



NEW YORK LIFE
FOUNDATION

Request for Proposals

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

RFP Due:

Wednesday, February 1, 2023 at 5 p.m. ET

Application Information:

Submit your application to the New York Life Foundation's Aim High RFP using the link below.

NOTE: Please review the application and the prepare your answers and all attachments before completing the application.

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

Application Questions? Contact the Afterschool Alliance: aimhigh@afterschoolalliance.org

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Executive Summary

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 prepare middle school students for success in high school, college, and life.

Why Middle School?

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 young person—cognitively, 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 become better prepared to complete high school and go on to college, providing them a brighter future.

Why was the Aim High Program created?

The New York Life Foundation created the Aim High grant program to support the ability of local community-based afterschool and summer learning programs to provide the foundational skills and guidance that middle school students need to be prepared for the critical transition into high school.

The Aim High Grant Program

This competitive grant program includes both one- and two-year grant opportunities. Applicants can only apply for one of these grants. One-year grants will begin in June 2023 and end in May 2024. Two-year grants will begin in June 2023 and end in May 2025.

One-Year Grants:

This year, there will be two 1-year grant opportunities. In addition to the 1-year grant opportunity from previous years focusing on supporting programs' racial equity and social justice efforts, there will be a new 1-year grant opportunity focusing on youth well-being. The New York Life Foundation recognizes that we are living in a pivotal time when it is imperative to build on the ongoing commitment to support an equal and just society, as well as the well-being of youth.

Two-Year Grants:

The two-year grant opportunities focus on supporting programs in enhancing direct service activities, technical assistance, capacity building, and their efforts in continuing to serve youth while facing the challenges of the pandemic and beyond.

Application deadline: 5 p.m. EST, Wednesday, February 1, 2023

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

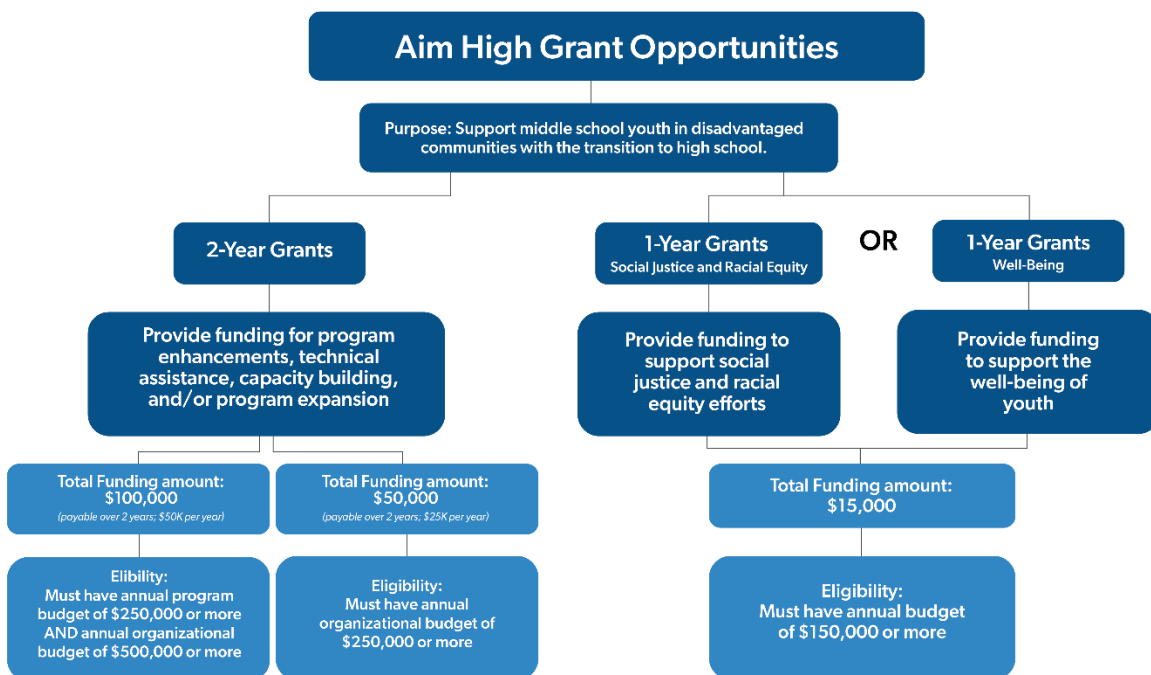
Grant awards will be announced by the end of May 2023.

Section I. Request for Proposals Overview

A. Overview of Aim High Grant Opportunities

Applications must describe in a meaningful way how the applicant supports middle school youth in the transition to the 9th grade and how they are providing academic, social, and emotional supports to youth. All grant applications are expected to include clearly stated goals and project outcomes. The project descriptions and funding requests should reflect the specific timespan of the grant. Please note that 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.

A brief overview of the grant tier structure can be found below:



For more information on the 2-year grant, go to page 9. For more information on the 1-year grant, go to page 11.

B. Organizations providing out-of-school time programming

These competitive grants are to support the work of organizations that provide out-of-school time (OST) programming. Programs offering in-person, virtual, or hybrid programming are eligible to apply. For the purposes of these grants, OST 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. Characteristics of quality applicants

Past awardees include a wide variety of programs with different hours of operation, numbers of youth served, program approaches, and populations served. That said, strong applicants reflect research on what makes a quality program: consistent and strong dosage, using data for continuous improvement, tracking outcomes for youth, prepared staff, and meaningful and relevant experiential learning opportunities.

Awardees tend to exhibit characteristics such as:

- Strong attendance rates (e.g. >50% of youth served attend the program on any given day)
- Established partnerships with schools and other community organizations;
- Serving an especially high-need and/or marginalized community;
- Strong demonstrated program outcomes aligned with the objectives of the Aim High grant;
- Clear proposed goals that align to the objectives of the Aim High grant;
- Staff and leadership that reflect the demographics of the population served;
- Holistic approaches to programming; and/or
- Unique program approaches or characteristics.

In the chart below, you can see the median dosage of grant recipients from the different tiers in 2022. For more details on past Aim High recipients, applicants can find a full list of 2022 Aim High recipients [here](#) and a full list of 2021 Aim High recipients [here](#).

2022 Grant Recipients Median Dosage			
	1-Year, \$15,000 Grants	2-Year, \$50,000 Grants	2-Year, \$100,000 Grants
# Middle School Youth Served	>30 (School Year) >35 (Summer)	>40 (School Year) >50 (Summer)	>100 (School Year) >50 (Summer)
# Weeks Open	33 (School Year) 5 (Summer)	36 (School Year) 6 (Summer)	36 (School Year) 7 (Summer)
# Days per Week Open	4	5	5
# Hours per Day Open During Summer	5	6	7
# Hours per Day Open During School Year	3	3	3.5

D. Awards and selection process

Grants are competitive and up to 40 grantees will be selected. In 2022, we received a total of 633 applications and out of the 633: 16% of 124 applicants for the 1-year grants received funding, 4.2% of 236 applicants for the 2-year, \$50,000 grants received funding, and 3.7% of 273 applicants for the 2-year, \$100,000 grants received funding. Applications are reviewed by a

panel of experts in the OST and youth development fields, including past winners. Grant awards will be announced in May 2023. The 2-year grant period will begin in June 2023 and end in May 2025. The 1-year grant period will begin in June 2023 and end in May 2024.

E. Reporting requirements

Grantees will be required to submit a progress report two times per year during the grant period. The report includes 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
October 1, 2023	Progress Report Due	Progress Report Due
March 1, 2024	Progress Report Due	Progress Report Due
October 1, 2024	Final Report Due	Progress Report Due
March 1, 2025	N/A	Progress Report Due
October 1, 2025	N/A	Final Report Due

F. 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. The New York Life Foundation prioritizes states in targeted areas in order to diversify their giving. Organizations in the target states will receive an additional five points (out of 120 points total) for their application. The target states for this cycle are Alaska, Delaware, Hawai’i, Idaho, Maine, Oregon, North Dakota, Vermont, West Virginia, and Wyoming.

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 (page 47).

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 the program(s) 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 currently 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.
- Colleges and universities.
- Schools and school districts.

NOTE: Schools and school districts are encouraged to partner with a community-based organization (CBO) for this grant opportunity. The CBO must be the applicant and recipient of the funding in the partnership.

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

For additional information, contact the Afterschool Alliance:
aimhigh@afterschoolalliance.org.

Section II. Overview: 2-Year Grants

A. Overview of Two-Year Grants

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

- 10 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 (page 61).
- 10 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 (page 61).

B. Use of Funds

Funds may be used for enhancing direct service activities, technical assistance, capacity building, and/or program expansion, with a specific focus on supporting programs' efforts to continue to serve youth as the pandemic continues to change and impact families in different ways. Examples of eligible uses of funds include but are not limited to:

Direct service components, which include:

- Addressing the unique needs of youth stemming from the pandemic;
- Developing or improving virtual, hybrid, and in-person programming;
- Integrating more social and emotional learning and mental health and well-being opportunities and supports;
- Providing training for staff in trauma-informed approaches;
- Addressing the bereavement support needs of youth in their communities arising from the pandemic;
- Expanding program capacity to serve middle school youth;
- 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.

Technical assistance and capacity building, which include:

- Program enhancements (e.g. staff development, staff recruitment, staff training in trauma-informed approaches, 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).

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. 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.

The 2-Year Grant Application can be found in Section IV on page 13.

Section III. Overview: 1-Year Grants

A. Overview of One-Year Grants

Twenty one-year grants of \$15,000 each will be awarded. Ten of these will focus on supporting programs' efforts around racial equity and social justice, and ten will focus on supporting programs' efforts around youth well-being.

The New York Life Foundation recognizes that we are living in a pivotal time when it is imperative to build on their legacy of support for marginalized communities and communities of color as part of their ongoing commitment to support an equitable and just society. Understanding the unique role that afterschool and summer learning programs can play in addressing equity, ten of the 1-year grants are once again dedicated to supporting programs in their efforts around advancing racial equity and social justice.

The New York Life Foundation also recognizes the crisis our nation faces around youth mental and emotional well-being which has been intensified by the COVID-19 pandemic. In order to enhance programs' abilities to respond to the holistic needs of the youth that they serve, ten of this year's 1-year grants will go towards programs' efforts to support youth well-being.

Applicants for all 1-year grants will further be required to describe how they support middle school youth in the transition to high school. Organizations with annual organizational budgets of \$150,000 or more will be eligible for these grants. Organizational budgets are defined in Appendix E. Definitions (page 61).

B. Use of Funds

Grant funds may be used for enhancing direct service activities, technical assistance, and/or capacity building. One-year grants are specifically intended to fund out-of-school-time (OST) providers to help improve the supports they provide to youth related to social justice and racial equity & well-being efforts.

Racial Equity & Social Justice:

Examples of the types of activities that could be funded include:

- Supports that help your organization implement practices that address racial equity and inclusion, such as culturally responsive programming and staffing;
- Program initiatives that engage youth in creating youth-led social justice and civic engagement solutions to local challenges;
- Programming that helps youth thrive in the face of trauma related to racial and social injustice and historic disparities;
- Evaluations that help programs assess the racial inequities within their own programs, such as in protocols, procedures, discipline techniques, and family engagement practices; and/or
- Training for program staff on anti-racism, racial equity, diversity, inclusion, and healing centered engagement

Well-being:

Examples of the types of activities that could be funded include:

- Supports that help your organization address the well-being of young people, such as providing mental health supports, social and emotional programming, or professional development and staffing;
- Programming that supports well-being by focusing on factors such as helping youth build a positive mindset, form supportive relationships, apply effective strategies to cope with trauma, stress or personal challenges, adopt healthy lifestyles, etc.;
- Training for program staff on recognizing mental health challenges, supporting well-being and healthy lifestyles, or adopting trauma-informed care and healing centered engagement;
- Efforts that help programs assess develop, gauge, or improve their efforts to support well-being, such as in protocols, procedures, discipline techniques, and family engagement practices.

The 1-Year Racial Equity & Social Justice Grant Application can be found in Section V on page 24. The 1-Year Well-being Grant Application can be found in Section VI on page 35.

Section IV. 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 helps youth in building the foundation skills that support a successful 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 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 and fostering well-being.

This section is for 2-Year Grant Applications only. For the 1-Year Racial Equity and Social Justice Grant Application Questions, see Section V on page 24. For the 1-Year Well-being Grant Application Questions, see Section VI on page 35.

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

Eligibility Checklist

1. Are you currently operating your afterschool program (in-person, hybrid, and/or virtually)?

- Yes.
- No.
- Our program only operates during the summer.

2. If you operate your program during the summer, did you offer programming during summer 2022 (in-person, hybrid, and/or virtually)?

- Yes.
- No.
- Our program only operates during the school year.

3. Will your program be operating in 2023 (in-person, hybrid, and/or virtually)?

- Yes.
- No.

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

- Yes.
- No.

5. Please note that colleges and universities are not eligible to apply. Is the organization applying for this competitive grant program a college or university?

- Yes.
- No.

6. Please note that schools (public and private) and school districts are not eligible to apply. Is the organization applying for this competitive grant program a school or school district?

- Yes.
- No.

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

- Yes.
- No.

8. Is this organization currently receiving 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.
- No, this organization is not currently receiving funding from the New York Life Foundation.
- Unsure.

9. 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.

10. 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):
- Address:
- City:
- State:
- Zip Code:
- Organization Facebook page (if applicable):
- Organization Twitter handle (if applicable):

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 specific afterschool and/or summer 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 youth 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?*
- *What are specific activities and/or program structures in place that support students’ transition to the 9th grade?*
- *How has your work and/or the youth you serve been affected by the pandemic? How are helping youth in recovering/coping with the impacts of the pandemic?*

B5. Please briefly describe (300 words or less) a typical day for a student in the program. In your description, please consider incorporating:

- *What activities and services does the program offer during the year?*
- *What did students say about being in the program? What parts of the programming were popular or well-received by youth?*
- *What did parents of youth say about having their children in the program?*
- *What additional supports has the program been providing to students and families during the pandemic, if any?*

B6. Please provide the following information about the number of students served (in-person, hybrid, and/or virtually) by the program as well as the number that would be served were you to receive the award.

Summer 2022

	Number of Students	Middle School Students
Total (Enrollment)		
Average (Attendance)		

Fall 2022

	Number of Students	Middle School Students
Total (Enrollment)		
Average (Attendance)		

Anticipated Enrollment with Aim High Funds

	Number of Middle School Students
Summer 2023	
Summer 2024	
2023-2024 School Year	
2024-2025 School Year	

B7. Please provide numerical responses about the program’s hours of operation (in-person, hybrid, and/or virtually) during the school year and summer. If this does not apply to your program, please answer N/A.

Dosage – Summer & Fall 2022

	Number of Weeks	Days per Week	Hours per Day
Summer 2022			
Fall 2022			

Anticipated Dosage with Aim High Funds

	Number of Weeks	Days per Week	Hours per Day
Summer 2023			
Summer 2024			
2023-2024 School Year			
2024-2025 School Year			

C. Community demographics and needs (20 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 that may further illustrate community needs and challenges, 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.*
- *Significant impact of COVID-19 pandemic on the community, such as changes in need for or availability of services, student academic performance, employment status of families served, and/or challenges associated with virtual learning.*

C3. What percentage of the program’s current students:

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

C4. Please provide information on the demographic representation of youth served by the program (by percentage):

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

C5. Please provide information on the demographic representation of your organization's staff (by percentage):

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

C6. Please provide information on the demographic representation of your organization's leadership (by percentage):

- *NOTE: For help determining what qualifies as a "senior leadership position," see Appendix E. Definitions on page 61.*
- What % of the Board are women?
- What % of senior leadership positions are held by women?
- What % of the Board are people of color?
- What % of senior leadership positions are held by people of color?

C7. Please describe (200 words or less) your organization's commitment to equity, both internally and externally. Please consider including answers to the questions below and including any other information that demonstrates your commitment.

- *Do you have a racial equity statement or related document?*
- *How diverse is your board of directors?*
- *How diverse is your leadership? Does your staff leadership reflect the communities it serves?*

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.

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

- *How will the grant help to strengthen 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. Upload Project Goals and Outcomes Chart using the template charts found in Appendix B (page 48). 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 you can find a template chart that provides the proper formatting and an example of what a completed chart could look like. If grant funds are awarded, any changes to the proposed activities under the grant must be reviewed by the Foundation.

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

https://afterschoolalliance.org/documents/AimHigh2023_D1_Template.docx

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

https://afterschoolalliance.org/documents/AimHigh2023_D1_Sample.pdf

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 and well-being
- 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 do you use to collect the various data? (e.g., school databases, parent surveys, student surveys, interviews, focus groups, program observations, etc.)*
- *How often are data collected? (e.g., daily/monthly/quarterly, pre- and post-surveys, etc.)*
- *How are data used?*
- *Do you have any findings from the program's evaluation(s), such as percentage of students showing improvements in school day attendance, academic performance, skills gained, or attitudes and/or behaviors?*

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. Aim High grant recipients are required to track on-time youth 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, students' ability to successfully transition to the 9th grade, should you receive a grant.

F. Budget and narrative (15 points maximum)

F1. Upload budget chart. Using the template budget chart found in Appendix C on page 50, 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 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:

https://afterschoolalliance.org/documents/AimHigh2023_F1_Template_2-Year.docx

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

https://afterschoolalliance.org/documents/AimHigh2023_F1_Sample_2-Year.pdf

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. What is the program's experience managing a grant of this size? What is your program's proven capacity to raise funds?

H. Verifications (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 youth are cleared to work with youth.

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. Non-profits filing IRS Form 990 are required to describe the processes used to determine executive compensation. Please share the following information about the compensation of the organization's Executive Director, President, or CEO (if your organization has both or all three of these positions, please answer the following questions for the highest compensated employee only):

- Salary of the Executive Director, President, or CEO:
- Percentage of the organization's annual operating budget that goes towards the Executive Director, President, or CEO's salary:
- In 50 words or less, describe the process your organization follows to approve your Executive Director, President, or CEO's annual compensation:

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

- Yes.
- No.
- I don't know.

I3. (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.

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 demographics and needs	20
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
Geographic Location*	5
Total	120

Section V. Application: 1-Year Racial Equity & Social Justice 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 one-year timeframe and are specifically intended to fund out-of-school-time (OST) providers to help improve the supports they provide to youth related to social justice and racial equity efforts.

Social Justice and Racial Equity Focus:

The recent and ongoing acts of racial injustice have highlighted the inequities that have historically existed and continue to exist in our society today. Afterschool programs work to bridge gaps across many of the interwoven systemic inequities in our society, and this work is often driven by programs that have a targeted focus on social justice and racial equity. These programs have supported Black youth and other youth of color by developing programming that engages them in social justice and civic engagement, and by providing diverse platforms for youth voice, expression, and advocacy. Additionally, programs have led with a trauma-informed approach and have provided safe, supportive, healing-centered environments for students who are experiencing trauma from racial and social injustice.

Afterschool programs provide youth with mentors and trusted adults from their own community, a safe space to share their own voice and story, and opportunities to connect socially and emotionally with other youth – we know that these benefits are critical to positive youth development and are especially important for youth now, in light of recent increasing acts of racial injustice and in witnessing the inequities exacerbated by the pandemic.

Applicants need to specifically describe the ways in which their OST program and proposed activities would help to improve the supports they provide to youth related to addressing racial equity and social justice. Applicants for the one-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 Racial Equity and Social Justice Grant Applications only. For the 2-Year Grant Application Questions, see Section IV on page 13. For the 1-Year Well-being Grant Application Questions, see Section VI on page 35.

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

Eligibility Checklist

1. Are you currently operating your afterschool program (in-person, hybrid, and/or virtually)?

- Yes.
- No.
- Our program only operates during the summer.

2. If you operate your program during the summer, did you offer programming during summer 2022 (in-person, hybrid, and/or virtually)?

- Yes.
- No.
- Our program only operates during the school year.

3. Will your program be operating in 2023 (in-person, hybrid, and/or virtually)?

- Yes.
- No.

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

- Yes.
- No.

5. Please note that colleges and universities are not eligible to apply. Is the organization applying for this competitive grant program a college or university?

- Yes.
- No.

6. Please note that schools (public and private) and school districts are not eligible to apply. Is the organization applying for this competitive grant program a school or school district?

- Yes.
- No.

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

- Yes.
- No.

8. Is this organization currently receiving 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.
- No, this organization is not currently receiving funding from the New York Life Foundation.
- Unsure.

9. 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.

10. 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):
- Address:
- City:
- State:
- Zip Code:
- Organization Facebook page (if applicable):
- Organization Twitter handle (if applicable):

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 specific afterschool and/or summer 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? Eligible uses of funds include are but not limited to:

- *Supports that help your organization implement practices that address racial equity and inclusion, such as culturally responsive programming and staffing;*
- *Program initiatives that engage youth in creating youth-led social justice and civic engagement solutions to local challenges;*
- *Programming that helps youth thrive in the face of trauma related to racial and social injustice and historic disparities;*
- *Evaluations that help programs assess the racial inequities within their own programs, such as in protocols, procedures, discipline techniques, and family engagement practices;*
- *Training for program staff on anti-racism, racial equity, diversity, inclusion, and healing centered engagement.*

B4. Please briefly describe (200 words or less) a typical day for a student in the program. In your description, please consider incorporating:

- *What activities and services does the program offer during the year? What additional supports has the program been providing to students and families during the pandemic, if any?*
- *What did students say about being in the program? What parts of the programming were popular or well-received by youth?*
- *What did parents of youth say about having their children in the program?*

B5. Please briefly describe (250 words or less) the ways in which the requested funds would further your program's capacity to improve the supports your program provides to youth related to social justice and racial equity efforts. Please elaborate on the issues or challenges that have led your program to focus on social justice and racial equity.

B6. Please provide the following information about the number of students served (in-person, hybrid, and/or virtually) by the program.

Summer 2022

	Number of Students	Middle School Students
Total (Enrollment)		
Average (Attendance)		

Fall 2022

	Number of Students	Middle School Students
Total (Enrollment)		
Average (Attendance)		

Anticipated Enrollment with Aim High Funds

Number of Middle School Students	
Summer 2023	
2023-2024 School Year	

B7. Please provide numerical responses about the program’s hours of operation (in-person, hybrid, and/or virtually) during the school year and summer. If this does not apply to your program, please answer N/A.

Dosage – Summer & Fall 2022

	Number of Weeks	Days per Week	Hours per Day
Summer 2022			
Fall 2022			

Anticipated Dosage with Aim High Funds

	Number of Weeks	Days per Week	Hours per Day
Summer 2023			
2023-2024 School Year			

C. Community demographics and needs (20 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 that may further illustrate community needs and challenges, such as:

- *What are the student demographics, including income and education levels of students, families, and the community?*
- *Do you have estimates of students performing below grade level, graduation rates, juvenile crime rates, and attendance and truancy rates?*
- *Is there information available on the services, or the lack of available services to students and families in the area?*
- *Has there been a particularly significant impact of COVID-19 pandemic on the community, such as changes in need for or availability of services, student academic performance, and employment status of families served, or challenges associated with virtual learning?*

C3. What percentage of the program’s current students:

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

C4. Please provide information on the demographic representation of youth served by the program (by percentage):

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

C5. Please provide information on the demographic representation of your organization’s staff (by percentage):

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

C6. Please provide information on the demographic representation of your organization’s leadership (by percentage):

- *For help determining what qualifies as a “senior leadership position,” see Appendix E. Definitions on page 61.*
- What % of the Board are women?
- What % of senior leadership positions are held by women?
- What % of the Board are people of color?
- What % of senior leadership positions are held by people of color?

C7. Please describe (200 words or less) your organization’s commitment to equity, both internally and externally. Please consider including answers to the questions below and including any other information that demonstrates your commitment.

- *Do you have a racial equity statement or related document?*
- *How diverse is your board of directors?*
- *How diverse is your leadership? Does your staff leadership reflect the communities it serves?*

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.

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. Upload Project Goals and Outcomes Chart using the template charts found in Appendix B on page 48. 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 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:

https://afterschoolalliance.org/documents/AimHigh2023_D1_Template.docx

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

https://afterschoolalliance.org/documents/AimHigh2023_D1_Sample.pdf

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 data relating to youth outcomes does your program collect?*
- *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 are data collected? (e.g., pre- and post-surveys, in-program, etc.)*
- *Do you have findings to share from the program’s evaluation(s), such as percentage of students showing improvements in school day attendance, academic performance, skills gained, or attitudes and/or behaviors?*
- *Is comparison data to overall student population or a control/comparison group of students available, and if so, what does it show?*

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 50, 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 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:

https://afterschoolalliance.org/documents/AimHigh2023_F1_Template_1-Year.docx

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

https://afterschoolalliance.org/documents/AimHigh2023_F1_Sample_1-Year.pdf

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. What is the program’s experience managing a grant of this size? What is your program’s proven capacity to raise funds?

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 youth are cleared to work with youth.

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. Non-profits filing IRS Form 990 are required to describe the processes used to determine executive compensation. Please share the following information about the compensation of the organization's Executive Director, President, or CEO (if your organization has both or all three of these positions, please answer the following questions for the highest compensated employee only):

- Salary of the Executive Director, President, or CEO:
- Percentage of the organization's annual operating budget that goes towards the Executive Director, President, or CEO's salary:
- In 50 words or less, describe the process your organization follows to approve your Executive Director, President, or CEO's annual compensation:

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

- Yes.
- No.
- I don't know.

13. (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.

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 demographics and needs	20
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
Geographic Location*	5
Total	120
*NOTE: The New York Life Foundation reserves the right to provide up to 5 points to certain applications based on the location and geographic distribution of applicants.	

Section VI. Application: 1-Year Well-being Grants

These competitive grants will cover a 1-year timeframe. 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, and how funds will be used to enhance efforts to support youth well-being.

Well-Being Focus:

The New York Life Foundation recognizes the critical importance of supporting young people's well-being and mental health, especially in light of the COVID-19 pandemic. Young people have suffered in a heartbreaking array of ways during the pandemic and are coping with the impact of challenges such as isolation, anxiety, grief, and loss.

The medical profession has declared a national state of emergency in children's mental health, and parents are prioritizing supports for the development of the whole child, social connections, building life skills, and mental health and emotional well-being.

Out-of-school time programs help address these factors. Programs offer opportunities for youth to: build relationships with mentors and trusted adults from their own community; connect socially; share their own voice and story; experience a sense of belonging; develop life skills; and more. These opportunities are critical to well-being and are especially important for youth now.

To enhance programs' ability to meet the needs of young people today, ten 1-year grants are focused on programs' efforts to support youth well-being.

Applicants need to specifically describe the ways in which their OST program and proposed activities would enhance the ways they support youth well-being, as well as how they support youth in the transition to the 9th grade.

This section is for 1-Year Well-being Grant Applications only. For the 2-Year Grant Application Questions, see Section IV on page 13. For the 1-Year Racial Equity and Social Justice Grant Application Questions, see Section V on Page 24.

Eligibility Checklist

1. Are you currently operating your afterschool program (in-person, hybrid, and/or virtually)?

- Yes.
- No.
- Our program only operates during the summer.

2. If you operate your program during the summer, did you offer programming during summer 2022 (in-person, hybrid, and/or virtually)?

- Yes.
- No.
- Our program only operates during the school year.

3. Will your program be operating in 2023 (in-person, hybrid, and/or virtually)?

- Yes.
- No.

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

- Yes.
- No.

5. Please note that colleges and universities are not eligible to apply. Is the organization applying for this competitive grant program a college or university?

- Yes.
- No.

6. Please note that schools (public and private) and school districts are not eligible to apply. Is the organization applying for this competitive grant program a school or school district?

- Yes.
- No.

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

- Yes.
- No.

8. Is this organization currently receiving 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.
- No, this organization is not currently receiving funding from the New York Life Foundation.
- Unsure.

9. 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.

10. 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):
- Address:
- City:
- State:
- Zip Code:
- Organization Facebook page (if applicable):
- Organization Twitter handle (if applicable):

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 specific afterschool and/or summer 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? Eligible uses of funds include are but not limited to:

- *Supports that help your organization address the well-being of young people, such as providing mental health supports, social and emotional programming, or professional development and staffing;*
- *Programming that supports well-being by focusing on factors such as helping youth build a positive mindset, form supportive relationships, apply effective strategies to cope with trauma, stress or personal challenges, adopt healthy lifestyles, etc.;*
- *Training for program staff on recognizing mental health challenges, supporting well-being and healthy lifestyles, or adopting trauma-informed care and healing centered engagement;*
- *Efforts that help programs assess develop, gauge, or improve their efforts to support well-being, such as in protocols, procedures, discipline techniques, and family engagement practices.*

B4. Please briefly describe (200 words or less) a typical day for a student in the program. In your description, please consider incorporating:

- *What activities and services does the program offer during the year? What additional supports has the program been providing to students and families during the pandemic, if any?*
- *What did students say about being in the program? What parts of the programming were popular or well-received by youth?*
- *What did parents of youth say about having their children in the program?*

B5. Please briefly describe (250 words or less) the ways in which the requested funds would further your program’s capacity to improve the supports your program provides to youth related to well-being efforts. Please elaborate on the issues or challenges that have led your program to focus on youth well-being.

B6. Please provide the following information about the number of students served (in-person, hybrid, and/or virtually) by the program.

Summer 2022

	Number of Students	Middle School Students
Total (Enrollment)		
Average (Attendance)		

Fall 2022

	Number of Students	Middle School Students
Total (Enrollment)		
Average (Attendance)		

Anticipated Enrollment with Aim High Funds

	Number of Middle School Students
Summer 2023	
2023-2024 School Year	

B7. Please provide numerical responses about the program’s hours of operation (in-person, hybrid, and/or virtually) during the school year and summer. If this does not apply to your program, please answer N/A.

Dosage – Summer & Fall 2022

	Number of Weeks	Days per Week	Hours per Day
Summer 2022			
Fall 2022			

Anticipated Dosage with Aim High Funds

	Number of Weeks	Days per Week	Hours per Day
Summer 2023			
2023-2024 School Year			

C. Community demographics and needs (20 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 that may further illustrate community needs and challenges, such as:

- *What are the student demographics, including income and education levels of students, families, and the community?*
- *Do you have estimates of students performing below grade level, graduation rates, juvenile crime rates, and attendance and truancy rates?*
- *Is there information available on the services, or the lack of available services to students and families in the area?*
- *Has there been a particularly significant impact of COVID-19 pandemic on the community, such as changes in need for or availability of services, student academic performance, and employment status of families served, or challenges associated with virtual learning?*

C3. What percentage of the program's current students:

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

C4. Please provide information on the demographic representation of youth served by the program (by percentage):

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

C5. Please provide information on the demographic representation of your organization's staff (by percentage):

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

C6. Please provide information on the demographic representation of your organization's leadership (by percentage):

- *For help determining what qualifies as a "senior leadership position," see Appendix E. Definitions on page 61.*
- What % of the Board are women?
- What % of senior leadership positions are held by women?
- What % of the Board are people of color?
- What % of senior leadership positions are held by people of color?

C7. Please describe (200 words or less) your organization’s commitment to equity, both internally and externally. Please consider including answers to the questions below and including any other information that demonstrates your commitment.

- *Do you have a racial equity statement or related document?*
- *How diverse is your board of directors?*
- *How diverse is your leadership? Does your staff leadership reflect the communities it serves?*

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.

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. Upload Project Goals and Outcomes Chart using the template charts found in Appendix B on page 48. 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 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:

https://afterschoolalliance.org/documents/AimHigh2023_D1_Template.docx

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

https://afterschoolalliance.org/documents/AimHigh2023_D1_Sample.pdf

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 data relating to youth outcomes does your program collect?*
- *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 are data collected? (e.g., pre- and post-surveys, in-program, etc.)*
- *Do you have findings to share from the program's evaluation(s), such as percentage of students showing improvements in school day attendance, academic performance, skills gained, or attitudes and/or behaviors?*
- *Is comparison data to overall student population or a control/comparison group of students available, and if so, what does it show?*

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 50, 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 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:

https://afterschoolalliance.org/documents/AimHigh2023_F1_Template_1-Year.docx

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

https://afterschoolalliance.org/documents/AimHigh2023_F1_Sample_1-Year.pdf

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. What is the program's experience managing a grant of this size? What is your program's proven capacity to raise funds?

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 youth are cleared to work with youth.

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. Non-profits filing IRS Form 990 are required to describe the processes used to determine executive compensation. Please share the following information about the compensation of the organization's Executive Director, President, or CEO (if your organization has both or all three of these positions, please answer the following questions for the highest compensated employee only):

- Salary of the Executive Director, President, or CEO:
- Percentage of the organization's annual operating budget that goes towards the Executive Director, President, or CEO's salary:
- In 50 words or less, describe the process your organization follows to approve your Executive Director, President, or CEO's annual compensation:

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

- Yes.
- No.
- I don't know.

I3. (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.

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 demographics and needs	20
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
Geographic Location*	5
Total	120
*NOTE: The New York Life Foundation reserves the right to provide up to 5 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 form 990
 - a. *Please upload your most recent form 990. The form should not be older than two years; submitted 990 forms should be no older than 2021.*
 - b. *If your organization does not have a form 990 available, please contact the Afterschool Alliance at aimhigh@afterschoolalliance.org.*
4. Financial audit
 - a. *Please upload your most recent official financial audit. Your audit should be no older than two years.*
 - b. *If you do not have a financial audit to submit, please provide a letter stating that an audit isn't required for your organization.*
5. Board list, with affiliations
6. List of key staff

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

For an example, see Sample Goals and Outcomes Chart below.

Aim High Grant Proposal: Goals and Outcomes Chart Organization Name Program Name		
Goals <i>Please list each goal that you plan to meet with this funding</i>	How will you achieve this goal? <i>Include process, planning, timeframe (month and year)</i>	What are the expected outcomes? <i>For each outcome listed, please include specific metrics and timeframes for how you will measure the success of that outcome.</i>
Goal #1:		
Goal #2:		
Goal #3:		
Goal #4:		
Goal #5:		

Notes:

For the 2-year grants this chart should, in its entirety, contain 800 words or less.

For the 1-year grants this chart should, in its entirety, contain 500 words or less.

You may add or remove lines from the template chart above in accordance with the number of goals associated with your proposed project.

Aim High Grant Proposal: Sample Goals and Outcomes Chart

[Organization Name]

[Program Name]

Goals	Activities and Timeframe	Expected Outcomes
<p>Goal #1: Students in the program will be more engaged and gain a sense of voice and agency. Additionally, students will have an increased ability to clearly and effectively communicate their opinions, listen, and work collaboratively with their peers and adults</p>	<ul style="list-style-type: none"> • Timeframe: June-August 2023 • 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 7-member youth advisory board for the program • Monthly one-on-one meetings between program staff and youth 	<ul style="list-style-type: none"> • 90% of students surveyed in August 2023 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 be result in a 5% increase in daily attendance in the fall semester
<p>Goal #2: Program staff will feel more confident in their knowledge of positive youth development. The quality of program development and fidelity of implementation will increase.</p>	<ul style="list-style-type: none"> • Timeframe: September 2023-May 2024 • Create a staff development plan for the 2023-2024 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"> • By May 2024, 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 administered in May 2024 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
<p>Goal #3: The program will have more and stronger relationships with school day staff and administrators, and more youth will attend the program every day.</p>	<ul style="list-style-type: none"> • Timeline: June 2024-May 2025 • Hire 1 additional FTE staff member to be onboarded by the start of the school year • 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"> • Middle school students served starting in September 2024 will increase by 30 students • By early September 2024, the program will retain at least 90% of its middle school students • Additional grant funds will be secured throughout the school year to make the expansion permanent

Appendix C. Budget Format Template Charts (Question F1)

2-Year Budget Chart Template:

Organization Name, Grant Time Period

2-Year Budget Part I: Budget Chart

*Please note that no more than 20% of this grant can be used towards indirect or administrative costs.

	Year 1 Project Budget Request (Aim High Funds Only)	Year 1 Total Program Budget	Year 2 Project Budget Request (Aim High Funds Only)	Year 2 Total Program Budget	Cost/Revenue Explanation
<i>Program Revenue/Income:</i>					
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]
<i>Program Expenses:</i>					
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.

1-Year Budget Chart Template:

Organization Name, Grant Time Period

1-Year Budget Part I: Budget Chart

**Please note that no more than 20% of this grant can be used towards indirect or administrative costs.*

	Budget Request (Aim High Funds Only)	Total Program Budget	Cost/Revenue Explanation
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]
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.

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	\$643,983	In addition to the requested grant funds, we will be dedicating approximately \$583,281 in other grant funding to supporting this program in year 1 and \$593,983 in year 2; these funds will come from a combination of federal and local grant programs and 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	\$942,822	
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 2023, 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, 2023. 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 2024. 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

Question 1: How many grants will be given?

- 10 grants of \$50,000/year, for a total 2-year grant amount of \$100,000.
- 10 grants of \$25,000/year, for a total 2-year grant amount of \$50,000.
- 20 1-year grants of \$15,000:
 - a. 10 focused on supporting programs in their efforts around advancing racial equity and social justice; and
 - b. 10 focused on youth well-being.

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

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

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

- Schools (public and private) and school districts are not eligible to apply. Schools and school districts are encouraged to partner with a community-based organization (CBO) for this grant opportunity. The CBO must be the applicant and recipient of the funding in the partnership.

Question 4: Are colleges or universities eligible to apply?

- Colleges and universities are not eligible to apply. As with schools and school districts, colleges and universities are encouraged to partner with a community-based organization (CBO) for this grant opportunity. The CBO must be the applicant and recipient of the funding in the partnership.

Question 5: What is the geographic scope of the grants?

- 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.
- 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.

Question 6: What are the target states that will receive the 5 bonus points on their applications?

- Target States for this cycle are: Alaska, Delaware, Hawai'i, Idaho, Maine, Oregon, North Dakota, Vermont, West Virginia, and Wyoming.

Question 7: Are there any exceptions to the organizational or program budget requirements?

- 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.

Question 8: 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?

- The answer to this question depends on the grant tier for which the organization is applying:
 - For organizational budget requirements, it is the organization's full operating budget from the most recently completed fiscal year that will determine eligibility. For most organizations this will be the FY21 budget.
 - For the \$15,000, 1-year grant the organization's annual budget must be at least \$150,000.
 - For the \$50,000, 2-year grant the organization's annual budget must be at least \$250,000.
 - For the \$100,000, 2-year grant the organization's annual budget 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.
 - For more details on how we define program budget and organizational budget, see Appendix E. Definitions on page 61.

Question 9: Can 501(c)(3) organizations serve as a fiscal sponsor for programs run by organizations that are not 501(c)(3)?

- Yes, 501(c)(3) organizations may serve as fiscal sponsors for non-501(c)(3) program providers.

Question 10: Is there any maximum budget limit that would make organizations ineligible for these grant opportunities?

- No, there is no maximum budget that would render organizations ineligible.

Question 11: 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?

- No, only programs that are direct providers of out-of-school programming are eligible to apply.

Question 12: 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?

- Yes, and yes.

Question 13: 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?

- Yes, there are two exceptions:
 - Organizations that receive funding from the New York Life Foundation through the Volunteers for Good program, Grief Reach 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.

Question 14: Can organizations submit applications for multiple tiers of Aim High grants?

- No, organizations must choose a single grant tier for which to apply.

Question 15: Can multiple programs or program sites from the same organization submit applications separately?

- 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.
- 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.

Question 16: 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?

- No, programs must already meet the 75 percent FRPL minimum.

Question 17: Can Aim High grant funds be used for capital improvements?

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

Question 18: Are programs that only serve youth during the school year or only serve youth during the summer eligible to apply?

- 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.

Question 19: 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?

- 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 20 percent of the total grant budget.

Question 20: Can Aim High funds be put towards before-school and summer programming?

- Yes, Aim High funds can go towards afterschool, before-school, and/or summer learning programs. Organizations that provide programming during any one or more of these times are eligible to apply.

Question 21: Can Aim High funds go towards off-site programming that takes place during the traditional school day?

- No, Aim High funding cannot go towards programming that occurs during the school day, even if that programming is not on the school premises.

Question 22: Can we receive feedback on our applications from previous years?

- No, unfortunately the Afterschool Alliance cannot provide individualized feedback to applicants on their previous submissions due to capacity constraints.

Question 23: Does the school served by the program need to meet the 75% free and reduced-price lunch requirement?

- No, it is the population of youth served by the OST program that determine the eligibility for the Aim High grants.

Question 24: Are there any exceptions to the free and reduced-price lunch eligibility requirement?

- No, there are no exceptions to this rule. Each program or program site that would receive funds must meet the 75% FRPL minimum independently.

Question 25: The schools or school districts our program(s) work with either do not collect or do not share data around Free or Reduced-Price Lunch (FRPL) rates. How can we establish that we are eligible?

- If programs serve low-income populations *and* do not have access to FRPL data from their school or school district, they may estimate their FRPL rate based on other data that they do have relating to the percentage of low-income families that they serve.
- If a program submits non-FRPL data or an estimated FRPL rate to establish their eligibility for the grants, they are expected to provide a thorough explanation of the data that they used within their responses in Section C: Community demographics and needs.
- Examples of data sources that have been used to estimate FRPL rates in previous years include the United Way's ["Asset Limited, Income Constrained, Employed" \(ALICE\)](#) measures and the Department of Housing and Urban Development's [Income Limits](#) data.

Question 26: Can Aim High grant funds be used to create a new program or program site?

- Yes, so long as the applicant already offers out-of-school time programming in a direct service capacity, the funds from Aim High grants may be used to create a new program or implement programming at a new program site.

Appendix E. Definitions

Annual Program Budget:

For the purposes of the Aim High grant program, “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.

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.

Senior Leadership Position:

Position with significant leadership, authority, and/or responsibilities within the organization, including but not limited to: Chiefs; Presidents/Vice Presidents; Deputy Directors.