

DEPARTMENT OF EDUCATION
OFFICE OF STRATEGY, INNOVATION AND PERFORMANCE
COMMUNITY ENGAGEMENT BRANCH

March 1, 2021

REQUEST FOR APPLICATIONS
RFA 2021

SEALED PROPOSALS TO PROVIDE
COMPREHENSIVE
NITA M. LOWEY 21st CENTURY COMMUNITY LEARNING CENTERS
FOR THE

HAWAI'I DEPARTMENT OF EDUCATION (STATEWIDE)

will be received up to 2:00 p.m. (HST) on

April 29, 2021

at the HIDEOE, OSIP/COMMUNITY ENGAGEMENT BRANCH,
4680 Kalaniana'ole Hwy., TB1A, Honolulu, HI 96821.

**Interested Offerors must submit a Registration Form in order to receive the
Resource Packet (see Page 2).**

Interested Offerors are invited to participate in a Pre-Proposal Conference (webinar) to be held March 16, 2021. Attendance is not required however 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 Marissa Akui via email at 21cclc@k12.hi.us or via telephone at (808) 305-0698

Nita M. Lowey 21st Century Community Learning Centers
Comprehensive Program RFA 2020

Registration Form

State of Hawai'i Department of Education
Community Engagement Branch
4680 Kalaniana'ole Highway, TB1A, Honolulu, HI 96821
T: (808) 305-0698 F: (808) 377-7733

The Community Engagement Branch (CEB) is **not** notified when a particular solicitation is viewed or downloaded. Therefore, Offerors interested in responding to this solicitation must first register their participation by completing and submitting this Registration Form.

The completed Registration Form must be e-mailed to the CEB Contact Person listed below as soon as possible after downloading this solicitation, but in any case, prior to the deadline for offers.

CEB will forward the Resource Packet via email (Part E of this application) as a response to receiving the Registration Form.

Only Offerors who are registered will be forwarded addenda and/or other notices related to this solicitation when issued, if any. Failure to register may result in the Offeror not receiving addenda and/or other solicitation related notices, and such offers may therefore be rejected, and not considered for award.

Failure of the Offeror to receive any such addenda shall not relieve the Offeror of any obligation under this solicitation. It remains the responsibility of the Offeror to complete and submit its offer in accordance with the instructions contained in this solicitation, as well as subsequent interpretations and addenda, if any.

Solicitation Information:

Number:	RFA 2021
Title:	Nita M. Lowey 21st Century Community Learning Centers for the Hawai'i Department of Education Comprehensive Projects (Statewide)
Deadline:	2:00 p.m. Hawai'i Standard Time, April 29, 2021
Contact Person:	Marissa K. Akui
Contact's e-mail Address:	21ccclc@k12.hi.us

Offeror Information:

Name of Company Registering:	
Mailing Address:	
Name of Contact Person:	
Contact's email Address:	
Contact's Telephone Number:	

PART A: OVERVIEW

RFP Organization

This RFP is organized as follows:

- Part A. Overview
- Part B. Program Requirements
- Part C. Application Guide
- Part D. Application Evaluation Criteria
- Part E. Resource Packet
 - Section 1: Forms A-K
 - Section 2: Exhibits 1-7

Introduction

The Nita M. Lowey* 21st Century Community Learning Centers (21CCLC) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (ESEA) of 1965. 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.

21CCLC Contractual Agreement

Section 2 of this application outlines the Hawaii Department of Education (HIDOE) 21CCLC program requirements. In addition, Form J contains program implementation assurances. Taken together, the program requirements, the program implementation assurances, and an approved application become a binding contract with the HIDOE throughout the duration of the project. A submitted application presumes knowledge of and agreement with this Contractual Agreement.

Designing a Comprehensive 21CCLC Program

This Application brings vendors together with HIDOE schools and offices to create a Comprehensive 21CCLC 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 the HIDOE Community Engagement Branch (CEB) based on the Evaluation Criteria in Part D of this Application Packet. Upon review and approval of applications, CEB will issue contracts for Comprehensive Nita M. Lowey 21CCLC programs to the identified Lead Applicant.

A Comprehensive Nita M. Lowey 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 or consortia of schools reflecting a K-12 continuum.
- HIDOE complexes and complex areas reflecting a K-12 continuum.
- 21CCLC Pre-Qualified Vendors in partnership with at least one Hawai'i public school or consortium of schools reflecting a K-12 continuum.

Note #1: Applicants for this RFA may not be participating in a current 21CCLC project beyond June 30, 2021. A school, office, complex, complex area, or pre-qualified vendor serving as a lead applicant may only serve as lead applicant in one 21CCLC project concurrently.

Note #2: Applicants for this RFA who have been identified "high-risk" by HIDOE in previous 21CCLC projects will be subject to additional conditions. Such applicants will be notified after the review of applications. Previous areas of risk are required to be addressed and evidence of correction of the deficiency(ies) will be required. Applicants may contact HIDOE, CEB at 21cclc@k12.hi.us if they are unsure of previous high-risk status.

Pre-Qualified Vendors

The Community Engagement Branch (CEB) of the Hawai'i State Department of Education (HIDOE) solicited proposals to create a list of Pre-Qualified Vendors. The [2020 Vendor List](#) is posted on the Hawai'i Public Schools [21CCLC Website](#). 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 Hawai'i public school(s) or HIDOE Office(s) to engage, collaborate and coordinate school/complex/complex area-specific 21CCLC program services. The services of pre-qualified vendors must remain consistent with the Scope of Work which was approved as a part of the contracting process. However, details provided by pre-qualified vendors may change based on the needs of the project schools, students, and communities and 21CCLC program requirements.

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:

1. The applicant must follow the HIDOE procurement rules and processes as described at the State of Hawai'i 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; and
2. 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, Part B of this application packet.

Supplement, Not Supplant

21CCLC funds may not be used for programs or services currently being provided through other federal, state, or local funds. Applications may not include programs or services paid for with other federal, state, or local funds during the previous year.

Application Timeline

The following schedule represents HIDOE's best estimate. All times indicated are Hawai'i Standard Time (HST). If any component of this schedule is delayed, the rest of the schedule will likely be amended by the same number of days, however the HIDOE reserves the right to amend or revise the timetable without prior written notice when such revision or amendment is in the HIDOE's best interest.

March 1, 2021	Comprehensive 21CCLC Application Packet issued
March 1 to April 29, 2021	Partners design Program Plan and Application (see Application Guide & Application Evaluation Criteria)
March 16, 2021 10:00 to 12:00	Pre-Proposal Webinar
April 1, 2021	Deadline for submission of written questions (via email at 21cclc@k12.hi.us)
April 6, 2021	CEB response to written questions
April 29, 2021 By 2:00 p.m.	RFA 2021 Comprehensive 21CCLC Application Due <ul style="list-style-type: none">• Submit to Community Engagement Branch• 4680 Kalaniana'ole Hwy., TB1A, Honolulu, HI 96816 <i>THERE ARE NO EXCEPTIONS TO THIS PROPOSAL DUE DATE UNLESS THE DATE IS AMENDED IN WRITING BY CEB.</i>
May 3 to 14, 2021	CEB peer review process and application evaluation
June 1, 2021	CEB notifies successful applicants
July 1, 2021	Project launch (funding period begins)

High Needs Schools an Absolute Priority

At a minimum, at least 2/3 of the schools a project will serve must have at least 40% of students eligible for free or reduced priced lunch through the National School Lunch Program (See, Exhibit 5).

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 Exhibit 1 for details).

- High-Need School Support including Comprehensive Support and Improvement Schools;
- Science, Technology, Engineering, and Mathematics (STEM);
- Health and Wellbeing/Social and Emotional Learning;
- Summer Transitions/Summer Learning/Dropout Prevention; and
- College, Career, Community Readiness/Linking Learning and Career Pathways.

Sub Grant Awards

The total dollar amounts available statewide each year through this application is contingent upon Hawai'i's Federal Award of 21CCLC funding. The HIDOE will not obligate funds until federal funds are appropriated and the Hawai'i 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 HIDOE.

- a. The minimum sub-grant award is \$50,000.00 per year.
- b. There is no established maximum sub-grant award.
- c. The maximum per student cost is \$700 based on 25% elementary/middle school population and 15% high school population (plus fixed cost of student transportation)*.
- d. This application covers a three-year sub-grant period**.
- e. Two 12-month renewal extensions will be contingent upon program performance and evaluation.

*Note: If actual student participation falls by more than 10% of school participation projections, allocations will be reduced accordingly. An applicant may apply for *Unusual Costs*, above and beyond the maximums outlined above (see Part B, Budget Request).

Note: If at the end of the first year of the project (June 30, 2022), and subject to the continued availability of federal funds, HIDOE finds that the program is being successfully implemented, funding for the program services will be continued for Year 2. If at the end of Year 2 federal funds remain available and the program continues to be successfully implemented, funding for the program services will be continued for Year 3. To be eligible for renewability in Years 4 and 5, subgrantees for which the HIDOE has determined years 1 through 3 reflected successful implementation **and 50% of participating students attended the program at least 30 days during each of the 2 preceding school years, will be eligible to apply for renewability for years 4 and 5. Should such funding be granted, the annual allocation will not exceed 80% of the Year 3 funding. The reduction of funds seeks to encourage grantees to research and secure other funds and resources to ensure the 21CCLC program is sustainable.

PART B: PROGRAM REQUIREMENTS

(Organized by Application Evaluation Sections as noted in parentheses)

Program Design (Application Narrative Section 2)

Project School(s)

At a minimum, at least 2/3 of the schools a project will serve must have at least 40%* of students eligible for free or reduced priced lunch through the National School Lunch Program (See Exhibit 5).

***Note:** 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.

K-12 Continuum

At a minimum, a project will serve all grades from kindergarten through grade 12. This model is meant to support all students and families in a public-school community during the out-of-school time.

Identified Needs

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). It is recommended the applicant use a needs assessment process such as surveying community needs. In general, all 21CCLC programs must be designed to meet the needs of participating students, their families, and the community.

Coordination with the Regular School Day

In accordance with ESEA Sec. 4202 (b)(2)(D), 21CCLC programs must be designed and carried out in collaboration with the regular school day attended by the students participating in 21CCLC activities. As such, the program plan and activities must be designed in coordination with the regular schools attended by the students and implemented to support what the students are learning during the regular school day. For example, tutoring should reinforce the concepts being learned in the classroom. In order to determine the concepts being learned in the classroom, programs should plan for ongoing communication between classroom teachers and the 21CCLC program.

Programming Days and Hours

21CCLC programs take place during non-school hours, including before- and after-school, weekends, holidays, non-school days, summers, and during intercessions. **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,
- 2) Planning, coordination, and administrative tasks that support the grant are also allowable during school hours; and

3) During the COVID-19 HDOE waiver granted by the USDOE on November 24, 2020.

Programs may elect to begin services as soon as the notification of final award is received and programs must begin no later than August 16, 2021.

Annually, programming must begin within 2 weeks of the school start date and continue through no less than 2 weeks before the end of the school year, each year of the funded project.

Programs are required to provide services during the school year for at least the following minimum per week hours by grade band:

1. For grades K-8: Minimum of 12 hours per week of programming
2. For grades 9-12: Minimum of 10 hours per week of programming

21CCLC 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. 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 daily. **21CCLC programs are not drop-in programs.**

Summer programs are **required** and may develop and implement a half-day (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.

Before school programs are optional but recommended to operate for at least 1 hour per day.

Teacher planning days, weekends, and holidays programs are optional but must provide a minimum of 4 hours of programming per day.

Programs are required to provide services in a manner consistent with state childcare guidelines (<http://humanservices.hawaii.gov/bessd/child-care-program/child-care-licensing/>).

Current 21CCLC Schools

Applicants may not include schools already served by a 21CCLC program unless the school is planned to close out by June 30, 2021.

Collaboration and Partnerships (Application Narrative Section 3)

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)]. 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 Pre-Qualified [2020 Vendor List](#) which can be found at the Hawai'i Public School, [21CCLC Website](#) or contract outside of the vendor list, utilizing the applicable procurement method and its procedures (See Part A above, 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 the school, and/or consortia of schools, 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

A collaborative partnership is one in which all partners provide 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. It is recommended that applicants include in the planning team, all other programs, organizations, and school staff members that are currently offering programming or activities during the after-school hours. Applications must include a list of planning team members using (Form F).

Out-of-School Time Collaboration

The HDOE, through CEB has adopted a theory of action illustrating how all out-of-school time (OST) programs, including the 21CCLC grant result in long-term positive outcomes for all Hawaii students (see Exhibit 2). In order to facilitate stronger ties between programs operating on school campuses during non-school time, applicants must plan for and implement collaborative strategies with other OST programs including A+, UPLINK, and REACH when applicable. For summer programming, identify mechanisms for collaboration and communication.

Principal Participation Agreement

Principals/Directors of participating schools must sign an agreement of participation agreeing to actively support the 21CCLC program throughout the duration of the project. Active support includes:

- regular communication with the 21CCLC site coordinator;
- identifying facility space for program operation;
- ensuring safety procedures are followed in accordance with emergency preparedness plans during the out-of-school time;
- ensuring cooperation and assistance from the school SASA or registrar to provide accurate student ID numbers of participating students to the 21CCLC program; and
- facilitating communications between school day teachers and the 21CCLC program to help students meet academic standards in core content areas.

Applications must include a completed and signed Principal Participation Agreement (Form G) from all schools to be served by the project.

Advisory Board

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 from 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.

Lead Applicant

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 using (Form A).

The Lead Applicant must meet the following requirements:

- Must be an eligible grant recipient as defined by statute (See Part A, Eligible Applicants);
- 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 that specifically outlines all services each partner agrees to provide; and
- Must be an active member of the partnership.
- Additionally, A Non-Pre-Qualified Vendor may not serve as the lead applicant.

Note: A lead applicant may only lead one 21CCLC project.

Responsibilities of the Lead Applicant/Authorizing Agent

The following are the expectations, roles, and responsibilities of the Lead Applicant/Authorizing Agent:

1. Administer the grant from Grant Award Notification to closeout in accordance with all applicable laws and regulations;
2. Serve as the organizational representative and point of contact for all business management aspects of the award agreement;
3. Apply appropriate management controls using management systems, checklists, and records;
4. Assemble appropriate staff resources and communicate all compliance requirements and resources of the grant - Maintain subgrantee and center/site handbooks;
5. Keep abreast of changes in policies, procedures, or requirements and continue to advise program staff of grant requirements;
6. Manage grant expenditures in a timely fashion to minimize account balances;
 - Adhere to the list of eligible activities for which funds under the program may be spent, as well as allowable cost objectives and applicable cost principles;
 - Ensure that transactions are made in a reasonable and prudent manner, are allowable, allocable, and avoid double charging and ensure that credits are applied appropriately;
7. Prepare necessary reports;
8. Maximize site visits by HIDOE to enhance program, show organizational strength, and demonstrate a commitment to the project;
9. Keep HIDOE and the public aware and informed about grant project progress;
10. Evaluate the extent to which measurable project objectives are being met;
11. Appropriately liquidate all obligations incurred under the award within the set deadline;
12. Ensure and oversee the performance of final audits and resolution of findings; and
13. Ensure an adequate system for records retention following HIDOE procedures.

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. If the lead applicant is other than a HIDOE school or office, the Lead Applicant is responsible for invoicing the HIDOE CEB 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 five years following receipt of the grant;
- Make financial records available upon request; and
- Monitor internal controls for fiscal management of 21CCLC funds.

Community Notice

Applicants must provide community 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 (see Exhibit 4 for an example). Applications must include documentation of community notification of intent to apply.

Partnership Agreements

The Lead Applicant is responsible for completing and executing a Partnership Agreement between partners. Partnerships can be between local educational agencies, community-based organizations, and other public or private entities. The Partnership Agreement must describe the partners' measurable goals/objectives, activities, services, and program implementation throughout the grant period. Applications must include a completed and signed Partner Agreement (Form H) from each key partner. A partner agreement must be submitted from at least one community-based organization* and all contractors included in the budget proposal).

***Special Rule:** If the school, and/or consortia of schools, 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.

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.

Program Evaluation, Data Collection and Dissemination (Application Narrative Section 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):

1. An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities;
2. How the program or activity will help students meet the challenging State academic standards and any local academic standards;
3. 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
4. Collect the data necessary for the measures of student success.

Program Evaluation

Subgrantees must submit an annual evaluation report using the report form provided by HIDOE. Program evaluations may include analysis of student and program data such as program observations; self-evaluations, surveys and/or interviews of staff, parents, students, and educators; or other activities, which may be required during the subgrant period; tracking of performance indicators; achievement of project objectives; and recommendations for program improvement. The results “must be used to refine, improve, and strengthen the program” and must be made publicly available [ESSA §4205(b)(2)].

Federal Reporting Requirements

In accordance with USDOE requirements, HIDOE and subgrantees implementing a 21CCLC program must provide information and data three (3) times a year (summer, fall, spring) into the federal data collection system regarding their approved and funded 21CCLC grants. The HIDOE is required to use the Annual Performance Report (APR) web-based data system to collect and report required data elements. Thus, programs must agree to provide accurate and timely data as required by federal and state reporting requirements. Based on prior years, it is anticipated that the APR data required will be as follows:

- General program information
- Student enrollment and demographic characteristics
- Student attendance (less than 30 days, 30-59 days, 60-89 days, 90 and more days)
- Times per week, hours per session, and average number of participants for each activity
- Schools attended by students enrolled in the 21CCLC program
- Information on staffing levels and types used by the program in serving students
- List of partners and subcontractors involved with the grant

In addition, at the end of each year (Spring) each agency implementing a 21CCLC program must provide summative data for inclusion in the APR. The USDOE has updated the Government Performance and Results Act (GPRA) data elements to be implemented beginning in SY 2021/22 as follows:

A. Academic Achievement

- A-1: Percentage of students in grades 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.
- A-2: Percentage of students in grades 4-8 participating in 21CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

B. Grade Point Average (GPA)

- B-1: Percentage of students in grades 7-8 and 10-12 attending 21CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA

C. School Day Attendance

- C-1: Percentage of youth in grades 1-12 participating in 21CCLC during the school year and summer who had a school-day attendance rate at or below 90% in the prior school year AND demonstrated an improved attendance rate in the current school year.

D. Behavior

- D-1: Percentage of students in grades 1 through 12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspension compared to the previous school year.

E. Student Engagement in Learning

- E-1: Percentage of students in grades 1-5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

HIDOE Key Indicators of Success

The HIDOE has adopted the following Key Indicators of success of the 21CCLC program for this year. Programs will set measurable goals reflecting the HIDOE Indicators. These indicators may be modified over time.

Objective 1: Grade 4-8 participants in 21st Century Community Learning Centers will demonstrate academic improvement in reading/language arts

- Indicator 1.1: Percentage of grade 4-8 program participants with improvement in reading/language arts proficiency on the State Assessment compared to last State Assessment; and

Objective 2: Grade 4-8 participants in 21st Century Community Learning Centers will demonstrate academic improvement in math

- Indicator 2.1: Percentage of grade 4-8 program participants with improvement in math proficiency on the State Assessment compared to last State Assessment; and

Objective 3: Participants in 21st Century Community Learning Centers will demonstrate positive behavioral changes.

- Indicator 3.1: Percentage of grade 1-12 program participants with decreases in the number of days absent from school, as measured annually compared to previous year; and
- Indicator 3.2: Percentage of grade 1-12 program participants with decreases in the number of behavioral incidents at school, as measured annually compared to previous year; and

Objective 4: Participants in 21st Century Community Learning Centers will demonstrate significant and consistent program attendance.

- Indicator 4.1: At least 25% of elementary/middle school students and at least 15% of high school students attend the 21CCLC program as measured annually by non-duplicated students at the end of each year and total student population in participating schools;
- Indicator 4.2: Number of program participants attending 30 days or more as measured annually by non-duplicated students at the end of each year; and
- Indicator 4.3: Percentage of program participants attending 30 days or more as measured annually by non-duplicated students at the end of each year.

Additional program-specific measurable indicators may be included as applicable. Examples of other measures reflecting important impacts of the program on students and their families include:

- Measures of early literacy skills;
- Increases in school attendance and decreases in chronic absenteeism;
- Meaningful involvement of students in planning activities;
- Evidence of credit recovery;
- Student attitudes toward school;
- Students' feeling that there are adults they can trust and who care about them;
- Increases in project-based, hands-on learning;
- Indicators of positive behaviors, such as leadership, mentoring and civic involvement;
- 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.

Program Goals

As required by GPRA, HIDOE and therefore subgrantees must set performance measures with annual goals. Performance measures must be aligned with the HIDOE Key Indicators of Success above. Applicants must provide an annual goal, reflecting reasonable yet challenging outcomes for each HIDOE Indicator above. In the first year of the project, a baseline will be established for the project goals and used to measure and report progress each successive year. In addition, applicants will describe specifically how the project will address each objective above. See Form I.

Data Collection and Reporting

HIDOE will provide subgrantees with data to report on student demographics, GPRA indicators A through D, and HIDOE Key Indicators of Success Objectives 1 through 4 via current statewide data collections. GPRA indicator E will require subgrantees to survey elementary teachers. HIDOE is currently in the process of developing the survey form and data submission process.

21CCLC programs will participate in attendance data reporting via CAYEN Systems 21APR program as well as data collection and display via the Data+Design platform under the coordination of the CEB.

HIDOE data reporting processes require the subgrantee to report accurate and complete attendance data for all students using a valid HIDOE student ID. Unidentified students (those students without a valid HIDOE student ID) may only be included in the attendance data if they are private school students. However, HIDOE is unable to provide data on unidentified students and therefore, subgrantees must collect and report applicable required data for unidentified students. All subgrantees are required to report data as instructed by HIDOE according to HIDOE procedures and guidelines.

HIDOE 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.

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 CEB 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 CEB 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 Hawai'i Board of Education.

Summer Period June 1 – July 31 Students' First day of summer break through the last day of summer break for students	Summer reports due August 31 Tri-annual Program Report, Income and Expenditure Report and Student Roster
Fall Period (semester 1) August 1 – December 31 Students' first day of the regular school year	Semester 1 reports due January 31 Tri-annual Program Report, Income and Expenditure Report and Student Roster

through the last day of first semester	
Spring Period (semester 2) January 1 – May 31 Students' first day of the second semester through the last day of the school year	Semester 2 reports due June 30 Tri-annual Program Report, Income and Expenditure Report and Student Roster

Note: Dates may be amended by HIDOE as necessary.

School Level Data and Student Achievement (Application Narrative Section 4 and 5)

Data Collecting & Reporting Plan

The Lead Applicant will be responsible for providing required attendance and APR data as described above. In addition, 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 Analysis

School data, student achievement data, and program data must be used to set goals and identify and plan activities expected to improve student achievement and support student success. Projects will be expected to use data to design services that will keep students engaged in daily activities while also supporting academic improvement. Where state, school, or student data is not sufficient or timely, projects will be expected to design data collection tools and reporting processes.

21CCLC programs will participate in data collection and display via CAYEN Systems Hawaii Afterschool21 application and the Data+Design platform under the coordination of the CEB. CEB will provide data reports to project directors to assist in data analysis and support completion of subgrantee evaluation reports.

Data Sharing Agreements

Data-sharing agreements are required and should be mutually beneficial. Following CEB approval of sub-grant applications, the Lead Applicant, if non-HIDOE is responsible for executing a data sharing agreement with the HIDOE in accordance with applicable privacy and confidentiality laws. 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. Data-sharing agreements will be required before services commence with the requesting school or complex/complex area, and in order to receive funds. (See Exhibit 7 for Data Sharing Agreement Example)

Program Participation (Application Narrative Section 6)

Programs should aim to serve as many students as possible over at least 30 days (preferably 60 or 90 days) of operation per year. **21CCLC programs are not drop-in programs.** Students must be recruited and provided continuous services designed to encourage full participation in all the daily activities; focusing on long-term engagement in the program.

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). (See Exhibit 5 for SY20/21 Student Count)

Programs **must serve** at least 50% of participants attending the program 30 days or more over the school year.

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. Attendance must be recorded and reported for each student served using the CAYEN Systems Hawaii Afterschool21 application provided by HIDOE.

Unduplicated Counts

The program year extends from June (summer) through May (spring) of each year. For each reporting period, an individual student may only be counted once for participation reporting purposes during that reporting period, even if that student participates in a variety of activities during the day. End of year data reports will combine all three reporting periods (summer, fall, spring) with unduplicated counts of student participation. Note: Enrollment does not count as participation.

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 Hawai'i 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 must consult with private school officials during the design and development of the 21CCLC program on issues such as how their children's needs will be identified and what services will be offered.

Applicants must define a geographic region which reasonably covers the service area being proposed, identify the private schools within that geographic region, and consult with all private schools identified. A helpful resource to identify private schools in Hawai'i is the Hawai'i Association of Independent Schools.

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.

Proof of Consultation with Private School Officials: A private school consultation form can be found in the Resource Packet, Form J) and must be included in the application to document consultation during the application design process. List all private schools that were consulted regarding having an opportunity to participate in the proposed project.

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 if the students are part of the area to be served by the 21CCLC award.

Parent and Family Engagement (Application Narrative Section 7)

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.” For purposes of this program, the term family includes parents, caregivers, guardians, or others such as grandparents, who act in the stead of parents.

Adult family members of students participating in the program are encouraged to participate in educational services or activities appropriate for adults, such as family engagement and family literacy. Examples of services that may be funded by 21CCLC include, but are not limited to, the following:

- Reading, literacy, and numeracy classes;
- Computer skills
- Teaching parents how to access online grades of their children;
- Family budgeting;
- English language literacy classes;
- Adult education and/or GED completion classes;
- Newcomer assimilation classes
- Expanded library service hours; and
- Homework support.

Services must be provided to families of participating students to advance the student’s academic achievement and support literacy and other educational services. These programs are only open to adults who are family members of participating children if only 21CCLC funds are being utilized. However, if the 21CCLC is working in collaboration with other programs such as Title I, Title III, or private funding, then all parents whose children are involved in the various programs or services may attend.

Plans must include activities to help adult family members become active participants in, and a strong support system for, their students’ academic endeavors. Services must be meaningful and ongoing. 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.

Facilities, Transportation, Meals and Nutrition (Application Narrative Section 8)

Facilities

The 21CCLC program must be located in a safe and easily accessible facility (See ESSA Sec. 4204(b)(2)(A)(i)). The program must afford students a safe and healthy environment. In most cases, 21CCLC programs are located in a school but they may be in another facility. 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 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 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 comply with Hawai'i Administrative Rules, section 17-896 that define childcare and set forth the requirements for licensing. Childcare licensing is administered by the Hawai'i 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 childcare 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.

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. Programs must have a student transportation plan ensuring that all students eligible and/or interested in the 21CCLC program are able to attend and participate. (Requiring parents to provide transportation as a condition of student participation is not acceptable.) Transportation and access to the building site cannot be a barrier for students participating in the 21CCLC out-of-school-time program.

Regardless of the location, the proposal must describe the transportation plan and how transportation will be funded.

Vehicle 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 Hawai'i Nutrition guidelines.

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.

While these are minimum requirements, snacks/meals cannot be purchased with 21CCLC grant funds and must come from other resources.

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). (Requiring parents to provide snacks/meals as a condition of student participation is not acceptable.) For more information on meals and snacks and how to acquire funding:

- [Food Research and Action Center](#)
- [Hawaii Nutrition Guidelines for Food and Beverages](#)
- [USDA Summer Food Service Program](#)

The application for USDA afterschool snacks can be found at: [Hawaii Afterschool Snack Program](#).

It is strongly recommended that applicants eligible for this funding communicate with the Hawai'i Food Services program and complete this application by the annual deadline – which may be PRIOR to the deadline for this application.

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 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 HDOE before centers can open to students.

Program Communications (Application Narrative Section 9)

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, the program location(s), and contact information [ESSA Sec. 4204(b)(2)(A)(iii)] to the public. A school's website and/or community engagement page and social media can be utilized for these purposes.

Ongoing Communications

Successful 21CCLC programs maintain strong communications with all stakeholders throughout the duration of the project. Applicants will create and implement a communication plan ensuring ongoing, meaningful, and effective communications with family members and guardians, student participants including to encourage their voice in decisions affecting them, between the program and the classroom teachers of participants; with the advisory board, subcontractors, community members, HIDOE, and other stakeholders in a manner that is understandable and accessible. This dissemination will include informing the community of promising practices and data-based success of the 21CCLC program. The annual program evaluation must also be made publicly available [ESSA §4205(b)(2)].

Program Management (Application Narrative Section 10)

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:** All 21CCLC programs must identify one project director to administer the program. This individual will serve as the primary contact for HIDOE in all matters related to the 21CCLC program. If programming is provided at less than three school sites, this person must devote at least 50% (20 hours a week) of their time coordinating the 21CCLC project throughout the duration of the project. If programming is provided at three school sites or more, this person must be a full-time employee (40 hours a week). 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. Salary and fringe must be adequate to employ a qualified individual in this role. The proposed budget must include funding for this position.
- **Center/Site Coordinator:** A site coordinator must be identified for each site (i.e. program center). If programming is provided at more than one school site, the site coordinator may not also be the project director. 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. Staffing for this position should reflect center/site timeframes and hours. The proposed budget must include funding for this position. This position may also teach during the time the center/site is open.
- **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, assessment, and evaluation data. This person may or may not be the center coordinator and/or the project director.

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

- **Criminal Background Checks:** In accordance with State rules and regulations, any employee, volunteer, or sub-contractor working directly with students must be background checked before being allowed to work with students. All adults involved in the 21CCLC program must have documentation of a completed and satisfactory criminal background check on file with the Lead Applicant. Contractors must conduct mandatory criminal background checks on employees at no cost to the STATE.
- **Mandatory Reporting:** Contractors 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:** Contractors 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 training must be clearly linked to the 21CCLC priorities and the goals, objectives and activities described in the applicant's proposal.

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

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

For assistance with professional development, contact Hawai'i DOE partner, The Hawaii Afterschool Alliance at www.hawaiiafterschoolalliance.org.

Volunteers

Volunteers must be background checked, supported, and supervised if they are used in 21CCLC programs. The 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.

Project Director Meetings

CEB will conduct at least four project director meetings per year (including the required annual meeting described above). Meetings will be held in-person on Oahu and will offer on-line attendance. If program staff from neighboring islands wish to attend in-person, these costs must be included in the budget request.

Sustainability (Application Narrative Section 11)

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 funding is renewed for years 4 and 5.

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.

Budget Request (Application Narrative Section 12)

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 [Electronic Code of Federal Regulations](#).

Budget Planning

The applicant must ensure the requested budget adequately covers program expenses, including transportation. The maximum per student cost is \$700 based on 25% elementary/middle school population and 15% high school population (plus fixed cost of student transportation)*. The budgeted amount should be appropriate and reasonable for the size and scope of the program.

Applicants are required to submit a budget worksheet using Form B in the Resource packet. A budget narrative must also accompany the worksheet. For each item in the proposed 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, applicants will complete the Lead Applicant/Center Budget Table using Form C in the Resource Packet. This view of the proposed budget reflects planned cost distribution across each of the participating centers as well as the Lead Applicant. The Summary of Services form (Form D) will include a calculation of the minimum and maximum per student costs based on the total annual budget.

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, 2021 to June 30, 2022 drawn from Federal funds expiring September 30, 2022
- Project period July 1, 2022 to June 30, 2023 drawn from Federal funds expiring September 30, 2023
- Project period July 1, 2023 to June 30, 2024 drawn from Federal funds expiring September 30, 2024

Renewability

If at the end of the first year of the project (June 30, 2022), and subject to the continued availability of federal funds, HIDOE finds that the program is being successfully implemented, funding for the program services will be continued for Year 2. If at the end of Year 2 federal funds remain available and the program continues to be successfully implemented, funding for the program services will be continued for Year 3. To be eligible for renewability in years 4 and 5, subgrantees for which the HIDOE has determined years 1 through 3 reflected successful implementation **and** 50% of participating students attended the program at least 30 days during each of the 2 preceding school years, will be eligible to apply for renewability for years 4 and 5. Subgrantees expressing interest in renewability will complete a review of Renewability Indicators, which will be evaluated by HIDOE. Subgrantees that meet the requirements will be eligible to renew funding for an additional two years. Should such funding

be granted, the annual allocation will not exceed 80% of the Year 3 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), applicants must demonstrate 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 expense category;
- 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.

Budget revisions need to be approved by HIDOE 21CCLC staff when 10% or more is anticipated to be moved to or from any expense category. If the amendment falls below 10% of any expense category, no budget revision is necessary. In order to submit a request to amend the existing budget the Budget Change Request Form must be completed and submitted for consideration to HIDOE 21CCLC.

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

Unused Funds

The HIDOE 21CCLC allows no more than 5 percent of unused funds to be allocated from one year to the next. However, those funds may only be used only to pay for expenses incurred in the original budget year. Grantees are encouraged to use all their funds in the year in which they are awarded. Tri-annual reports (Summer, Fall, Spring) seek to ensure funds are spent as appropriated and in a timely manner. Funds remaining at the end of the grant period (June 30) will be reconciled through the allocation process or returned to HIDOE if the project is terminated or closed out.

Supplement, not Supplant

The 21CCLC program has a supplement, not supplant requirement: ESSA Section 4203 (a) (9) contains an assurance that funds appropriated to carry out the 21CCLC program will be used to supplement, and not supplant other Federal, State, and local public funds expended to provide authorized programs and activities. There are three basic definitions of 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, 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 services or programs are currently being provided with federal, state, or local funding, 21CCLC funds may not be used to replace those funds. 21CCLC funds are meant to provide new, supplemental services to schools and communities.

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. Applicants 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.

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.

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 student 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

Indirect costs represent expenses that are not readily identified with the 21CCLC program function or activity, but are necessary for the general operation of the organization. Some examples of indirect costs are office space rental, utilities, and clerical and managerial staff salaries.

- Not-for-profit applicants may include indirect costs in the budget. For-profit applicants cannot include indirect costs.
- 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.
- 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 equipment, or indirect, is eligible.
- The indirect fee must be calculated not only on the amount of eligible expenditures, but also as a percentage of eligible expenditures.
- Colleges and Universities may use the indirect cost rate negotiated by the University of Hawai'i system.
- The percentage taken must be limited to the amount in applicant's federally-approved indirect rate agreement.
- For more information on indirect costs: [USDOE Indirect Cost Overview](#).

Indirect costs are those costs that are not classified as direct. Direct costs can be identified as those costs specific to the 21CCLC grant functions and activities. Direct costs include salaries or wages (and fringe benefits) of employees working specifically on objectives of the 21CCLC grant and other allowable expenses specifically supporting the 21CCLC program.

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.

Program Income is the gross revenue generated as a direct result of the Federal award and that is in addition to the Federal funds provided by the State through its competitive application process. Program income must be deducted from total allowable costs to determine the net allowable costs.

A Subrecipient may only generate program income if approved by HIDOE in the subgrant application. Any Subrecipient approved to collect program income must report program income collection and expenditures via the tria-annual Income and Expenditure Report to HIDOE ensuring the following:

- a. Program income must be coded to a separate account by the fiscal agent and a clear audit trail must exist from the beginning of each program year to determine separation of 21CCLC federal funds from 21CCLC program income.
- b. Program income collected must be spent within the program year (e.g. SY 2019-20 = July 1, 2019 through June 30, 2020).
- c. Subrecipient program income account must begin and end the program year with zero funds (carryover of program income is not allowable).
- d. If program income funds are not used within the program year, the grant award will be reduced the following year or returned to HIDOE in closeout procedures.

Salaries and Benefits

The budget narrative must clearly describe personnel, including FTE of Position (1.00 FTE, 0.33 FTE, etc.) and percent. If a position is hourly, the 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 Providers are 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 staff who are 100% funded through 21CCLC grant funding, this can be an annual certification; for staff split between programs, this will be at least one periodic, signed accounting of hours spent on each program.

Airfare - Interisland

Neighbor island applicants should include the cost of at least one round-trip airfare for the annual required project director's meeting held on Oahu.

Contractual 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.

Note: HIDEOE applicants must follow the HIDEOE procurement rules and processes as described at the State of Hawai'i 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.

Supplies and Materials

This category includes general supplies, books, maintenance supplies, and technology-related supplies. 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.

Equipment

21CCLC defines equipment as items valued at \$250 or more, with an expected life of one or more years. 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). Applicants must provide affirmation in the budget narrative that any equipment will be tagged and used accordingly and will be inventoried at least annually. Applicants 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.

Audit Requirements

All 21CCLC Subgrantees that are non-profit organizations are required to receive a single audit annually. Audit results must be made available to HIDEOE upon request.

Record Retention

HIDEOE requires 21CCLC records and documents to be maintained for 7 years.

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. Applicants 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, the Applicant must furnish the required certificates and documentation:

- Certificate of Compliance as issued by the Hawai'i 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

PART C: APPLICATION GUIDE

Application Evaluation: The HIDOE will conduct a rigorous peer review process consistent with ESEA section 4203(a)(4) to make awards on a competitive basis providing a comprehensive, fair, and impartial evaluation of the applications it receives in response to this 21CCLC funding opportunity. HIDOE will fund applications based on the Application Evaluation Criteria shown in Part D below. Distribution of funds will be based on highest scoring applications meeting all requirements herein, while also considering geographic distribution.

If any additional information is required by the HIDOE regarding any aspect of an application, such information must be provided by the applicant to HIDOE within three (3) business days of the HIDOE's request unless otherwise stated or directed by HIDOE. Non-response may result in disqualification. Communications must be in writing to the RFA contact person identified via email by the date and time established for submission. HIDOE will not respond to verbal or informal questions.

HIDOE reserves the right to add terms and conditions during contract negotiations, if any. These terms and conditions will be within the scope of the RFA. In addition, HIDOE may make conditional awards. Conditional awards require specific conditions to be met to the satisfaction of HIDOE in order to be granted an award. A conditional award notice will clearly state the required conditions and timeframe for response. If HIDOE deems the response insufficient or incomplete, the conditional award will be revoked and considered an unsuccessful proposal, regardless of the original proposal evaluation.

Application Preparation

Applications should be prepared in a straightforward and concise manner. Emphasis will be on the degree to which the proposal meets the criteria and clarity of content. When an applicant submits a proposal, it will be considered the proposer's 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.

Application Format

- 12-point Times New Roman or Ariel 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

Application Submission

- Submit one (1) paper original and one (1) paper copy, plus one (1) electronic copy via email to 21cclc@k12.hi.us.
- The electronic copy must contain one PDF including all contents of the complete application plus the Budget Worksheet and Lead Applicant/Center Budget Table in Excel format. *Note: Only these three electronic files may be submitted.*
- Name electronic files as follows: Lead Applicant Name Application, (e.g. Aloha Complex Area Application, and Lead Applicant Budget Worksheet (e.g. Aloha Complex Area Budget Worksheet; Lead Applicant Budget Tables (e.g. Aloha Complex

Area Budget Tables)

- Hard copy 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 five index dividers as follows:

1. Lead Applicant Form (with required signatures) – (Form A)
2. Program Design Narrative (must be organized as listed as in Evaluation Criteria, Sections 1-11)
3. Budget Request:
 - Budget Worksheet (Form B);
 - Lead Applicant/Center Budget Table (Form C); and
 - Budget Narrative.
4. Completed Required Forms and Attachments:
 - Summary of Services – School Year (Form D);
 - Summary of Services – Summer (Form E – Year 1, 2 and 3);
 - Planning Team Members (Form F);
 - Principal/Director Participation Agreement (Form G);
 - Partner Agreement (Form H);
 - Program Goals (Form I)
 - Assurances for Program Implementation (Form J);
 - Private School Consultation (Form K); and
 - Community Notification of Intent to Apply.
5. Optional Attachments
 - Student needs assessment tool
 - Community needs assessment tool
 - Organizational chart
 - Key staff position descriptions
 - USDE school snack authorization
 - Childcare Licensing Documentation (if applicable)
 - Evidence of Federal Negotiated Indirect Cost Rate (if applicable)

Program Design Narrative

- The program narrative section is limited to 40 pages (not including budget narrative).
- Number all pages, with number 1 on the first page through to end.
- Each section and sub-section of the Application Evaluation Criteria (Part D) must be directly addressed in the narrative response.
- Responses must be presented in numerical order as outlined in the Evaluation Criteria (Part D) as follows:
 1. Program Summary (no longer than two pages)

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

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) – Form B
2. Lead Applicant/Center budget table (including each participating center/school) – Form C – Year 1, 2 and 3
3. Budget narrative that addresses the evaluation criteria outlined in Part D, Section 12.

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

If partnering with a Pre-Qualified Vendor, access the [2020 Vendor Listing](#) (posted on the Hawai'i Public Schools [21CCLC Website](#)) and describe the agreements made between the Pre-qualified vendor(s) and the partner schools/offices in the narrative responses and partner agreement form (Form H).

PART D: APPLICATION EVALUATION CRITERIA

Required Components and Technical Review: Required, but not scored narrative responses are identified in the Application Narrative table below. A response to each criterion is required. All forms are required to be completed and submitted. Applications missing required components will not be accepted and will not be read or scored. Applications will undergo a technical review (documenting required components) prior to being read and scored.

Scoring Rubric

Points	
3	Meets all of the criteria
2	Meets most of the criteria
1	Some elements of the criteria are missing, incomplete, or only weakly address the criteria
0	Missing criteria or the responses do not address the criteria

Scoring Summary

Section	Title	Points
1	Program Summary	3
2	Program Design	18
3	Collaboration and Partnerships	9
4	Program Goals, Evaluation, Data Collection and Dissemination	9
5	School Level Data and Student Achievement	6
6	Program Participation	9
7	Parent and Family Engagement	6
8	Facilities, Transportation, Meals and Nutrition	9
9	Program Communications	6
10	Program Management	9
11	Sustainability	3
12	Budget Request	9
Total		96

The application narrative will be used by the review panel to score all Comprehensive 21CCLC program plans. Scoring is based on a total of 99 points. In order to ensure reviewers clearly see the link between your project plan and the scoring criteria, please organize responses to reflect sections and criteria in sequence as shown below.

Application Narrative

	Section 1 Criteria: Program Summary	3 Points Available
1.1	<p>The Program Summary must be <u>no longer than two pages</u> and should give the reader a sense of the entire application. Please be sure to include:</p> <ul style="list-style-type: none"> • The overall philosophy and vision of the proposed project; • A brief outline of the overall concept, structure and focus of program for both school year and summer; 	3

	<ul style="list-style-type: none"> • The identified needs to be addressed; • The school(s) to be served including age/grades and number of students to be served; and • The partners involved in the proposed program and their respective role(s). 	
	Section 2 Criteria: Program Design	18 Points Available
2.1	<ul style="list-style-type: none"> • List the schools to be served by the proposed project and the school's percent of students eligible for Free and Reduced-price lunch (see Exhibit 5) <ul style="list-style-type: none"> ◦ At a minimum, at least 2/3 of the schools a project will serve must have at least 40% of students eligible for free or reduced priced lunch through the National School Lunch Program. • Include in the list, the grade levels of each school to ensure the project will serve all grades K through 12 • Note any schools to be served identified by HIDOE for comprehensive assistance in the 2020/21 school year (see Exhibit 1). 	Required – No points
2.2	Describe how student needs were determined (academic and social-emotional), the data supporting that determination and how the proposed program will address those needs. <i>You may include your student needs assessment tool as an optional supplemental document.</i>	3
2.3	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). <i>You may include your community needs assessment tool as an optional supplemental document.</i>	3
2.4	Describe the proposed structure and the program and services available to students during the <u>school year</u> . Provide detail about the strategies, activities, and supports provided to students. If programs will be offered at some sites but not others, please make clear any differences between program structures or offerings at each site.	3
2.5	Describe the ways in which the <u>school year</u> 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. Specifically describe strategies for both elementary and secondary connections to the regular school day.	3
2.6	Submit Completed Summary of Services – School Year Form (See Form D). <i>Note: The schedule must comply with all requirements described in Programming Days and Hours (see Section 2). The project must be designed to meet the minimum percent of student enrollment. (See Section 6, Program Participation)</i>	Required – No points
2.7	Clearly describe the proposed structure and the program and services available to students in the <u>summer</u> school program. Provide detail about the strategies, activities, and supports provided to students. If programs will be offered at some sites but not others, please make clear any differences between program structures or offerings at each site.	3
2.8	Describe the ways in which the <u>summer</u> program will be connected to the school year, including such things as co-planning of the summer	3

	program; communication with school administration, faculty, and staff; common curriculum and/or instructional practices; shared staff; shared professional development; school orientation programs; etc.	
2.9	Submit Completed Summary of Services – Summer Form (See Form E). <i>Note: The schedule must comply with all requirements described in Programming Days and Hours (see Section 2).</i>	Required – No points
	Section 3 Criteria: Collaboration & Partnerships	9 Points Available
3.1	Describe how school sites and all partners were involved in the planning, design, and development of the program. Include a list of planning team members using Form F. Describe the roles, responsibilities, and capacities of all partners involved in the project.	3
3.2	Describe how leaders from each partner, school principals from participating schools, and the program leaders will work together to ensure the ongoing success of the 21CCLC program, including how the principals, center coordinators, and project director will meet on a regular basis to ensure effective, ongoing collaboration, how the program will collaborate with other OST programs including A+, UPLINK, and REACH, and for summer programming, identify mechanisms for collaboration and communication. .	3
3.3	Describe how the Advisory Board will be formed, meeting plans, and 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. Be sure to include a potential list of Advisory Board members ensuring membership aligns with the requirements listed in Part B of this application.	3
3.4	Submit a completed Lead Applicant form (Form A).	Required – No points
3.5	Submit a completed Principal Participation Agreement from each school to be served by the proposed project (Form G).	Required – No points
3.6	Provide documentation of community notification of intent to apply. Attachment A (see sample Exhibit 4)	Required – No points
3.7	Include a completed and signed Partner Agreement(s) between key partners (Form H) except as provided in the special rule below. This must include at minimum, a community-based organization and all contractors included in the budget proposal. OR Special Rule: Schools and/or complex areas proposing 21CCLC services and activities without partners are required to demonstrate justification there is no community-based organization within “reasonable geographic proximity and of sufficient quality.” If applying under this rule, please describe the criteria used for determining reasonable geographic proximity and sufficient quality.	Required – No points
	Section 4 Criteria: Program Goals, Evaluation, Data Collection and Dissemination	9 Points Available
4.1	Provide the specific and measurable goals (outcomes) for the proposed program using Form I. Applicants must provide an annual goal, reflecting reasonable yet challenging outcomes for each HIDEO Indicator of Success. These should be concise and clear statements that clearly illustrate and clearly state how much change you anticipate each year and for which	Required – No points

	group(s) of students.	
4.2	Present a data collection plan that shows how the specific and measurable goals (outcomes) described in Form I will be monitored and evaluated on a regular basis.	3
4.3	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.	3
4.4	Specify who will be responsible for management of the data systems (Data Maintenance position). 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.	3
	Section 5 Criteria: School Level Data and Student Achievement	6 Points Available
5.1	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
5.2	Describe how the project activities are expected to improve student achievement and support student success. Clearly link the project activities to the HDOE Indicators of Success (see Form I).	3
	Section 6 Criteria: Program Participation	9 Points Available
6.1	Use the Summary of Services Forms (Form D and Form E) to identify the minimum and maximum number of students per school/site to be served by activities funded through 21CCLC. During the school year, programs must 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). (See Exhibit 5 for SY20/21 Student Count)	Required – No points
6.2	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. At least 50% of participating students must attend 30 days or more during the school year. How will the project ensure this requirement is met?	3
6.3	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 including how the program will work with school counselors to identify at-risk students.	3
6.4	Describe how students have been asked about their interests and how these interests have been built into the project plans. Include how student voice will be reflected in program offerings and services over the duration of the project. <i>You may include your student needs assessment tool as an optional supplemental document.</i>	3
6.5	Submit a completed Equitable Services for Private School Participation Form (Form K). Ensure all public schools in the proposed geographic service have been consulted during the 21CCIC project design phase.	Required – No points
	Section 7 Criteria: Parent and Family Engagement	6 Points Available

7.1	Describe a minimum of four (4) meaningful parent and family engagement activities that will occur throughout each year. 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. Using the Summary of Services Forms (Form D and E) include the target number of family members per school/site to be served by activities funded through 21CCLC.	3
7.2	Describe the services to be provided to parents and adult family members of 21CCLC students to support and advance student's academic achievement and support literacy and other education services. Describe how it was determined these services are needed, how the services will be communicated, and the target number of adults to be served by the project. <i>You may include your community needs assessment tool as an optional supplemental document.</i>	3
Section 8 Criteria: Facilities, Safety, Transportation, Meals and Nutrition		9 Points Available
8.1.	Describe the facilities that will be used for the 21CCLC program. 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.	Required – No points
8.2	Describe how the program will maintain an emergency readiness plan specific to the afterschool program, at each school/site, train staff on policies/procedures, and practice emergency drills and preparations during the afterschool program.	3
8.3	Describe how the program will ensure age-appropriate and safe transportation arrangements for after-school, non-school day, and summer programs, including: <ul style="list-style-type: none"> • How participants will get to the program if it is not at the target school; • How students will be provided safe transportation home from the program; • How the location will be at least as accessible to the students served as if the proposed program were located in a school; • How participants will be safely signed out of 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. <i>Note: Please include information on how transportation will be funded in the budget narrative and include the cost in the budget worksheet and table.</i>	3
8.4	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 Hawai'i Nutrition guidelines, include: <ul style="list-style-type: none"> • How snacks or meals will be acquired and distributed to sites daily. • How snacks will be funded. (Snacks/meals may not be purchased with 21CCLC funds or charged to students/families directly or indirectly). You may include your USDA Afterschool Snack authorization as an optional attachment. <i>Note: Proof that the applicant has secured the needed resources and will be providing supplemental snacks/meals must be submitted to HIDOE before</i>	3

	<i>centers can open to students.</i>	
	Section 9 Criteria: Program Communications	6 Points Available
9.1	Describe how and when you will disseminate information about the project (including the services/activities, its location(s), and contact information) to the community and target students in a manner that is understandable and accessible. Include strategies for both “School year” and “Summer” program communications.	3
9.2	Describe your communication plan and outreach strategies, taking into consideration and clearly defining how the program will ensure ongoing, meaningful, and effective communications that are accessible: <ul style="list-style-type: none"> • 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. 	3
	Section 10 Criteria: Program Management	9 Points Available
10.1	Describe or show the staffing design, including how key staff members will be recruited, supported, trained, and supervised. Identify planned staff-to-student ratios. <i>You may include an organizational chart to clarify authority/supervision as an optional attachment.</i>	3
10.2	Describe or show proposed staff qualifications for the required Project Director (at least 50% FTE) and Center/Site Coordinator (see Part B for requirements) and any other key positions. Include staff qualifications for teaching, coaching, and other student support positions. <i>You may attach the position descriptions for key staff as an optional attachment.</i>	3
10.3	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
10.4	<ul style="list-style-type: none"> • Describe how all staff, including volunteers will be background checked, supported, and supervised. Note: All adults involved in the 21CCLC program must have documentation of a completed and satisfactory criminal background check on file with the Lead Applicant. • Describe how the program will ensure that at least one staff member with CPR and First Aid Certification will be on site at all times. 	Required – No points
	Section 11 Criteria: Sustainability	3 Points Available
11.1	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. Include 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.	3

	Section 12 Criteria: Budget and Fiscal Management	9 Points Available
	<i>Note: Budget Narrative not included in 40-page maximum program narrative</i>	
12.1	Present a clear description of projected expenditure of funds. Describe expenditures listed on budget worksheet and budget table, clearly connecting the expenditures to the activities and goals of your plan. All expenditures must be reasonable, necessary, and allowable under the guidelines of the 21CCLC grant.	3
12.2	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, for how many weeks per year, and student/teacher ratio). Ensure figures in narrative match Budget Form and Budget Table. Personnel costs must be reasonable and necessary.	3
12.3	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 the need for purchases/expenditures. The narrative must align with, and provide an explanation of, the content in the Budget Form and Budget Tables. Ensure figures in narrative match Budget Form and Budget Table. Costs must be reasonable in relation to project focus, scope of work, and projected outcomes.	3
12.4	Complete the Budget Worksheet using the template provided in the Resource Packet, Form B. Ensure calculations are accurate. Submit separate budgets for each school year of the sub-grant (SY 2021/22, SY 2022/23, SY 2023/24) and cumulative budget for total project costs. The budget may not exceed \$700 per student (based on 25% TSP elementary/middle and 15% TSP high school plus student transportation).	Required – No points
12.5	Complete the Lead Applicant/Center Budget Table using the template provided in the Resource Packet, Form C to display itemized costs for the Lead Applicant and per center/school. If costs are different for school years, provide one completed Lead Applicant/Center Budget Table for each year. Ensure combined calculations for each category match the Budget Worksheet.	Required – No points
12.6	If charging program fees to students or families, provide a narrative that explains the fee structure, its administration and management and verify that it meets the requirements outlined in Part B, Charging Fees.	Required – No points
12.7	If applying for Unusual Costs, please include a clear justification of the need for these costs and how they will be used (see Part B, Unusual Costs).	Required – No points
12.8	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.	Required – No points

PART E: RESOURCE PACKET

Section 1: Forms

- A. Lead Applicant Form
- B. Budget Worksheet
- C. Lead Applicant/Center Budget Table
- D. Summary of Services – School Year Form
- E. Summary of Services – Summer Form
- F. Planning Team Member Form
- G. Principal/Director Participation Agreement Form
- H. Partner Agreement Form
- I. Program Goals
- J. Assurances for Program Implementation Form
- K. Private School Consultation Form

REMINDER: Submission of the above completed forms is mandatory. If not included in the proposal, the proposal will be considered non-responsive.

Section 2: Exhibits

- 1. State Priorities
- 2. Hawai'i Theory of Action
- 3. HĀ: BREATH
- 4. Community Notification of Intent to Apply Sample
- 5. SY20/21 School Student Count and F&R Percentage (by Complex Area)
- 6. 21CCLC Resource Links
- 7. Data Sharing Agreement Example