



NEW YORK LIFE
FOUNDATION

Request for Proposals

Aim High: Supporting Out-of-School Time Programs Serving Middle School Youth

RFP Due:

Friday, January 25, 2019 at 5 p.m. ET

Submission Information:

You may submit your application to the New York Life Foundation's Aim High RFP through the following link. We encourage you to have your answers and all attachments prepared before beginning the application.

Link to Grant Application: <https://afterschoolalliance.smapply.io>

Please direct additional inquiries to Dan Gilbert at the Afterschool Alliance:
dgilbert@afterschoolalliance.org.

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Request for Proposals Overview

On behalf of the New York Life Foundation, the Afterschool Alliance invites out-of-school time programs to apply for a competitive grant opportunity to support and bolster the ability of afterschool and summer learning programs to help their middle school students make a successful transition from 8th to 9th grade. This competitive grant program includes both 1- and 2-year grant opportunities. Applicants can only apply for one of these grants. One-year grants will begin in May 2019 and end in May 2020. Two-year grants will begin in May 2019 and end in May 2021.

All applicants that receive Aim High grants will be required to describe how they support youth in the transition to the 9th grade. Specific reporting requirements and grant objectives vary between the 1-year and 2-year grants, as described below.

2-Year Grants:

There are two separate 2-year grant opportunities included in this RFP. Each program will only be eligible to apply to one of these grant opportunities, as explained below:

- 8 grants at \$50,000 per year over the span of two years, for a total 2-year grant award of \$100,000. Only afterschool and summer programs with annual **program** budgets of \$250,000 or more **AND** annual **organizational** budgets of \$500,000 or more will be eligible to apply for these grants. Organizational and program budgets are defined in Appendix E. Definitions (see page 43).
- 8 grants at \$25,000 per year over the span of two years, for a total 2-year grant award of \$50,000. Only organizations with annual **organizational** budgets of \$250,000 or more will be eligible for these grants. Organizational budgets are defined in Appendix E. Definitions (see page 43).

These grant funds may be used for technical assistance, capacity building, enhancing direct service activities, and/or program expansion. Two-year grant recipients will need to report on indicators of success such as on-time promotion to the 9th grade; school attendance rates; improved behavior, grades, and test scores; and the development of social and emotional skills.

The 2-Year Grant Application can be found in Section II on page 11.

1-Year Targeted Grants:

Ten 1-year grants of \$15,000 each will be awarded. Like the 2-year grants, these grant funds may be used for technical assistance, capacity building, and/or enhancing direct service activities. Unlike the 2-year grants, the 1-year grants are specifically intended to fund out-of-school-time (OST) providers to support professional development, training, and technical assistance opportunities that build the knowledge and competence of staff, including but not limited to leaders and front-line staff. These funds are intended to supplement and build off existing professional development efforts, rather than to replace existing funds that are already being put towards professional development efforts.

Professional development is a critical component of high-quality afterschool and summer learning programs, and effective professional development enhances program quality by both improving staff performance and improving student learning outcomes. Research shows that knowledgeable and competent leaders and front-line staff are the linchpin to the program quality that results in positive youth outcomes, so providing professional development is vital.

Prospective applicants for these grants are encouraged to review the following documents to inform their thinking around what high-quality professional development strategies and efforts can look like as they develop their project plans:

- [Afterschool Matters – Planning Considerations for Afterschool Professional Development](#)
- [New York State Afterschool Network – Afterschool Professional Development: Resources, Outcomes, and Considerations](#)
- [National AfterSchool Association – Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#)

Applicants for the 1-year grants will further be required to describe how they support youth in the transition to the 9th grade. Organizations with annual budgets of \$150,000 or more will be eligible for these grants. Organizational budgets are defined in Appendix E. Definitions (see page 43).

The 1-Year Grant Application can be found in Section III on page 21.

Use of funds – 2-year grants:

All 2-year grant funds must be used for technical assistance, capacity building, enhancing direct service activities, and/or program expansion.

Use of funds – 1-year grants:

Grant funds from the 1-year, \$15,000 grants may be used for the following forms of professional development:

- In-person professional development;
- Blended learning professional development featuring in-person and online components;
- Trainings focused on certification; credentialing; evaluation; capacity building skills; and/or specific teaching skills;
- Pedagogy/curriculum development; and/or
- Train the trainer opportunities.

Eligibility requirements:

- **501(c)(3) status.** Applicants for this competitive grant program must have 501(c)(3) status. You will be required to verify your EIN as a part of the application.
- **Middle school youth (6th, 7th, 8th graders) served.** This competitive grant program is targeted to programs serving middle school students in grades 6, 7, and 8. Organizations applying for funding may serve students outside of this grade range but grant funds are specifically for middle school youth.
- **High percentage of low-income youth served.** Applicants for this competitive grant program must serve a high percentage—at least 75 percent—of low-income youth. For

the purposes of this grant program, “low-income” is defined as students who qualify for the Federal Free or Reduced Price Lunch Program (FRPL).

Disqualifications:

Applicants that currently receive funding, either directly or indirectly, from the New York Life Foundation are ineligible to apply. This includes:

- National or regional organizations that receive New York Life Foundation funding directly.
- Local affiliate organizations or programs that receive any financial support from their national headquarters that originates from New York Life Foundation grants.
- Current recipients of Aim High grant funding.

Application deadline: 5 p.m. EST, Friday, January 25, 2019

Link to Grant Application: <https://afterschoolalliance.smapply.io>

Grant awards will be announced by the end of May 2019.

Section I. Project Summary and Eligibility Requirements

On behalf of the New York Life Foundation, the Afterschool Alliance invites out-of-school time programs to apply for a competitive grant program.

A large body of evidence indicates the critical role of middle school in determining a young person's long-term academic trajectory. Enriching out-of-school time (OST) programs—such as afterschool and summer learning programs—are an effective means of helping middle school students successfully transition from 8th to 9th grade. In addition, these programs provide benefits to students that extend beyond academics, helping develop the whole child—academically, socially and emotionally. The New York Life Foundation's educational enhancement grantmaking strategy aims to provide opportunities that help students in middle school thrive and make a successful transition from 8th to 9th grade, leaving them better prepared to complete high school and go on to college, and providing them with a more solid financial future.

The New York Life Foundation created the Aim High grant program to support and bolster the ability of afterschool and summer learning programs to provide the resources, help, and guidance middle school students need to make the critical transition into high school.

A. Purpose and overview

The goal of the Aim High grant program is to help middle school students successfully transition to high school by providing high quality out-of-school programs. Grants support OST programs led and staffed by knowledgeable and competent individuals who employ effective strategies that help ensure middle school students continue on to 9th grade and through to graduation day.

All grant applications are expected to include clearly-stated goals and project outcomes. Applications must describe in a meaningful way how the applicant supports youth in the transition to the 9th grade. The project descriptions and funding requests should reflect the specific time span of the grant to which they are applying.

2-Year Grant Objectives:

These grant funds may be used for technical assistance, capacity building, enhancing direct service activities, and/or program expansion. Two-year grant applications should focus specifically on indicators of success such as on-time promotion to the 9th grade; school attendance rates; improved behavior, grades, and test scores; and the development of social and emotional skills.

1-Year Grant Objectives:

The ten 1-year, \$15,000 grants are specifically intended to help OST programs to provide additional professional development opportunities to staff members. These funds are intended

to supplement and build off existing professional development efforts, rather than to replace existing funds that are already being put towards professional development efforts.

Professional development is a critical component of high-quality afterschool and summer learning programs, and effective professional development enhances program quality by both improving staff performance and knowledge and improving student learning outcomes. Research shows that knowledgeable and competent leaders and front-line staff are the linchpin to the program quality that results in positive youth outcomes, so providing professional development is vital.

Afterschool and summer learning programs have a unique set of circumstances that require thorough and intentional planning around any professional development. Professional development opportunities need to help afterschool and summer learning staff better address both the learning needs of the youth they serve and the needs of the program. For the purposes of this grant program, afterschool and summer learning staff include but are not limited to: front-line staff, program directors, program administrators, evaluation staff, development staff, and other support staff in similar roles.

Prospective applicants for these grants are encouraged to review the following documents to inform their thinking around what high-quality professional development strategies can look like as they develop their project plans:

- [Afterschool Matters – Planning Considerations for Afterschool Professional Development](#)
- [New York State Afterschool Network – Afterschool Professional Development: Resources, Outcomes, and Considerations](#)
- [National AfterSchool Association – Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#)

The 2-Year Grant Application can be found in Section II on page 11. The 1-Year Grant Application can be found in Section III on page 21.

***NOTE:** The clarity and readability of grant applications will be taken into consideration during the review process. Please use clear, concise, and jargon-free language in your application.*

B. Organizations providing out-of-school time programming

These competitive grants are to support the work of organizations that provide out-of-school (OST) time programming. For the purposes of these grants, OST time programs include expanded learning programs, afterschool programs (programs that operate on a regular and consistent basis after the regular school day ends during the school year), and summer learning programs.

C. Awards and selection process

Grants are competitive and up to 26 grantees will be selected. The breakdown of the grants is as follows:

	# of Grants Awarded	Grant Amount: Year 1	Grant Amount: Year 2	Total 2-Year Grant Amount	Budgetary Requirements (For Details, See Appendix E)
Tier 1	8	\$50,000	\$50,000	\$100,000	Annual <i>Program</i> Budget Must Be At Least \$250,000 AND Annual <i>Organizational</i> Budget must be at least \$500,000
Tier 2	8	\$25,000	\$25,000	\$50,000	Annual <i>Organizational</i> Budget Must Be At Least \$250,000
Tier 3	10	\$15,000	N/A	N/A	Annual <i>Organizational</i> Budget Must Be At Least \$150,000

Grant awards will be announced by May 2019. The 2-year grant period will begin in May 2019 and end in May 2021. The 1-year grant period will begin in May 2019 and end in May 2020.

Applications for grants in Tiers 1 and 2 in the table above will require you to fill out the 2-Year Grant Application, which can be found in Section II on page 11.

Applications for Tier 3 grants in the table above will require you to fill out the 1-Year Grant Application, which can be found in Section III on page 21.

D. Use of funds – 2-year grants

Grant funds from either the 2-year, \$50,000 grants or the 2-year, \$100,000 grants may be used for technical assistance, capacity building, and enhancing direct service activities, as are outlined below.

Technical assistance and capacity building, which include:

- Program enhancements (e.g. staff development and evaluation efforts);
- Operations enhancements (e.g. fiscal, fundraising, and/or development efforts); and/or
- Governance enhancements (e.g. board development and improving internal systems).

Direct service components, which include:

- Expanding program capacity to serve middle school students;
- Adding a new program component (such as helping the program transition to a year-round model); and/or
- Enhancing programming to better support students' transition to the 9th grade.

NOTE: Grant recipients will not be able to reapply for any of the grants described herein for a period of at least one year after the end of each grant period. If applying for program expansion, you will need to include in your application an explanation and concrete plan of how you would sustain funding the program after our grant ends.

E. Use of funds – 1-year grants

For the purposes of the Aim High Grant Program’s ten 1-year, \$15,000 grants, the following forms of professional development will be considered eligible for funding:

- In-person professional development;
- Blended learning professional development featuring in-person and online components;
- Trainings focused on certification, credentialing, or evaluation (i.e. Dimensions of Success certification, National AfterSchool Association STEM Micro-Credentials, etc.);
- Trainings focused on capacity building skills (i.e. marketing, program management, fundraising/grant writing, leadership development);
- Trainings focused on specific teaching skills (i.e. training around Adverse Childhood Experiences, Afterschool Coaching for Rural Educators in STEM [ACRES], etc.);
- Pedagogy/curriculum development; and/or
- Train the trainer opportunities.

F. Reporting requirements

Grantees that are awarded any of these competitive grants are required to submit a progress report two times per year during each grant period. The report will take the form of a narrative detailing progress on the proposed timeline of activities, achieved objectives, challenges in fulfilling grant deliverables, and a financial report documenting the allocation and expenditure of the grant funds and any interest earned thereon.

NOTE: Grant recipients will be required to review and consent to the Foundation’s terms and conditions prior to receiving their grant payments.

Reporting Requirements		
Progress Reports Due	1-Year Grants	2-Year Grants
December 1, 2019	Progress Report Due	Progress Report Due
May 1, 2020	Progress Report Due	Progress Report Due
December 1, 2020	Final Report Due	Progress Report Due
May 1, 2021	N/A	Progress Report Due
December 1, 2021	N/A	Final Report Due

G. Eligibility and Priorities

This competitive grant program is open to all nonprofit afterschool and summer learning programs that serve middle school students and meet the requirements laid out below. Organizations that currently receive funding from the New York Life Foundation, either directly or indirectly, are ineligible to apply for any of these grants. If you are an affiliate of a national organization receiving Foundation dollars and are unsure if you are supported by the grant, check with your national office before applying.

1) 501(c)(3) status

Organizations applying for these competitive grants **must** be 501(c)(3) organizations and will be required to submit their Employer Identification Number (EIN) to verify their status. See the list of documents that must be submitted with each grant application in Appendix A. List of Attachments (see page 31).

2) Middle school youth (6th, 7th, 8th graders) served

This competitive grant program is limited to those organizations that serve participants in middle school. For the purposes of this grant program, middle school youth are defined as students in grades 6, 7, and 8. Applicants for this grant program may serve students outside of this grade range but grant funds, if awarded, are for supporting middle school youth.

3) High percentage of low-income youth served

Applicants for this grant program must serve a high percentage—at least 75 percent—of low-income youth. For the purposes of this grant program, “low-income” is defined as students who qualify for the Federal Free or Reduced Price Lunch Program (FRPL). Serving a high-need population is a priority area for this competitive grant program. This requirement applies to the aggregate population served of all programs that would receive Aim High grant funds, were they to be awarded.

4) Organizations that are ineligible to apply

As stated above, organizations that currently receive funding from the New York Life Foundation are ineligible to apply. This includes:

- National or regional organizations that receive New York Life Foundation funding directly.
- Local affiliate organizations or programs that receive any financial support from their national headquarters that originates from New York Life Foundation grants.

Link to Grant Applications: <https://afterschoolalliance.smapply.io>

For additional information, contact Dan Gilbert at the Afterschool Alliance:
dgilbert@afterschoolalliance.org.

Section II. Application: 2-Year Grants

These grant applications should include clearly-stated goals and project outcomes. Applications must describe in a meaningful way how the applicant supports youth in the transition to the 9th grade. The project descriptions and funding requests should reflect the 2-year time span of the grants, and should focus specifically around indicators of success such as on-time promotion to the 9th grade, school attendance rates, improved behavior, grades and test scores, and the development of social and emotional skills.

This section is for 2-Year Grant Applications only. For the 1-Year Grant Application Questions, see Section III on page 21.

Link to Grant Application: <https://afterschoolalliance.smapply.io>

Eligibility Checklist

- 1. Is the organization applying for this competitive grant program a 501(c)(3) organization?**
 - Yes.
 - No.

- 2. Are at least 75 percent of the students served by this program considered low-income, as defined in Section I of this application?**
 - Yes.
 - No.

- 3. Has this organization ever received funding from the New York Life Foundation? This includes receiving funding from a national entity that receives funding from the New York Life Foundation.**
 - Yes, this organization currently receives funding from the New York Life Foundation.
 - Yes, this organization has received funding from the New York Life Foundation in the past, but is not currently funded by the Foundation.
 - No, this organization has never received funding from the New York Life Foundation.
 - Unsure.

- 4. Does the organization applying for this competitive grant program currently serve middle school youth in grades 6, 7 and/or 8?**
 - Yes.
 - No.
 - Not currently, but the grant will allow us to begin serving middle school youth.

5. Please provide the following information from the organization's most recent approved budget, which should also be attached to your application as a supplemental document:

- Within which of the following ranges do the **organization's** total annual expenses fall?
 - Less than \$150,000.
 - Between \$150,000 and \$249,999.
 - Between \$250,000 and \$499,999.
 - \$500,000 or more.
- Within which of the following ranges do the **program's** total annual expenses fall?
 - Less than \$250,000.
 - \$250,000 or more.

A. Organizational information

A1. Please provide the following information for the applying organization:

- Organization name:
- Program name (if different from organization):
- Organization address:
- Organization website (if applicable):

A2. Please provide the following contact information for the applicant:

- First name:
- Last name:
- Title:
- Address:
- Email address:
- Work phone number:

A3. Please provide the following contact information for the applying organization's Executive Director or CEO:

- First name:
- Last name:
- Email address:
- Work phone number:

A4. Please provide the following information from the organization's most recent approved budget, which should also be attached to your application as a supplemental document:

- What were the **organization's** total annual revenues?
- What were the **organization's** total annual expenses?
- What were the **program's** total annual revenues?
- What were the **program's** total annual expenses?

B. Program approach (30 points maximum)

B1. Please provide a brief description (250 words or less) of the history and mission of the organization.

B2. Please provide a brief description (350 words or less) of the program(s) that would receive the funding, if awarded. In your description, please consider incorporating answers to the following questions:

- *What are the program's mission and goals?*
- *What was the first year that your organization offered out-of-school time programming?*
- *What was the first year that your program began serving middle school students in out-of-school time programming?*

B3. State the main purpose (50 words or less) of this funding request.

B4. Please describe (500 words or less) the ways in which the program is supporting – or will support - student transition to the 9th grade. In your description, please consider incorporating answers to the following questions:

- *How are the program's practices evidence-based and how do they build off known promising practices in the afterschool community?*
- *How does the program work with different populations of students, such as 6th graders versus 8th graders, to support their transition to the 9th grade?*
- *What are specific activities and/or program structures in place that support students' transition to the 9th grade?*

B5. Please briefly describe (250 words or less) a typical day for a student in the program. In your description, please consider incorporating answers to the following questions:

- *Additional activities and services offered during the year. This can include, but is not limited to, other academic enrichment, field trips, parent engagement and partnerships (such as linkages to the school day).*
- *What do students say about being in the program? What parts of the programming are popular or well-received by youth?*
- *What do parents of youth say about having their children in the program?*

B6. Please provide numerical responses to the following questions about the youth served by the program.

- What is the program's annual enrollment (total number of students served per year)?
- What is the average number of students who attend the program on a typical day during the school year?
- What is the total number of **middle school students** served by the program during the school year?
- What is the average number of **middle school students** served by the program on a typical day during the school year?

B7. Please provide numerical responses about the program's hours of operation during the school year. If this does not apply to your program, please answer N/A.

- The number of **weeks** the program is open during the school year:
- The number of **days per week** the program is open during the school year:
- The number of **hours per day** the program is open during the school year:

B8. Please provide numerical responses about the program's hours of operation during the summer. If this does not apply to your program, please answer N/A.

- The number of **weeks** the program is open during the summer:
- The number of **days per week** the program is open during the summer:
- The number of **hours per day** the program is open during the summer:

C. Community and student need (10 points maximum)

C1. How would you characterize the community served by the program? Select all that apply.

- Rural
- Suburban
- Urban
- Military Base
- Federal or state Indian reservation
- Other (Please Specify):

C2. Please briefly describe (250 words or less) the community served by the program and the role that the program plays in meeting community needs. Include any relevant statistics on community at-risk factors and need such as:

- *Student demographics, including income and education levels of students, families and the community.*
- *Estimates of students performing below grade level, graduation rates, juvenile crime rates, and attendance and truancy rates.*
- *Services, or the lack of available services to students and families in the area.*

C3. What percentage of the program's students:

- Qualify for the Federal Free or Reduced Price Lunch Program:
- Are limited English language proficient:

C4. What ethnic groups (by percentage) are served by the program?

- African American:
- Asian/Pacific Islander:
- White:
- Hispanic/Latino:
- Native American:
- Other:

D. Project description and expected outcomes (25 points maximum)

In this section, you will be asked to provide a clear explanation of the goals, activities, and anticipated outcomes resulting from the grant investment. In question D1, you will be asked to specify the activities Aim High grant funds would support, and specific outcomes that would result from those activities, linking back to the Aim High focus of supporting a successful transition to 9th grade. Question D1 asks you to put your proposed project activities into a Goals and Outcomes Chart, and questions D2 through D4 ask for you to further elaborate on your plans.

This goals and outcomes chart is a simplified and abbreviated version of a program planning and evaluation tool called a *logic model*. If you are not familiar with the logic model format, we encourage you to acquaint yourself with this format by reading through the following brief overviews developed for the U.S. Department of Education:

- [Logic models: A tool for effective program planning, collaboration, and monitoring](#)
- [Logic models: A tool for designing and monitoring program evaluations](#)

In your responses in the column labeled “SMART Goals”, keep in mind that reviewers will be assessing your answers in accordance with the SMART goal framework, meaning that your objectives should be:

- Specific
- Measurable
- Achievable
- Results-Focused
- Time-Bound

In your responses throughout the chart, please also consider the following:

- *How will the grant help to strengthen or grow the program’s work supporting student transition to the 9th grade?*
- *What are the goals for the end of the first and second year of the grant?*
- *What specific activities will be undertaken and supported by the grant each year?*
- *Make sure the activities and outcomes clearly align with the program’s yearly goals.*
- *How will you measure this?*

NOTE: This question is intended to gain insight on the activities that will be supported by the Aim High grant, not to gain an understanding of how the program operates as a whole. Please limit your answers to describing the inputs, activities, outcomes, and measures of success as they would relate to this particular grant, were it to be awarded.

D1. Fill out Project Goals and Outcomes Chart in the online application. The chart *in its entirety* should contain 600 words or less. Provide clear descriptions of the program’s goals, activities, expected outcomes, and measures of success for this competitive grant. In Appendix B (see page 32) you can find a template chart that provides the proper formatting and an example of what a completed chart could look like.

You can download the chart template by copying and pasting the following URL into your internet browser:

http://afterschoolalliance.org/documents/AimHigh_GoalsAndOutcomesChart_Template.docx

For illustration purposes, a sample goals and outcomes chart is provided here:

http://afterschoolalliance.org/documents/AimHigh_Sample_GoalsAndOutcomesChart.pdf

This goals and outcomes chart is a simplified and abbreviated version of a program planning and evaluation tool called a *logic model*. If you are not familiar with the logic model format, we encourage you to acquaint yourself with this format by reading through the following brief overviews developed for the U.S. Department of Education:

- [Logic models: A tool for effective program planning, collaboration, and monitoring](#)
- [Logic models: A tool for designing and monitoring program evaluations](#)

D2. Please expand upon (200 words or less) the activities for year 1 and year 2 of the grant, as described in the “Activities” column of the Goals and Outcomes Chart you completed in question D1.

D3. Please expand upon (200 words or less) what specific outputs the Aim High grant would support in year 1 and year 2, as described in the “Outputs” column of the Goals and Outcomes Chart you completed in question D1.

D4. Please elaborate on (300 words or less) the anticipated outcomes for each year and measures you will use to gauge success, as described in the “Expected Outcome(s)” and “SMART Goals” columns in the Goals and Outcomes Chart you completed in question D1.

E. Program evaluation, quality assurance, and data collection (15 points maximum)

E1. Which of the following data does your program collect? Check all that apply.

- School attendance
- Program attendance
- Behavior in school
- Behavior in program
- School grades
- School test scores
- School retention and on-time grade promotion in middle school
- School retention and on-time grade promotion to 9th grade
- Data relating to social and emotional learning (SEL) skills
- Youth/family experiences and satisfaction
- Program staff and/or volunteer experiences and satisfaction
- Other (Please Specify):

E2. Please provide details (in 250 words or less) on the data collected by the program, as referenced in the previous question. For example:

- *What methods are used to collect the various data (e.g., school databases, parent surveys, student surveys, interviews, focus groups, program observations, etc.)*
- *How often data are collected (e.g., pre- and post-surveys, in-program, etc.)*
- *How the data are used*
- *Findings from the program's evaluation(s), such as percentage of students showing improvements in school day attendance, academic performance, skills gained, attitudes and/or behaviors*
- *Comparison data whenever possible to overall student population or a control/comparison group of students*
- *If the data were used to refine or improve programming offered*
- *If data or findings are shared with others, including, but not limited to, parents, schools, staff, other community partners, students, funders, etc.*

E3. Does your organization have a quality assurance/evaluation system or process in place?

- Yes.
- No.
- No, but we have plans to establish a quality assurance/evaluation system in the future.

E4. Please elaborate on (250 words or less) your answer in E3. If "Yes," please describe what the system or process involves. If "No, but we have plans in the future to establish a quality assurance/evaluation system," please describe what your plans involve.

E5. One of the Aim High grant program's top priorities is to support youth through the difficult transition from 8th to 9th grade. Please briefly describe (150 words or less) how the program is currently tracking, or has the capacity to begin tracking, their students' ability to successfully transition to the 9th grade.

F. Budget and narrative (15 points maximum)

F1. Upload budget chart. Using the template budget chart found in Appendix C, we ask that you include the project budget breakdown for the grant funds requested, allocations for how the requested grant funds will be used, and descriptions of each type of expense. You may change, edit, or add budget lines as needed.

- *Use the format and guidelines provided in Appendix C (see page 34) to clearly delineate how the program will use grant funds to implement the proposed project.*
- *A full proposed budget for year one and a separate full proposed budget for year two should be included to describe how funding in year one and year two will be dispersed.*
- *In the column entitled "Cost/Revenue Explanation," provide an explanation of and justification for each expenditure category, including information about roles, salary of the staff and consultants, equipment specifications and justification, and a clear description of services to be contracted.*

- *If the cost of the proposed project will exceed the amount of the grant, please be sure to include descriptions of the additional sources of public and/or private funding (including in-kind) that the program will use to fully implement the proposed project.*

You can also download the budget chart template by copying and pasting the following URL into your internet browser:

http://afterschoolalliance.org/documents/AimHigh_BudgetChart_Template_2-YearGrants.docx

For illustration purposes, a sample budget chart is provided here:

http://afterschoolalliance.org/documents/AimHigh_SampleBudgetChart_2-YearGrants.pdf

G. Program administration, capacity, and sustainability (10 points maximum)

G1. Please provide a detailed explanation (250 words or less) regarding the program's capacity to manage and administer this competitive grant. In your description, please consider the following:

- *What is the program's experience managing a grant of this size?*
- *What key staff members will help to manage this grant and what expertise do they bring to managing the grant?*
- *How will the program ensure that staff are provided the necessary supports to successfully work toward the goals and outcomes outlined in the project description?*

G2. Please describe (in 250 words or less) how the program plans to sustain the proposed project once the 2-year grant period concludes. This can include resources, partners, and commitments to continue and increase community support beyond the grant. This includes:

- *Sustainability with sufficient resources, numerous partners, and firm commitments to continue and increase community support beyond the life of the grant.*
- *Including examples of ongoing support from public and private resources.*
- *Efforts for cultivating and continuously increasing community support, which may include in-kind and monetary contributions.*

G3. What are the program's current funding sources? (Check all that apply.)

- a. 21st Century Community Learning Centers
- b. Child Care and Development Fund
- c. Supplemental Educational Services
- d. School Improvement Grants
- e. Other Title I
- f. Juvenile Justice Programs
- g. AmeriCorps and AmeriCorps VISTA
- h. USDA Afterschool Snack, Meal, or Summer Food Program
- i. National Science Foundation
- j. National Aeronautics and Space Administration
- k. Department of Defense
- l. Other Federal Government
- m. Other State Government (not 21st CCLC)
- n. Local Government
- o. School District/City/County Funds
- p. Corporate/Business
- q. Foundation/Nonprofit
- r. Individual Donations
- s. Parent Fees
- t. Other (Please Specify):

H. Verification

H1. Please indicate whether you have an existing volunteer relationship with a local New York Life office. NOTE: Applicants will not lose points for not having such a relationship.

- Yes.
- No.

H2. Relationship to federal officials: Is (or was) your nonprofit named for, or established, maintained, financed or controlled by, a federal official (such as a member of the U.S. Congress or a federal agency officials or a staff member of either?)

- Yes
- No
- I don't know

H3. Use of contribution for event: Will this contribution be used for an event honoring or recognizing a federal official, as defined above (this includes, but is not limited to, events where such an official is a named honoree or featured speaker), or for an event held by, or in the name of, a federal official, as defined above?

- Yes
- No

H4. Please describe (in 100 words or less) your vetting process (criminal background and reference checks) to ensure that staff and volunteers that work with children are cleared to work with children.

H5. Discrimination Verification

By submitting this application, you warrant that your organization does not discriminate on the basis of age, citizenship, color, ethnicity, gender, gender identity, genetic information, marital status, national origin, physical or mental disability, political affiliation, race, religion, sex, sexual orientation, veteran, or other protected status. Confirmed by (type your name in the box below):

I. Additional information (optional)

I1. Please include any additional information (250 words or less) you would like to share that has not been covered in previous questions. This is an opportunity to highlight any relevant information you would like to be considered during the review process.

J. Scoring rubric: 2-Year Grants

Below is an overview of the scoring rubric reviewers will use to evaluate your application.

Rubric Sections	Points
A. Organizational information and eligibility checklist	0
B. Program approach	30
C. Community and student need	10
D. Project description and expected outcomes	25
E. Program evaluation, quality assurance, and data collection	15
F. Budget and narrative	15
G. Program administration, capacity, and sustainability	10
Application language	5
Total	110
NOTE: The New York Life Foundation reserves the right to provide an additional 5 points to certain applications based on the location and geographic distribution of applicants.	

Section III. Application: 1-Year Grants

These grant applications should include clearly-stated goals and project outcomes. Applications must describe in a meaningful way how the applicant plans to use these grant funds to support youth in the transition to the 9th grade. These competitive grants will cover a 1-year timeframe and are specifically intended to help programs provide additional professional development opportunities to staff members. Professional development is a critical component of high-quality afterschool and summer learning programs, and effective professional development enhances program quality by both improving staff performance and knowledge and improving student learning outcomes.

Afterschool and summer learning programs have a unique set of circumstances that require thorough and intentional planning around any professional development. Professional development opportunities need to help afterschool and summer learning program staff to better address both the learning needs of the youth they serve and the needs of the program.

Prospective applicants for these grants are encouraged to review the following documents to inform their thinking around what high-quality professional development strategies can look like as they develop their project plans around professional development:

- [Afterschool Matters – Planning Considerations for Afterschool Professional Development](#)
- [New York State Afterschool Network – Afterschool Professional Development: Resources, Outcomes, and Considerations](#)
- [National AfterSchool Association – Core Knowledge and Competencies for Afterschool and Youth Development Professionals](#)

This section is for 1-Year Grant Applications only. For the 2-Year Grant Application Questions, see Section II on page 11.

Link to Grant Application: <https://afterschoolalliance.smapply.io>

Eligibility Checklist

1. Is the organization applying for this competitive grant program a 501(c)(3) organization?

- Yes.
- No.

2. Are at least 75 percent of the students served by this program considered low-income, as defined in Section I of this application?

- Yes.
- No.

3. Has this organization ever received funding from the New York Life Foundation? This includes receiving funding from a national entity that receives funding from the New York Life Foundation.

- Yes, this organization currently receives funding from the New York Life Foundation.
- Yes, this organization has received funding from the New York Life Foundation in the past, but is not currently funded by the Foundation.
- No, this organization has never received funding from the New York Life Foundation.
- Unsure.

4. Does the organization applying for this competitive grant program currently serve middle school youth in grades 6, 7 and/or 8?

- Yes.
- No.
- Not currently, but the grant will allow us to begin serving middle school youth.

5. Please provide the following information from the organization's most recent approved budget, which should also be attached to your application as a supplemental document:

- Within which of the following ranges do the **organization's** total annual expenses fall?
 - Less than \$150,000.
 - Between \$150,000 and \$249,999.
 - Between \$250,000 and \$499,999.
 - \$500,000 or more.
- Within which of the following ranges do the **program's** total annual expenses fall?
 - Less than \$250,000.
 - \$250,000 or more.

A. Organizational information

A1. Please provide the following information for the applying organization:

- Organization name:
- Program name (if different from organization):
- Organization address:
- Organization website (if applicable):

A2. Please provide the following contact information for the applicant:

- First name:
- Last name:
- Title:
- Address:
- Email address:
- Work phone number:

A3. Please provide the following contact information for the applying organization's Executive Director or CEO:

- First name:
- Last name:
- Email address:
- Work phone number:

A4. Please provide the following information from the organization's most recent approved budget, which should also be attached to your application as a supplemental document:

- What were the **organization's** total annual revenues?
- What were the **organization's** total annual expenses?
- What were the **program's** total annual revenues?
- What were the **program's** total annual expenses?

B. Program approach (30 points maximum)

B1. Please provide a brief description (200 words or less) of the history and mission of the applying organization.

B2. Please provide a brief description (300 words or less) of the program. Make sure to mention the first year that your organization offered out-of-school time programming and the first year that your program began serving middle school students.

B3. State the main purpose (150 words or less) of this funding request. In your response, make sure to mention the specific issue areas which you hope to address with the additional professional development supports.

- *For examples of issue areas which may be addressed with these grants, see Appendix F. Examples of Professional Development Issue Areas on page 44.*

B4. Please provide a brief description (200 words or less) of activities offered and services provided by the program.

B5. Please provide a brief description (150 words or less) of the ways in which the requested professional development funds would help to improve the services provided and/or further the program's goals. Make sure to mention if these efforts would build off past professional development efforts or any efforts that are already in progress.

B6. Please provide numerical responses to the following questions about the youth served by the program.

- What is the program's annual enrollment (total number of students served per year)?
- What is the average number of students who attend the program on a typical day during the school year?
- What is the total number of **middle school students** served by the program during the school year?
What is the average number of **middle school students** served by the program on a typical day during the school year?

B7. Please provide numerical responses about the program's hours of operation during the school year. If this does not apply to your program, please answer N/A.

- The number of **weeks** open during the school year
- The number of **days per week** open during the school year
- The number of **hours per day** open during the school year

B8. Please provide numerical responses about the program's hours of operation during the summer. If this does not apply to your program, please answer N/A.

- The number of **weeks** open during the summer
- The number of **days per week** open during the summer
- The number of **hours per day** open during the summer

C. Community and student need (5 points maximum)

C1. How would you characterize the community served by the program? Select all that apply.

- Rural
- Suburban
- Urban
- Military Base
- Federal or state Indian reservation
- Other (Please Specify):

C2. What percentage of the program's students:

- Qualify for the Federal Free or Reduced Price Lunch Program:
- Are limited English proficient:

C3. What ethnic groups (by percentage) are served by the program?

- African American:
- Asian/Pacific Islander:
- White:
- Hispanic/Latino:
- Native American:
- Other:

D. Project description and expected outcomes (25 points maximum)

In this section, you will be asked to provide a clear explanation of the goals, activities, and anticipated outcomes resulting from the grant investment. In question D1, you will be asked to specify the activities Aim High grant funds would support, and specific outcomes that would result from those activities, linking back to the Aim High focus of supporting a successful transition to 9th grade. Question D1 asks you to put your proposed project activities into a Goals and Outcomes Chart, and questions D2 through D4 ask for you to further elaborate on your plans.

This goals and outcomes chart is a simplified and abbreviated version of a program planning and evaluation tool called a *logic model*. If you are not familiar with the logic model format, we encourage you to acquaint yourself with this format by reading through the following brief overviews developed for the U.S. Department of Education:

- [Logic models: A tool for effective program planning, collaboration, and monitoring](#)
- [Logic models: A tool for designing and monitoring program evaluations](#)

In your responses in the column labeled “SMART Goals”, keep in mind that reviewers will be assessing your answers in accordance with the SMART goal framework, meaning that your objectives should be:

- Specific
- Measurable
- Achievable
- Results-Focused
- Time-Bound

In your responses throughout the chart, please also consider the following:

- *How will the grant help to strengthen or grow the program’s work supporting student transition to the 9th grade?*
- *What are the goals for the end of the first and second year of the grant?*
- *What specific activities will be undertaken and supported by the grant each year?*
- *Make sure the activities and outcomes clearly align with the program’s yearly goals.*
- *How will you measure this?*

NOTE: This question is intended to gain insight on the activities that will be supported by the Aim High grant, not to gain an understanding of how the program operates as a whole. Please limit your answers to describing the inputs, activities, outcomes, and measures of success as they would relate to this particular grant, were it to be awarded.

D1. Fill out Project Goals and Outcomes Chart in the online application. The chart *in its entirety* should contain 400 words or less. Provide clear descriptions of the program’s goals, activities, expected outcomes, and measures of success for this competitive grant. In Appendix B (see page 32) you can find a template chart that provides the proper formatting and an example of what a completed chart could look like.

You can download the chart template by copying and pasting the following URL into your internet browser:

http://afterschoolalliance.org/documents/AimHigh_GoalsAndOutcomesChart_Template.docx

For illustration purposes, a sample goals and outcomes chart is provided here:

http://afterschoolalliance.org/documents/AimHigh_Sample_GoalsAndOutcomesChart.pdf

Note: This goals and outcomes chart is a simplified and abbreviated version of a program planning and evaluation tool called a *logic model*. If you are not familiar with the logic model format, we encourage you to acquaint yourself with this format by reading through the following brief overviews developed for the U.S. Department of Education:

- [Logic models: A tool for effective program planning, collaboration, and monitoring](#)
- [Logic models: A tool for designing and monitoring program evaluations](#)

D2. Please expand upon (150 words or less) the activities for year 1 and year 2 of the grant, as described in the “Activities” column of the Goals and Outcomes Chart you completed in question D1. In your response, please make sure to mention if you have or have not employed this type of professional development in the past.

D3. Please expand upon (150 words or less) what specific outputs the Aim High grant would support in year 1 and year 2, as described in the “Outputs” column of the Goals and Outcomes Chart you completed in question D1.

D4. Please elaborate on (200 words or less) the anticipated outcomes and measures you will use to gauge success, as described in the “Expected Outcome(s)” and “SMART Goals” columns in the Goals and Outcomes Chart you completed in question D1.

E. Program evaluation, quality assurance, and data collection (15 points maximum)

E1. In 250 words or less, please provide an overview of the types of data that are collected by the program and a brief description of how that data is used. If data collection or management would influence or be influenced by the proposed professional development opportunities, make sure to discuss how they would be connected. For example:

- *What methods are used to collect the various data (e.g., school databases, parent surveys, student surveys, interviews, focus groups, program observations, etc.)*
- *How often data are collected (e.g., pre- and post-surveys, in-program, etc.)*
- *Findings from the program’s evaluation(s), such as percentage of students showing improvements in school day attendance, academic performance, skills gained, attitudes and/or behaviors*
- *Whether comparison data to overall student population or a control/comparison group of students is available*

E2. Does your organization have a quality assurance/evaluation system or process in place?

- Yes
- No
- No, but we have plans in the future to establish a quality assurance/evaluation system

E3. Please elaborate (in 250 words or less) on your answer in E1. If “Yes,” please describe what the system or process involves. If “No, but we have plans in the future to establish a quality assurance/evaluation system,” please describe what your plans involve.

F. Budget and narrative (15 points maximum)

F1. Upload budget chart: Using the template budget charts found in Appendix C on page 34, we ask that you include the project budget breakdown for the grant funds requested, allocations for how the requested grant funds will be used, and descriptions of each type of expense.

- *Use the format and guidelines provided in Appendix C (see page 34) to clearly delineate how the program will use grant funds to implement the proposed project.*
- *A full proposed budget should be included to describe how funding will be dispersed.*
- *In the column entitled “Cost/Revenue Explanation”, provide an explanation of and justification for each expenditure category, including information about roles, salary of the staff and consultants, equipment specifications and justification, and a clear description of services to be contracted.*
- *If the cost of the proposed project will exceed the amount of the grant, please be sure to include descriptions of the additional sources of public and/or private funding (including in-kind) that the program will use to implement the proposed project.*
- *Make sure to outline all of the costs associated with the proposed professional development efforts, including staff wages, PD/technical assistance provider compensation, materials, technology, space rental, etc.*

You can download the template budget chart by copying and pasting the following URL into your internet browser:

http://afterschoolalliance.org/documents/AimHigh_BudgetChart_Template_1-Year.docx

For illustration purposes, a sample budget chart is provided here:

http://afterschoolalliance.org/documents/AimHigh_SampleBudgetChart_1-Year.pdf

G. Program administration, capacity, and sustainability (10 points maximum)

G1. Please provide a detailed explanation (250 words or less) regarding the program's capacity to manage and administer this competitive grant. In your description, please consider the following:

- *What is the program's experience managing a grant of this size?*
- *What key staff members will help to manage this grant and what expertise do they bring to managing the grant?*

G2. Please describe (in 250 words or less) how the program plans to sustain the proposed project once the 1-year grant period concludes. This can include resources, partners and commitments to continue and increase community support beyond the grant. This includes:

- *Sustainability with sufficient resources, numerous partners, and firm commitments to continue and increase community support beyond the life of the grant.*
- *Including examples of ongoing support from public and private resources*
- *Efforts for cultivating and continuously increasing community support, which may include in-kind and monetary contributions.*

G3. What are the program's current funding sources? (Check all that apply.)

- 21st Century Community Learning Centers
- Child Care and Development Fund
- Supplemental Educational Services
- School Improvement Grants
- Other Title I
- Juvenile Justice Programs
- AmeriCorps and AmeriCorps VISTA
- USDA Afterschool Snack, Meal, or Summer Food Program
- National Science Foundation
- National Aeronautics and Space Administration
- Department of Defense
- Other Federal Government
- Other State Government (not 21st CCLC)
- Local Government
- School District/City/County Funds
- Corporate/Business
- Foundation/Nonprofit
- Individual Donations
- Parent Fees
- Other

H. Verification

H1. Please indicate whether you have an existing volunteer relationship with a local New York Life office. NOTE: Applicants will not lose points for not having such a relationship.

- Yes.
- No.

H2. Relationship to federal officials: Is (or was) your nonprofit named for, or established, maintained, financed or controlled by, a federal official (such as a member of the U.S. Congress or a federal agency official or a staff member of either?)

- Yes
- No
- I don't know

H3. Use of contribution for event: Will this contribution be used for an event honoring or recognizing a federal official, as defined above (this includes, but is not limited to, events where such an official is a named honoree or featured speaker), or for an event held by, or in the name of, a federal official, as defined above?

- Yes
- No

H4. Please describe (in 100 words or less) your vetting process (criminal background and reference checks) to ensure that staff and volunteers that work with children are cleared to work with children.

H5. Discrimination Verification

By submitting this application, you warrant that your organization does not discriminate on the basis of age, citizenship, color, ethnicity, gender, gender identity, genetic information, marital status, national origin, physical or mental disability, political affiliation, race, religion, sex, sexual orientation, veteran, or other protected status. Confirmed by (sign your name in the box provided).

I. Additional information *(optional)*

I1. Please include any additional information (250 words or less) you would like to share that has not been covered in previous questions. This is an opportunity to highlight any relevant information you would like to be considered during the review process.

J. Scoring rubric: 1-Year Grants

Below is an overview of the scoring rubric reviewers will use to evaluate your application.

Rubric Sections	Points
A. Organizational information and eligibility checklist	0
B. Program approach	30
C. Community and student need	5
D. Project description and expected outcomes	25
E. Program evaluation, quality assurance, and data collection	15
F. Budget and narrative	15
G. Program administration, capacity, and sustainability	10
Application language	5
Total	105
<i>NOTE: The New York Life Foundation reserves the right to provide an additional 5 points to certain applications based on the location and geographic distribution of applicants.</i>	

Appendix A. List of Attachments

For both the 1-year and 2-year competitive grants, applicants must submit the following information and materials as supplemental documents in addition to this RFP:

1. EIN Verification (Verification of the organization's 501(c)(3) status)
2. The most recent board-approved organizational budget
3. The organization's most recently available 990
4. Financial audit, if applicable
5. Board list
6. List of key staff

Appendix B. Goals and Outcomes Template Chart (Question D1)

Note: The online application allows you to submit **no fewer than 2 and no more than 8 rows** for Question D1.
For an example, see *Sample Goals and Outcomes Chart* below.

Aim High Grant Proposal: Goals and Outcomes Chart				
Organization Name				
Program Name				
Timeframe	Activities	Outputs	Expected Outcome(s)	SMART Goals

Note: This goals and outcomes chart is a simplified and abbreviated version of a program planning and evaluation tool called a *logic model*. If you are not familiar with the logic model format, we encourage you to acquaint yourself with this format:

- [Logic models: A tool for effective program planning, collaboration, and monitoring](#)
- [Logic models: A tool for designing and monitoring program evaluations](#)

SAMPLE GOALS AND OUTCOMES CHART

(For Illustration Purposes Only)

Timeframe	Activities	Outputs	Expected Outcome(s)	SMART Goals
June –August 2019 (Summer Programming)	<ul style="list-style-type: none"> -Survey students on activities and/or areas of interest they would like incorporated into the program -Work with middle schoolers to become peer mentors to the younger students in the program -Establish a youth advisory board for the program -Monthly one-on-one meetings between program staff and youth 	<ul style="list-style-type: none"> -Survey results will provide information for further program modification and development -A 7-member youth advisory board will be in place to advise staff in decision-making -25% of students in the program will have one-on-one meetings with staff each month 	<ul style="list-style-type: none"> -Students in the program will be more engaged and gain a sense of voice and agency -Students will have an increased ability to clearly and effectively communicate their opinions, listen, and work collaboratively with their peers and adults -School-year programmatic activities will be adjusted to better suit student interests 	<ul style="list-style-type: none"> -90% of students surveyed will report positively on outcomes such as feelings of belonging, their ideas count, they have opportunities for leadership within the program -Adjustments to school-year programming will result in a 5% increase in daily attendance in the fall semester
September 2019 – May 2020	<ul style="list-style-type: none"> -Create a staff development plan for the 2019-2020 school year. -Program staff will participate in ongoing professional development opportunities on how to best support youth voice and on positive youth development -Full-staff meetings will address the new youth voice component of programming and ensure that the professional development opportunities provided are relevant 	<ul style="list-style-type: none"> -Each staff member will participate in a minimum of 3 professional development sessions -Full-staff meetings will be held once every two weeks, and will include time set aside to discuss this particular project 	<ul style="list-style-type: none"> -Program staff will feel more confident in their knowledge of positive youth development -Quality of program development and fidelity of implementation will increase 	<ul style="list-style-type: none"> -All members of program staff will complete at least 3 professional development sessions over the course of the school year, and 75% of staff will complete 4 sessions -Program staff surveys will find that 100% of staff feel confident in their ability to impart leadership skills, and 95% of staff feel that professional development opportunities are relevant to their work
May 2019 – May 2020	<ul style="list-style-type: none"> -Hire 1 additional FTE staff member -Develop sustainability plan for the continuity of the new position beyond the end of the grant period -Leadership will deepen existing relationships with and develop an outreach plan for middle schools -Leadership will form at least one new relationship with a middle school in the area 	<ul style="list-style-type: none"> -Additional staff member will be trained and on-boarded by the start of the school year -Development team will secure grant commitments to cover new team member’s role -The program will recruit 30 youth from the new school -Leadership will secure a data sharing agreement with the new school 	<ul style="list-style-type: none"> -The program will have more and stronger relationships with school day staff and administrators -More youth will attend the program every day -Student data will be collected and analyzed 	<ul style="list-style-type: none"> -Middle school students served will increase by 30 students -By the end of the first year, the program will retain at least 90% of its middle school students -Additional grant funds will be secured to make the expansion permanent

Appendix C. Budget Format Template Charts (Question F1)

2-Year Budget Chart Template:

Organization Name, Grant Time Period

	Year 1 Project Budget Request (<i>Aim High Funds Only</i>)	Year 1 Total Program Budget	Year 2 Project Budget Request (<i>Aim High Funds Only</i>)	Year 2 Total Program Budget	Cost/Revenue Explanation
Program Revenue/Income:					
Program Fees	N/A	\$	N/A	\$	[Insert Explanation of Revenue/Income Here]
Grant Funding	\$	\$	\$	\$	[Insert Explanation of Revenue/Income Here]
Other Revenue Sources	N/A	\$	N/A	\$	[Insert Explanation of Revenue/Income Here]
Total Revenue:	\$	\$	\$	\$	[Insert Explanation of Revenue/Income Here]
Program Expenses:					
Salaries and Fringes (include FTE's)	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Program Services	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Program Travel and Meetings	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Program Event Expenses	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Program Materials	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Field Trip and Admissions	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Program Food	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Other Direct Costs	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Indirect Costs	\$	\$	\$	\$	[Insert Explanation of Expense Here]
Total Costs	\$	\$	\$	\$	[Insert Explanation of Expense Here]

NOTE: You may add, delete, or rename line items according to what is appropriate for your program. For an example, see sample chart below.

1-Year Budget Chart Template:

Organization Name, Grant Time Period

	Budget Request (<i>Aim High Grant Funds Only</i>)	Total Program Budget	Cost/Revenue Explanation
Program Revenue/Income:			
Program Fees	N/A	\$	[Insert Explanation of Revenue/Income Here]
Grant Funding	\$	\$	[Insert Explanation of Revenue/Income Here]
Other Revenue Sources	N/A	\$	[Insert Explanation of Revenue/Income Here]
Total Revenue:	\$	\$	[Insert Explanation of Revenue/Income Here]
Program Expenses:			
Salaries and Fringes (include FTE's)	\$	\$	[Insert Explanation of Expense Here]
PD or Technical Assistance Provider Compensation	\$	\$	[Insert Explanation of Expense Here]
Program Travel and Meetings	\$	\$	[Insert Explanation of Expense Here]
Program Event Expenses	\$	\$	[Insert Explanation of Expense Here]
Materials (including snacks and meals if necessary)	\$	\$	[Insert Explanation of Expense Here]
Technology	\$	\$	[Insert Explanation of Expense Here]
Space rental	\$	\$	[Insert Explanation of Expense Here]
Other Direct Costs	\$	\$	[Insert Explanation of Expense Here]
Indirect Costs	\$	\$	[Insert Explanation of Expense Here]
Total Costs	\$	\$	[Insert Explanation of Expense Here]

NOTE: You may add, delete, or rename line items according to what is appropriate for your program. For an example, see sample chart below.

Sample Program Budget Chart – 2-Year Grant

(For Illustration Purposes Only)

Project Title

2-Year, \$100,000 Grant Proposal Budget

	Year 1 Budget Request (Aim High Grant Funds Only)	Year 1 Total Program Budget	Year 2 Budget Request (Aim High Grant Funds Only)	Year 2 Total Program Budget	Cost/Revenue Explanation
Program Revenue/Income:					
Program Fees	N/A	\$0	N/A	\$0	We do not charge any program fees.
Grant Funding	\$50,000	\$633,281	\$50,000	\$633,281	In addition to the requested grant funds, we will be dedicating approximately \$583,281 in other grant funding to supporting this program; these funds will come from a combination of federal and local grant programs as well as funding from private foundations.
Other Revenue Sources	N/A	\$282,441	N/A	298,839	Our organization receives substantial support through individual donations, fundraisers, and through the generosity of our board members. These estimates are based on recent trends in giving, which have seen sustained year-over-year increases since FY 2012.
Total Revenue:	\$50,000	\$915,722	\$50,000	\$932,120	
Program Expenses:					
Salaries and Fringes (include FTE's)	\$30,000	\$759,103	\$30,000	\$766,808	Salary expenses from the Aim High grant program are reasonable and directly related to the delivery of programming to middle school aged youth. We compensate our staff with salaries that are consistent with the salaries for similar positions in other [LOCATION]-based

					nonprofit organizations. This funding will go towards supporting the salaries of 1 full-time program director, 1 full-time program manager, and 10 full-time program coordinators.
Program Services	\$8,000	\$39,750	\$10,000	\$41,250	This funding would go towards invaluable program features such as enhanced test prep, individual advisement sessions, parent meetings and information sessions, and specialized tutoring sessions, among others.
Program Travel and Meetings	\$0	\$21,200	\$0	\$22,600	No funding from the Aim High grant program would be put towards our program travel and meeting expenses.
Program Event Expenses	\$3,000	\$9,650	\$2,000	\$10,120	Every year our program hosts two family game nights and one <i>Lights On Afterschool</i> celebration, all of which require additional funding to cover technology, food, and additional support services. A small amount of Aim High grant funds would go towards covering these expenses.
Program Materials	\$7,000	\$31,285	\$6,000	\$33,665	Every year we do an overall assessment of our program materials – including but not limited to items like crayons, white boards, tablets and software, and sports materials – and replace those that are in bad condition or require updating.
Field Trip and Admissions	\$2,000	\$20,825	\$2,000	\$22,175	Every year we do two program-wide field trips to places like museums, science centers, or libraries. A small amount of Aim High grant funding would go towards covering the costs of upcoming field trips.
Program Food	\$0	\$17,725	\$0	\$18,275	We give all youth in our programs a snack every afternoon. No Aim High grant funds would go towards this expense.
Other Direct Costs	\$0	\$4,000	\$0	\$4,000	No Aim High grant funding would be put towards our other direct costs.
Indirect Costs	\$0	\$12,184	\$0	\$13,227	Fringe costs for full-time staff is set at 9 percent.
Total Costs	\$50,000	\$915,722	\$50,000	\$932,120	

Sample Program Budget Chart – 1-Year Grant

(For Illustration Purposes Only)

Project Title

1-Year, \$15,000 Grant Proposal Budget

	Year 1 Budget Request (Aim High Grant Funds Only)	Year 1 Total Program Budget	Cost/Revenue Explanation
Program Fees	N/A	\$0	We do not charge program fees.
Grant Funding	\$15,000	\$633,281	In addition to the requested grant funds, we will be dedicating approximately \$618,281 in grant funding to supporting this program; these funds will come from a combination of federal and local grant programs as well as funding from private foundations.
Other Revenue Sources	N/A	\$282,441	Our organization receives substantial support through individual donations, fundraisers, and through the generosity of our board members.
Total Revenue:	\$15,000	\$915,722	
Salaries and Fringes (include FTE's)	\$0	\$759,103	No Aim High grant funding would be put towards staff salaries or fringes.
Program Services	\$0	\$39,750	No Aim High grant funding would be put towards program services.
Program Travel and Meetings	\$7,000	\$21,200	Aim High Grant funds would be used to cover costs of 8 staff to attend our statewide afterschool conference in November 2019, and for our Program Director to participate in the in-person meetings associated with an unfunded peer learning community in which we participate.
Program Event Expenses	\$0	\$9,650	No Aim High grant funding would be put towards program event expenses.
Materials	\$200	\$300	We will need to get catering for our full-staff, full-day retreat in December, 2019.

			Funds will help to offset the cost of lunch, snacks, and beverages for the staff for the day.
Field Trip and Admissions	\$0	\$20,825	No Aim High grant funding would be put towards field trips or admissions.
PD or Technical Assistance Provider Compensation	\$6,600	\$17,725	We have already developed a strong relationship with [PROFESSIONAL DEVELOPMENT PROVIDER], and are already in discussion with them around possibly expanding the professional development opportunities we provide to our staff from 5 per year to 9. This increase would be covered by Aim High grant funds, and would be paid directly to [PROFESSIONAL DEVELOPMENT PROVIDER].
Space Rental	\$1,200	\$4,000	Our annual full-day retreat in December will be focused on refining our set of professional development opportunities that will be available in spring semester of 2020. We will need to rent an off-site space to host this retreat, as we do not have any facilities on site that can accommodate our entire staff for the day.
Indirect Costs	\$0	\$12,184	Fringe costs for full-time staff is set at 9 percent. Aim High grant funds would not go towards these costs.
Total Costs	\$15,000	\$884,737	

Appendix D. Frequently Asked Questions

1. How many grants will be given?

- a. 8 grants of \$50,000/year, for a total 2-year grant amount of \$100,000.
- b. 8 grants of \$25,000/year, for a total 2-year grant amount of \$50,000.
- c. 10 1-year grants of \$15,000, focused on providing out-of-school-time (OST) programs with the ability to provide professional development opportunities, including promoting adult competencies, among their staff.

2. Are non-profit organizations that are not 501(c)(3) eligible to apply?

- a. **No**, only 501(c)(3) organizations are eligible to apply.

3. Are schools and/or school districts eligible to apply?

- a. Only if they are registered 501(c)(3) organizations.

4. Can 501(c)(3) organizations serve as a fiduciary agent for programs run by organizations that are not 501(c)(3)?

- a. **No**, the 501(c)(3) organizations must be the program provider.

5. What is the geographic scope of the grants?

- a. Applicants will be accepted from anywhere within the 50 states and the District of Columbia. Applicants from US Territories, such as Puerto Rico and the US Virgin Islands, are ineligible to apply.
- b. **NOTE:** *The New York Life Foundation reserves the right to provide an additional 5 points to certain applications based on the location and geographic distribution of applicants.*

6. Are there any exceptions to the organizational or program budget requirements?

- a. **No**, to be eligible for any of the grants your organization's most recent organizational operating budget or program operating budget must meet the minimum requirement for that specific grant tier.

7. Is it the program budget or the organizational budget that will need to meet the budget requirement? And what budget will be used to determine this eligibility?

- a. The answer to this question **depends on the grant tier** for which the organization is applying.
- b. **For the \$15,000, 1-year grant and the \$50,000, 2-year grant** it is the full **organization's** operating budget from the most recent fiscal year that determines eligibility. For most organizations this will be the final FY16 budget.
- c. **For the \$100,000, 2-year grant** the full **organization's** operating budget from the most recent fiscal year must be at least \$500,000, **AND** the applying **program's** operating budget from the most recent fiscal year must be at least \$250,000.
- d. For more details on how we define program budget and organizational budget, see Appendix E. Definitions on page 43.

8. **Is there any maximum budget limit that would make organizations ineligible for these grant opportunities?**
 - a. **No**, there is no maximum budget that would render organizations ineligible.
9. **Are 501(c)(3) organizations that provide supports to middle school youth – but do not directly provide program services in out-of-school time settings – eligible to apply?**
 - a. **No**, only programs that are direct providers of out-of-school programming are eligible to apply.
10. **If an organization runs multiple programs - some of which meet the low-income requirement and some of which do not – are they eligible to apply? If so, should only the program sites that meet this requirement be included in the application?**
 - a. **Yes**, and yes.
11. **The Request for Proposals says that organizations that currently receive funding from the New York Life Foundation – either directly or indirectly – are ineligible to apply. Are there any exceptions?**
 - a. **Yes**, there are two exceptions:
 - i. Organizations that receive funding from the New York Life Foundation through the Volunteers for Good program or Community Impact Grant program are eligible to apply for the Aim High grants.
 - ii. Organizations that receive funding through the New York Life Foundation’s employee matching gift program are also eligible to apply for the Aim High grants.
12. **Can organizations submit applications for multiple tiers of Aim High grants?**
 - a. **No**, organizations must choose a single grant tier for which to apply.
13. **Can multiple programs or program sites from the same organization submit applications separately?**
 - a. **No**, each organization can only submit one application. However, if an applicant is an affiliate of a national organization, more than one affiliate can apply for funding so long as each affiliate that applies is currently not receiving grant funds from the New York Life Foundation.
 - b. **Note: Affiliates of regional or national organizations** that share a common Employer Identification Number may submit applications separately under the same EIN so long as each affiliate has its own budget and meets the eligibility requirements laid out within the application.
14. **Can programs that do not currently meet the 75 percent low-income eligibility requirement apply if they use the funds to serve a population that meets the 75 percent low-income requirement?**
 - a. **No**, programs must already meet the 75 percent FRPL minimum.

15. Can Aim High grant funds be used for capital improvements?

- a. **No**, capital/building improvements do not fall within the grant program's acceptable uses.

16. Are programs that only serve youth during the school year or only serve youth during the summer eligible to apply?

- a. **Yes**, programs that currently only operate during the school year or during the summer are eligible to apply. Furthermore, expanding programs to offer year-round services is considered an acceptable use for Aim High grant funds.

17. Are 501(c)(3) organizations allowed to act as fiscal agents for direct service providers that are not registered 501(c)(3) organizations in applying for this grant?

- a. **Maybe**. 501(c)(3) organizations can act as fiscal agents for non-501(c)(3) program providers **if and only if** that fiscal agent was originally established and currently ***operates solely to support*** the particular organization that is the recipient of the grant.

18. Are indirect costs allowed to be billed to the Aim High grants, and, if so, what is an allowable indirect cost ratio for the project budget?

- a. **Yes**, indirect costs may be included in your Aim High project budget proposals. The Foundation will allow the inclusion of indirect costs of up to 15 percent of the total grant budget.

Appendix E. Definitions

Annual Program Budget:

For the purposes of the Aim High grant program, the definition of “Annual Program Budget” is defined as the total annual expenses that the applying program had in the most recently completed fiscal year. This is only relevant to the 2-year, \$100,000 grants, otherwise referred to within this application as “Tier 1.”

If an applicant selects specific program sites to serve as applicants to meet a specific eligibility requirement (such as free and reduced-price lunch rates), only the operating budgets from the applying program sites can be counted towards the program budget requirements.

Annual Organizational Budget:

For the purposes of the Aim High grant program, annual organizational budget is defined as the full organization’s operating expenses from the most recently completed fiscal year.

Appendix F. Examples of Professional Development Issue Areas

For the 1-year grants, specific issue areas that can be addressed by the requested professional development funds may include, but are not limited to, the following:

- academic supports;
- adverse childhood experiences (ACES);
- trauma-informed care;
- application of youth development principles;
- conflict resolution;
- diversity;
- inclusion;
- cultural competency;
- English as a second language;
- fundraising and development;
- healthy eating and physical activity;
- literacy skills;
- program evaluation;
- quality assurance;
- project-based learning;
- project management and administration;
- social and emotional learning (SEL);
- STEM skills; and
- youth voice.