REQUEST FOR PROPOSALS – PHASE II
RFP D18-084

SEALED PROPOSALS
TO PROVIDE
21st CENTURY COMMUNITY LEARNING CENTERS
FOR THE
HAWAII DEPARTMENT OF EDUCATION (STATEWIDE)

will be received up to 2:00 p.m. (HST)
on
JUNE 15, 2018

at the HIDOE, OS/COMMUNITY ENGAGEMENT OFFICE, 4680 Kalanianaole Hwy., TB1A, Honolulu, HI 96816.

Interested Offerors are invited to participate in Technical Assistance Sessions to be held throughout the month of May, one per island (dates/times TBD). Webinars and recordings will also be made accessible. Attendance shall be voluntary but interested Offerors are encouraged to participate to gain an understanding of the breadth and scope of work involved under this RFP.

Questions relating to this solicitation may be directed to Lynn Fujioka via telephone at (808) 305-0698, via facsimile at (808) 377-7733, or via email at lynn_fujioka@notes.k12.hi.us.
SECTION I: OVERVIEW

RFP Organization

This RFP is organized as follows:

Section 1. Overview

Section 2. Application Guide

Section 3. Application Evaluation Criteria

Section 4. Program Requirements

Section 5. Resource Packet

Appendices A-F

Exhibits 1-8

Introduction

The 21st Century Community Learning Centers (21CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA). ESEA was reauthorized in December 2015 and renamed as the “Every Student Succeeds Act (ESSA). Under Title IV, Part B, USDOE provides grants to states using a formula in the law, based on the amount of funding provided in the federal budget.

The overarching goal of the 21CCLC program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas. These 21st Century Community Learning Centers provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session.

Phase One: Pre-Qualified Vendors

The Community Engagement Office (CEO) of the Hawaii State Department of Education (HIDOE) solicited proposals to create a list of Qualified Vendors. This list will be posted on the Hawaii Public Schools website in the 21st CCLC section. Schools and HIDOE offices may use the List of Qualified Vendors to obtain 21CCLC program services from a specific vendor or vendors whose program(s) best fits their needs. The selected vendor(s) will work directly with the authorized representative of the requesting Hawaii public school(s) or HIDOE Office(s) to engage, collaborate and coordinate school/complex/complex area-specific 21CCLC program services.

Non-Pre-Qualified Vendors

Applicants may elect to work with vendors other than those who have been pre-qualified. In such a case two additional rules apply:
• The applicant must follow the HIDOE procurement rules and processes as described at the State of Hawaii State Procurement Office website (http://spo.hawaii.gov/for-state-county-personnel/training/training-materials-references/). Applicants should note that purchases of $25,000 or more normally require formal competition (RFP) and public advertisement of the purchase. The law prohibits parceling of expenditures to avoid this legal requirement. Note: As this process typically takes between 3 and 6 months, it is likely that the process would not be complete in time to meet the deadline for this 21CCLC application. It is recommended that the applicant begins working with HIDOE Procurement Office now in order to qualify non-pre-approved vendors for the 2019 applications; and
• Non-Pre-Qualified Vendors may not serve as the Lead Applicant. For more information on the duties and responsibilities of the Lead Applicant see Program Requirements, Section 4 of this application packet.

Phase Two: Designing the Program

This Phase Two Application brings vendors together with HIDOE schools and offices to create a 21st Century Learning Center program. A detailed program plan will be developed through a collaborative effort between at least one Hawai`i public school or HIDOE Office and at least one community-based organization. The participants will form a partnership which will coordinate the services and develop and implement the program plan. The program plan will be reviewed and evaluated by CEO based on the Evaluation Criteria in Section 3 of this Application Packet. The services of Pre-Approved Vendors must remain consistent with the Scope of Work which was approved through the Phase One process. However, details provided by Qualified Vendors through the Phase One process may change based on the needs of the project schools, students, and communities. Upon review and approval of applications, CEO will issue contracts for comprehensive 21CCLC programs to the identified Lead Applicant.

A comprehensive 21CCLC program must:

• Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;
• Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and
• Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children’s education, including opportunities for literacy and related educational development.

Eligible Applicants

• Hawai`i public schools, including charter schools
• HIDOE offices, including complexes and complex areas
• 21CCLC Qualified Vendors in partnership with at least one Hawai`i public school
Application Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>Phase Two 21CCLC Application Packet issued.</td>
</tr>
<tr>
<td>April</td>
<td>HIDOE posts Qualified Vendor List at Hawaii Public Schools website (21st CCLC section) including contact information, description of services, and geographic service area availability.</td>
</tr>
<tr>
<td>April to May</td>
<td>Schools/Offices contact Qualified Vendor(s)</td>
</tr>
<tr>
<td>April to May</td>
<td>Partnerships formed</td>
</tr>
<tr>
<td>May to June</td>
<td>Partners design Detailed Program Plan and Phase 2 Application (see Application Guide &amp; Application Evaluation Criteria)</td>
</tr>
<tr>
<td>June 15, 2018</td>
<td>Phase Two 21CCLC Application Due</td>
</tr>
<tr>
<td></td>
<td>- Submit to Community Engagement Office</td>
</tr>
<tr>
<td></td>
<td>- 4680 Kalanianaole Hwy., TB1A, Honolulu, HI 96816</td>
</tr>
<tr>
<td>June 15 to June 30, 2018</td>
<td>Phase Two Application Evaluation</td>
</tr>
<tr>
<td>July 1, 2018</td>
<td>Project Launch (funding period begins)</td>
</tr>
</tbody>
</table>

Technical Assistance Sessions
May 2018 – Specific dates/times/locations will be announced.

Authorized Activities

As outlined in ESSA, the types of authorized activities that may be carried out as part of a 21CCLC project are:

- Academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, that are aligned with—
  - challenging State academic standards and any local academic standards, and
  - local curricula that are designed to improve student academic achievement;
- Well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment;
- Literacy education programs, including financial literacy programs and environmental literacy programs;
- Programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs;
- Services for individuals with disabilities;
- Programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement;
- Cultural programs;
- Telecommunications and technology education programs;
- Expanded library service hours;
- Parenting skills programs that promote parental involvement and family literacy;
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement;
- Drug and violence prevention programs and counseling programs;
- Programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as “STEM”), including computer science, and that foster innovation in learning by supporting nontraditional STEM education teaching methods; and
• Programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.).

State Priority Areas

In addition to the authorized activities of the federal law as described in above, HIDOE has established statewide priority areas for this RFP that are strongly recommended for inclusion. These priority areas are: (See Resource Packet, Exhibit 1 for details).

• Comprehensive Support and Improvement (CSI);
• Science, Technology, Engineering, and Mathematics (STEM);
• Health and Wellbeing/Social and Emotional Learning;
• Summer Transitions/Dropout Prevention; and
• College, Career, Community Readiness/Linking Learning and Career Pathways.

Sub Grant Awards

The total dollar amount available statewide each year through this application is contingent upon Hawaii’s Federal Award of 21CCLC funding. The HIDOE will not obligate funds until federal funds are appropriated and the Hawaii Department of Education has received its federal award notification from the USDOE. Award amounts will be based on the U.S. Department of Education award notification and approved requests from Lead Applicants by CEO.

• The minimum sub-grant award is $50,000.00 per year.
• There is no established maximum sub-grant award.
• This application covers a three-year sub-grant period.
• Two 12-month extensions will be contingent upon program performance and evaluation.
SECTION 2: APPLICATION GUIDE

Application Evaluation

The HIDOE will conduct a comprehensive, fair, and impartial evaluation of the applications it receives in response to this 21CCLC funding opportunity. Distribution of funds will be based on highest scoring applications while also considering geographic distribution.

Application Preparation

Applications should be prepared in a straightforward and concise manner. Emphasis will be on completeness and clarity of content. When an applicant submits a proposal, it will be considered a complete plan for accomplishing the tasks described in this application packet and any supplemental tasks the applicant has identified as necessary to successfully meet the obligations outlined (see Section 4 Program Requirements). If any additional information is required by the HIDOE regarding any aspect of an application, such information must be provided within two (2) business days of the HIDOE’s request unless otherwise stated or directed by HIDOE.

Application Format

- 12 point Times New Roman or Arial font, double line spacing
- Letter size pages, 1-inch side margins, 0.5 inch top/bottom margins
- Tables and figures no smaller than 10 point font
- Bullets may be single spaced

Application Submission

- Submit one (1) original and three (3) hard copies, plus one (1) electronic copy on a USB flash drive.
- The electronic copy must contain one PDF including all contents of the complete application plus the Budget Form in Excel format. Note: Only these two electronic files may be submitted.
- Name electronic files as follows: Lead Applicant Name Application, (e.g. Aloha Complex Area Application, and Lead Applicant Budget (e.g. Aloha Complex Area Budget)
- All materials must be in one sealed envelope or package, clearly marked with the Lead Applicant’s name and address.

Contents of a Complete Application

Sections of the application must be separated using four index dividers as follows:

1. Lead Applicant Form (with required signatures) – Appendix A
2. Program Design Narrative (must be organized as listed as in Evaluation Criteria, Sections 1-12)
3. Budget Request (as described below, Resource Packet, Worksheet B)
4. Required Supplemental Documents
   a. Partnership Agreements – Resource Packet, Sample C
   b. Fiscal Agent Agreement – Resource Packet, Sample D
   c. Assurances for Program Implementation – Resource Packet, Form E
   d. Equitable Services for Private School Participation – Resource Packet, Form F
   e. Community Notification of Intent to Apply – Resource Packet, Exhibit 4
   f. Statewide Priorities – Resource Packet, Exhibit 1
   g. Key Staff job descriptions
   h. Childcare Licensing Documentation (if applicable)
Evidence of Federal Negotiated Indirect Cost Rate (if applicable)

Program Design Narrative

- Number all pages, with number 1 on first page through to end.
- Each section and sub-section of the Application Evaluation Criteria (Section 3) must be directly addressed in the narrative response.
- Responses must be presented in numerical order as outlined in the Evaluation Criteria (Section 3) as follows:

1. Program Summary (one page)
2. Collaboration and Partnerships
3. Program Design
4. Program Evaluation, Data Collection and Dissemination
5. School Level Data and Student Achievement
6. Program Participation
7. Parent and Family Engagement
8. Facilities, Transportation, Meals, and Nutrition
9. Program Communications
10. Program Management
11. Sustainability
12. Budget Request -- Provide a budget request reflecting the detailed project plan agreements made between the vendor(s) and the partner schools/offices.

The following documents are required and must be organized in this manner:

1. Program budget worksheet (three separate years) – Appendix B
2. Program budget narrative that:
   a. Itemizes the specific use of grant funds contained in budget worksheet;  
   b. Itemizes personnel costs; and  
   c. Demonstrates a clear connection between project activities and costs.

Applicants are advised to reference Program Requirements (Section 4) of this application packet to ensure narrative responses to the evaluation criteria reflect all program requirements.

If partnering with a Qualified Vendor, access the Qualified Vendors List posted on the Hawaii Public Schools website (21st CCLC section), describe the agreements made between the vendor(s) and the partner schools/offices in the narrative responses.
SECTION 3: APPLICATION EVALUATION CRITERIA

This section will be used by the review panel to score all 21CCLC detailed program plans. Scoring for this is based on a total of 150 points. In order to ensure reviewers clearly see the link between your application and the scoring criteria, please organize responses to reflect sections and criteria as shown below.

Scoring Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Meets all of the criteria</td>
</tr>
<tr>
<td>2</td>
<td>Meets most of the criteria</td>
</tr>
<tr>
<td>1</td>
<td>Some elements of the criteria are missing, incomplete, or only weakly address the criteria</td>
</tr>
<tr>
<td>0</td>
<td>Missing criteria or the responses do not address the criteria</td>
</tr>
</tbody>
</table>

Scoring Summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Program Summary</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Collaboration &amp; Partnerships</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>Program Design</td>
<td>39</td>
</tr>
<tr>
<td>4</td>
<td>Program Evaluation, Data Collection and Dissemination</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>School Level Data and Student Achievement</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Program Participation</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Parent and Family Engagement</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>Facilities, Transportation, Meals and Nutrition</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>Program Communications</td>
<td>6</td>
</tr>
<tr>
<td>10</td>
<td>Program Management</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>Sustainability</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>Budget Request</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

SECTION 1: PROGRAM SUMMARY

1.1 Program Summary

1.1.1. The Program Summary must be no longer than two pages, and should give the reader a sense of the entire application. Please be sure to include:

1.1.2. Primary partners involved in the proposed program, their respective role(s), and whether the partners are listed on the Qualified Vendors List.

1.1.3. A brief outline of the overall concept, structure and focus of program;

1.1.4. The identified needs to be addressed; and

1.1.5. The school(s) served and age/grades and number of students to be served;

3 points

SECTION 2: COLLABORATION & PARTNERSHIPS

2.1 Planning, Implementation & Communication

2.1.1 Describe how school sites and all partners were involved in the planning, design, and development of the program.

3 points

2.2 Roles and Coordination

6 Points
### 2.2.1 Describe the roles, responsibilities, and capacities of all partners involved in the project (community service providers, schools, complex area(s), others).

3 points

### 2.2.2 Describe how leaders from each partner (the program director, school principal(s), the partner leads etc.) will work together to ensure the ongoing success of the 21CCLC program, including how the principals and program director will meet on a regular basis to ensure effective, ongoing collaboration.

3 points

### 2.3 Advisory Board

<table>
<thead>
<tr>
<th>2.3.1</th>
<th>Describe how the Advisory Board will be formed, meeting plans, and how decision-making will occur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
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</table>

<table>
<thead>
<tr>
<th>2.3.2</th>
<th>Identify all members of the Advisory Board including any 21CCLC staff who will serve on the Advisory Board and how the membership aligns with the requirements listed in section 2.3.2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.3.3</th>
<th>Describe how the advisory board will work with staff, school and community stakeholders, including parents, families, and students, throughout the duration of the grant during program planning, implementation, evaluation, and refinement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td></td>
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</tbody>
</table>

### 2.4 Lead Applicant & Fiscal Agent

<table>
<thead>
<tr>
<th>2.4.1</th>
<th>Submit Lead Applicant form. Please provide this as required supplemental document Appendix A</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.4.2</th>
<th>If the Lead Applicant and fiscal agent is other than a DOE school or complex area, submit documentation demonstrating capacity to manage effective fiscal accounting. This may take the form of an annual report, a current audit report, or other evidence of managing other federal grants of similar size.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
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</table>

### 2.5 Evidence of Community Notice

<table>
<thead>
<tr>
<th>2.5.1</th>
<th>Provide documentation of community notification of intent to apply - required supplemental document Appendix E</th>
</tr>
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<tbody>
<tr>
<td>0 points</td>
<td></td>
</tr>
</tbody>
</table>

### 2.6 Partnership Agreements

<table>
<thead>
<tr>
<th>2.6.1</th>
<th>Include a completed and signed Partnership Agreement(s) between key partners. This must include at least one school and one eligible partner except at as provided in the special rule below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2.6.2</th>
<th><strong>Special Rule:</strong> Schools and/or complex areas proposing 21CCLC services and activities without partners are required to demonstrate justification there is no community-based organization within &quot;reasonable geographic proximity and of sufficient quality.&quot; If applying under this rule, please describe the criteria used for determining reasonable geographic proximity and sufficient quality.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 points</td>
<td></td>
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</table>

### SECTION 3: PROGRAM DESIGN

### 3.1 Statewide Priorities

<table>
<thead>
<tr>
<th>3.1.1</th>
<th>List which of the statewide priority(ies), if any, (see Resource Packet, Exhibit 1) the program plans to impact, and briefly state how the program will address those priority(ies).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.1.2</th>
<th>List school(s), if any, to be served that have been identified by HIDOE for comprehensive assistance in 2017/18 school year (see Exhibit 5).</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td></td>
</tr>
</tbody>
</table>

### 3.2 Identified Needs

3 Points
3.2.1 Describe how student needs were determined (academic and social-emotional), the data supporting that determination and how the proposed program will address those needs. 3 points

3.2.2 Describe how community needs were determined, the data supporting that determination, and how the proposed program will address those needs (including the needs of working families). 3 points

<table>
<thead>
<tr>
<th>3.3 Strategies &amp; Activities During the School Year</th>
<th>15 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1 Describe the overall philosophy and vision of your approach.</td>
<td>3 points</td>
</tr>
<tr>
<td>3.3.2 Clearly describe the proposed structure and the program and services available to students.</td>
<td>3 points</td>
</tr>
<tr>
<td>• Provide detail about the strategies, activities, and supports provided to students.</td>
<td></td>
</tr>
<tr>
<td>• If programs will be offered at more than one site, please make clear any differences between program structures or offerings at each site.</td>
<td></td>
</tr>
<tr>
<td>3.3.3 Explain why these strategies were chosen and how they will meet the identified student and community needs.</td>
<td>3 points</td>
</tr>
<tr>
<td>3.3.4 Describe the ways in which the program will be connected to the regular school day, including such things as communication with the principal, teachers, and other staff; common curriculum and/or instructional practices; shared staff; shared professional development; membership on any school academic teams or other school or complex/complex area decision-making groups; supportive homework policies and practices; etc.</td>
<td>3 points</td>
</tr>
<tr>
<td>3.3.5 Describe (or show using a table or grid) the general schedule of operations for each proposed site, the date the program will begin (which must be no later than the beginning of the second semester of the 2018-19 school year), highlighting the number of program days each week, number of weeks per year, and number of hours each day. Show the schedule from the end of the school day to student pick-up and/or transportation home.</td>
<td>3 points</td>
</tr>
<tr>
<td>3.3.6 In table form, identify the following for program attendance. Note: The project must be designed to meet the minimum percent of student enrollment. (See section 6, Program Participation)</td>
<td>0 points</td>
</tr>
<tr>
<td>• The current number of students (SY 2017-18) at each target school.</td>
<td></td>
</tr>
<tr>
<td>• The minimum and maximum number of students to be served by the program during the school year at each target school;</td>
<td></td>
</tr>
<tr>
<td>• The average number of anticipated daily attendees during the 2018-19 school year from each target school;</td>
<td></td>
</tr>
<tr>
<td>• The number of anticipated regular program participants. (See Section 6 for definition of “regular” program participants)</td>
<td></td>
</tr>
<tr>
<td>• The number of family members anticipated to participate from each target school; and</td>
<td></td>
</tr>
<tr>
<td>• Include the total of all target schools for each column.</td>
<td></td>
</tr>
</tbody>
</table>

3.4 Strategies & Activities During Summer/Weekend/Holiday Programs
Note: Summer programs are not required in Year 1 (Summer 2018) but are required for Years 2 and 3. Weekend, holiday, or non-school day programs are not required but should be included here if part of the program. 12 Points
3.4.1 Clearly describe the proposed structure and the program and services available to students in the summer school program. Provide detail about the strategies, activities, and supports provided to students.

- If programs will be offered at more than one site, please make clear any differences between program structures or offerings at each site.

3.4.2 Explain why these strategies were chosen and how they will meet the identified student and community needs (including the needs of working families).

3.4.3 Describe the ways in which the summer program will be connected to the school year, including such things as co-planning of the summer program; communication with school administration, faculty, and staff; common curriculum and/or instructional practices; shared staff; shared professional development; school orientation programs; etc.

3.4.4 Describe – or show using a table or grid – the general schedule of operations for the summer learning program for each proposed site, highlighting the number of program days each week, number of weeks, and the number of hours each day, who the instructors will be, and what differences there will be in offerings for differing age/grade levels.

3.4.5 In table form, identify the following for summer program attendance:

- The average number of anticipated daily attendees during each year from each target school;
- The number of family members anticipated to participate from each target school;
- The minimum and maximum number of students to be served by the summer program from each target school; and
- Include the total of all target schools for each column.

3.5 Program Goals

3.5.1 Provide the specific and measurable goals (outcomes) for the proposed program. These should be concise and clear statements that clearly illustrate and clearly state how much change you anticipate, on what measure, over what period of time, and for which group(s) of students. Please include the expected program outcomes by the end of each school year the program operates. These outcomes should include at least one outcome in each of the following areas:

- Program attendance;
- Academic improvement goals;
- Social and emotional learning and/or Nā Hōpōna A‘o (HĀ goals (See Resource Packet, Exhibit 3)); and
- Community-specific outcomes.

3.5.2 If the specific and measureable goals are different for the summer program, than for the school year program, present separately.
4.1.2 Present a data collection plan that describes how the key indicators of success will be monitored and evaluated annually. Include the collection and analysis of Annual Performance Report (APR) web-based data system data elements and the HIDOE Key Indicators of success (See Section 4)  

4.1.3 Describe how data collected will be used to measure progress, to assist with planning and coordination of services for students, and to adjust program strategies and activities to maximize effectiveness of the program.  

4.1.4 Specify who will be responsible for management of the data systems. Describe how frequently data will be updated, how data quality will be ensured. Explain how you will ensure that data is shared in a timely manner and that confidentiality laws (FERPA) will be followed. Include how the evaluation results will be made available to the public.  

<table>
<thead>
<tr>
<th>SECTION 5: SCHOOL LEVEL DATA &amp; STUDENT ACHIEVEMENT</th>
<th>6 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Poverty &amp; Academic Attainment</td>
<td>6 Points</td>
</tr>
</tbody>
</table>
| 5.1.1 Provide a thorough data analysis that supports the focus and strategies of the program. For each school in the project, provide the following in table form:  
  - Percentage of students qualifying for free or reduced-price lunches;  
  - SBA results in ELA and math (% proficient) by school and grade level; and  
  - HSA results in science (% proficient) by school and grade level. | 3 points |
| 5.1.2 Describe how the project activities are expected to improve student achievement and support student success. | 3 points |

<table>
<thead>
<tr>
<th>SECTION 6: PROGRAM PARTICIPATION</th>
<th>12 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Youth Participation &amp; Engagement (Sections 6.1 and 6.2)</td>
<td>12 Points</td>
</tr>
<tr>
<td>6.1.1 Describe how the program will serve at least 25% of the total student body if serving elementary and/or middle and intermediate school(s); and at least 15% if serving high school(s).</td>
<td>3 points</td>
</tr>
<tr>
<td>6.1.2 Describe how the program will recruit students, and provide continuous services designed to encourage their full participation in daily activities and long-term engagement in the program.</td>
<td>3 points</td>
</tr>
<tr>
<td>6.1.3 Describe how the project will identify and seek to enroll and serve students who may be or are at-risk for academic failure, dropping out of school, involvement in criminal or delinquent activities, or who lack strong positive role models.</td>
<td>3 points</td>
</tr>
<tr>
<td>6.1.4 Please describe how students have been asked about their interests and how these interests have been built into the project plans.</td>
<td>3 points</td>
</tr>
<tr>
<td>6.2 Additional Requirements</td>
<td>0 points</td>
</tr>
<tr>
<td>Note: There are no points calculated for responses in this section. If project proposes to serve any of the following, applicants are required to submit a complete response to each applicable question. Failure to do so may result in the disqualification of the proposal. If program is proposing to serve any of the following, please follow the description below. If program is NOT addressing any of the following listed in this section, the proposal must state accordingly.</td>
<td></td>
</tr>
<tr>
<td>6.2.1 For programs addressing specific subpopulations: If the application proposes to serve a specific subpopulation of students at a target school(s), please describe the specific activities and/or supports that will be provided will</td>
<td>0 points</td>
</tr>
</tbody>
</table>
meet their needs. This group of students must be of school age. Please link this to the justification provided above in the data analysis section (section 5.1).

6.2.2 **For programs addressing small groups of students who do not attend the target school**: If the application proposes to serve a small group of students (and their families) who do not attend the target school(s), please describe how the program will meet their needs. This group of students must be of school age and may not be larger in number than those served at the target school(s). Please link this to the justification provided above in the data analysis (section 5.1).

6.2.3 **For programs proposing to serve a school already served by a 21CCLC**: If the application proposes to serve a school that is already served by a 21CCLC program (i.e. one that is already funded), please describe (and be sure to link this to the justification provided above in the data analysis (section 5.1) how will this program address the needs of the school in a way that is different from the program already funded (e.g., more students, more community services, more specific services). Demonstrate that the activities proposed in the application:
- Are not currently accessible to students who would be served through this proposal; or
- Would expand accessibility to high-quality services that may be currently available in the community.

### SECTION 7: PARENT & FAMILY ENGAGEMENT

<table>
<thead>
<tr>
<th>7.1 Parent &amp; Family Engagement</th>
<th>9 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.1 Describe how the project will identify and address the needs of families, including childcare, family engagement, and family literacy.</td>
<td>3 points</td>
</tr>
<tr>
<td>7.1.2 Describe a minimum of four (4) meaningful parent and family engagement activities that will occur throughout each year (including at least one annual parent information session).</td>
<td>3 points</td>
</tr>
<tr>
<td>7.1.3 Describe how these activities and services will promote active and meaningful engagement of parents and families in their children’s education and opportunities for literacy and related educational development.</td>
<td>3 points</td>
</tr>
</tbody>
</table>

### SECTION 8: FACILITIES, TRANSPORTATION, MEALS & NUTRITION

<table>
<thead>
<tr>
<th>8.1 Facilities</th>
<th>3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.1 Describe the facilities that will be used for the 21CCLC program.</td>
<td>3 points</td>
</tr>
<tr>
<td>8.1.2 If the program will be operated at a location other than public or non-public school facilities, submit necessary documentation of compliance with any required licensing requirements. Include this as required supplemental documentation.</td>
<td>3 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2 Transportation</th>
<th>3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.1 Please describe how the program will ensure age-appropriate and safe transportation arrangements for after-school, non-school day, and summer programs, including:</td>
<td>3 points</td>
</tr>
<tr>
<td>- How participants will get to the program, if it is not at the target school;</td>
<td></td>
</tr>
<tr>
<td>- How the location will be at least as accessible to the students served as if the proposed program were located in a school;</td>
<td></td>
</tr>
</tbody>
</table>
• How participants will be safely signed out of the program;
• How participants will get to and home from the program;
• How participants will travel to and from off-site programs or activities, if applicable; and
• If limited transportation is being provided, demonstrate how this will not pose a barrier to program participation for any students who may need the program and how this will in no way compromise student safety.

• Note: Please include information on how transportation will be funded in the budget worksheet and budget narrative.

8.3 Meals & Nutrition 3 Points

8.3.1 Please describe how the program will offer nutritious snacks/meals that meet the USDA guidelines of afterschool snacks and summer meal supplements as well as the Hawaii Nutrition guidelines. Describe how snacks will be funded. (Snacks/meals may not be purchased with 21CCLC funds or charged to students/families directly or indirectly). See Section 8 for more information. 3 points

SECTION 9: PROGRAM COMMUNICATIONS 6 TOTAL

9.1 Informing the Community and Outreach 3 Points

9.1.1 Describe how you will disseminate information about the project (including its location) to the community in a manner that is understandable and accessible.
• Include both “School year” and “Summer” program communications. 3 points

9.1.2 Describe your communication and outreach strategies, taking into consideration and clearly defining how the program will ensure ongoing, meaningful, and effective communications:
• With family members and guardians;
• With student participants including to encourage their voice in decisions affecting them;
• Between the program and the classroom teachers of participants; and
• With the advisory board, subcontractors, community members, HIDOE, and other stakeholders in a manner that is understandable and accessible. 3 points

SECTION 10: PROGRAM MANAGEMENT 12 TOTAL

10.1 Staffing and Professional Development 12 Points

10.1.1 Describe or show the staffing design, including how key staff members will be recruited, supported, trained and supervised. Identify planned staff-to-student ratios. You may include an organizational chart to clarify authority/supervision as an optional supplemental document. 3 points

10.1.2 Describe or show proposed staff qualifications for the required Project Director and Center Coordinator (see Section 10 for requirements). Include staff qualifications for Educational Liaison and Data Maintenance positions and any other key positions. Note: Attach the job descriptions for key staff as required supplemental documentation. 3 points

10.1.3 Describe the professional development planning process. Describe how professional development needs will be identified and what strategies will be used to ensure that those professional development needs are met in an ongoing, targeted and purposeful manner. 3 points
10.1.4 Please describe how volunteers will be background checked, supported and supervised if they are used (this is a requirement if you plan on using volunteers). 3 points

**SECTION 11: SUSTAINABILITY**

9 TOTAL

<table>
<thead>
<tr>
<th>11.1 Program Quality, Sustainability and Growth</th>
<th>9 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1.1 Describe the sustainability plan for the 21CCLC during and after the sub-grant. Please detail strategies and leveraged funds used to support the 21CCLC program.</td>
<td>3 points</td>
</tr>
<tr>
<td>11.1.2 Describe the commitment that the primary partners—the school(s) and/or complex area, the community-based organization, and other public or private entity, if any—are making to the 21CCLC, through cash or in-kind contributions, including but not limited to staff, space, supplies and equipment, transportation, computer labs, technical expertise, and facilities.</td>
<td>3 points</td>
</tr>
<tr>
<td>11.1.3 Describe the plan for the 21CCLC program if the grant term extension is awarded for an additional 1-2 years (years 4 and 5); identify resources, other than the proposed sub-grant funds, that will support the 20% reduction in funding and contribute to the success and sustainability of the 21CCLC program. This may include funds from private grants, corporate sponsors, municipal grants, federal grants, and local businesses.</td>
<td>3 points</td>
</tr>
</tbody>
</table>

**SECTION 12: BUDGET REQUEST**

15 TOTAL

<table>
<thead>
<tr>
<th>12.1 Budget Narrative &amp; Form</th>
<th>3 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1.1 Complete the Budget Form using the template provided in Resource Packet, Form B. Ensure calculations are accurate. Submit separate budgets for each school year of the sub-grant (SY 2018/19, SY 2019/20, SY 2020/21) and cumulative budget for total project costs. Please provide this as required supplemental document B.</td>
<td>3 points</td>
</tr>
<tr>
<td>12.1.2 Present a clear description of projected expenditure of funds. Describe expenditures listed on budget worksheet, clearly connecting the expenditures to the activities and goals of your plan.</td>
<td>3 points</td>
</tr>
<tr>
<td>12.1.3 Display personnel costs by role (e.g. Program Director, Center Coordinator, Educational Liaison, Data Maintenance, Teacher, and other key positions). Include sufficient detail (e.g., number of hours work per week, at what rate of pay, and for how many weeks per year). Ensure figures in narrative match Budget Form. Personnel costs must be reasonable and necessary.</td>
<td>3 points</td>
</tr>
<tr>
<td>12.1.4 Provide a description for how funds in each expense category will be used. Include sufficient detail (e.g. how many items at what cost per item). Describe and justify need for purchases/expenditures. The narrative must align with, and provide an explanation of, the content in the Budget Form. Ensure figures in narrative match Budget Form.</td>
<td>3 points</td>
</tr>
<tr>
<td>12.1.5 All purchases must be reasonable, necessary, and allowable under the guidelines of the 21CCLC grant. Costs are reasonable in relation to project focus, scope of work, and projected outcomes. Provide minimum and maximum cost per student per year based on proposed minimum and maximum number of students per site.</td>
<td>3 points</td>
</tr>
</tbody>
</table>
**12.2 Program Income**

| 12.2.1 If charging fees to families, provide a narrative that explains the fee structure, its administration and management and verify that it meets the requirement outlined in Section 12, under Program Income | 0 Points |

| 12.3 Unusual Costs | 0 Points |

| 12.3.1 If applying for Unusual Costs, please include a clear justification of the need for these costs and how they will be used (see Section 12 under Unusual Costs). | 0 Points |

| 12.4 Other Costs | 0 Points |

| 12.4.1 If other funds are needed to support activities related to the program, include the amount and clearly identify from where the funds are coming. Describe also how the funds will be accounted for as part of use of funds. | 0 points |

**SECTION 4: PROGRAM REQUIREMENTS**

(Organized by Application Evaluation Sections)

**Technical Checks:** All applications will be reviewed to ensure contents meet all program requirements prior to finalization of sub-grant awards.

**Section 2: Collaboration and Partnerships**

All 21CCLC programs must consist of “a partnership between a local educational agency, a community-based organization, and other public entity or private entity, if appropriate” [§4204(b)(2)(H)]. Therefore, if selected, the program must be implemented, as a collaborative effort between the school(s), and at least one community-based organization. The intent is active collaboration. Applicants must demonstrate a partnership between the following:

- A school(s), and/or complex, and/or complex area (required). For the purposes of this Application, a school is defined to mean charter schools, state-operated schools, and public schools.

- A community-based organization (required*). This may be a public or private non-profit organization, including faith-based organizations, institutions of higher education, Indian tribe(s) or tribal organization(s). See Qualified Vendors List which can be found at: the Hawaii Public School website (21st CCLC section) or purchase outside of the vendor list, utilizing the applicable procurement method and its procedures (See Section I, Pre-Qualified and Non-Pre-Qualified Vendors).

- Another public or private entity (optional, if appropriate). Consortia of two or more agencies, organizations, or entities are also eligible to apply, provided at least one partner is a school, complex, and/or complex area.

*Special Rule:* If a school, and/or complex, and/or complex area is unable to partner with a qualified community-based organization in reasonable geographic proximity, the applicant must submit such documentation along with a complete application.

**Planning, Implementation, and Communication (2.1.1)**

A collaborative partnership is one in which all partners provides meaningful involvement and where stakeholders work together with schools and develop the school specific program collaboratively. Applicants must make clear how school sites and all participants were involved in the planning, design, and development, and what opportunities – structures and processes – for ongoing collaboration will occur throughout the sub-grant period. Contracted providers will be expected to
maintain communication with the schools the participating students attend to ensure that program activities support the learning that occurs during the regular school day.

**Advisory Board (2.3.1-2.3.3)**
In order to ensure broad-based community, school and student involvement and support, and a connection between the program and school efforts, each 21CCLC project is required to establish a local 21CCLC Advisory Board. Applicant must provide a list of potential Advisory Board members (including 21CCLC staff) and how membership aligns with program requirements, and briefly describe how the Board will work with staff, school and community stakeholders (including parents, families and students) throughout the duration of the grant period (i.e., planning, implementation, evaluation and refinement).

The Advisory Board must be comprised of at least two (2) parents, two (2) students (if middle and/or high school students are served), one (1) regular school day teacher from each school served and a diverse group of members of community agencies and the private sector (optimal size is 10-15 members). The advisory board must hold a minimum of two (2) meetings per year, with minutes and attendance available to HIDOE upon request. The focus of the board meetings should include at a minimum current or future program needs and/or concerns, program evaluation results, program operations and sustainability. This group should assist with planning and decision-making, in consultation with HIDOE

**Lead Applicant (2.4.1-2.4.2)**
The lead applicant is responsible for programmatic oversight of the grant for the length of the sub-grant period. The lead applicant is also responsible for fiscal oversight of the consortium. Applications must include a completed Lead Applicant Form (Section 2.4, Form A).

The Lead Applicant must meet the following requirements:
- Must be an eligible grant recipient as defined by statute (See Section 2.4, Eligible Applicants, Entities and Participants);
- Must have experience with grant funding at the city, state, federal or private/foundation level;
- Must receive and administer the grant funds and submit the required reports to account for the use of grant funds;
- Must require partners to sign a commitment (Section 2.4, Form A) that specifically outlines all services each partner agrees to provide;
- Must be an active member of the partnership; and
- **A Non-Pre-Qualified Vendor may not serve as the lead applicant.**

Note: Direct services by the lead applicant can include costs connected with the Program Director, teachers, activity leaders, rent for program space and school usage fees, program supplies and materials, the provision of specific activities for students and families, travel for student trips, etc. Administrative and professional development costs to the lead fiscal agent do not qualify as direct services to students. No portion of purchased services may be considered a direct service by the lead applicant. Administrative and indirect cost caps apply.

**Fiscal Agent**
The Lead Applicant also serves as the Fiscal Agent for the 21CCLC project. The Lead Applicant is responsible for invoicing the HIDOE CEO throughout the duration of the project.

The Fiscal Agent is obligated to:
- Disburse funds solely at the direction of the Applicant’s approved application and budget;
- Disburse funds in accordance with the purpose and guidelines of the 21CCLC grant application;
• Draw-down expenditures at least three times per year (semester 1, semester 2, and summer);
• Maintain separate records of disbursements related to the grant;
• Keep receipts for at least seven years following receipt of the grant;
• Make financial records available upon request; and
• Monitor internal controls for fiscal management of 21CCLC funds.

**Community Notice (2.5.1)**
Applicants must provide, "an assurance that the community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application." Applicant must provide with their response to this RFP, documentation of community notification of intent to apply.

**Partnership Agreements (2.6.1-2.6.2)**
The Lead Applicant is responsible for completing and executing a Partnership Agreement between partners. The Partnership Agreement must describe the partners’ significant involvement in both planning and program implementation throughout the grant period. This must include the targeted school(s) and complex area(s) within which the program will be operating. Partnerships can be between local educational agencies, community-based organizations, and other public or private entities. Partnership Agreements must contain the following:

- Define the program implementation agreements between the partners;
- The nature and details of the partnerships, including the roles, responsibilities, and capacities of each partner;
- Outline resources/financial contributions being made towards the program; and
- A clear statement that each partner intends to continue the partnership and makes a commitment for at least the entire duration of the sub-grant period or funding period whichever is longer.

Note: An individual, agency, organization or other entity that only provides products described in the proposed program and is not involved in overall program planning and implementation is not considered a partner and is not required to join in the partnership agreement.

**Section 3: Program Design (3.1-3.5)**

**Identified Needs (3.2.1-3.2.2)**
21CCLC programs must be based on student needs, both academic and social emotional, as determined through a well-designed and administered needs assessment. The program design should in turn reflect the identified student needs and link to the program’s expected results and evaluation. Programs should use a variety of approaches to learning and identify those that best meet the needs of the students attending the program. In addition, applications must include an evaluation of the community needs and available resources and describe how the program will address those needs (including the needs of working families). ESSA Sec. 4204(b)(2)(I). In general, all 21CCLC programs must be designed to meet the needs of participating students, their families, and the community.

**Project School(s)**
At a minimum, at least 2/3 of the students a project will serve must attend:

- Schools eligible for schoolwide programs under Title I, Section 1114 of the Every Student Succeeds ESSA, or
• Schools with at least 40%* of students eligible for free or reduced priced lunch through the National School Lunch Program; and the families of these students. (See Resource Packet, Exhibit 5)

*The one exception to the 40% threshold is if a school is currently operating a Title I Schoolwide Program, even though it no longer has 40% of students eligible for free or reduced price lunch.

**Programming Hours (3.3.1-3.5.2)**

21CCLC programs take place during non-school hours, including before- and after-school, weekends, holidays, non-school days, summers, and during recesses. **21CCLC program funds may not be used for activities during the regular school day.** The only exceptions to this rule are:

1) Services that target pre- kindergarten children and/or adult family members, and
2) Planning, coordination and administrative tasks that support the grant are also allowable during school hours.

Programs are required to provide services in a manner consistent with state child care guidelines (http://humanservices.hawaii.gov/bessd/child-care-program/child-care-licensing/). Programs are also required to meet service hour requirements of at least 300 hours over at least 30 days of operation overall, and minimum per week hours by grade band:

- For grades K-5: Minimum of 12 hours per week of programming
- For grades 6-8: Minimum of 15 hours per week of programming
- For grades 9-12: Minimum of 10 hours per week of programming

Programs may elect to begin services as soon after the notification of final award is received but not later than the beginning of the second semester of the 2018-19 school year. Programs should aim to serve as many students as possible for at least 300 hours over at least 30 days of operation over the course of the year, and preferably 60 or 90 days. **21CCLC programs are not drop-in programs.**

After-school programs are required and expected to operate throughout the entire school year, for at least 2 hours a day and for at least 4 days per week, but it is recommended that programs operate for 5 days a week. It is recommended that programming begin within 1 week of the school start date and continue through no more than 1 week before the end of the school year.

Before school (optional): Programs may offer before school components. Before school programs are recommended to operate for at least 1 hour and consist primarily of 21CCLC required activities.

Summer school and school breaks: Summer programs are not required in Year 1 (Summer 2018) but are required for Years 2 and 3. 21CCLC programs may develop and implement a half- (4 hours) or full- day (6 hours) program during summer and/or other school breaks. Summer programs are recommended to operate at least 4 days per week and for a minimum of 2 weeks, although 4- to 6-week long programs are recommended. Summer learning programs should be fun and engaging, while seeking to stem, or reverse, summer learning loss.

Teacher Planning Days, Weekends, and Holidays: Programs must provide a minimum of 4 hours of programming per day if proposing to operate on teacher planning days, weekends and/or holidays.
Each student in the program must be afforded the full breadth of programming each week (e.g., a program cannot serve males on Monday and females on Tuesday). Programs must be designed to serve the same students on a daily basis.

Federal Assurances
Section 4204 of Non-Regulatory Guidance establishes the following assurances:

- The program will take place in a safe and easily accessible facility;
- The program was developed and will be carried out in active collaboration with the schools that participating students attend (including through the sharing of relevant data among the schools), all participants of the eligible entity, and any partnership entities, in compliance with applicable laws relating to privacy and confidentiality (FERPA); in alignment with the challenging State academic standards and any local academic standards;
- The program will target students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students;
- Funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds; and
- The community will be given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.

Section 4: Program Evaluation, Data Collection and Dissemination (4.1.1-4.1.4)
Measuring Outcomes and Evaluation
Programs must implement evaluation plans and overall programs that align with the goals, measurable objectives and the expected outcomes of the proposed program; the current Performance Indicators for all programs; and must include the following as described in ESSA Sec. 4205(b)(1):

- An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
- How the program or activity will help students meet the challenging State academic standards and any local academic standards;
- Measures of student success that align with the regular academic program of the school and the academic and other needs of participating students and their families, and include performance indicators and measures; and
- Collect the data necessary for the measures of student success.

Measures of Effectiveness
21CCLC programs are required to use the Annual Performance Report (APR) web-based data system to collect and manage required data elements. Programs must agree to provide accurate and timely data as required by federal reporting requirements. Programs are also strongly encouraged to update their data on a daily basis.

Required data elements to track student success and improvement over time are required for all programs, including measures of:

- Increases in the percentage of students attaining proficiency in HIDOE statewide assessments in English language arts, math, and science;
- Improved attendance during the school day;
- Higher classroom grades and course marks;
• Regular (or consistent) program attendance. Regularly participating students are those students that participate in the 21CCLC program for at least 300 hours over at least 30 days or more of operation.; and
• On-time advancement to the next grade level.

In addition, the HIDOE has adopted the following Key Indicators of success of the 21CCLC program for this year. These indicators may be modified over time. While much of the data used to assess these indicators will be provided by HIDOE, all programs are required to report data as instructed by HIDOE according to HIDOE procedures and guidelines to support these indicators:

Objective 1: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts
• Indicator 1.1: Percentage of regular program participants with improvement in reading/language arts scores and proficiency on Smarter Balanced Assessment; and
• Indicator 1.2: Percentage of regular program participants with improvement in reading/language arts grades or course-marks.

Objective 2: Participants in 21st Century Community Learning Centers will demonstrate academic improvement in math
• Indicator 2.1: Percentage of regular program participants with improvement in math scores and proficiency on Smarter Balanced Assessment; and
• Indicator 2.2: Percentage of regular program participants with improvement in math grades or course-marks.

Objective 3: Participants in 21st Century Community Learning Centers will demonstrate positive behavioral changes.
• Indicator 3.1: Percentage of regular program participants with decreases in the number of days absent from school, as measured quarterly throughout the school year;
• Indicator 3.2: Percentage of regular program participants with decreases in the number of behavioral incidents at school, as measured quarterly throughout the school year; and
• Indicator 3.3: Percentage of regular program participants with increased social and emotional skills as measured by student surveys.

Objective 4: Participants in 21st Century Community Learning Centers will demonstrate progress toward individually identified program goals.
• Measurable indicators to be determined by 21CCLC programs. Examples of other measures reflecting important impacts of the program on students and their families include:
  • Increases in school attendance and decreases in chronic absenteeism;
  • Meaningful involvement of students in planning the project;
  • Evidence of credit recovery;
  • Student attitudes toward school;
  • Students’ feeling that there are adults they can trust and who care about them;
  • Increases in ELA and math fluency levels;
  • Indicators of positive behaviors, such as reduced disciplinary incidents;
  • Evidence of increased parent involvement in their children’s schoolwork; and
  • For high school students, indicators such as career competencies, successful completion of internships or apprenticeships, or work-based learning opportunities; and on-time graduation.
A wide variety of optional measures in a broad range of areas, beyond academics, are located at:
http://networkforyouthsuccess.org/qsa/elements-program-quality/.

**Monitoring and Compliance**
Federal law requires that each 21CCLC program complete periodic evaluations in conjunction with
HIDOE’s overall evaluation plan “to assess the program’s progress toward achieving the goal of providing
high-quality opportunities for academic enrichment and overall student success.” This includes
participating in program monitoring by the HIDOE and/or any evaluation vendor, regularly scheduled on-
site monitoring, desktop monitoring, risk-based monitoring, and periodic, randomly selected on-site visits.

Program evaluations may include analysis of student and program data; tracking of performance
indicators; program observations; self-evaluations, surveys and/or interviews of staff, parents, students
and educators; or other activities, which may be required during the sub-grant period. This may also
include analysis of student and program data; tracking of performance indicators; program observations;
surveys and/or interviews of staff, parents, students and educators; or other activities, which may be
required during the 21CCLC Grant Funding period. The results “must be used to refine, improve, and
strengthen the program” and must be made publically available [ESSA §4205(b)(2)].

As the SEA and LEA, the HIDOE, will monitor the quality and effectiveness of the programs operating
with funds provided through 21CCLC grants. The monitoring process will cover federal requirements of
21CCLC programs and verify compliance with items included within the approved application such as
assurances and budgets. Evaluation data will be used to monitor progress and inform continuous
program improvement. The results of the evaluation will be:
- Used to identify areas that require additional support and technical assistance;
- Used to refine, improve, and strengthen the program;
- Made available to the public upon request; and
- Used by the State to determine whether a sub-grant is eligible to be renewed.

HIDOE will review the 21CCLC programs using the following components:
- **Program Management.** The 21CCLC Program must adhere to all requirements, assurances,
  and certifications as indicated in the 21CCLC Grant application that was approved by the HIDOE,
  unless subsequently amended in writing by HIDOE;
- **Program Implementation.** The 21CCLC Program must ensure that planned activities provide
  students with academic support and enrichment opportunities that complement the instruction
  provided the students during the regular school day;
- **Family and Community Engagement.** The 21CCLC Program provides participating family
  members with literacy and other educational opportunities aligned to the activities of the students
  participating in the program;
- **Federal/State/Local Statutes.** The 21CCLC Program must meet all applicable federal, state, and
  local regulations, including health, safety and civil rights laws; and
- **Fiscal Management.** 21CCLC funds are expended consistent with the CEO approved program
  budget, and in accordance with State guidelines and provisions of 34 CFR § 80 Education
  Department General Administrative Regulations (EDGAR).

21CCLC programs must agree to share student-level program data with HIDOE and the CEO as and
when requested to enable accurate and timely state and federal reporting, and facilitate statewide
evaluation activities.
Program Calendar

The 21CCLC program is structured around 3 major periods as reflected by the Official School Calendar adopted by the Hawaii Board of Education.

<table>
<thead>
<tr>
<th>Period</th>
<th>Dates</th>
<th>Key Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Period</td>
<td>August 1 – December 31, 2018</td>
<td>Semester 1 reports due February 28, 2019</td>
</tr>
<tr>
<td></td>
<td>Students’ first day of the regular school year through the last day of first semester</td>
<td>APR data sheets for fall period budget reconciliation for fall period proposed budget for summer next year</td>
</tr>
<tr>
<td>Spring Period</td>
<td>January 1 – May 31, 2019</td>
<td>Semester 2 reports due July 31, 2019</td>
</tr>
<tr>
<td></td>
<td>Students’ first day of the second semester through the last day of the school year</td>
<td>APR data sheets for spring period budget reconciliation for spring period proposed budget for fall next year</td>
</tr>
<tr>
<td>Summer Period</td>
<td>June 1 – July 30, 2019</td>
<td>Summer reports due September 30, 2019</td>
</tr>
<tr>
<td></td>
<td>Students’ First day of summer break through the last day of summer break for students</td>
<td>APR data sheets for summer period budget reconciliation for summer period proposed budget for spring next year</td>
</tr>
</tbody>
</table>

**Note:** Dates are tentative and may be amended by HIDOE as necessary.

Section 5: School Level Data and Student Achievement (5.1.1-5.1.2)

Data Collecting & Reporting

The Annual Performance Report (APR) is the federally required web based 21CCLC reporting system. The Lead Partner will be responsible for entry of data into excel templates three (3) times per year which will then be submitted to the CEO which will review the data for quality and enter the data into the federal system. APR measures of participants’ progress include:

- General program information;
- Student enrollment and attendance;
- Percentage whose Math/English grades improved; and
- Percentage that meet or exceed the proficient level of performance on State Assessments in reading/language arts and mathematics.

Applicants must provide a detailed data collection plan that includes the following components:

- How project goals will be monitored and evaluated on a regular basis;
- How Key Indicators of Success will be monitored and evaluated;
- How data will be used to measure progress;
- Who will be responsible for management of the data systems;
- How quality will be ensured; and
- How timely response to requests for data or clarification will be ensured.

Data Sharing Agreements

Data-sharing agreements are required and should be mutually beneficial. Following CEO approval of subgrant applications, the Lead Applicant is responsible for executing a data sharing agreement with the HIDOE in accordance with applicable privacy and confidentiality laws (reference Appendix F, section 1.17, Confidentiality). These data should be used to track program goals and objectives, to assess student outcomes, to conduct program evaluation, and to assist with planning and coordination of
services for students. A workplan and agreement template can be found in the Resource Packet, Exhibit 6. Data-sharing agreements will be required before services commence with the requesting school or complex/complex area, and in order to receive funds.

21CCLC programs will also participate in data collection and display via the iResult platform under the coordination of the CEO. This project is currently under development. Additional details and training will be provided to all 21CCLC programs upon finalization.

Unduplicated Counts
The program year extends from July 1st through June 30th of each year. An individual student may only be counted once for enrollment and participation reporting purposes during that program year, even if that student participates in both summer and school year programs.

Section 6: Program Participation (6.1.1-6.2.3)
Programs should aim to serve as many students as possible and must aim to provide at least 300 hours of student contact hours over at least 30 days (preferably 60 or 90 days) of operation per year. 21CCLC programs are not drop-in programs.

Programs must serve at least 25% of the total student body of identified target schools if serving elementary and/or middle and intermediate school(s); and at least 15% if serving high school(s).

Applicants must identify the estimated percentage of students who will attend at least 300 hours over at least 30 days of the program. The following should serve as ideal goals for participation when planning the program:

- Elementary school: 33% - 50% of students in the school attending the program, and among those, 50% - 67% are regular attendees.
- Middle school: more than 50% of students in the school attending the program, and among those, 33% are regular attendees.
- High School: At least 10% of students in the school are regular attendees.

Program Record Keeping
All programs must have a formal sign-in and out process that records the arrival and dismissal time of each student. Each site must keep daily student attendance logs/records for all days of 21CCLC operation, which must be made available to the HIDOE upon request. 21CCLC programs will be required to record and report daily attendance for each student served at 15-, 30-, 60-, and 90-day increments.

Equitable Access
Students with special needs must not be excluded from the 21CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. 21CCLC programs must meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Act of 2004. More information, including legal foundations and best practices, can be found in the US ED’s series, 21st Century Community Learning Centers: Lessons From the Field: Serving All Students, Including Students With Disabilities.

In accordance with state and federal laws, 21CCLC programs must also ensure they meet the needs of diverse populations, including—but not limited to—youth of different races, cultures, and religions; students who are at risk of academic failure; students at risk of dropping out; students who have experienced trauma; students who are experiencing homelessness; English language learners; students
with physical, developmental, psychological and sensory or learning disability, that results in significant difficulties in areas such as communication, self-care, attention or behavior, and that may require more structured supervision; lesbian, gay, bisexual, transgender, queer, and questioning youth; and youth involved with the Hawaii Youth Correctional Facility.

Private School Participation
Private/non-public school students, teachers and other education personnel are eligible to participate on an equitable basis in 21CCLC activities carried out in public schools. Applicants that are awarded 21CCLC funds must provide equitable services to private school students and their families if the students are part of the area to be served by the 21CCLC award.

Applicants must consult with private school officials during the design and development of the 21CCLC program on issues such as how the children’s needs will be identified and what services will be offered. Proof of this consultation (An example can be found in the Resource Packet, Exhibit F) must be included in the application. List all private schools that were consulted regarding having an opportunity to participate in the proposed project.

Both ESSA and the Education Department General Administrative Regulations (EDGAR) require that 21CCLC funded programs provide equitable services to eligible private school students, teachers and other education personnel. The requirement is two-fold:

1. **Consultation with Private School Officials.** The USDOE defines consultation as involving communications and discussions between the applicant and private school officials on “key issues that are relevant to the equitable participation of eligible private school students, teachers, and other education personnel in” the 21CCLC program. Consultation must be “meaningful,” meaning it provides the opportunity for all parties to present their views, have those views seriously considered, and allow for the discussion of viable options for ensuring equitable participation of private school students, teachers and other education personnel. Consultation must also be “timely,” meaning adequate notice of the consultation is provided allowing all parties to be well-prepared for the consultation. It also requires that the consultation occur with sufficient time for the applicant to consider the items identified in the consultation and include them in their application as appropriate.

2. **Equitable Services for Private School Students, Teachers and Other Educational Personnel.** 21CCLC programs must provide equitable, (meaning comparable or similar in nature), services to private school students, teachers, and other education personnel. In general, services would be considered “equitable” if the program provides services and benefits to private school students, their teachers, and other educational personnel that are similar in both quantity and quality in comparison to the services and benefits provided to public school students, their teachers, and other educational personnel; addresses and assesses the specific needs and educational progress of public and private school students, their teachers, and educational personnel on a comparable basis; provides both groups of students, their teachers, and other educational personnel equal opportunities to participate in program activities; and provides private school students, their teachers, and other educational personnel with an opportunity to participate that provides reasonable promise of participating private school students meeting challenging academic standards.

Charter Schools
A public charter school is eligible to be considered for support on the same basis as other schools in the state. Even if a charter school does not apply for or receive 21CCLC grant funding, its students may participate in 21CCLC programs.

**Section 7: Parent and Family Engagement (7.1.1-7.1.3)**

In accordance with ESSA SEC 4201(a)(3), 21CCLC programs must "offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development." These may include but are not limited to family literacy events, adult education, parenting workshops, links to PTA/PTO activities, events, etc. For purposes of this program, the term family includes parents, caregivers, guardians or others such as grandparents, who act in the stead of parents. Services provided to adult family member must be meaningful and ongoing.

Plans must include activities to help adult family members become active participants in, and a strong support system for, their students’ academic endeavors. Services that are situational or non-recurring, such as showcases and special events, while they may be a valuable component of the program, are not adequate to fulfill the requirement for parent and family engagement. Services must be designed to provide adult family members with the tools necessary to support their student’s academic achievement goals.

Plans must describe a minimum of four (4) meaningful parent and family activities that will occur throughout the year including at least one annual parent information session.

**Section 8: Facilities, Transportation, Meals and Nutrition (8.1.1-8.3.1)**

**Facilities**

The program must be located in a safe and easily accessible facility (See ESSA Sec. 4204(b)(2)(A)(i)). In most cases, the program is located in a school but it may be in another facility, so long as it is at least as available and easily accessible to the students to be served as if it were in the school. The program must take place in spaces that are appropriate to the activities provided and to the ages of the participants. If the program is located in a school, the program should be provided with adequate and appropriate office and storage space in the school building. The proposed facility must be as available and accessible to students and their adult family members as if provided at the students’ local school. The facility must have sufficient resources to provide all proposed and required activities, such as a computer lab, library, eating area, safe recreational area and study area. The program must provide sufficient space and facilities to maintain and secure equipment and resources. The program must afford students a safe and healthy environment.

The program must comply with Hawaii Administrative Rules, section 17-896 that define childcare and set forth the requirements for licensing. Childcare licensing is administered by the Hawaii Department of Human Services. Programs operated by HIDOE public school at their centers and serving children in kindergarten (5-year-olds) and grades 1 and above, are exempt from being licensed child care providers and as such will not need to provide licensing information or documentation.

Programs operated at charter schools, private schools, and sites other than HIDOE public schools will be required to provide licensing information or documentation. The Applicant must submit necessary documentation of compliance with any required licensing requirements if the program will be operated at a location other than public or non-public school facilities, such.
Transportation
All 21CCLC programs must have a clear strategy for the safe transportation of students to and from the school, the program facility (if off-site), and their home, including how the location will be at least as accessible to the students served as if the proposed program were located in a school. Regardless of the location, proposal must describe the transportation plan and how transportation will be funded. Safety/maintenance logs must be available for review upon request.

Meals and Snacks
All 21CCLC programs must offer nutritious snacks/meals that meet the requirements of the USDA guidelines for afterschool snacks and summer meal supplements, as well as the Hawaii Nutrition guidelines (http://www.hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/NutritionStandards/Pages/home.aspx). At a minimum, programs must provide the following supplemental snacks/meals:

- Afterschool: daily nutritious snack; daily dinner if program extends 5 hours or more;
- Before school: daily nutritious breakfast;
- Morning programs during non-school days: 1 meal and 1 snack;
- Afternoon programs during non-school days: 1 meal and 1 snack; and
- Day-long program or any program lasting 6 hours or more during non-school days: 2 meals and 1 snack.

While these are minimum requirements, snacks/meals cannot be purchased with 21CCLC grant funds and must come from other resources; however, special conditions may allow for snack purchases. Students or their families cannot be charged for any costs associated with supplemental snacks/meals directly (e.g. fees) or indirectly (e.g., requests for donations). For more information on meals and snacks and how to acquire funding: Food Research and Action Center Afterschool Nutrition Program (http://frac.org/programs/afterschool-nutrition- programs), Hawaii Nutrition Guidelines (http://www.hawaiipublicschools.org/TeachingAndLearning/HealthAndNutrition/NutritionStandards/Pages/home.aspx), and USDA’s Summer Food Service Program (https://www.fns.usda.gov/sfsp/summer-food-service-program).

Note: Schools may not be able to offer after-school snacks through the United States Department of Agriculture (USDA) Afterschool Snack program due to the lack of qualified cafeteria staff on board to assist. Therefore, it is not supplanting to provide snacks to 21CCLC students that meet the USDA nutritional guidelines.

Proof that the applicant has secured the needed resources and will be providing supplemental snacks/meals must be submitted to HIDOE before centers can open to students. Applicants must determine the needs of the students they serve and provide additional supplemental meals if necessary.

Section 9: Program Communications (9.1.1-9.1.2)
Outreach and Communication Strategies
Upon approval of a 21CCLC project Lead Applicants must disseminate understandable and accessible information about the program including a description of the services and the program location (ESSA Sec. 4204(b)(2)(A)(iii)) to the public. This dissemination will include informing the community of promising practices and data-based success of the 21CCLC program. A school’s website and/or community engagement page can be utilized for this purpose.

Section 10: Program Management (10.1.1-10.1.4)
Staffing and Professional Development
The Applicant should be capable of administering a successful program and must have experience in providing quality expanded learning opportunities for students and families. The proposed management structure, key staff positions and plan for program oversight should reflect capacity to establish and maintain a successful and high-quality program, and compliance with federal, state, and local rules and regulations as well as 21CCLC program requirements.

The staffing design must include the following:

- **Project Director**: This individual will serve as the primary contact for HIDOE in all matters related to the 21CCLC program. At the minimum, the program director must be responsible for managing and implementing the educational program and budget described in the applicant’s proposal to ensure that the applicant meets its responsibilities to the HIDOE under the resultant contract in a timely manner. This position must work at least 35 hours per week. Salary and fringe must be adequate to employ a qualified individual in this role.
  - Programs with an annual budget between $50,000 and $75,000, must hire a .50 staff member to serve as a combined Project Director/Center Coordinator (17.5 hours per week)
  - Programs with an annual budget of more than $75,000 but less than $125,000 must hire a full-time combined Project Director and Center Coordinator (35 hours per week)
  - Projects with an annual budget of more than $125,000 but less than $175,000 must hire a full-time project director and a .50 center coordinator.
  - Projects with an annual budget of more than $175,000 must hire a full-time director and a .50 or greater center coordinator.

- **Center Coordinator**: A person must be identified for each program (i.e. program center). This individual must be responsible for ensuring that active collaboration occurs in program planning and implementation, and that out of school time programming links to the school day.

- **Educational Liaison**: Programs must identify at least one (1) staff person as the educational liaison for each target school site (including private schools). Programs may select one or more individuals to serve in this role. This person may or may not be the center coordinator and/or the program director.

- **Data Maintenance**: All programs must identify at least one (1) staff member who will be responsible for the collection and maintenance of all data including attendance and assessment data. This person may or may not be the center coordinator and/or the program director.

**Lead Applicants must take into account the following considerations and requirements:**

- **Criminal Background Checks**: In accordance with State rules and regulations, Contractor must conduct mandatory criminal background checks at no cost to the STATE, on any employee or sub-contractor working directly with students.

- **Mandatory Reporting**: Contractor must notify the HIDOE, verbally within 24 hours, upon learning of the occurrence of any of the events indicated below:
  - Any employee, agent or volunteer’s license required to perform services under this Contract is or has been suspended, conditioned, revoked, expired, or terminated;
  - Any employee, agent or volunteer becomes or has been the subject of any disciplinary proceeding or action before any federal or state agency or Board;
  - Any employee, agent or volunteer is or has been convicted of a fraud or felony; and
• Any claim, judgment or settlement in which the CONTRACTOR or any of its employees, agents or volunteers is or has been named a defendant;

• Maintenance and Review of Records: Contractor must maintain the background check records and must make the records available for review upon request. Upon review of these records, the HIDOE reserves the right to request additional background information.

**Student: to Adult Ratios**
It is recommended that 21CCLCs have student to adult ratios that are not more than 10 students to 1 instructional staff person (10:1) for all academic activities. Other enrichment activity ratios should be no more than 20:1. Ratios should be designed to meet the needs of the students targeted by the program and should be appropriate to support the efforts to improve their academic achievement and personal growth goals.

**Required CPR Certification**
Programs must ensure that at least 1 staff member with cardiopulmonary resuscitation (CPR) and First Aid certification that includes the face-to-face component is on site at all times. Evidence of certifications must be made available upon HIDOE’s request.

**Professional Development**
HIDOE strongly recommends that the program have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the staff charged with the administration of the program and the staff delivering the program activities. All trainings must be clearly linked to the 21CCLC priorities and the goals, objectives and activities described in the applicant’s proposal.

Attendance to conferences and trainings should be accompanied by a plan to disseminate the information learned to other program staff.

Trainings that are required but not linked to out-of-school programming cannot be included in the professional development plan.

**Volunteers**
Volunteers must be background checked, supported, and supervised if they are used in 21CCLC programs. Applicant must provide written guidelines for screening, selection and placement of volunteers. Applications and reports should be maintained and available upon request, as required.

**Required Annual Meeting**
The HIDOE will provide at least one statewide training annually. Each program must send at least one administrative staff person, typically the program director, and one program staff person, typically a center coordinator or a lead teacher, for the program. This must be budgeted for in the application. The project director is required to disseminate the information received to other program staff.

**Section 11: Sustainability (111.1-11.1.2)**
The application must provide a sustainability plan that describes efforts to maintain the program during and beyond the contract period. Strategies to access resources (e.g., other federal, state and local funding streams such as Title I, CSI/TSI, Title II, Title III) that will support, strengthen, institutionalize and/or sustain the program throughout the contract period and beyond must also be articulated.
The grant term may include a period up to 5 years, thus the application must address the 20% reduction in funding for 21CCLC programs that will occur if continuation of funding for years 4 and 5 is granted.

Examples of strategies used to sustain funding beyond the term of the project include:

- Accessing the National School Lunch “Afterschool Snack Program;”
- Building partnerships with businesses, corporations or community organizations, foundations, etc. that have potential for program in-kind staffing or cash support; and
- Accessing college and university work-study, internships, or other programs and services that will directly support the work of the 21CCLC program.

Section 12: Budget Request (12.1.1-12.4.1)
The 21CCLC Program must meet the guidelines set forth by the Federal Uniform Guidance, an electronic code of federal regulation (Title 2, Subtitle A, Chapter II, Part 200). This code supersedes and streamlines requirements from eight different grant circulars into one set of regulations. The code is made up of six subparts A through F and can be found online at https://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

Use of Funds
The applicant must ensure their budgets adequately cover program expenses, including transportation. The budgeted amount should be appropriate and reasonable for the size and scope of the program. Applicants are required to submit a budget using the budget template attached as Appendix B. A budget narrative must also accompany the form. For each item in the budget the applicant will describe what it is, the rate or cost basis, and how many or how much is being purchased as well as detailed personnel costs. In addition, the narrative will include a calculation of the minimum and maximum per student costs per year.

Funding Period
21CCLC Grant Funding will operate based on the HIDOE school calendar (July 1st through June 30th). Applicants will prepare their budgets and narratives to align with this calendar. Sub-grant funding will align with the following Federal funding cycles:

- Project period July 1, 2018 to July 31, 2019 drawn from Federal funds expiring September 30, 2019
- Project period July 1, 2019 to July 31, 2020 drawn from Federal funds expiring September 30, 2020
- Project period July 1, 2020 to July 31, 2021 drawn from Federal funds expiring September 30, 2021

If at end of the first year of the project (September 30, 2019), and subject to the continued availability of federal funds, HIDOE finds that the program is being successfully implemented, funding for the program services will continue for Year 2 and Year 3. Continuation of funding for Years 4 and 5 is not guaranteed. Such funding, should HIDOE make such additional funding available, will be based both on successful performance during Years 1 -3, and the continued availability of federal funds for such continuance funding. Should such funding be granted, the annual allocation will not exceed 80% of the Year 1 funding. The reduction of funds seeks to encourage grantees to research and secure other funds and resources to ensure the 21CCLC program is sustainable.

Coordination of Resources
In accordance with ESSA Sec. 4204(b)(2)(C), applicant must demonstrate through a plan how the proposed program will coordinate federal, state and local programs and make the most effective use of public resources. Program should be cost-effective and purposeful, target resources properly, and operate with a clear approach to program quality standards. Program expenditures should be reasonable and primarily targeted to the provision of direct services to students. Costs allocated specifically to the 21CCLC program must be tracked separately from other funds. Commitment of resources for the program may include, but is not limited to, facilities, equipment, supplies and in-kind services.
Flexibility/Budget Adjustments
Grantees must spend funds according to the HIDOE approved 21CCLC grant budget, with drawdowns occurring at least three times (semester 1, semester 2, and summer, if applicable). Grantees have flexibility to expend funds outside of the approved budget categories, if all of the following are met:

- All expenditure change(s) will not increase the total approved budget;
- The cumulative change(s) within or among objects of expenditures does not exceed 10% of the total approved budget;
- No spending occurs in a new budget category (i.e., that category was 0.00 in the approved budget);
- Equipment is not increased by more than $5,000.00;
- The change(s) do not alter the scope, goals, and/or intent of the currently approved program;
- There will be no supplanting as a result of the change(s); and
- All changes are allowable and are in compliance with the federal Uniform Grant Guidance (2 CFR 200) and 21CCLC laws and regulations.

Any change that is later determined not to have been allowable cannot be paid with grant funds

Carryover
Grantees should make every effort to expend funds during the school year (July 1st through June 30th). Grantees will not be allowed to carryover more than 5% of the yearly budget into the next fiscal year. Funds that are carried over cannot be used for activities not contained within the original scope of the application without prior written permission of HIDOE.

Supplement, not Supplant
Similar to other federal education funding streams, federal funds should only be used to supplement, not supplant, other non-federal sources of funding. There are three basic presumptions supplanting:

- Using 21CCLC funds to provide services that a district is required to provide under federal, state, or local law.
- Using 21CCLC funds to provide services that were provided with non-federal funds in the prior year(s).
- Using 21CCLC funds to provide services in one school that the district provides in another school with non-federal funds.

When one of these aforementioned situations arises, it is presumed to be supplanting. However, Grantees can rebut those presumptions. For example (3.4.6.2), if Grantees can show that the funds that were used in the past are no longer available (e.g., a grant has ended) and these services would go away in the absence of federal funds, then there is no supplanting.

Note: If one source of federal funds is switched to another (e.g., Title I to 21CCLC), it is not considered supplanting.

Budget Information and Guidance
Applicants must ensure the following requirements and considerations when preparing the budget.

Allowable Expenses: To be considered allowable, costs must meet the following general criteria:

- Be necessary and reasonable for proper and efficient operation of the program. All program costs must be necessary to make the program function properly and effectively; and for all
expenditures, the applicant follows sound business practices, pays a fair market price, and acts with prudence;
- Be allocable: the cost must benefit the program in proportion to the amount charged to the program. In other words, the 21CCLC grant funding does not pay for more than its share of any goods or services purchased (though it may pay for less);
- Be documented: the applicant must maintain documentation for all phases of the grant process. Such documentation should be sufficient to support the decision to spend funds and subsequently to trace how funds were spent;
- Be permissible under state and/or federal laws and regulations;
- Conform to any limitations or exclusions set forth in these guidelines, laws or regulations, or other governing limitations as to types or amounts of cost items;
- Be the net amount after applying all applicable credits, such as purchase discounts, project-generated income, and adjustments of overpayments; and
- Must not be included as a cost in any other project or grant.

Non-Allowable Expenses: Non-allowable expenses include, but are not limited to:
- Planning expenses prior to contract start date;
- Food or refreshments for staff meetings;
- Purchase of vehicles or facilities;
- Major remodeling or new construction;
- Expenses that would supplant already existing activities and services;
- Any expenditures that do not contribute to achievement of the goals and objectives of the program;
- Tuition fees for Early College;
- Daily nutritional services for participants*; and
- Incentives of any kind.**

*With prior written approval of HIDOE, limited food items may be purchased for special program activities such as cooking classes, field trips, and special events that are reasonable and necessary to meet the goals and objectives of the grant. Applicant must make a compelling case prior to incurring the food expense that the unique circumstances they have identified would justify these costs as reasonable and necessary. Generally, there is a very high burden of proof to show that paying for food and beverages with Federal funds is necessary to meet the goals and objectives of a Federal grant.

**Incentives are defined to include, but not limited to, participation t-shirts, tickets to movies or shows, gift certificates, trophies, ribbons, medals, food items, field trips offered only to students achieving at a particular level (e.g. perfect attendance or high honors trips), or any gift intended to increase participation in the 21CCLC program. These items cannot be charged to grants because they are not necessary and reasonable for the proper administration of the grant. In addition, the State Comptroller has determined that “favors” represent gifts of public funds, which are unallowable under the State Constitution."

Administrative Cost Cap: Administrative costs can be direct or indirect.
- Direct costs are the costs of goods and services that will be purchased, leased, or rented by the program and used by the program in carrying out its program. Examples of direct costs include salaries, equipment, contracts, and supplies.
- Indirect costs are those expenses of doing business that are not directly attributable to a particular activity or program but which are necessary for the operation of the project and its activities. Examples of indirect costs include, human resources services, accounting services, taxes, and depreciation.
Indirect costs also refer to administrative expenses, such as the portion of the day or month that a principal will devote to working with the program.

- No more than 10% of the total annual award may be used for indirect costs for school or agency administrative or support staff who do not provide direct service to participants in the program but whose cost can be identified and directly associated with the program. An example is the cost of a principal required to remain in the building during program hours. **The 10% administrative cap is inclusive of indirect costs. The Program Director salary is not included in the 10% administrative cap.**
- School usage fees and facilities space that directly serves the program are considered a direct cost and are not included in the 10% administrative cap; space rental for administration would be considered part of the administrative cap.

**Indirect Cost Cap**

- Not-for-profit applicants may include indirect costs in the budget. **For-profit applicants cannot include indirect costs.** Indirect costs are costs of activities that benefit more than one program or objective and, therefore cannot be readily assigned to only one specific program or objective.
- Indirect costs are generally classified under functional categories such as general maintenance and operation expenses, general office and administration expenses, general overhead expenses and other allowable general expenses.
- Colleges and Universities may use the indirect cost rate negotiated by the University of Hawaii system.
- If you calculate an indirect fee, it must be calculated not only on the full amount of the proposed budget, but also as a percentage of eligible expenditures.
- Items in the categories salary and benefits, supplies and materials, and miscellaneous are eligible expenditures. The first $25,000 of each contract in the purchased services category is also eligible.
- No expenditures in the category of property & equipment, or indirect, is eligible.
- The percentage taken must be limited to the amount in applicants federally-approved indirect rate agreement.
- For more information on indirect costs, please refer to the following: https://www.dol.gov/oasam/boo/DCD-2-CFR-Guid.pdf for more information.

**Program Income**

- The intent of the program is to establish programs that offer academic enrichment, youth development and literacy services to low-income students and their families. Although not specifically prohibited by federal law or program regulations, HIDOE strongly discourages charging fees to these low-income children and families.
- Programs proposing fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate. If charging fees of families, offer must provide a narrative in their proposal that explains the fee structure, its administration and management.
- Contracted Providers must report all program income to HIDOE. HIDOE will deduct program income from the Contracted Provider’s 21CCLC grant funding unless HIDOE gave the Contracted Provider prior written approval to add the program income to their program. If a Contracted Provider earns any program income, the income MUST be used to reduce the amount of the Contracted Provider’s 21CCLC grant funding and defray current grant expenditures unless PRIOR approval is requested and received from HIDOE.
- If a Contracted Provider wishes to earn program income for 21CCLC grant funding program activities without decreasing the amount of grant funds received from HIDOE, the Contracted Provider must
submit a written request and receive approval from HIDOE and the U.S. Department of Education PRIOR to earning any program income. If selected, the request must describe the activities from which program income will be earned and the anticipated time period during which the income will be earned, as well as a statement that the program income will be added to the total grant and expended for approved grant activities before claiming expenditures for such activities from HIDOE. USDOE and HIDOE will then review the request and either approve or disapprove it in writing.

**Unusual Costs**
- An applicant may apply for Unusual Costs, above and beyond the maximums outlined above. To do so, the applicant must include a clear justification for the additional costs in their proposal. In general, there will be a high burden of proof that this additional funding is necessary for the program to meet the needs of students and their families. Requests for Unusual Costs are subject to approval by HIDOE. Applicants who are awarded Unusual Costs will be expected to document throughout the contract period that they are continuing to serve larger numbers of regular attendees in a high-quality program and/or that the services provided continue to be of a high-cost.

In addition, the applicant must note the following when preparing their budget:
  - Planning and Professional Development (capped at 5%)
  - No more than 5% of the total annual award may be used for collaborative planning and professional development related directly to 21CCLC programs.

**Salaries and Benefits**
- The detailed program plan must be required to describe personnel on the budget narrative including FTE of Position (1.00 FTE, 0.33 FTE, etc.) and percent. If a position is hourly, applicant must include the hours and rate in the budget narrative. Whether salaried or hourly, each line should only list the amount paid for by 21CCLC funds. If a position is dedicated full-time to the 21CCLC program but is also supported through other funds, please note that in the budget narrative. For positions with more than one funding source, the percentage of salary paid by the 21CCLC grant funding must be the same as the percentage of fringe benefits paid by the grant.

- Contracted Provider must be responsible to submit payroll certifications to HIDOE for each employee paid through the 21CCLC grant funding

- Time and Effort: Please note that federal regulations require the Applicant to have a system in place to document the percentage of time employees actually work on any federal grant— as opposed to the percentage of time originally budgeted (see the section on Allowable Expenses, particularly allocable and documented costs). For Contracted Provider’s staff who are100% funded through 21CCLC grant funding, this can be an annual certification; for staff split between programs, this should be at least one periodic, signed accounting of hours spent on each program.

**Purchased Services**
- For budget requests that contain multiple items under a single heading such as potential After-School Program Providers, applicants should include the following in their written description/justification:
  - When potential providers have been identified, the description should include the anticipated amount per provider, how the amount is determined (e.g., flat rate or hourly rate), and the number of students to be served by each provider.
When potential providers have not been identified, the description should include the process by which providers will be chosen, the typical range of contracted amounts, the typical number of providers chosen, and finally the anticipated numbers of students to be served by each provider.

Supplies and Materials
- This category includes general supplies, books, maintenance supplies, and technology-related supplies. For budget items that contain multiple items under a single heading such as Program Supplies or Office Supplies, applicant should include the following in their written description/justification:
  - Description will include the estimated amounts to be spent. Generic items (e.g., paper, pens, Post-it notes, etc.) may be grouped together. The total amount must be less than $1,000.00.
  - When it is unknown what specific items will be purchased, the description will include planning values used (e.g., cost per student, average expenditures in the past) along with examples of some of the higher dollar amount items that are typically purchased in the category. Generic items (e.g., paper, pens, Post-it notes, etc.) may be grouped together. The total amount must be less than $1,000.00.

Property and Equipment
- This category includes furniture, technology—hardware & software, and other equipment. Purchases of equipment must be reasonable in cost and necessary to furthering the goals of the program. Use of the equipment must be limited to the program only and cannot be shared with students or other users during school hours, unless other funding sources are used (see section on allocable expenses, section 3.4.3.3). Applicant must provide affirmation in the budget narrative that any equipment will be tagged and used accordingly and will be inventoried at least annually. Applicant should note that upon the end of the contract period, as part of closeout procedures all inventoried property and equipment must be donated and/or returned to the 21CCLC program staff.

Miscellaneous
- This category includes dues, fees, and permits. This category should be used for dues and fees for professional organizations and basically nothing else.

General Proposal Requirements – Not addressed in program narrative
Any and all costs incurred by an Applicant in preparing and submitting an Application and conducting discussions, if any, must be at the Applicant’s sole expense and are the Applicant’s sole responsibility.

Applicants are charged with presumptive knowledge of all requirements of all cited authorities. Applicant must become familiar with state, local, and federal laws, ordinances, rules, and regulations that may in any manner affect cost, progress, or performance of the work before submitting a proposal. Submission of a valid executed proposal by any prospective Applicant must constitute admission of knowledge on the part of such Applicant.

The Scope of Work, Minimum Contract Provisions, General Conditions and other documents referenced in or attached to the proposal must be considered a part of the proposal submitted, whether or not attached to the proposal at the time of submission. Such documents must not be altered in any way; any alterations so made by the Applicant may result in rejection of the Application.

Submission of an Application must constitute an incontrovertible representation by the Applicant of understanding, acceptance, and compliance with every requirement of this Application Packet, and that
the documents are sufficient in scope and detail to indicate and convey reasonable understanding of all terms and conditions of performance of the work.

The contents of any Application must not be disclosed during the review, evaluation, or discussion process. Once the notice of the award is posted, all applications (both successful and unsuccessful) become available for public inspection.

If Applicant is other than a Hawai`i public school/HIDOE Office and is awarded a sub-grant, Applicant must furnish the required certificates and documentation:

- Certificate of Compliance as issued by the Hawaii Compliance Express online system
- Certificate of Insurance

**Certification of Independent Cost Determination**

By submitting a proposal in response to this solicitation, Applicant certifies as follows:

- The costs in this Application have been arrived at independently, without consultation, communication, or agreement with any other Applicant, as to any matter relating to such costs for the purpose of restricting competition.
- Unless otherwise required by law, the costs which have been quoted in this Application have not been knowingly disclosed by the Applicant prior to award, directly or indirectly, to any other Applicant or competitor prior to the award of the sub-grant.
- No other attempt has been made or will be made by the Applicant to indicate any other person or firm to submit or not to submit for the purpose of restricting competition.
SECTION 5: RESOURCE PACKET

Section 1: Forms
A. Lead Applicant Form
B. Budget Worksheet
C. Partnership Agreement Form
D. Fiscal Agent Agreement Form
E. Assurances for Program Implementation Form
F. Equitable Services for Private School Participation Form

Section 2: Exhibits
1. State Priorities
2. Hawaii Theory of Action
3. HA: BREATH
4. Community Notification of Intent to Apply
5. Title I Eligibility Data By Complex Area (School List)
6. Data Sharing Agreement Sample (If needed in this Phase)
7. Guidance for Evidence-Based Research
8. Federal Resource Links