and school number in the upper right corner of each page.

1. In less than one page, please describe your organization, with special attention given to your experience in operating educationally oriented after-school programs for children and youth.

2. Please describe how your program would incorporate TASC's vision of quality and the core program elements set forth on pages 4 and 5 of the Guidelines. Your description should follow the order these elements are listed. If you are applying to operate a program in a middle school, or an elementary school that includes seventh and eighth grade students, remember to address the four additional program components (Guidelines 5.1 – 5.4) that are needed to achieve quality for this age group. Please explain *what* you intend to do and *how* you will implement these elements and activities so that they promote quality. The following are suggested issues to be addressed:
   A. *Open Enrollment* (see Guidelines 1.1): Please explain how you would recruit and enroll students so as to ensure open enrollment and increase the likelihood of reaching full enrollment within the shortest possible time. If you anticipate the demand for your program will be greater than your proposed enrollment target, estimate the maximum enrollment over the next two years.
   B. *Staffing* (see Guidelines 1.2): Explain how you will secure qualified and caring staff.
   C. *Strong Parent Involvement* (see Guidelines 2.5): Explain what kind of participation you would like to see from parents. How would you achieve this? How would you communicate with parents with respect to all aspects of their child's participation?
   D. *Programming* (see Guidelines 3.1): If your program has a special focus or is theme-based, explain how this would be integrated with other program elements.
   E. *Curriculum* (see Guidelines 3.2): Indicate if you intend to use a specific curriculum in any segment of the program and describe.
   F. *Technological skills development* (see Guidelines 3.3): Please explain how many and what kinds of computers would be available on a regular basis for your after-school program? Explain how you would make use of these computers.
   G. *Middle Schools.* (see Guidelines 5.1-5.4): Describe how you would incorporate the additional elements outlined for older students, *only if your program will serve fifth through eighth graders.*

3. How would your program integrate or wrap-around existing publicly or privately funded programs such as Project Read, Beacons and CAPS? Explain how students would be able to participate in both.

4. If you intend to collaborate with other organizations in implementing this program, please identify them here and describe what they will do.

5. Do you plan to integrate volunteers into your program? Over what time frame? How would you recruit, train, and deploy them?

6. What role did parents, teachers, and school staff play in developing this proposal? How do you plan to involve school staff in the program? Are you (or do you) intend to become a member of the School Leadership Team?

7. What would you do on days when students are dismissed at noon? (You may wish to consult with your school's principal in formulating your response.)

8. How would your program address the needs of students who are in special education programs? What, if any, barriers are there to including these students in your after-school program?

SECTION 3
YOUR AFTER- SCHOOL PROGRAM "AT A GLANCE"

This section allows you to describe your proposed program schematically. The information presented here should be consistent with the descriptive information in Section 2, and the budget information in Section 4. If your program is funded, these documents will become part of your contract with TASC. Additionally, for your consideration, a preliminary timetable has been included (Attachment A-2) which lists a few activities essential to the implementation of every TASC program and, in some cases, the outside dates for their completion. This information will be helpful to you in developing and detailing your program in the event that you are awarded a grant.

A. AFTER-SCHOOL PROFILE OF THE PROPOSED SCHOOL SITE

The After-School Corporation requests information on *all* after-school activities currently operating at the proposed school site. Please use the attached form (Attachment A-3) to provide this information, which should be prepared with and reviewed by the school's principal. Please list all publicly and privately funded efforts operated: (1) directly by the school (e.g. Project Read, Project Success); (2) by your organization; and (3) by others. These include -- but should not be limited to -- Extended Day programs, Beacons, 21st Century Community Learning Centers and the Virtual Y, programs funded by United Way/CAPS, Title I, magnet schools, ACD, private grants and fees. A Sample is included on the reverse side of the attached form. You can make as many copies of this form as you need. Please attach all the forms to the proposal after this page and mark the sheet *"Section 3-A: After-School Profile."*

B. ACTIVITY SCHEDULE

On one page, please show what a typical week in your proposed TASC program would look like and indicate the number of children, age range, types of activities, and staffing pattern. If your program has a longer, multi-week cycle, show that instead. Please mark this sheet *"Section 3-B: Activity Schedule."*

C. STAFFING CHART

On no more than one page, and using the following format, describe the staff that will conduct your TASC program. Please mark this page *"Section 3-C: Staffing Chart."*

SAMPLE DESCRIPTIONS

Staff	Function(s)	Time	Pay Rate
Master Teacher	1. Supervisor academic instructors 2. Lead students in math projects	10 hrs/wk.	(Local Pay Rate)
Athletics Instructor	1. Counselor for 10 students 2. Aerobics	15 hrs/wk.	(Local Pay Rate)
Arts Specialist	1. Organize/lead thematic arts project 2. Supervise work study participants 3. Counselor for 10 students	15 hrs/wk.	(Local Pay Rate)
Volunteer Athletics Specialist	1. Coach girls gymnastics 2. Counselor for 10 students	7.5hrs/wk.	--

D. YOUR SITE COORDINATOR

Please attach a one-page job announcement for a Site Coordinator which sets forth the person's responsibilities (programmatic, administrative, supervisory), the qualifications and credentials you are seeking in this person, salary range etc. Please mark this "*Section 3-D: Site Coordinator Job Announcement.*"

SECTION 4
BUDGET INFORMATION

Round IV programs will be funded at the rate of no more than $500 per student to operate for 90 days from 3:00 p.m. to 6:00 p.m., Monday through Friday during the second half of the school year. Total allowable annualized operating costs should not exceed $1,000 per student per year, exclusive of program development, staff training, snacks, security, transportation and space costs. TASC will provide grantees with program development funding (to cover, for example, staff salaries prior to February 1 and office and program equipment) and training for program staff. The NYC Board of Education is providing space, custodial services, snacks, security and transportation. Do not include these items in your operating budget.

A. PROPOSED OPERATING BUDGET AND FUNDING REQUEST

Please read these instructions carefully and review the attached sample operating budget (Attachment A-5) before preparing your proposed operating budget (Attachment A-4a).

I. EXPENSES

Direct Personnel: List all full- and part-time staff who will work in the after school program and are employed by your agency. In addition to a full-time site coordinator, it can include teachers, activity specialists, counselors, volunteers, e.g., AmeriCorps and VISTA volunteers, program aides, and tutors. Calculate fringes here, showing rates for full- and part- time staff if different.

Consultants/Subcontractors: List people and groups who will be working in your program under contract. If this staff contributes to your 1:10 staff to student ratio, indicate their number and how many hours they will work during the program term.

Other than Personnel Services (OTPS): Items such as staff travel, trips, postage, and supplies should be listed here. Please note that because the NYC Board of Education provides $10 worth of supplies for every student, your budget must include at least $10 per student for supplies. The amount to be contributed by the Board of Education for supplies {$10 x total number of students = sum} should be entered in both the revenue column marked "TASC" and the revenue column marked "Total." If you propose to purchase additional supplies, you should indicate the cost of these additional supplies on the line marked "Additional instructional supplies/materials."

Subtotal Program Cost: Add Total Personnel, Total OTPS, and Consultants and Subcontractors.

Administrative Costs: TASC will fund Administrative Costs up to 10% of subtotaled program costs.

Total Program Costs: The sum of *Subtotal Program Costs* and *Administrative Costs*. Your total program costs should not exceed $500 per student.

II. REVENUES

Matching Funds: Grantees are expected to help secure and integrate public and private funds to offset *at least* 10% of their total allowable program costs and thereby contribute to the TASC match requirement. Matching funds may be in the form of a foundation grant; public funding streams such as 21st Century Community Learning Centers, NYC Department of Youth and Community Development, Extended Day/Violence Prevention programs, Advantage schools, Attendance Improvement Dropout Prevention Funds, The Safe and Drug-Free Schools and Community Act, America Reads Challenge, and Title I; or the proceeds of a special fundraising event. **If you are planning to use matching funds to pay for all or a portion of specific line items,**

1. List these in the Match column, aligned with the specific line item in the budget;
2. Indicate that there is a match funding source by placing a Letter (A, B,...) next to item;
3. List the match funding sources by Letter (A, B,...) in the Revenue/ Matching funds column; and
4. Do not re-enter these amounts as they have already been calculated as part of your match.

On the other hand, **if you have identified or anticipate receiving *unrestricted* funding for your program:**

1. List the sources under Revenues - Matching Funds;
2. Deduct this amount from the revenue column marked "TASC"; and
3. Add this amount to the revenue column marked "Match".

Wraparound Offsets: Grantees are also expected to *wrap around* self-contained after-school programs -- such as Project Read, Project Sunshine, or time limited tutorials - whose participants also enroll in your TASC program. The *average* cost for students attending your program full-time should be no more than $500 ($1.85/hr x 270 hours). Students in these wraparound programs will cost you marginally less than the $500; the amount will vary based on the number of hours the students attend the other program.

The Project Read Offset: The *average* cost for students enrolled in Project Read will be no more than $385 {$500 – ($1.20/hr x 96 hrs.)}. The $1.20 figure takes into account your fixed costs. Therefore, the offset value for each Project Read student is $115. To calculate your offset, please:

1. Estimate the number of Project Read students you will serve this term;
2. Multiply this number by $115;
3. Deduct this amount from the revenue column marked "TASC"; and
4. Add this amount to the revenue column marked "Match".

Other Wraparound Offsets: To calculate other offsets, multiply the RATE (the number of hours students are expected to attend the wraparound program x $1.20) by the number of students you estimate will attend the wraparound program:

1. Deduct this amount from the revenue column marked "TASC"; and
2. Add this amount to the revenue column marked "Match".

Although wraparounds are a very important part of your program design –especially to the children who can benefit from both activities - they do not count as part of your required match.

Total Program Cost: This is the sum of your *TASC Funding Request* and your *Match.*

TASC Funding Request: The difference between your *Total Program Cost* and the *Match* should equal your TASC funding request.

B. BUDGET NARRATIVE

The attached Budget Narrative consists of two parts: Expenses (Attachment A-4b) and Revenues (Attachment A-4c). Please use the Expenses page to describe each proposed personnel and non-personnel expense item, indicating how it fits in with your overall program design. Indicate which personnel are currently employed by your organization *in any capacity* by placing a check in the "Incumbent Column." Please use the Revenues page to describe all existing or new revenue sources that you are proposing as a match, indicating the source, amount, funding period and status. If you are proposing to wrap around or integrate an existing program, explain how many children are being served, during what time period and what services they are receiving.

SECTION 5
SCHOOL-COMMUNITY CONNECTIONS

TASC programs are designed to be close collaborations between operating agencies and public schools. This section allows applicants to explain how their proposed collaboration would work.

A. ANNOUNCEMENT TO PARENTS

Please prepare an announcement describing your program to parents and students in a manner that is responsive to the programmatic criteria referenced above, in Part II. The description can be in the form of a letter to parents or a brief article in a local newspaper. If your proposed program has a special focus or unusual design, please make that clear here. This announcement should be no more than one-half of a page and should be marked *"Section 5-A: Announcement to Parents."*

B. PRINCIPAL'S PAGE AND PARTICIPATION IN THE EVALUATION RESEARCH

To the Principal: TASC would like to know how *you* think the proposed in-school, after-school program would complement your school's comprehensive plan. We would also like to know what resources would be available to the TASC program, e.g., office space, telephone, computer (for site coordinator), computer labs, access to fax and copier machines.

Additionally, Attachments A-6, 7a and 7b include important information about the evaluation of TASC-funded programs and an Approval to Conduct Research form for your signature. This evaluation is sponsored by TASC and the NYC Board of Education and is being conducted by Policy Studies Associates, Inc. If this grant is approved, you will be asked to participate in the evaluation by allowing or participating in the collection of parent consent forms for students in the TASC program (either agreeing to or declining participation in the evaluation), submission of attendance and enrollment data on a scheduled basis and the administration of an annual survey.

Please limit your comments to one page and label it *"Section 5-B: Principal's Page."*

TASC reserves the right to give preference to applications that include a signed Approval to Conduct Research form.

SECTION 6
ATTACHMENTS

Please include one (1) copy (except where noted) of each of the following documents with your proposal.

- IRS determination letter
- Audited Financial Statements and Auditor's Reports from past two years (2 copies)
- Most recent Annual Report
- List of Board of Directors
- Your agency's organizational chart
- Approval to Conduct Research signed by Principal

Be prepared! If your organization is selected to receive a grant from TASC, the following documents will also be required and must be received prior to any funds being released.

- Memorandum of Understanding between CBO and participating school (See Attachment A-8.)
- Certificate of Insurance and complete Insurance Policy confirming TASC as an additional insured
- Confirmation of Worker's Compensation
- Signed Grant Agreement
- Site Coordinator Resume
- TASC-Approved Operating Program Budget
- TASC-Approved Program Design
- TASC-Approved Staffing Plan

THE AFTER SCHOOL CORPORATION

APPLICATION FOR ROUND IV FUNDING

ATTACHMENT A-1

All TASC Sites - By Borough

Community-Based Organization	School	CSD	Borough
University Settlement/Henry Street Settlement	P.S. 110	1	Manhattan
University Settlement/ Henry Street Settlement	P.S. 196	1	Manhattan
Educational Alliance	School of the Future	2	Manhattan
PTA P.S. 290	P.S. 290	2	Manhattan
Stanley Isaacs Neighborhood Center	P.S. 198	2	Manhattan
Friends of the Family Academy	Family Academy (P.S. 841)	3	Manhattan
New York City Historical Society	P.S. 84	3	Manhattan
Interfaith Neighbors	P.S. 38	4	Manhattan
NYU, School of Education, Metro Center	C.S. 123	5	Manhattan
Harlem Dowling West Side Ctr for Children & Family	P.S. 129	5	Manhattan
Children's Aid Society	P.S. 8	6	Manhattan
Children's Aid Society	P.S. 152	6	Manhattan
Dance Theatre of Harlem	P.S. 153M	6	Manhattan
Alianza Dominicana, Inc.	I.S. 143	6	Manhattan
Children's Aid Society	Manhattan Center	Man.	Manhattan
Lincoln Square Business Management Assoc.	Martin Luther King, Jr. HS	Man.	Manhattan
Clearpool	P.S. 43	7	Bronx
Citizens Advice Bureau, Inc.	P.S. 130	8	Bronx
Children's Aid Society	I.S. 123	8	Bronx
Children's Aid Society	C.S. 146	8	Bronx
Pathways for Youth B&GC	P.S. 60	8	Bronx
American Museum of Natural History	C.E.S. 42	9	Bronx
SCAN (Supportive Children's Advocacy Network)	P.S. 53	9	Bronx
New York City Mission Society	C.E.S. 28	9	Bronx
WHEDCO	C.E.S. 218	9	Bronx
Pius XII Youth & Family Services	P.S. 79	10	Bronx
Mosholu Montefiore Community Center	P.S./M.S. 95	10	Bronx
Committee for Hispanic Children and Families, Inc.	P.S./M.S. 279	10	Bronx
Sports & Arts in Schools Foundation	M.S. 127	11	Bronx
Phipps Community Development Corporation	C.S. 6	12	Bronx
Kips Bay Boys & Girls Club	I.S. 158	12	Bronx
Phipps Community Development Corporation	Roosevelt High School	Bx.	Bronx
Institute for Student Achievement	I.S. 117	13	Brooklyn
YMCA of Greater New York	P.S. 20	13	Brooklyn
YMCA of Greater New York	P.S. 8	13	Brooklyn
St. Nicholas Neighborhood Preservation Corp.	J.H.S. 126	14	Brooklyn
Project Reach Youth	P.S. 124	15	Brooklyn
Good Shepherd Services	P.S. 27	15	Brooklyn
St. Christopher Ottillie/ Center for Family Life in Sunse	P.S. 1	15	Brooklyn
Educators for Social Responsibilty- Metropolitan Area	P.S. 24	15	Brooklyn
Bed-Stuy Restoration Corp./Restoration Safe Haven	C.S. 21	16	Brooklyn
Sports & Arts in Schools Foundation	P.S. 40	16	Brooklyn
Research Fndn. of CUNY/Medgar Evers College	P.S. 181	17	Brooklyn
Jackie Robinson	I.S. 252	18	Brooklyn
Victim Services	I.S. 292	19	Brooklyn
Brooklyn Bureau of Community Service	P.S. 306	19	Brooklyn

THE AFTER SCHOOL CORPORATION

APPLICATION FOR ROUND IV FUNDING

ATTACHMENT A-1

All TASC Sites - By Borough

Community-Based Organization	School	CSD	Borough
Cypress Hills Local Development Corp.	P.S. 7	19	Brooklyn
YMCA of Greater New York	P.S. 205	20	Brooklyn
Chinese American Planning Council, Inc.	P.S. 153	21	Brooklyn
Flatbush Development Corporation	P.S. 139	22	Brooklyn
YMCA of Greater New York	P.S. 203	22	Brooklyn
Church Avenue Merchants Block Association	P.S. 109	22	Brooklyn
Carter G. Woodson Cultural Literacy Proj.	P.S. 150	23	Brooklyn
Ridgewood Bushwick Senior Citizens Center	P.S. 86	32	Brooklyn
East Brooklyn Congregations	EBC High -Bushwick	Alt.	Brooklyn
El Puente de Williamsburg	El Puente Academy	BASIS	Brooklyn
Sunnyside Community Services	P.S. 199	24	Queens
Greater Ridgewood Youth Council	P.S. 71	24	Queens
Sports & Arts in Schools Foundation	I.S. 125	24	Queens
YMCA of Greater New York	P.S. 120	25	Queens
Queens Child Guidance Center	P.S. 24	25	Queens
Samuel Field Bay Terrace YM&YWHA	P.S. 115Q	26	Queens
Community Education Resource Center	M.S. 67	26	Queens
YMCA of Greater New York	P.S. 197	27	Queens
Forest Hills Community House	J.H.S. 217	28	Queens
The Center for Children and Families, Inc.	P.S. 40	28	Queens
Police Athletic League, Inc.	P.S. 140	28	Queens
YMCA of Greater New York	P.S. 116	29	Queens
YMCA of Greater New York	P.S. 95	29	Queens
Sports and Arts in Schools Foundation	P.S. 122	30	Queens
Sunnyside Community Services	P.S. 150	30	Queens
Jacob A. Riis Neighborhood Settlement House, Inc	I.S. 126	30	Queens
Mount Sinai School of Medicine	Queens Gateway to the Health Sciences	Q.	Queens
YMCA of Greater New York	P.S. 22	31	Staten Isl.
Police Athletic League, Inc.	P.S. 14	31	Staten Isl.

THE AFTER SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

PART III, SECTION 3
ATTACHMENT A-2

TASC PROGRAM TIMETABLE

ACTIVITY	BY WHOM	DATE
Notice of TASC grant award	TASC	November 24, 1999
Return signed grant letter, Memorandum of Understanding and Attachments to TASC.	Grantee	December 13
Hire Site Coordinator	Grantee	December 15
Begin registering students.	Grantee	December 23
Site Coordinator Training Institute (Tentative)	TASC/PASE/ Grantees	January 10-14, 2000
Register 50% of your students; and Finalize space plan	Grantee/School	January 19
Program Reporting Workshop for Coordinators	TASC	TBA
CPR/ First Aid (Tentative)	TASC/American Red Cross	January 24 and 25 or February 7 and 8
TASC Walk-through	TASC/Principal/ Grantee	January 24-28
Register 100% of your students*	Grantee	January 28
First Day of Round IV TASC programs	TASC/Grantee	February 1
Program Staff Training	TASC/PASE	TBA
Mid-term report due to TASC	Grantee	April 17
Last day of TASC program	TASC/ School	June 23

* While TASC expects all students to be registered by January 28, 2000, programs may need to phase students into the program over the first few weeks.

CSD#_____/School _____

THE AFTER SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

PART III, SECTION 3
ATTACHMENT A-3

AFTER-SCHOOL PROFILE OF _____ IN DISTRICT _____

Please consult with your principal in preparing this chart, showing *all* the after-school activities in this school, including those which could be "wrapped-around" or integrated with your proposed TASC program. Please employ brief descriptors for the program descriptions, e.g., homework assistance, reading enrichment, tutoring, mentoring, community service, sports/recreation, and cultural awareness.

Program Name/ Description	Program Operator	Funding Source/ Amount	Days and Hours of Operation/ Start and End Dates	Students Enrolled #s by Grades	Average Daily Attendance	Staffing

PART III, SECTION 3

ATTACHMENT A-3

SAMPLE

AFTER-SCHOOL PROFILE OF P.S. 300 SERVING 1000 STUDENTS IN K -8 IN DISTRICT 50

Please consult with your principal in preparing this chart, showing *all* the after-school activities in this school, including those which could be "wrapped-around" or integrated with your proposed TASC program. Please employ brief descriptors for the program descriptions, e.g., homework assistance, reading enrichment, tutoring, mentoring, community service, sports/recreation, and cultural awareness.

Program Name/ Description	Program Operator	Funding Source/ Amount	Days and Hours of Operation/ Start and End Dates	Students Enrolled #s by Grades	Average Daily Attendance	Staffing
Project READ	NYC BOE	XXX XXX XXX XXX	MWF 3PM-5PM Oct – May	50 1st Grade 50 2nd Grade 50 3rd Grade	45	10 BOE teachers
Extended Day/ Violence Prevention, Counseling/ Recreation	NYC OCFS	$30,000	Tuesday, Thursday 3PM-4PM	75 6th, 7th, 8th Graders	40	2 PT counselors
Virtual "Y" Education Enrichment	YMCA	YMCA/ Happy Foundation $25,000	Mon-Fri, 3-6 Oct – May	50 4th, 5th Graders	45	5 counselors
Reading Enrichment	BOE	District/ Title I $15,000	Mon – Wed, 3PM – 5PM Jan - April	100 3rd – 5th Graders	95	6 BOE teachers
After-School Arts Adventure-arts activities	Applicant CBO	Generous Foundation/ CBO Board designated funds $30,000	Tues. – Thurs. 3PM – 6PM Oct – May	60 2nd – 6th Graders	55	3 PT arts instructors

Attachment A-4a

CSD#_____ School_____

Proposed Operating Budget

After-School Enrollment: _____

EXPENSES						
Description				Total	TASC	Match
Direct Personnel	# of staff	Rate (per hr.)	Time (# of hrs.)			
Subtotal Personnel						
Fringe Benefits						
All Part-time staff @						
All Full-time staff @						
Total Personnel						
Consultants/Subcontractors						
Total Consultants/Subcontractors						
Other than Personnel Services (OTPS)		Rate	# of Students			
BOE Supplies Allowance ($10 per student)		$10				
Additional Instructional supplies/materials						
Equipment (purchase or rental)						
Trips						
Insurance						
Utilities and Telephone						
Other						
Total OTPS						
Subtotal Program Cost						
Administrative Costs @ %						
Total Program Costs						

REVENUES					
	Rate	# of Students		TASC	Match
Wraparound Offsets					
Project Read Offset (rate per student)	$115				
Matching Funds					
TOTAL PROGRAM FUNDS					
TASC Funding Request					

Attachment A-4b CSD#____ School____

Proposed Operating Budget Narrative (Expenses)

After-School Enrollment: _____

Budget Item	Incumbent	Rate	Functions
Direct Personnel			
Subtotal Personnel			
Fringe Benefits			
TOTAL PERSONNEL			
Consultants/Subcontractors			
Total Consultants/Subcontractors			
Other than Personnel Services (OTPS)			
Total OTPS			
Subtotal Program Cost			
Administrative Costs @ _____ %			
Total Program Costs			

Proposed Operating Budget Narrative (Revenues)

After-School Enrollment: _____

Wraparound Offsets	*Rate*	*Description of Services* *(Including est. # of Children/ # Hours per Week/ # Weeks)*

Matching Fund Source	*Amount*	*Status/Funding Period*

Sample Operating Budget

After-School Enrollment: 300

EXPENSES

Description				Total	TASC	Match
Direct Personnel	# of staff	Rate (per hr.)	Time (# of hrs.)			
Site Coordinator	1	$40,000/yr.	FT x 28 weeks	21,538	21,538	
Master Teacher (1)	1	$32	180	5,760	5,760	
Education Specialists (3)	3	$28	270	22,680	22,680	
Activity Specialists (10) – *A*	10	$15	270	40,500	20,250	20,250
Jr. Activity Specialists (10) – *B*	10	$7.50	270	20,250	10,125	10,125
Subtotal Personnel				110,728	80,353	30,375
Fringe Benefits						
All Part-time staff @ 12%		0.12		10,703	7,058	3,645
All Full-time Staff @ 20%		0.2		4,308	4,308	
Total Personnel				**125,739**	**91,719**	**34,020**
Consultants/Subcontractors						
Integrated Arts Workshop		$25	36	900	900	
Young Scientist Collaborative – *C*		$20	36	720		720
Total Consultants/Subcontractors				**1,620**	**900**	**720**
Other than Personnel Services (OTPS)		Rate	# of Students			
BOE Supplies Allowance ($10 per student)		$10	300	3,000	3,000	
Additional Instructional supplies/materials		$5	300	1,500	1,500	
Equipment (purchase or rental)				1,000	1,000	
Trips				1,000		1,000
Insurance				1,500	1,500	
Utilities and Telephone						
Other						
Total OTPS				**8,000**	**7,000**	**1,000**
Subtotal Program Cost				**135,359**	**99,619**	**35,740**
Administrative Costs @ 10 %		0.1		**13,536**	**9,962**	**3,574**
Total Program Costs				**148,895**	**109,581**	**39,314**

REVENUES

	Rate	# of Students		TASC	Match
				109,581	39,314
Wrap-around Offsets					
Project Read Offset (rate per student)	$115	30		(3,450)	3,450
Test Prep Tutorial	$36	30		(1,080)	1,080
Matching Funds					
Alpha Foundation				(3,000)	3,000
Beta Foundation				(2,000)	2,000
A – Dept. of Youth & Community Development					
B – 21st Century Community Learning Center					
C – NYS Education Dept.					
TOTAL PROGRAM FUNDS				**100,051**	**48,844**
TASC Funding Request				**100,051**	

ATTACHMENT A-6

POLICY STUDIES ASSOCIATES, INC.
1718 CONNECTICUT AVENUE, N. W. • SUITE 400 • WASHINGTON, D. C. 20009 • (202) 939-9780

EVALUATION OF THE TASC AFTER-SCHOOL PROGRAM

At the request of The After-School Corporation (TASC), Policy Studies Associates, Inc. (PSA) is conducting a comprehensive evaluation of the after-school initiative supported by TASC. The evaluation consists of data collection, analysis, and reporting that address three questions:

1. What are the initiative's effects on participating students, their parents, and participating agencies and institutions?

2. What is the experience of participating non-profit organizations and schools as they implement the initiative?

3. What project-level practices and policies are most closely linked to probable long-term success and are thus relevant to non-profit organizations and schools that want to initiate or improve after-school services?

These questions guide data collection at two levels. In all TASC-funded sites, the evaluation collects data on student participants and on the structure, activities, and costs of the after-school program. This information describes program development and operations as well as changes over time in participation levels, participant experiences, and demographics. In a smaller set of sites (called the in-depth sample), the evaluation collects more detailed data on academic achievement and other outcomes for student participants and on program structure and activities. In these sites, the evaluation also seeks data on any changes in parental involvement in their children's education that can be linked or attributed to the after-school program.

Wherever possible, the evaluation uses data that are already available, including school- and student-level data that are reported to the New York City Board of Education and data collected by other agencies and private organizations. A system for collecting and maintaining data on student enrollment and attendance, developed by the evaluation and supervised by TASC, provides information that is used for both program operations and the evaluation. In cooperation with grantees and participating schools, PSA also conducts site visit observations, interviews, focus groups, surveys, and document reviews.

Data analysis is structured to address the evaluation's central questions, focusing on issues and topics of greatest interest to TASC and other program stakeholders. Evaluation reports are designed to inform and support program implementation and to ensure grantee and program accountability. In addition to an annual summary report, the evaluation will produce periodic reviews of (1) particular issues of special interest (e.g., coordination between the after-school and regular school programs) and (2) clusters of sites with characteristics of special interest (e.g., sites with a strong focus in the arts, sites that are building on pre-existing after-school programs). Each report will combine data collected from all sites with illustrative data from the in-depth study sites.

Established in 1982, PSA conducts research and evaluation in education and youth services. PSA's work focuses on identifying strategies to improve the education and development of disadvantaged children and youth. The firm conducts studies for federal agencies, national foundations, and other organizations concerned with the effectiveness of initiatives serving at-risk populations.

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EVALUATION OF THE IN-SCHOOL AFTER-SCHOOL PROGRAM
Questions and Answers About the Evaluation

What Is the Purpose of the Evaluation?

Policy Study Associates (PSA)[1] is evaluating the after-school program supported by TASC. We are evaluating the after-school initiative itself, not individual grantees or project sites. With help from each funded site, PSA will collect data about the program's implementation process and effects on students, their primary caregivers, and participating agencies and institutions. The evaluation also will document the practices and policies that are most successful in supporting the program's goals.

PSA's philosophy is that evaluation should not be "done to you" or done only to make sure your activities are in compliance with a requirement. **Our evaluation will not only help TASC assess its initiative as a whole, it will also produce information that local, non-profit organizations and schools can use for their own program improvement purposes, to leverage additional support, and to share with stakeholders the important lessons they have learned.**

What Data Will PSA Collect?

PSA collects data about (1) the process of delivering after-school services and (2) outcomes that can be linked to the after-school programs. Once implementation is well underway, we will begin collecting data about the program's impact on children, their parents or caregivers, and participating institutions (e.g., schools, human service providers, agencies that accept or make referrals).

At all sites, we will collect information about:

- **Implementation processes and activities,** such as: demographic characteristics of the students and their primary caregivers; attendance; activities and services offered; administration and management; outreach to families and the community; staff qualifications, roles, and professional development opportunities; and collaboration and integration between the after-school program and other organizations. To lay the groundwork for our later measurement of the program's effects on students, we will also collect some data on students' participation in the regular school day.

- **Indicators of high-quality implementation,** such as: integration and alignment of the after-school program with Board of Education standards, benchmarks, and initiatives; coordination and integration between the leaders and staff of the school and the after-

[1]PSA conducts research and evaluation nationally, focusing on education and youth development.

school program; learning opportunities and curricula that are consistent with current research on effective teaching and learning; environments and activities that encourage student engagement and reinforce concepts learned during the regular school day; management structures that support collaborative decision making and feedback from stakeholders; and environments that help children and youth develop stable, trusting relationships with adults and foster a sense of belonging

- **Short- and long-term effects on consistently participating students,** such as: progress in achieving Board of Education academic standards; increased classroom participation; improved reading scores, report cards, and grades; increased high-school graduation; improved homework completion and quality; improved conduct during school hours; improved attitudes toward school and work; improved sense of influence and belonging; decreased vandalism and victimization of students and increased sense of safety; reduced high-risk behaviors and improved health-related behavior; increased involvement in work-based experiences; and increased rates of postsecondary acceptance and enrollment.

  At sites that provide specialized activities—such as opportunities for technology education, arts involvement, or service learning—we will collect additional information on effects, such as: increased student understanding of the basic concepts, uses, terminology, and limitations of technology systems, and the incorporation of technology into learning activities; increased involvement in art performance; and increased student involvement in service learning opportunities.

- **Effects on students' parents or other primary caregivers**, such as increased involvement in regular school and after-school activities and satisfaction with the students' after-school activities

- **Effects on school/community partnerships,** such as improved communication, interaction, collaboration, and problem solving among after-school and school-day staff

- **Effects related to the program's sustainability and efforts to grow,** such as increased business support and involvement, an institutionalized resource base, increased public awareness and support, and sustained community/volunteer involvement

- **Compelling anecdotes** about individual experiences and growth, success stories, and promising practices, which will capture data we cannot measure through other means

A small number of funded sites from the first three rounds of grantees will be selected for in-depth study. At these sites, we will collect additional information about:

- **Program structure, activities, costs, and resource allocation**

- **Effects on students** who participate consistently in specific types of activities, in greater detail than the data on student outcomes collected at other sites

- **Effects on students' parents or other primary caregivers**, such as improved employment status and/or attachment to work

How Will the In-Depth Sites be Selected?

From each of the first three rounds of TASC grantees, PSA will select five to eight sites that meet the following criteria:

- Evidence of promising practices, especially those that support key goals, or innovative approaches that show strong potential for success
- Evidence of a program component important to TASC (e.g., arts, technology, service learning)
- Across the group of projects, diversity in the populations and needs served and in the projects' geographical locations
- Across the group of projects, variation in types of local non-profit organizations involved in the programs and in the relationship between the non-profit and the school
- Across the group of projects, representation of all age levels served by the initiative

At this time, PSA does *not* expect to select in-depth sites from projects that received initial funding after fall 1999 (beyond Round 3).

How Will PSA Collect Data?

PSA uses surveys, telephone and in-person interviews, focus groups, reviews of program documents and school records, and site visits to collect data. **All requests for data from schools, and the instruments used to collect school information, are approved in advance by the Board of Education.**

Site coordinators, project staff, principals, and, at some sites, parents and students are periodically asked to fill out surveys. Under an agreement with the Board of Education, PSA also obtains data from the BOE data system on student demographic characteristics, achievement, and participation in the regular school day.

PSA staff conduct formal site visits to sites selected for in-depth study (Rounds 1, 2, and 3) once a year. During these visits, we observe activities and conduct interviews, surveys, and/or group discussions. We ask for help from the project director and school leaders to set up these visits. At these sites, schools may be asked to provide selected student data (e.g., individual student portfolios) not maintained by the city or community school district, as approved by the Board of Education.

We will use the most relevant and least intrusive means of collecting data, and we will coordinate all data collection efforts with TASC's reporting requirements to prevent duplication. Most data collection will occur during after-school hours and will involve the after-school staff, participating

students, and their parents. If teachers from the regular school day are members of the after-school staff, they will be surveyed or interviewed during after-school hours. In order to gather information on the relationship between the after-school program and the regular school day, we will also survey principals at all sites and interview principals at in-depth study sites. A small group of teachers from the regular school day, who do not work in the after-school program, will be interviewed at in-depth study sites.

How Will My Organization or School be Involved in Data Collection?

Site coordinators, project staff, and principals (and, at sites in Rounds 1 and 2, students and parents) will be asked to fill out surveys once a year.

Site coordinators and representatives of the non-profit organizations that receive TASC grants may also be asked to participate in annual focus groups.

How Will PSA Use the Data?

PSA will analyze and describe the steps taken to implement the after-school program across all sites. We will (1) document the activities that the non-profit organizations and schools undertake and the students they serve, (2) track the development and maturation of projects, and (3) analyze the costs, funding sources, and amount of funding associated with various types of services.

We are evaluation the whole after-school program—not individual grantees or schools. We will look at how each site contributes to the overall initiative, but we will not pass judgment on individual sites and we will not replicate the separate evaluations underway at some sites. **In no case will a specific child, project or school leader, or school or after-school staff member be identified in a public report.**

Once projects are up and running, we will begin analyzing results to learn whether the initiative seems to be making progress toward achieving long-term goals for participants. We will look for both *outcomes*—changes that can reasonably be linked to the high-quality implementation of an after-school program—and *impacts*—outcomes that would not have occurred without the after-school program.

We will analyze data on resources and costs to determine the cost of various types of activity, the total annual costs per participant, non-TASC sources of funding and their uses, and key factors that affect costs.

We will examine the data for patterns, such as:

- Combinations of activities, priorities, resources, and organizing structures that are associated with particular effects on students, parents/caregivers, and/or institutions

- Implementation experiences that are associated with various levels of program development, which may indicate the need for a particular type of assistance at a specific stage of development

Based on the above analyses, we will generate information on practices and policies that appear to be associated with the initiative's success. The analysis will recognize differences in program design, implementation, and effects attributable to differences between elementary and secondary schools.

We will make some comparisons when analyzing our data. For example, during the course of the evaluation we will compare current outcomes for participants with outcomes achieved at the same schools in previous years. We also may compare outcomes for students participating in the after-school program against school-wide averages within the same school and with averages for the community school district and the city. However, these comparisons will not be a major focus of analysis.

We are looking only at implementation and outcomes within the after-school program, not within entire schools. We will not generalize findings to include the whole school in which an after-school program is located.

PSA will report the evaluation findings to TASC. In addition to our regularly scheduled reports, we may produce additional papers or summaries on topics of special interest to TASC or its grantees.

How Will the Focus of Evaluation Change from Year to Year?

In Year 1 of the evaluation, the focus of data collection will be on program start-up and initial operations. In Year 2, we will start to connect specific implementation practices and policies with standards of quality. We will increase our focus on collaboration between the after-school program and the regular school day.

In Year 3, we will try to determine whether students, parents, and the community demonstrate short-term outcomes, especially those that are associated with high-quality program implementation and positive, long-term outcomes.

In Year 4, we will concentrate on practices within and across the sites that are associated with positive outcomes for students, parents, and communities. We will be especially interested in the configurations of resources that are essential for creating and supporting these practices.

In Year 5, we will focus on long-term outcomes for students, parents, and communities, and on the likelihood that the projects will be adopted and institutionalized locally.

What Is the Timeline for These Activities?

We know that it may take some time to get all aspects of each project running smoothly, and we will give sites time to get established before we start measurement activities. Generally, **surveys** are administered in February-March to sites that received their initial funding in the fall (Rounds 1 and 3) and in April-May to sites that received initial funding in the spring (Rounds 2 and 4). **In-depth study visits** occur in April-May for sites that first received funding in the fall (Rounds 1 and 3) and in October-November for sites that first received funding in the spring (Round 2). Our full annual reports are submitted to TASC in November.

Our timeline of major activities in 1999-2000 is as follows:

October/November 1999	Orientation for in-depth study sites in Round 2 (spring 1999 grantees) Visits to in-depth study sites from Round 2
	Informal get-acquainted visits to sites in Round 3 (fall 1999 grantees)
December 1999	Select Round 3 sites for the in-depth study
February 2000	Survey Round 1 site coordinators, staff, principals, students, and parents
	Survey Round 3 coordinators, staff, and principals
	Informal get-acquainted visits to sites in Round 4 (spring 2000 grantees)
	Obtain parent consent for evaluation from Round 4 parents and parents of new students in Rounds 1, 2, and 3
	Orientation for Round 3 in-depth study sites
April/May 2000	Visit Round 1 and 3 in-depth study sites
	Focus group for site coordinators in Rounds 1 and 3
May/June 2000	Survey Round 2 and 4 site coordinators, staff, and principals
	Survey Round 2 students and parents
July 2000	Focus group for representatives of grantee organizations in Rounds 1 and 3
September 2000	Obtain consent for evaluation from parents in Rounds 1, 2, 3, 4, and 5
	Focus groups for site coordinators in Rounds 1, 2, and 3
October 2000	Site visits to Round 2 in-depth study sites

Whom Do I Contact for More Information?

PSA staff member **Jennifer Birmingham** serves as evaluation liaison to all TASC grantees. She can answer questions about the evaluation, work with sites to submit data, and help projects schedule and prepare for PSA site visits. She also is the coordinator for survey administration. Jennifer is located in the TASC offices and can be reached at (212) 547-6958 or via email at jbirmingham@tascorp.org. Other key members of the evaluation team include:

- **Elizabeth Reisner**, a founder and principal of Policy Studies Associates, who serves as principal investigator for this evaluation. She can be reached at (202) 939-5323 or via email at ereisner@policystudies.com.

- **Leila Fiester**, Senior Research Associate, who has overall management responsibilities for the evaluation, the in-depth study, and documentation of promising practices. If you have questions about the evaluation design, in-depth study, or timeline, Leila can be reached at (202) 939-5339 or via email at leila@policystudies.com.

- **Richard White,** Senior Research Associate, who is overseeing the survey design and analysis. Richard can be reached at (202) 939-5313 or via email at rwhite@policystudies.com.

- **Anne Castle**, Research Associate, who oversees the annual focus groups and the maintenance of data collected from sites. Anne also conducts site visits and interviews, analyzes information, and assists in report writing and project documentation. She can be reached at (202) 939-5337 or via email at acastle@policystudies.com.

- **Juan Espino**, Research Associate, who oversees analysis of project enrollment and attendance data and coordinates data collection from the Board of Education. Juan can be reached at (202) 939-5305 or via email at espinoj@policystudies.com.

September 30, 1999

THE AFTER SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

ATTACHMENT A-7a

APPROVAL TO CONDUCT RESEARCH IN SCHOOLS/DISTRICTS

To the Superintendent/Principal:

The proposal to implement the research described in the Proposal Summary has been approved by the Division of Assessment and Accountability. The researcher is now seeking principals and superintendents willing to cooperate in a research study. Please sign below if you agree to have your school participate in this study.

Before beginning the study, the researcher must submit this form to the Division of Assessment and Accountability with signatures of cooperating principals.

NOTE: Where data collection includes information from records, school personnel must ensure that confidentiality is preserved.

RESEARCHER: Elizabeth R. Reisner
Policy Studies Associates, Inc.

TITLE OF PROJECT: Evaluation of In-School-After-School Programs

Research Will Involve:

Cooperating School	District #	Grade(s)	# of Classes	# of Staff Pupils	Signature of Principal
1					X
2					
3					
4					
5					

Superintendent's Signature _____ District _____

Superintendent's Signature _____ District _____

Superintendent's Signature _____ District _____

Superintendent's Signature _____ District _____

Superintendent's Signature _____ District _____

THE AFTER SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

ATTACHMENT A-7b

BOARD OF EDUCATION OF THE CITY OF NEW YORK
RUDOLPH F. CREW, Ed. D., Chancellor

OFFICE OF THE CHANCELLOR
110 Livingston Street, Brooklyn, NY 11201

July 21, 1998

Elizabeth R. Reisner
Policy Studies Associates, Inc.
1718 Connecticut Avenue, Suite 400
Washington, D.C. 2009

Dear Ms. Reisner:

I am happy to inform you that your study, Evaluation of In-School After-School Programs, has been approved by the Proposal Review Committee of the Division of Assessment and Accountability with the following conditions:

1. Approval by this office does not guarantee access to any particular school or individual. It is your responsibility to make appropriate contacts and get the required permissions and consents before initiating the study. Participation in your research must be strictly voluntary. The following written consents are required.

   a. Principals who agree to participate must sign the enclosed Approval to Conduct Research form. In some districts, the superintendent must also sign. You should check with each principal to determine if the superintendent's signature is also required in that district. The signed form(s) should be returned to this office.

   b. In addition to the above written consent, all participants (e.g., administrators, teachers, parents, students) must be informed that they are not required to participate in the study, and that there are no consequences for non-participation.

   c. Before involving any child in your study or collecting student data, written parental consent is required. You might want to add that participation in the evaluation is voluntary and the child may discontinue any of the evaluation activities at anytime without consequence. Only the first line in which the parent agrees to the participation in the evaluation on the tear-off is needed

2. Your report of the study should not include the identification of any school, student, or staff member. A coding system should be used if necessary.

3. All surveys, interview schedules, observation forms, etc. must be sent to the Proposal Review Committee for approval prior to use in the evaluation.

Please send an abstract of your final report to the Chair of the Proposal Review Committee in room 734 at 110 Livingston Street, Brooklyn, NY 11201; we are most interested in the results of your research.

When requesting permission to conduct research, please submit the Approval to Conduct Research form, a copy of the Proposal Summary form, and this letter to the superintendent and/or principal.

The Approval to Conduct Research forms should be returned to Dr. Irene Strum, Proposal Review Committee, room 734, 110 Livingston Street, Brooklyn, NY 11201. If you have any questions about implementing your research, please call her at (718) 935-4497.

Sincerely,

Henry Solomon, Ph.D.
Chair, Proposal Review Committee
Division of Assessment & Accountability

c: R. Tobias

THE AFTER SCHOOL CORPORATION
APPLICATION FOR ROUND IV FUNDING

PART III, SECTION 5
ATTACHMENT A-8

MEMORANDUM OF UNDERSTANDING

To: CBO Executive Directors

From: Lucy Friedman

Re: After-School Program Memorandum of Understanding

Date: October 1999

As part of the grant award for after-school programs, The After-School Corporation (TASC) is requiring participating schools and community-based organizations (CBOs) to develop a Memorandum of Understanding (MOU). The MOU is intended to outline the relationship between the school and CBO and establish a clear understanding of their respective responsibilities.

The MOU will be incorporated by reference into the grant contract. No funds will be dispersed until a formal MOU has been developed and signed by the CBO executive director and school principal for each program site.

The following is a template for an MOU. We appreciate that many school/CBO relationships already exist, and that you may have already resolved many of the issues specified in this MOU template. We also realize and respect that the specific circumstances of a given partnership may lead you to approach some items in a manner different from that which we have suggested, such as custodial or security arrangements.

While we expect you to address each of the items set forth in the MOU template in your MOU, any of the items may be modified by your organizations. In addition, we expect that you will include other issues and responsibilities that you deem relevant to your particular program.

TASC believes the MOU will play a critical role in ensuring the quality of after-school programs. The MOU serves to formalize the assurances that schools and CBOs give to each other. Because the grant from TASC can be rescinded due to inadequate performance by either the school or the CBO and/or when a program is shown to be ineffective, it is incumbent upon both the school and CBO to forge clearly articulated roles and responsibilities.

In order to be eligible for program development grants, this MOU must be signed and returned to TASC before or attached to your signed grant agreement.

Please contact us with any questions.

THE AFTER-SCHOOL PROGRAM
APPLICATION FOR ROUND IV FUNDING

SAMPLE

MEMORANDUM OF UNDERSTANDING

The _____ and _____
(community-based organization) (name of school)

agree to assume and perform the following roles and responsibilities in the administration of the in-school, after-school program during the 1998-1999 school year. The goal of this program is to provide an in-school after-school program of the highest quality for the participating students at this school 180 days per year from 3 P.M. to 6 P.M.

The MOU is comprised of three sections:

- Joint Responsibilities of the Community-Based Organization (CBO) and the School
- Responsibilities of the Community-Based Organization
- Responsibilities of the School

I. Joint Responsibilities of the CBO and School

1. Ensure that all procedures and regulations for health, fire, safety, pick-ups, parent consents, transportation, food, sports-related health exams, insurance, medical and other emergency procedures will be clearly listed and widely disseminated, and that they will conform to Board of Education and Health Department standards.

2. Structure and facilitate meaningful communication between the school staff and the after-school program. Provide on-going opportunities for school staff and after-school staff to plan, coordinate, and integrate curricular areas with after-school activities.

3. Hold regularly scheduled meetings between the site supervisor and school principal, as well as other appropriate personnel, to discuss all issues pertaining to the after-school program. Issues would include, but not be limited to, staff performance, effectiveness of program features, student development, and other issues of program evaluation.

4. Develop mechanisms and opportunities to communicate on a regular basis with both the Parents' Association and the family members of the after-school students, including information regarding the after-school program that is accessible in a public space.

5. Recruit, select, and enroll student participants in the after-school program and disseminate procedural information widely.

SAMPLE

SAMPLE

II. Responsibilities of the Community-Based Organization

1. Communicate and provide information to the school about the after-school program through scheduled meetings between the site supervisor and the school principal.

2. Recruit, hire, and train all after-school program staff in cooperation with the school.[1] The school principal should participate in the selection of the site supervisor.

3. Manage the day-to-day operations of the after-school program and notify the school of any problems, issues, and concerns in a timely fashion.

4. Track student enrollment and attendance and provide that information to the school on at least a monthly basis.

5. Invite designated school staff to attend after-school staff meetings.

6. Attend school staff meetings as determined by the school principal.

7. Make staff available for in-service training throughout the school year and arrange for appropriate substitute coverage.

8. Work cooperatively with the research and evaluation component of the after-school program, including providing TASC and its subcontractors with all agreed-upon information.

9. Ensure the respectful treatment of school property, including replacing property damaged or destroyed by the students or staff of the after-school program, and keeping the spaces used by the after-school program clean. Equipment will be inventoried and labeled.

10. Ensure that all after-school program staff are fingerprinted[2] and cleared by the Department of Health through the child abuse registry.

11. Develop protocol for emergency notification of parents and/or guardians.

12. Establish procedures for the safe-keeping and safe transport of children after program hours.

13. Ensure that there are staff on-site during program hours trained in first aid, CPR and medical emergencies.

SAMPLE

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[1] TASC will provide technical assistance to CBOs to support staff recruitment and hiring efforts.
[2] Fingerprinting costs will be covered by the Board of Education.

SAMPLE

14. Maintain appropriate insurance coverage consistent with the requirements of the grant contract with TASC.

15. Providing TASC with all appropriate and requested financial information and reports in a timely fashion.

III. Responsibilities of the School

1. Assure the availability of clean spaces for the after-school program in an adequate number of classrooms, as well as the cafeteria, auditorium, library, computer lab, gymnasium, and any other relevant space.

2. Supply adequate and appropriate storage space for the after-school program's materials and equipment.

3. Provide the after-school site supervisor with office space equipped with a telephone, fax, computer and other equipment related to program administration.

4. Facilitate the provision of full custodial services at no cost to the after-school program.

5. Work cooperatively with the research and evaluation component of the after-school program, including providing TASC and its subcontractors with all agreed-upon information. This may include, but not be limited to, sharing school profiles and all relevant data available in the public domain. In addition, test scores, grades, attendance, etc. will be provided with full protection of the rights of the students and within the regulations of the school system.

6. Identify and organize appropriate security for the after-school program.

Agreed on this day, _____, by
(month/day/year)

_____ _____
(name of community-based organization) (signature of executive director)

_____ _____
(name of school) (signature of school principal)