



HAWAII COMMUNITY FOUNDATION

## **2016 Request for Proposals (RFP)**

### **Building Peace and Compassion Through Social and Emotional Learning**

#### **PURPOSE AND OVERVIEW**

The purpose of this program is:

- to test and demonstrate the viability and efficacy of evidence-based, best practice Social and Emotional Learning (SEL) programs;
- to provide financial and professional development support to educators, schools, and/or community organizations to implement quality SEL programs;
- to teach SEL skills to all participating students to grow more compassionate and mindful youth and to reduce aggressive and negative behaviors in the schools; and
- to create a safer and supportive school environment, and encourage learning, compassion, mindfulness and empathy.

Over the next three years, the program hopes to support:

- an increase in the number of students receiving high quality SEL program content;
- an increase in the number of educators/staff trained on delivering SEL programs; and
- a decrease in the number of bullying incidents and other risky, disruptive and aggressive behaviors occurring in our schools.

This program is part of the Hawai'i Community Foundation's (HCF) Pillars of Peace Hawai'i (PoPH) initiative (see <http://pillarsofpeace.hawaiicommunityfoundation.org/>). The initiative began with visits of global peace leaders to Hawai'i, including His Holiness the Dalai Lama and Aung San Suu Kyi. While the global peace leader visits will continue to be a part of PoPH, the primary goal of the program is to have a more direct and sustainable impact on our youth, to encourage compassionate behavior and acts of aloha, and to grow ethical leaders for Hawai'i's future. PoPH strives to reach student audiences with messages and training that reinforces positive behaviors, discourages risky and negative actions, and encourages healthy and successful futures.

Participating schools will be expected to share their lessons learned with other schools and communities to expand the reach of these programs throughout Hawai'i.

#### **ELIGIBILITY**

1. Applicants must be one of the following:
  - A private or public school (including public charter school) in the State of Hawai'i.
  - A Hawai'i non-profit organization with a 501(c)(3) tax-exempt status with a primary or secondary school partner. A signed agreement or commitment letter that specifies the roles and responsibilities of all partners must be included with any application submitted by a nonprofit.
2. Preference will be given to those serving students in grades 8 or younger.
3. Organizations currently funded by HCF with overdue final reports are not eligible to apply.

## **FUNDING AVAILABILITY**

HCF intends to fund approximately 10 to 15 projects, each for up to \$50,000 per year, for up to three years. However, the size of each grant award will vary depending on size of classroom, school or community; the partnership relations; and the nature of the program(s) to be used. The number of grants awarded will depend on the quality of the proposals received. Funds are intended to support programs beginning in the 2016-2017 school year.

Grant award notifications to qualified applicants will be made by October 2016. First payments will be available once award notifications have been sent and upon receipt and approval of a final plan and timeline for implementation from the grantee.

Programs will be required to submit semi-annual and annual progress reports demonstrating work completed and outcomes achieved to date. Continuation of funding for years two and three will be contingent upon evidence that sufficient progress has been made against the previous year's work plan.

### **Funding may support, but is not limited to:**

1. Personnel including project coordinator, school staff, counselors, or others dedicated to this project.
2. Substitute teachers to free up classroom time for teachers to work on grant activities during the school day.
3. Curricula and program materials.
4. Consulting for training, evaluation/measurement or other relevant costs.
5. Data collection not already funded or supported by the school or organization (which also must be conducted under any required government or organization guidelines).
6. Evaluation and reporting of achievements.
7. Supplies and materials which are devoted to this project, including equipment.
8. External community partnership activities and services that are directly relevant to this project.
9. Travel costs for activities of participating students and staff.
10. Training and professional development for project staff including teachers, counselors or other staff as appropriate for implementation of the funded project.
11. Administrative and indirect costs directly tied to this project.

## **LEARNING AND EVALUATION**

This program requires implementation of evidence-based, best practice programs. As such, measures of outcomes from past research that should already be available on the selected SEL program should be used as benchmarks to guide goal setting and desired annual outcomes.

Grantees will be expected to collect, analyze and report on data relevant to their specified expected outcomes. (See *Measures and Milestones* section of the application.) Grantees will also be expected to describe implementation challenges and/or successes including any lessons learned that may be shared with other schools or providers.

A third-party evaluator will also be contracted by HCF to conduct cross-school and longitudinal analyses. As applicable, all data collection, use, and reporting of student-level data will be conducted under

required rules and guidelines. Schools will be expected to assist with data collection and providing HCF access to the school climate survey and other data as needed including, but not limited to, the following:

- Data from whole school climate survey (either DOE or other) (by students) at least once a year;
- Data on number of behavior incidences and number of bullying incidences by year (semester);
- If a specific cohort of students participates, data on their participation including # hours participating; and
- Other data related to specific outcomes of their interventions.

### **APPLICATION INSTRUCTIONS AND PROPOSAL EVALUATION CRITERIA**

- Only complete online applications will be accepted.
- The online application has fillable boxes with character limits. The character counts in MS Word do not match the character counts in the application. If you cut and paste your work into the application, be sure your text fits the space provided. The estimated page lengths given with the maximum character counts are based on single-spacing in Arial 12-point font with 1 inch margins.
- We recognize the significance of diacritical markings in written Hawaiian; however, the online application system is unable to accept diacriticals. Please do not include these in your narrative. It may cause errors in the way the online system processes your proposal.
- The criteria against which your proposal will be evaluated are provided with each section of questions. The strongest proposals will be those that best meet those criteria. You will be asked to answer the following:

### **ORGANIZATIONAL INFORMATION**

As part of the online application, you will need to answer basic questions and provide contact information for your organization.

### **EXECUTIVE SUMMARY**

Provide a concise summary of the proposed project. Include your vision and goals for this program. (*max 2,000 characters – about 1/2 page*)

#### ***Evaluation Criteria:***

- Presents a realistic and clearly stated goal for the program that contributes to a long-term vision to increase social and emotional learning and compassionate and mindful behavior in Hawai'i's youth, including, but not limited to, the reduction of aggressive behavior incidents including, but not limited to, bullying.

### **PROJECT DESCRIPTION**

1. Provide a description of your school (including noting the type of and location of the school), your students, and the community involved. Describe the students who will participate in the project including basic demographic data and grade levels of students affected by the proposed activities. (*max 2,500 characters – about 2/3 page*)
2. Describe any SEL programs currently delivered to students in your school. If no programs are delivered, please indicate as such. If a program or programs are delivered, please provide the name of the program(s) and a short description of the program. Provide number of teachers currently

trained to deliver the program(s), and number of students who participate in/receive the program(s). *(max 2,000 characters – about 1/2 page)*

3. Name and describe the selected SEL program(s). Provide information to demonstrate the selected program(s) are evidence-based and proven successful in other locations. Provide research findings illustrating outcomes related to the selected program including specific measures used to show impact. *(max 4,000 characters – about 1 page)*
4. Explain how you selected the program(s) to be implemented and the strategy(ies) for implementation, and why you feel this is the best option for your student participants. *(max 2,500 characters – about 2/3 page)*
5. If applicable, describe any modifications you would make to your selected program and how you will maintain fidelity to the program design and intent. *(max 1,500 characters – about 1/3 page)*
6. Describe the strategy and plan for implementing the program(s) into the school setting over the course of the grant period. Provide information on how this strategy will be monitored and possibly modified over the course of the grant, and if modified, how the fidelity of the program will be retained. If an SEL program(s) is already in place in your school, describe how this grant will supplement, complement and/or advance the current SEL work. *(max 4,000 characters – about 1 page)*
7. Describe how you plan to sustain and continue the program beyond the grant period. *(max 1,500 characters – about 1/3 page)*

#### ***Evaluation Criteria:***

##### **SCHOOL ASSESSMENT**

- Has clear understanding of specific needs of student population being served.
- Provides baseline of measures that will be targeted by the program (e.g., school climate survey results; incidents of violence and bullying; number of students currently receiving SEL content; number of faculty/staff currently trained to deliver SEL program(s); perception of safety and support).

##### **SEL PROGRAM SELECTION**

- Identifies evidence-based, quality SEL program to be implemented. Best practice ideas are available via “Ceeds of Peace” ([www.ceedsofpeace.org](http://www.ceedsofpeace.org)) and Collaborative for Academic, Social, and Emotional Learning (CASEL) ([www.casel.org](http://www.casel.org)).
- Provides data demonstrating effectiveness of the selected SEL program.
- Explains clearly how the selected program aligns with the needs of students participating in the project, and how the selected program was chosen.

##### **IMPLEMENTATION PLAN**

- Explains how the selected program will be integrated and aligned with existing school activities and goals. (The majority of activities are expected to take place during the school day although targeted use of vacation periods and out-of-school time may be considered.)
- Clearly describes a plan for implementation of the program, including plans for continual review and re-assessment of the implementation strategy to identify challenges and solutions as needed.
- Describes an initial plan for program sustainability beyond the scope of any grant support.

## **PROJECT LEADS AND CAPACITY**

1. Describe the project lead, leadership team, and why these individuals are best suited for their leadership roles. *(max 2,000 characters – about 1/2 page)*
2. For requests that include a consultant, please indicate how the consultant was selected and what is anticipated as a result of the consultant's work. While we expect that you will describe the consultant's role and work in the proposal, do not integrate the consultant scope of work and statement of qualifications in the project description. *(max 1,000 characters – about 1/4 page)*
3. If applicable, describe any partners and their anticipated roles. Describe how they will interact with students and the kinds of services they will provide. Explain how and why partner(s) were selected. *(max 2,000 characters – about 1/2 page)*

### ***Evaluation Criteria:***

- There is evidence of support from key leadership at the school to do this work.
- A project leader and/or team is identified with clear roles and responsibilities outlined.
- If the project will be delivered through or together with a school/community partnership, it is clear how the activities of each partner will contribute to the project and written evidence of the commitment is provided.

## **MEASURES AND MILESTONES**

1. Describe the measures to be tracked throughout the project, including how they relate to the stated program objectives, and what the current baseline data are (or how you plan to collect and analyze the baseline data in year one if they are not currently available). Describe the expected outcomes of the project by year, how you plan to collect and analyze the data, and how you plan to track progress over time. *(max 2,500 characters – about 2/3 page)*
2. At a minimum, provide the following information *(max 1,500 characters – about 1/3 page)*:
  - Total number of students at your school
  - Number of students receiving free and reduced lunch during 2015-2016 school year
  - Total number of students participating in the selected SEL program to be supported by this grant in year one, year two, year three of the grant program
  - Total number of faculty/staff at your school
  - Total number of faculty/staff who will be trained on the selected SEL program to be supported by this grant in year one, year two, year three of the grant program
3. Provide other targeted measures relevant to your vision and goals for your selected SEL program. *(max 1,500 characters – about 1/3 page)* Other possible measures include, but are not limited to:
  - Number of students and faculty/staff expected to complete the school climate and/ or other relevant survey/evaluation tool in year one, year two, year three of the grant program
  - Current number of and targeted annual decrease in the number of at-risk/negative incidents including, but not limited to, bullying behavior from school year 2015-2016 and through the three years of the grant program
  - Current responses to and targeted improvements to school climate survey questions relating to safety and achievements from school year 2015-2016 and through the three years of the grant program

**Evaluation Criteria:**

- Baseline measures are provided or a plan for establishing a baseline set of measures in year one of the program is clearly articulated.
- Specific annual milestones for each year of the program are identified for these measures to demonstrate change over time. Proposed outcomes are ambitious but attainable.
- A plan for collecting, analyzing, and reporting data is in place.
- Evaluation measures include, but are not limited to, those that assess the success of implementation strategies (i.e. how well is the selected SEL program delivered to the students); the success of the selected SEL program itself (i.e. what impact does the selected SEL program have on student behavior); and the reach of the program (i.e., how many students receive the program and how many educators are trained to deliver the program).

**PROJECT BUDGET**

Provide a detailed budget by year including requested HCF grant amount, and any other sources of funding that will be applied to this project including those from your school and/or community partner. The budget should specify all related expenses including expenses not supported by the grant, and all sources of revenue including support beyond the requested grant amount.

**Evaluation Criteria:**

- The budget is realistic and costs are clearly related to implementing the project.
- Project budget does not propose to supplant other school funds.
- If requesting funds for a consultant, the person or organization should be qualified to undertake the work proposed. If a consultant is to be used, a statement of qualifications and scope of work developed by the consultant must be included as part of the proposal.
- If requesting funding for staff time, that time must be focused specifically on achieving the goals of this project.
- Preference will be given to programs that include other sources of revenue and support beyond the grant request.

**ADDITIONAL ATTACHMENTS**

Proposals missing any applicable required attachments as noted below will not be reviewed.

1. Provide a work plan for this program including timeline, major activities and milestones, and key personnel and resources.
2. If the applicant is a school, the following must be attached/uploaded:
  - a. Copy documenting your most recent accreditation report status
  - b. Letter of commitment from the principal or head of school
3. If the applicant is a non-profit organization, the following must be attached/uploaded:
  - a. A list of the organization's board of directors
  - b. Financial statements (audited, if available) for the most recently completed fiscal year including:
    - Organizations' annual operating budget
    - Organization's balance sheet
    - Organization's income statement (or profit/loss statement)
  - c. Letter of commitment from organization leadership

- d. Letter of commitment from the principal and/or signed memorandum of agreement from school partner
4. If you are using a consultant, a copy of the scope of work developed by the consultant and statement of qualifications must be attached/uploaded.

### **File Naming Format for Attachment**

Please use the following descriptive file name format when uploading your files:

- Application ID\_Your Org Name\_Name of File (for example, '145\_HCF\_Budget.pdf' or '145\_HCF\_Board of Directors.doc').
- Do not use apostrophes, #, or parenthesis in your file name.
- Each file must have a unique file name.
- Each file size should be kept below 5000 KB.

### **TIMELINE**

The Request for Proposal will be released on June 13, 2016. Organizations may begin accessing the online applications as of June 20, 2016. Online applications must be submitted by **4:00 p.m. HST on Friday, August 12, 2016.**

Project period begins on or about October 1, 2016 through October 1, 2019, with final reports due one month after completion of the project. Actual dates for the program are contingent on the submission and approval of a final plan and timeline for implementation from the grantee.

### **ONLINE SUBMISSION**

Applications will only be accepted through our online application system. Please go to:

<https://nexus.hawaiicommunityfoundation.org/nonprofit>

If you are a new user click on “**New User Registration**”. **This process may take up to 2 days.** HCF recommends you request your account early to allow adequate time to complete the proposal before the submission deadline.

**DEADLINE: 4:00 p.m. HST, FRIDAY, AUGUST 12, 2016**

**Submit your applications by clicking the “Submit” button at the end of the application.**

### **QUESTIONS ABOUT THE RFP**

An informational webinar is scheduled for July 1, 2016, beginning at 9:00 a.m. HST. If you are interested in participating in this webinar, please contact Natalie Millon at (808) 566-5568 or [nmillon@hcf-hawaii.org](mailto:nmillon@hcf-hawaii.org).

If you have any questions about the RFP, please contact Robbie Ann Kane at (808) 566-5544 ([rkane@hcf-hawaii.org](mailto:rkane@hcf-hawaii.org)) or Natalie Millon at (808) 566-5568 ([nmillon@hcf-hawaii.org](mailto:nmillon@hcf-hawaii.org)). Neighbor islands may call HCF's toll-free number at 1-888-731-3863.