



NEW YORK LIFE
FOUNDATION

Request for Proposals

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

RFP Due:

Friday, January 24, 2020 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 the Afterschool Alliance:

aimhigh@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 2020 and end in May 2021. Two-year grants will begin in May 2020 and end in May 2022.

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 42).
- 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 42).

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 help improve the supports they provide to children and families in communities that have been impacted by widespread misuse of opioids and other substances.

Across the county, in communities struggling with the misuse of opioids and other substances, afterschool and summer learning programs are playing a critical role by fostering protective factors, increasing resilience among young people, supporting positive youth development, and

reducing risk factors among children and youth. Grants will help programs build protective and preventive factors (self-esteem, mentorship, and more) and reduce risk factors for youth, understand adverse childhood experiences (ACEs), employ trauma-informed approaches, or provide other supports for youth and families impacted by substance misuse.

Out-of-school time programs foster protective and preventive factors in two primary ways:

- First, programs provide supports that are a protective factor in and of themselves, such as access to caring mentors and a safe and supportive environment.
- Second, during the critical time of adolescent development, participation in afterschool programs helps to develop protective factors among young people at the individual level—factors that positively [promote one’s health and wellbeing](#)—including positive self-concept, competence, self-efficacy, agency, self-regulation, problem solving and decision making, interpersonal skills, and belonging and connectedness. Protective factors are linked to a [range of positive outcomes](#) such as fewer problem behaviors, reduced opioid and other substance misuse, and improved academic performance.

Applicants need to specifically describe the ways in which their proposed OST program and activities would help address opioid and other substance misuse in their community by improving or increasing the protective factors described above. 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 42).

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

Use of funds:

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

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 funds.

Application deadline: 5 p.m. EST, Friday, January 24, 2020

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

Grant awards will be announced by the end of May 2020.

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 that 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:

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 help improve the supports that programs provide to children and families in communities impacted by widespread opioid and other substance misuse.

1-year grant applications should focus on ways in which their OST program and proposed activities would help address opioid and other substance misuse in their community by improving or increasing the protective factors described on page 4. Applicants for the 1-year grants will further be required to describe how they support youth in the transition to the 9th grade.

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 2020. The 2-year grant period will begin in May 2020 and end in May 2022. The 1-year grant period will begin in May 2020 and end in May 2021.

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, quality improvement, 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

Grant funds from the 1-year, \$15,000 grants may be used for technical assistance, capacity building, and enhancing direct service activities, as are outlined below.

Program enhancements, including:

- Staff professional development and training;
- Quality improvement systems; and
- Data collection and evaluation efforts.
- **NOTE:** Unlike the 2-year grants, governance enhancements (e.g. board development and improving internal systems) and operations enhancements (e.g. fiscal, fundraising, and/or development efforts) are **not** an acceptable use of funds for the 1-year, \$15,000 grants.

Direct service components, which include:

- Expanding program capacity to serve middle school students;
- Adding a new program component (such as a mentoring component, family engagement efforts, or other prevention-specific programming); and/or
- Enhancing programming to better support youth coping with issues related to opioid and other substance misuse, especially as they prepare to 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.

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		
<u>Progress Reports Due</u>	<u>1-Year Grants</u>	<u>2-Year Grants</u>
October 1, 2020	Progress Report Due	Progress Report Due
March 1, 2021	Progress Report Due	Progress Report Due
October 1, 2021	Final Report Due	Progress Report Due
March 1, 2022	N/A	Progress Report Due
October 1, 2022	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 30).

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 the Afterschool Alliance:
aimhigh@afterschoolalliance.org.

Section II. Application: 2-Year Grants

The following serves as the application for both the 2-year, \$50,000 grants and the 2-year, \$100,000 grants in the Aim High Grant Program. 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, as an affiliate of 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 and program:

- Organization name:
- Program name (if different from organization):
- Organization website (if applicable):
- Organization Facebook page (if applicable):
- Organization Twitter handle (if applicable):
- Address:
- City:
- State:
- Zip Code:

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

- First name:
- Last name:
- Title:
- 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:
- Title:
- 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:

- **Organization's total annual revenues:**
- **Organization's total annual expenses:**
- **Program's total annual revenues:**
- **Program's total annual expenses:**

B. Program approach (30 points maximum)

B1. Please provide a brief description (150 words or less) of the history and mission of the applying organization.

B2. Please provide a brief description (250 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. What would the funds enable the program to accomplish?

B4. Please describe (350 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:

- *Are the program's practices evidence-based? 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 the following information about the program:

- **Total number of students** served by the program during the school year:
- **Average number of students** served by the program on a typical day during the school year:
- **Total number of middle school students** served by the program during the school year:
- **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 (200 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 detailed and 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. Question D2 allows you to expand upon anything from the Goals and Outcomes Chart that you feel requires or would benefit from further explanation.

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 800 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 31) 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/2020_AimHigh_GoalsAndOutcomesChart_Template.docx

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

http://afterschoolalliance.org/documents/2020_AimHigh_Sample_GoalsAndOutcomesChart.docx

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](#)

NOTE: *You must fill out at least two – and may fill out no more than eight – rows in the table supplied in the application platform.*

D2. If there is any additional information (200 words or less) that you would like to share relating to the activities, goals, and outcomes of the project outlined in the Goals and Outcomes Chart you completed in question D1, please provide it here.

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 (200 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 33) 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/2020_AimHigh_BudgetChart_Template_2-YearGrants.docx

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

http://afterschoolalliance.org/documents/2020_AimHigh_SampleBudgetChart_2-YearGrants.docx

G. Program administration, capacity, and sustainability (5 points maximum)

G1. Please provide a detailed explanation (200 words or less) regarding the program’s capacity to manage and administer this competitive grant, as well as sustain the program once the grant ends. 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 is provided the necessary supports to successfully work toward the goals and outcomes outlined in the project description?*

H. Verification (5 points maximum)

H1. Do you have a volunteer relationship with a New York Life employee or agent?

- ☐ Yes.
- ☐ No.

H1A. If so, please list the individual's name and office location:

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 using your cursor):

I. Additional information (0 points maximum)

I1. (Optional) 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.

I2. Does your program currently receive funding from a 21st Century Community Learning Center grant?

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	5
H. Verification (New York Life Relationship)	5
<i>Geographic Location</i>	5
<i>Application language</i>	5
Total	115
<i>NOTE:</i> 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 improve the supports they provide to children and families in communities that have been impacted by widespread misuse of opioids and other substances.

In communities nationwide struggling with opioid and other substance misuse, afterschool and summer learning programs are playing a critical role by fostering protective and preventive factors, increasing resilience among young people, supporting positive youth development, and reducing risk factors among children and youth.

Before-school, afterschool, and summer learning programs foster protective factors in two primary ways:

- First, programs provide supports that are a protective factor in and of themselves, such as access to caring mentors and a safe and supportive environment.
- Second, during the critical time of adolescent development, participation in afterschool programs helps to develop protective factors among young people at the individual level—factors that positively [promote one's health and wellbeing](#)—including positive self-concept, competence, self-efficacy, agency, self-regulation, problem solving and decision making, interpersonal skills, and belonging and connectedness. Protective factors are linked to a [range of positive outcomes](#) such as fewer problem behaviors, reduced opioid and other substance misuse, and improved academic performance.

Applicants need to specifically describe the ways in which their OST program and proposed activities would help address opioid and other substance misuse in their community by improving or increasing the protective factors described above. Applicants for the 1-year grants will further be required to describe how they support youth in the transition to the 9th grade.

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 and program:

- Organization name:
- Program name (if different from organization):
- Organization website (if applicable):
- Organization Facebook page (if applicable):
- Organization Twitter handle (if applicable):
- Address:
- City:
- State:
- Zip Code:

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

- First name:
- Last name:
- Title:
- 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:
- Title:
- 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:

- **Organization's** total annual revenues:
- **Organization's** total annual expenses:
- **Program's** total annual revenues:
- **Program's** total annual expenses:

B. Program approach (30 points maximum)

B1. Please provide a brief description (150 words or less) of the history and mission of the applying organization.

B2. Please provide a brief description (250 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, as well as your program's history with providing supports to middle school youth that have been impacted by opioid and other substance misuse.

B3. State the main purpose (50 words or less) of this funding request. What would the funds enable the program to accomplish?

B4. Please provide a brief description (150 words or less) of activities offered and services provided by the program.

B5. Please provide a brief description (250 words or less) of the ways in which the requested funds would further your program's capacity to provide supports to middle school youth that have been impacted by opioid and other substance misuse.

B6. Please provide the following information about the program:

- **Total number of students** served by the program during the school year:
- **Average number of students** served by the program on a typical day during the school year:
- Total number of **middle school students** served by the program during the school year:
- 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 (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 (150 words or less) how the community served by the program has been impacted by opioid and other substance misuse and the role that the program plays in meeting community needs. Include any relevant statistics on community at-risk factors and need such as:

- *Data on addiction and the misuse of opioids and other substances in the community.*
- *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 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. Question D2 allows you to expand upon anything from the Goals and Outcomes Chart that you feel requires or would benefit from further explanation.

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 grant?*
- *What specific activities will be undertaken and supported by the grant?*
- *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 500 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 31) 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/2020_AimHigh_GoalsAndOutcomesChart_Template.docx

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

http://afterschoolalliance.org/documents/2020_AimHigh_Sample_GoalsAndOutcomesChart.docx

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](#)

NOTE: You must fill out at least two – and may fill out no more than eight – rows in the table supplied in the application platform.

D2. If there is any additional information (150 words or less) that you would like to share relating to the activities, goals, and outcomes of the project outlined in the Goals and Outcomes Chart you completed in question D1, please provide it here.

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

E1. Please provide (in 200 words or less) an overview of the types of data that are collected by the program and a brief description of how that data is used. 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 150 words or less) on your answer in E2. 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 33, 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 33) 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 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/2020_AimHigh_BudgetChart_Template_1-YearGrants.docx

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

http://afterschoolalliance.org/documents/2020_AimHigh_SampleBudgetChart_1-YearGrants.docx

G. Program administration, capacity, and sustainability (5 points maximum)

G1. Please provide a detailed explanation (200 words or less) regarding the program's capacity to manage and administer this competitive grant, as well as sustain the program once the grant ends. 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 is provided the necessary supports to successfully work toward the goals and outcomes outlined in the project description?*

H. Verification (5 points maximum)

H1. Do you have a volunteer relationship with a New York Life employee or agent?

- ☐ Yes.
- ☐ No.

H1A. If so, please list the individual's name and office location:

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 using your cursor).

I. Additional information (0 points maximum)

I1. (Optional) 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.

I2. Does your program currently receive funding from a 21st Century Community Learning Center grant?

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	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	5
H. Verification (New York Life Relationship)	5
<i>Geographic Location</i>	10
<i>Application language</i>	5
Total	120
NOTE: The New York Life Foundation reserves the right to provide up to 10 points to certain applications based on the location and geographic distribution of applicants.	

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 2020 (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 2020 – May 2021	<ul style="list-style-type: none"> -Create a staff development plan for the 2020-2021 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 2020 – May 2021	<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 trauma-informed practices and resiliency training in November 2020, and for our Program Director to participate in the in-person meetings associated with an unfunded substance use prevention 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, 2020. 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 to focus on trauma-informed practices and incorporating substance use prevention curricula. 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 substance use prevention and trauma-informed 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 programs with the ability to better respond to the needs of their communities with regards to the adverse impacts of opioid and other substance misuse.

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 FY19 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 42.

- 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:
- 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.
 - 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.