![Hawai'i Community Foundation logo]

Hawai'i Community Foundation

2015 Request for Proposals (RFP)

Building Peace and Compassion Through Social and Emotional Learning Programs in Classrooms and Communities

PURPOSE AND OVERVIEW

This initiative seeks to involve teachers, parents, administrators, and the collective community in endeavors that increase social and emotional learning and compassionate and mindful behavior in Hawai'i's youth, resulting in one or more of the following:

- a decrease of bullying incidents and other risky, disruptive and aggressive behaviors;
- an improvement in community contributor skills including respectfulness, cooperative resolution, and responsible and ethical behavior;
- an increase in academic performance, motivation to learn and positive behaviors; and/or
- an increase in a sense of safety and well-being for students.

This initiative is part of the Hawai'i Community Foundation's (HCF) Pillars of Peace Hawai'i (PoPH) program which began with visits of global peace leaders to Hawai'i, including His Holiness the Dalai Lama and Aung San Suu Kyi. While the global peace leader visits will continue to be a part of PoPH, the primary goal of the program is to have a more direct and sustainable impact on our youth, to encourage compassionate behavior and acts of aloha, and to grow ethical leaders for Hawai'i's future. PoPH strives to reach student audiences with messages that reinforce positive behaviors and encourage healthy futures.

PROJECT OBJECTIVES

HCF seeks to support efforts that will:

1. Identify and assess specific needs of the student population being served.
2. Identify evidence-based Social and Emotional Learning (SEL) approaches (recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and/or other experts) that best meets the needs of the student participants. Best practice ideas are available via "Ceeds of Peace" (www.ceedsofpeace.org) and CASEL (www.casel.org).
3. Demonstrate how the selected program(s) can be integrated and aligned with existing school/organization activities and goals. The majority of activities are expected to take place during the school day although targeted use of vacation periods and out-of-school time may be considered.
4. Identify and commit to achieving outcomes that are aligned with the goals of this grant program and with past achievements/outcomes of the selected program(s). Identify expected outcomes and impacts, measures of the outcomes and impacts, and how progress will be tracked over time. Specify desired and realistic one-year goals and expected outcomes.

5. Collect, analyze and report meaningful data on student participation in the project including information in line with identified measures (see #4 above). Administer surveys as needed, collect, analyze, and report other relevant data in line with specified desired goals and expected outcomes.
6. Identify how the implementation strategy(ies) and plan will be assessed including identifying any lessons learned through the process. Monitor, track and report progress of implementation of the program(s) including any changes made to improve the implementation process.

FUNDING AVAILABILITY

HCF intends to fund approximately 10 to 15 projects for up to $50,000 each. However, the size of each grant award will vary depending on size of classroom, school or community; the partnership relations; and the nature of the program(s) to be used. The number of grants awarded will depend on the quality of the proposals received. Funds are intended to support one school-year (school year 2015-2016) of implementation of the selected strategy(ies)/program(s).

Grant award notifications to qualified applicants will be made by May 29, 2015. First payments will be available as early as June 2015 upon receipt and approval of a final plan and timeline for implementation from the grantee.

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

ELIGIBILITY
1. Applicants must be one of the following:
    - A private or public school (including public charter school) in the State of Hawaiʻi.
    - A non-profit organization with a 501(c)(3) tax-exempt status with a primary or secondary school partner. A signed agreement or commitment letter that specifies the roles and responsibilities of both the school and nonprofit partners must be included with any application submitted by a nonprofit.

2. Preference will be given to those serving students in grades 8 or younger.
3. Preference will be given to applicants who have participated in the "Ceeds of Peace" or similar workshops to learn about SEL programs; identify specific needs of their community group, school and/or classroom; and/or develop a clear action plan designed to address these unique characteristics.
4. Organizations currently funded by HCF with overdue final reports are not eligible to apply.

LEARNING AND EVALUATION

This program requires implementation of evidence based, best practice programs. As such, measures of progress, impact and outcomes from past research should be used as benchmarks. Grantees will be expected to compare actual results achieved against past program results. Grantees will also be expected to describe implementation challenges and/or successes including any lessons learned that may be shared with other schools or providers.

Although schools and grantees will be responsible for the collection of and entry of data on their participating students in line with their identified expected outcomes, a third-party evaluator may be contracted by HCF to conduct cross-school and longitudinal analyses. If applicable, all data collection, use, and reporting of student-level data will be conducted under required rules and guidelines. The cost of the collection and analysis of comparative school and student data are not the responsibility of schools or grantees. However, schools will be expected to assist with data collection as needed.

PROPOSAL EVALUATION - CRITERIA FOR REVIEW

The strongest proposals will be those that best meet all or most of the following criteria:

VISION AND GOALS

The proposal:
- Presents a realistic and clearly stated one-year goal for the program that contributes to a long-term vision to increase social and emotional learning and compassionate and mindful behavior in Hawai'i's youth, including, but not limited to, the reduction of aggressive behavior incidents including, but not limited to, bullying.
- Demonstrates that the applicant has an understanding of the needs of its students and school community as well as ideas for addressing those needs through this program.
- Explains clearly how your strategy for selecting program(s) and developing an action plan aligns with the needs of students participating in the project.
- Describes a plan for implementation of the program(s) and includes a plan for continual review and re-assessment of the implementation strategy to identify challenges and solutions as needed.

READINESS & CAPACITY
- There is evidence of support from key leadership at the school to do this work.
- A project leader and/or team is identified with clear roles and responsibilities outlined. This includes roles and responsibilities related to data collection, entry, analysis and reporting.

- If the project will be delivered through or together with a school/community partnership, it is clear how the activities of each partner will contribute to the project.
- A proposal submitted that involves a school/community partnership includes written evidence of the commitment of each partner.
- If applicable, provide confirmation of participation in a Ceeds of Peace or other similar SEL workshop or professional development training.

PROJECT AND RESULTS MATRIX
- Proposed program(s) promote SEL, compassion and mindfulness. Strongest proposals have documented evidence/research demonstrating the effectiveness of selected programs.
- Descriptions are detailed and clear.
- Plan embodies a coherent set of activities and a strategy for successful implementation of the selected program(s).
- Implementation plans are focused and well-defined with key milestones of progress.
- A plan for collecting and reporting data is in place with clear and applicable targeted outcomes and measures of success. Proposed results are ambitious but attainable.

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

APPLICATION INSTRUCTIONS
- Only complete applications will be accepted.
- The online application has fillable boxes with character limits. The character counts in MS Word do not match the character counts in the application. If you cut and paste your work into the application, please be sure your text fits the space provided. The following character counts are approximate to the specified page lengths based on single-spacing in Arial 12-point font with 1 inch margins.
- We recognize the significance of diacritical markings in written Hawaiian; however, the online application system is unable to accept diacriticals. Please do not include these in your narrative. It may cause errors in the way the online system processes your proposal.

You will be asked to answer the following:

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

EXECUTIVE SUMMARY
Provide a concise summary of the proposed project. *(max 2,000 characters – about 1/2 page)*

PROJECT AND EXPECTED RESULTS DESCRIPTION
1. Provide a general description of your school, your students, and the community involved. (m*ax 2,500 characters – about 2/3 page)*
2. Describe the students who will participate in the project including basic demographic data and grade levels of students affected by the proposed activities. (m*ax 2,000 characters – about 1/2 page)*
3. Describe the planned project. Provide information to demonstrate the selected program(s) are evidence-based and proven successful in other locations. *(max 4,000 characters – about 1 page)*
4. Describe the strategy and plan for implementing the program(s) into the school setting. Provide information on how this strategy will be monitored and possibly modified over the course of the year if needed. *(max 4,000 characters – about 1 page)*
5. Explain how you selected the program(s) to be implemented and the strategy(ies) for implementation, and why you feel this is the best option for your student participants. Include explanation of participation in any Ceeds of Peace and/or SEL training programs if applicable. *(max 3,000 characters – about 3/4 page)*
6. If applicable, describe any partners and their anticipated roles. Describe how they will interact with students and the kinds of services they will provide. Explain how and why partner(s) were selected. *(max 2,500 characters – about 2/3 page)*
7. Describe the project lead, leadership team, and why these individuals are best suited for their leadership roles. *(max 2,000 characters – about 1/2 page)*
8. For requests that include a consultant, please indicate how the consultant was selected and what is anticipated as a result of the consultant's work. While we expect that you will describe the

consultant's role and work in the proposal, <u>do not integrate the consultant scope of work and statement of qualifications in the project description</u>. *(max 1,500 characters – about 1/3 page)*

9. Describe the expected results of the project, what data will be collected, how you plan to collect the data and track progress over time. *(max 3,000 characters – about 3/4 page)*

PROJECT BUDGET

Provide a detailed budget including requested HCF grant amount, and any other sources of funding that will be applied to this project including those from your school and/or a community partner. Provide detailed estimated expenses related to the project.

ADDITIONAL ATTACHMENTS

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

1. If the applicant is a school, the following must be attached/uploaded:
   a. Copy documenting your most recent accreditation report status
   b. Letter of commitment from the principal or head of school
2. If the applicant is a non-profit organization, the following must be attached/uploaded:
   a. A list of the organization's board of directors
   b. Financial statements (audited, if available) for the most recently completed fiscal year including:
      o Organizations' annual operating budget
      o Organization's balance sheet
      o Organization's income statement (or profit/loss statement)
   c. Letter of commitment from organization leadership
   d. Letter of commitment from the principal and/or signed memorandum of agreement from school partner
3. If you are using a consultant, a copy of the scope of work developed by the consultant and statement of qualifications must be attached/uploaded.
4. If a fiscal sponsor is involved, please upload the following additional files:
   a. Resolution by fiscal sponsor's board of directors authorizing fiscal sponsorship of this project (click to download template)
   b. Fiscal Sponsor's Agreement Form (click to download template)
   c. Fiscal Sponsor's board of director's list
   d. Fiscal Sponsor's IRS 501 (c) (3) determination letter
   e. Fiscal Sponsor's annual operating budget for the current year
   f. Fiscal Sponsor's balance sheet for the most recently completed fiscal year
   g. Fiscal Sponsor's income statement (or profit/loss statement) for the most recently completed fiscal year

File Naming Format for Attachment

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

1. Application ID_Your Org Name_Name of File (for example, '145_HCF_Budget.pdf' or '145_HCF_Board of Directors.doc');
2. Do not use apostrophes, #, or parenthesis in your file name;
3. Each file must have a unique file name; and
4. Each file size should be kept below 5000 KB.

TIMELINE

The Request for Proposal will be released on March 6, 2015**.** Organizations may begin accessing the online applications as of March 18**,** 2015.

Online applications must be submitted by **4:00 p.m. HST on April 15, 2015.**

Project period begins on or about June 1, 2015 through June 1, 2016, with final reports due one month after completion of the project. Actual dates for the program are contingent on the submission and approval of a final plan and timeline for implementation from the grantee.

ONLINE SUBMISSION

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

https://nexus.hawaiicommunityfoundation.org/nonprofit

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

DEADLINE: 4:00 p.m. HST, April 15, 2015
Submit your applications by clicking the "Submit" button at the end of the application.

QUESTIONS ABOUT THE RFP

An informational webinar is scheduled for March 23, 2015. If you are interested in participating in this webinar, please contact Amy Chamberlain at (808) 566-5568 or achamberlain@hcf-hawaii.org.

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

HAWAI'I COMMUNITY FOUNDATION

ADDENDUM

Additional Background on Hawaiʻi Community Foundation's Pillars of Peace Hawaiʻi Initiative, Bullying Statistics, and Social and Emotional Learning Programs

BACKGROUND

The Pillars of Peace Hawaiʻi initiative (PoPH) of the Hawaiʻi Community Foundation aims to be a catalyst for understanding more about the roles of compassion, diversity, and culture in the practice of peace, and to encourage our community to engage in acts of peace and aloha in our daily lives. One way in which PoPH hopes to positively impact Hawaiʻi's youth is by involving parents, students, teachers, administrators and the community in programs that prevent and eradicate bullying and the devastating effects it can have on our youth. The challenges of bullying behavior are well documented. According to national data from the *Indicators of School Crime and Safety: 2013* (http://nces.ed.gov/programs/crimeindicators/crimeindicators2013/index.asp):

- In 2011, about 28% of 12- to 18-year-old students reported being bullied at school during the school year.
- 6% of students ages 12–18 reported that they had avoided at least one school activity or one or more places in school during the previous school year because of fear of attack or harm.

According to NOBullying.com (http://nobullying.com/bullying-rates/):

- 60% of teenagers say they witness bullying in school once a day.
- 35% have been threatened online.
- 75% of school shooting incidents have been linked to bullying and harassment.

And according to the "Bullying in U.S. Schools 2013 Status Report" (published by the Hazelden Foundation - https://www.hazelden.org/):

- Bullying starts at a young age with 23% of third graders reporting being bullied two to three times a month or more (by seventh grade, 15% report being bullied, and by twelfth grade, it is down to 8%).

> "*The rates of bullying drastically affect children going to school and their overall educational experience as well… Bullying can become so difficult for some children that they eventually drop out of school all together. One out of every 10 children who drop out do so because of bullying. Due to this, a child basically is completely changing the way they live and their potential future due to the bullying they experience while at school*."
> NOBullying.com (http://nobullying.com/bullying-rates/)

The Hawai'i State Department of Education's (DOE) School Quality Survey Statewide Summary Report (Spring 2014) reports:

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Don't Know (0)	Average
Elementary School Student Survey						
Students who misbehave receive consequences.	56.2%	32.4%	4.2%	1.7%	5.4%	3.5
I feel safe from bullying at school.	35.2%	29.0%	14.6%	12.8%	8.4%	2.9
I can talk to my teacher or principal when I have a problem.	53.4%	33.7%	5.3%	2.4%	5.2%	3.5
Middle/Intermediate School Student Survey						
My school is good at handling bad behavior among students.	21.8%	38.9%	19.7%	10.0%	9.7%	2.8
I feel safe from bullying at school.	25.0%	36.3%	18.3%	11.3%	9.1%	2.8
I feel comfortable sharing my opinions or concerns with at least one teacher or other school staff.	26.3%	39.9%	16.3%	9.2%	8.2%	2.9
High School Student Survey						
My school is good at handling discipline problems among students.	12.4%	42.3%	21.1%	9.0%	15.1%	2.7
I feel safe from bullying at school.	22.8%	44.7%	13.6%	7.2%	11.8%	2.9
I feel comfortable sharing my opinions or concerns with at least one teacher or other school staff.	23.5%	47.3%	14.1%	6.4%	8.7%	3.0

While the nation's awareness of bullying may be at an all-time high, research shows that emotional intelligence needs to be a central component of bullying-prevention efforts from preschool to high school. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), "Social and Emotional Learning" (SEL) is the process through which children and adults "acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." These skills enable children to navigate challenges they will face over their lives and guide them to successful outcomes that are beneficial to themselves and society at large.

CASEL identifies five groups of inter-related core social and emotional competencies that SEL programs should address:
- Self-awareness: accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence;
- Self-management: regulating one's emotions to handle stress, controlling impulses, and persevering in addressing challenges; expressing emotions appropriately; and setting and monitoring progress toward personal and academic goals;

- <u>Social awareness</u>: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; and recognizing and making best use of family, school, and community resources;
- <u>Relationship skills</u>: establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; and seeking help when needed; and
- <u>Responsible decision making</u>: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; and contributing to the well-being of one's school and community.

These, in turn, provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, and improved grades and test scores. Additionally, students who receive SEL instruction have been found to exhibit reduced emotional distress, including fewer reports of depression, anxiety, stress, and social withdrawal.

CASEL supported a technical report by researchers affiliated with the University of Illinois at Chicago and Loyola University Chicago. [Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger,K.B., & Pachan, M. 2008. *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL (http://www.lpfch.org/sel/casel-narrative.pdf)] The report summarizes results from three large-scale reviews of research on the impact of SEL programs on elementary and middle-school students. Collectively the three reviews included 317 studies and involved 324,303 children. Their findings showed that many students become more disengaged from school as they progress from elementary to middle to high school, and approximately 30% of high school students participate in or experience multiple high risk behaviors (e.g., substance use, sex, violence, depression, attempted suicide) that interfere with school performance and jeopardize their potential for life success. Additionally, they found that "SEL programs yielded multiple benefits in each review and were effective in both school and after-school settings and for students with and without behavioral and emotional problems. They were also effective across the K-8 grade range and for racially and ethnically diverse students from urban, rural, and suburban settings. SEL programs improved students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance; they also reduced students' conduct problems and emotional distress."

> *SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students including:*
> - *better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction;*
> - *improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior;*
> - *fewer negative behaviors: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals; and*
> - *reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.*
>
> (http://www.lpfch.org/sel/casel-narrative.pdf)

Additional research and discussions to date have shown that:
1. It is important to start with children as young as possible.
2. Positive school and home climate and culture are crucial components to success.
3. If school-based, it is important to tie this work into existing school goals and not add any additional workload to teachers and administrators.
4. School/program-wide initiatives would support resource sharing and reinforce lessons.
5. It is crucial to have the full support of the administration, faculty and staff, and to engage the entire school community including families, friends and neighbors.
6. Many programs exist that have demonstrated positive impact but there is no "one size fits all" program and adjustments must be made for the individual community structure and needs.