



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
DIVISION OF HEALTH AND WELLNESS**

REQUEST FOR APPLICATIONS (RFA)

Fiscal Year 2024 (FY24) HEALTHY SCHOOLS GRANT (HSG)

RFA Release Date:

November 3, 2023 (12:00 p.m. EST)

Pre-Application Meeting:

November 9, 2023 (11:00 a.m. EST)

Pre-Application Questions Submission Deadline:

November 29, 2023 (3:00 p.m. EST)

Application Submission Deadline:

December 19, 2023 (3:00 p.m. EST)

LATE OR INCOMPLETE APPLICATIONS WILL NOT BE REVIEWED OR CONSIDERED FOR AN AWARD.

Please allow additional time for any issues you may experience in EGMS, as well as the consistency check to run, prior to application submission.

Contents

SECTION I: GENERAL INFORMATION	4
1.1 Background Information	4
1.1.1. Release for Application	4
1.1.2. Pre-Application Meeting	4
1.1.3. Pre-Application Question Period	4
1.1.4. Submission of Application.....	4
1.1.5. Application Checklist	4
1.1.6. Application Deadline	5
1.1.7. Program Contact.....	5
1.2 General Information	5
1.2.1 Introduction	5
1.2.2 Purpose of Funds	6
1.2.3 Eligibility	6
1.2.4 Source of Funds	7
1.2.5 Award Period	7
1.2.6 Funds Available	7
1.2.7 Anti-Deficiency Considerations.....	8
1.2.8 Permissible Use of Grant Funds	8
1.2.9 Funding Terms and Conditions	9
1.3 Program Scope	9
1.3.1 General Grantee Responsibilities Overview.....	9
1.3.2 Additional Grantee Responsibilities	12
1.3.3 OSSE/HW Responsibilities.....	12
1.4 Application Review Process	12
1.4.1 Review Process	12
1.4.2 Rubric.....	12
SECTION II: PROGRAM INFORMATION	13
2.1 Program Proposal	13
2.1.1 Program Abstract	13
2.1.2 Program Logic Model	13
2.1.3 Program Plan	14

2.1.4	Program Sustainability Plan	15
2.1.5	Evaluation and Data Collection Plan.....	15
2.1.6	Collaboration with Partners and Stakeholders	15
2.1.7	Summary of Qualifications.....	15
2.1.8	Budget.....	16
SECTION III: GENERAL PROVISIONS		17
3.1	Performance Standards and Quality Assurance.....	17
3.2	Confidentiality of Records.....	17
3.3	Reporting Requirements	17
3.4	General Provisions.....	17
3.4.1	Grant Award Notice and Payments	17
3.4.2	Monitoring and Reporting	18
3.4.3	Document Retention	18
3.4.4	Audits.....	18
3.4.5	Conflict of Interest.....	18
3.4.6	Nondiscrimination in the Delivery of Services	19

SECTION I: GENERAL INFORMATION

1.1 Background Information

The Office of the State Superintendent of Education (OSSE), Division of Health and Wellness (HW) is soliciting applications for the Healthy Schools Grant (HSG) Program. The purpose of the HSG Program is to increase the capacity of public and public charter schools in the District of Columbia (DC) to support the implementation of health education, physical education (PE), physical activity, nutrition education, environmental education, garden-based education, and farm to school programs. As such, the HSG Program supports high-quality healthy schools program implementation with a focus on coordinating policy, process, and practice to improve health and learning, aligned with the Centers for Disease Control and Prevention's (CDC) [Whole School, Whole Community, Whole Child \(WSCC\) model](#).

1.1.1. Release for Application

The release date of the RFA is November 3, 2023 (12:00 p.m. EST). The RFA is available through the Enterprise Grants Management System (EGMS).

1.1.2. Pre-Application Meeting

Interested applicants are strongly encouraged to participate in a pre-application meeting on November 9, 2023, from 11:00 a.m. – 1:00 p.m. EST. To attend the pre-application meeting, please [register here](#). A link will be sent after registration. A recording of the information session will be available no later than November 16, 2023, on the [OSSE website](#).

1.1.3. Pre-Application Question Period

To ensure an equal opportunity for all applicants, OSSE requests that interested applicants submit questions regarding the RFA electronically to Rachel.Sadlon@dc.gov by November 29, 2023 at 3:00 p.m. EST with the subject line, RFA Question: HSG. Answers to submitted questions will be made available by December 6, 2023. Questions submitted after this deadline date will not receive responses. Responses to questions will be published on the [OSSE website](#).

1.1.4. Submission of Application

The application must be submitted using the Enterprise Grants Management System (EGMS). A completed application with attachments is required upon submission. OSSE/HW will not forward incomplete applications to the review panel. All applications are required to be submitted through EGMS. Emailed or faxed applications will not be accepted. Late submissions will not be accepted. Extensions will not be granted. Applicants will have to re-apply to OSSE/HW for subsequent years of funding with continued grant awards contingent upon the availability of funds and grantee's demonstrated performance. OSSE will notify applicants if the application is not selected for funding.

1.1.5. Application Checklist

Applications must meet the following requirements to be eligible for review:

- Enterprise Grants Management System (EGMS) Login Credentials, which include access to Unique Entity Identifier (UEI) number, a System for Award Management (SAM) expiration date, and central data information. This can take up to three (3) days to process.
- All required components of the application are completed, including the five (5) letters of commitment from partner schools
- The completed application must be submitted, including all narrative responses and uploaded documents, by or before the deadline. Once submitted, an applicant may not amend the application.

1.1.6. Application Deadline

Applications are due no later than December 19, 2023 (3:00 p.m. EST). Applications must be submitted through EGMS. Late applications will not be accepted.

1.1.7. Program Contact

Applicants are advised that the authorized contact person for matters concerning this RFA is:

Rachel Sadlon
 Director of Healthy Schools and Wellness Programs
 Office of the State Superintendent of Education
 Division of Health and Wellness
 1050 First St. NE, Sixth Floor
 Washington, DC 20002
 (202) 765-7209
 Email Address: Rachel.Sadlon@dc.gov

1.2 General Information

1.2.1 Introduction

The Healthy Schools Act (HSA) of 2010 (D.C. Law 18-209), as amended (codified at D.C. Official Code § 38-821.01 *et seq.*) aims to create a healthy school environment where students can achieve academically and learn healthy personal, nutrition and physical activity habits for life. OSSE HW facilitates and monitors the implementation of high-quality policies and programs to create healthy schools, such as requiring minimum minutes of physical education instruction and recess, strict nutrition standards in schools, and offering opportunities to engage with healthy programming and curriculum, including school gardens and outdoor spaces. The HSA, amended in 2018, also includes stringent requirements for nutrition and food sourcing standards; local reimbursements; public disclosure requirements for meals, vending, fundraising, and prizes in schools; promoting farm to school, locally grown, and sustainable agriculture practices; health education; environmental literacy; and availability of school gardens. OSSE HW oversees the administration, monitoring, and funding for these requirements and related grants to local education agencies (LEAs) for this work.

OSSE HW believes healthy bodies and minds are the foundation of academic success. Improved implementation of health education, PE, physical activity, nutrition education, environmental education, garden-based education, and farm to school programs represents an opportunity and an obligation for OSSE and LEAs.

OSSE aims to foster educational environments that are well-rounded and supportive of the WSCC model. The WSCC model is a nationally recognized framework for addressing health in schools, through greater alignment that includes integration and collaboration between education leaders and health sectors to improve each child's cognitive, physical, social, and emotional development. The WSCC model is student-centered and emphasizes the role of the community in supporting the school, the connections between health and academic achievement and the importance of evidence-based school policies and practices. Furthermore, the WSCC model emphasizes both the psychosocial and physical environment as well as the increasing roles that the community plays in ensuring that students are healthy, safe, engaged, supported, and challenged. Incorporating policy, process, and practice change at the organizational/systems (school) level is key to the implementation of health programs and services. This coordination of policy, process, and practice change in conjunction with the delivery of high-quality school health programs are key features of the HSG Program.

Applicants will be awarded funding to implement programming in physical activity, PE, health education, nutrition education, environmental education, garden-based education, and farm to school programs. OSSE contends that by successfully implementing healthy schools programming in DC public and public charter schools, this will result in learning environments that optimize student health and wellness through sustainable concrete actions.

HW, within OSSE, is soliciting applications from community-based organizations (CBOs) interested in providing training, technical assistance (TA), and program implementation support at pre-K 3 (PK3) through grade 12 public and public charter schools in DC. CBOs will partner with a minimum of five (5) total DC public and public charter schools. The selected applicants will be required to build capacity and sustainable partnerships within the school community. CBOs will support delivery of healthy schools programming and guide schools in greater adoption of the WSCC model by incorporating policy, process, and practice change at the organizational/systems (school) level.

1.2.2 Purpose of Funds

The HSG Program will: (1) position Community-Based Organizations (CBOs) to provide capacity-building services and supports to schools in order to adopt and strategically implement healthy schools programs; (2) increase coordination of policies, processes, and practices to effectively plan, implement, and sustain healthy schools programs; and (3) support OSSE in gathering best practices and lessons learned for the development and dissemination of resources for all DC public and public charter schools.

1.2.3 Eligibility

OSSE/HW will accept applications from CBOs that can demonstrate expertise and success working with DC public and public charter schools in one or more of these following areas: physical activity, PE, health education, nutrition education, environmental education, garden-based education, and farm to school programs. CBO eligibility, expertise, and success working with schools will be evaluated in the review process.

CBOs will partner with a minimum of five (5) total DC public and public charter schools. CBOs must include in their application a minimum of five (5) letters of commitment from the schools that the CBO plans to use as partners. Applicants who choose to work with more than five schools should submit a

plan that reflects how they will manage the number of proposed schools, their organizational capacity for managing the proposed schools, and submit a budget commensurate with project scope.

OSSE will accept one application per CBO; however, a lead organization may contract with other organization(s) that can provide services in another program area to expand reach. Contracted organizations can only appear on one application. Applicants must designate one fiscal sponsor to oversee administration and reporting of funds. Applicants may not designate more than one fiscal sponsor.

1.2.4 Source of Funds

The funds are being made available solely through the Healthy Schools Act (HSA) of 2010 (D.C. Law 18-209), as amended (codified at D.C. Official Code § 38-821.01 *et seq.*). OSSE/HW maintains the right to adjust the grant award and amount based on funding availability. This RFA does not commit OSSE/HW to make an award.

1.2.5 Award Period

This initial award period is the date of the award to September 30, 2024. OSSE plans to make awards beginning February 1. The total award period covers two fiscal years (phases). Funding after the initial award period is contingent upon funding availability and the grantee's satisfactory implementation of the proposed program. Phase One spans from the date of the award through September 30, 2024. Phase Two spans from October 1, 2024, through September 30, 2025. Applicants must apply for continuation awards for second-year funding.

Continuation of awards for Phase Two is contingent upon:

- Availability of funds;
- Recipient's implementation and/or operation of the program as submitted in the application.
- Recipient's demonstration that substantial progress has been made toward meeting the objectives set forth in the approved application, based on ongoing monitoring and review of the recipient's reports;
- Compliance with District and federal laws, regulations, and guidance; and
- Appropriate expenditure of funds throughout the grant award period.

1.2.6 Funds Available

The total funding available for the HSG program is at least \$500,000. Each awarded organization is expected to receive anywhere from \$50,000 to \$125,000 for the grant period. OSSE/HW intends to issue between 3 and 8 awards from this RFA. Determinations regarding the number of competitive grants to be awarded will be based on the quality and number of applications received and available funding. Successful applicants may be awarded amounts less than requested. Applicants are encouraged to propose innovative and creative solutions. OSSE/HW strongly encourages collaborative applications that meet or exceed the scope of work outlined in the RFA. For applications that include multiple organizations, one organization must be designated to submit and manage the grant. Interested applicants will submit a budget for the Phase One grant period, February 1, 2024, to September 30, 2024. Applicants must use allocated funding outlined in their budget timeline each fiscal year as funding cannot be rolled over to the next year in the grant period, or funding will lapse.

1.2.7 Anti-Deficiency Considerations

The commitment to fulfill financial obligations of any kind pursuant to any and all provisions of a grant award, or any subsequent award shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 D.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08 (2001), (iii) D.C. Official Code § 47-105 (2001), and (iv) D.C. Official Code § 1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

1.2.8 Permissible Use of Grant Funds

Grant funds shall only be used to support activities delineated in Section 1.3.1 General Grantee Responsibilities Overview, Section 1.3.2 Additional Grantee Responsibilities, and the Grant Budget included in the applicant's submission.

HSG Program funds may be used for the following activities if they support activities described in this RFA and support activities included in the applicant's submission:

- Stipends to cover replacement staff time during trainings and professional development, and to supplement time covered outside of normal working hours.
- Materials and supplies to implement healthy schools initiatives.
- Professional services that support the health and wellbeing of students.
- No more than 10% of the project budget can be used for purchasing food. Food can be purchased for the following purposes only:
 - Food for demonstration/educational purposes (e.g., cooking demo, taste test of healthier food choices).
 - Snacks at grant-related trainings or meetings with school leaders, educators, and school staff.
 - Any other food purchase requires prior authorization from OSSE.

All snacks/foods purchased with HSG Program funds must meet the nutrition standards for the [National School Lunch Program \(NSLP\) and School Breakfast Program \(SBP\) Meal Pattern Guidelines](#) and [Smart Snacks in School Standards](#).

HSG Program funds may not be used for:

- Travel expenses excluding travel to and from schools, OSSE mandated trainings, and grant related special events (e.g., hotels, airline tickets, and per diem) for CBOs within 50 miles of Washington, DC.
 - For CBOs outside of 50 miles of Washington, DC, no more than 10% of the project budget may be used for travel-related expenses (e.g., hotels, airline tickets, and per diem).
- Equipment or other valuable electronics (e.g., phones, computers, printers) that are not part of the program activities.
- Property construction or renovation.

If a CBO has an approved indirect cost rate from the federal government and provides a letter to OSSE with the current approved rate from another federal agency, it may use that rate. If not, the de minimis rate is 10 percent of all direct costs under the grant.

1.2.9 Funding Terms and Conditions

- a. Funding for this award is contingent on continued funding from the grantor. The RFA does not commit OSSE/HW to make an award.
- b. OSSE/HW reserves the right to accept or deny any or all applications if OSSE determines it is in the best interest of the agency to do so. OSSE/HW shall notify the applicant if it rejects that applicant's proposal. OSSE/HW may suspend or terminate an outstanding RFA pursuant to its own grant making rule(s) or any applicable regulation or requirement.
- c. OSSE/HW reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- d. OSSE/HW shall not be liable for any costs incurred in the preparation of applications in response to the RFA. Applicant agrees that all costs incurred in developing the application are the applicant's sole responsibility.
- e. OSSE/HW may conduct pre-award on-site visits to verify information submitted in the application and to determine if the applicant's facilities are appropriate for the services intended.
- f. OSSE/HW may enter into negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- g. OSSE/HW shall provide the citations to the statute and implementing regulations that authorize the grant or sub grant; all applicable federal and District regulations; payment provisions identifying how the grantee(s) will be paid for performing under the award; reporting requirements, including programmatic, financial and any special reports required by OSSE/HW; and compliance conditions that must be met by the grantee(s).
- h. If there are any conflicts between the terms and conditions of the RFA and any applicable federal or local law or regulation, or any ambiguity related thereto, then the provisions of the applicable law or regulation shall control and it shall be the responsibility of the applicant to ensure compliance.

1.3 Program Scope

1.3.1 General Grantee Responsibilities Overview

The purpose of the HSG Program is to increase the capacity of DC public and public charter schools to support the implementation of health education, PE, physical activity, nutrition education, environmental education, garden-based education, and farm to school programs. The grant supports high-quality healthy schools program implementation with a focus on coordinating policy, process, and practice to improve health and learning, aligned with the WSCC model. The following general requirements apply to both program areas.

CBOs will partner with a minimum of five (5) total DC public and public charter schools. CBOs must include in their application a minimum of five (5) letters of commitment from the schools that the CBO plans to use as partners. Applicants who choose to work with more than five schools should submit a plan that reflects how they will manage the number of proposed schools, their organizational capacity for managing the proposed schools, and submit a budget commensurate with project scope.

Grantees will be required to complete the following activities at a minimum of five (5) partner schools:

- Grantees will conduct needs assessments to evaluate the school's current capacity and identify the areas where that capacity could be increased. The needs assessment process should include facilitating focus groups with school leaders, educators, and key program staff. Focus groups should identify implementation and evaluation barriers and opportunities.
- In partnership with each partner school team, Grantees will use needs assessment findings to develop program area specific strategies for increasing the school's capacity to support the implementation of health education, PE, physical activity, nutrition education, environmental education or garden-based education, and farm to school programs.
- Recommendations for improving the school's capacity, programs and resources will be outlined in a Healthy Schools Implementation Plan. The Implementation Plan must address how the Grantee will ensure alignment and integration within the school environment and facilitate the coordination of policies, processes and practices aligned with the WSCC model during program implementation and sustainability planning. OSSE recommends Grantees actively partner with the school to ensure this plan is integrated within an existing school plan or framework.
- Grantees will pilot program area specific strategies with partner schools. This may include:
 - Capacity-building supports provided to schools and staff (e.g., training, TA, consultation)
 - Participation in school team planning, data review, monitoring, and evaluation
 - Direct provision of student-facing services (in partnership with school staff)
- Grantees will be required to monitor and evaluate the Outputs and Outcomes described in the Logic Model. At least one outcome must evaluate changes in each school's capacity to coordinate policy, process, and practice in the delivery of school health programs and services. Measurement tools to assess changes from pre-test (baseline) to post-test in school capacity may include selected metrics from a best practice tool, such as the CDC's School Health Index.
- Grantees will be required to work with each partner school to develop a realistic sustainability plan to support the school in continuing and enhancing, if appropriate, the programming after the grant ends.
- Grantees will be required to submit regular reports for OSSE to track the grantee's performance and to include a final report on the effectiveness of the grant activities to include formal recommendations to OSSE on the implementation of program area specific training and TA to schools.
- Occurring quarterly, Grantees will be required to attend a meeting with OSSE. These meetings will have in-person and virtual options. These meetings will be an opportunity to share their learnings, highlight successes, discuss and problem-solve challenges, collaborate with other grantees, and receive TA from OSSE on best practices for coordination of policies, practices, and procedures as championed by the WSCC model. In addition, there will be a culminating meeting at the end of the award period, hosted by OSSE, to showcase the overall work and accomplishments of the grant.

Grantees must implement programming in one of the program areas described in this RFA. The general program requirements must be applied to programs delineated in Section 1.3.1.1 or Section 1.3.1.2.

1.3.1.1 Health Education, PE, and Nutrition Education

Grantees may focus on health education, PE, physical activity and/or nutrition education. In addition to the general program requirements delineated in Section 1.3.1, grantees will be required to complete the following activities at a minimum of five (5) partner schools:

- Facilitating focus groups with school health educators, PE educators, and other stakeholders (e.g., principals, classroom teachers, support staff, etc.) that identify health education and PE program implementation and evaluation barriers and opportunities.
- Review of documents and data reports relevant to high quality health education and PE.
- Recommendations for improving the school's capacity, program activities, and resources will be outlined in a Healthy Schools Implementation Plan. The Implementation Plan will include:
 - Foundational strategies to deliver high-quality, comprehensive health education and physical education in PK3-12 school settings;
 - Addressing challenges with space, scheduling, and staff capacity;
 - Strategies to support students with disabilities in accessing high-quality health and physical education; and
 - Efforts should be made to incorporate opportunities for adult (staff) physical activity and education into to the programming to encourage experiential learning and support the staff's capacity to act as role models in this program area.
- Grantees will carry out the Implementation Plan with partner schools. This may include:
 - Capacity-building supports provided to schools and staff (e.g., training, TA, consultation);
 - Participation in school team planning, data review, monitoring, and evaluation; and
 - Direct provision of evidence-informed student-facing services (in partnership with school staff).

1.3.1.2 Environmental Education, Garden-based Education, and Farm to School Programs

Grantees may focus on environmental education, garden-based education, and farm to school programs. In addition to the general program requirements delineated in Section 1.3.1, grantees will be required to complete the following activities at a minimum of five (5) partner schools:

- Facilitating focus groups with school leaders, educators, and key program staff that identify environmental education, garden-based education, and farm to school program implementation and evaluation barriers and opportunities.
- Review of documents and data reports relevant to environmental education, garden-based education, and farm to school programs.
- Recommendations for improving the school's capacity, program activities, and resources will be outlined in a Healthy Schools Implementation Plan. The Implementation Plan will include:
 - Foundational strategies to deliver high-quality environmental education, garden-based education, and farm to school programs in PK 3 through 12 school settings;
 - Efforts should be made to incorporate opportunities for adults (staff) to learn how to accessibly incorporate nature activities into their lives outside of work as a method to promote stress reduction and staff; and
 - Strategies to increase the number of students that engage in high quality environmental education, garden-based education, and farm to school programs.
- Grantees will carry out the Implementation Plan with partner schools. This may include:

- Capacity-building supports provided to schools and staff (e.g., staffing, training, TA, consultation);
- Participation in school team planning, data review, monitoring, and evaluation;
- Direct provision of evidence-informed student-facing services (in partnership with school staff); and
- Resources, materials, and equipment for creating or enhancing environmental education, garden-based education, and farm to school programs.

1.3.2 Additional Grantee Responsibilities

Grantees will also be required to:

- To the extent possible, participate in OSSE/HW-sponsored training programs that assist the grantees' staff and assures OSSE/HW that the grantees' staff is adequately trained to increase the capacity of schools to implement healthy schools programming
- Work with the OSSE/HW grant manager, providing information such as positive outcome stories, information about special events, issues/concerns, etc., as needed;
- Based on the need and population to be served, ensure OSSE/HW that culturally sensitive activities will be utilized, and that competent staff will be part of the proposed program; and
- Adhere to Section 3.3 Reporting Requirements.

1.3.3 OSSE/HW Responsibilities

OSSE/HW will utilize several monitoring strategies including, but not limited to, collection of performance data, and review of financial reports. All information in monitoring reports will be subject to verification, and OSSE/HW may require additional information from the grantee(s). Additionally, OSSE/HW reserves the right to request, and be provided with additional information, such as financial records, supporting documents, data and statistical records, and all records pertinent to this award at any time during the grant award life.

1.4 Application Review Process

1.4.1 Review Process

Applications will be screened initially by OSSE staff to determine whether all application and eligibility requirements have been met. Only applications that meet all eligibility and application requirements will be evaluated, scored, and rated by the review panel. OSSE reviewers will read and score the applications received for this RFA. The final decision to award a HSG rests solely with OSSE. After reviewing the recommendations of the reviewer and any other information considered relevant, OSSE shall decide which applicant to fund, as well as the funding amount.

1.4.2 Rubric

Applications will be scored using the rubric provided in Attachment C.

SECTION II: PROGRAM INFORMATION

2.1 Program Proposal

2.1.1 Program Abstract

Applicants must include an abstract and include the organization's name, location, and program manager's name. The abstract should include a project overview and description, services delivered; participating schools and description of the intended population; and the program's overarching goals. The abstract may be shared publicly, and should be clear, accurate, and concise so that the project can be understood without reference to other parts of the application. (Maximum: 4 points)

2.1.2 Program Logic Model

Applicants must submit a logic model as part of their application. A logic model illustrates the logical assumptions about how the resources invested in the program will be used to carry out activities and produce outputs that will contribute to achieving a chain of expected outcomes and results (e.g., "If we deliver x then y will occur, which should then result in z"). These "if-then" assumptions, as depicted in a logic model, represent the basic components of a program's theory of change (the theory about how a program will effectively lead to desired change). (Maximum: 16 points)

Use the OSSE logic model template included as Attachment B. The OSSE template requests Phase One (February 1, 2024, through September 30, 2024) and Phase Two (October 1, 2024, through September 30, 2025) outcomes.

The logic model must include the following:

- Purpose: Brief description of the goals of the Grantee's specific program. The Purpose should be in conversation with the Assumptions.
- Target Audience: Group(s) intended to participate in and/or benefit from the activity.
- Assumptions: Underlying evidence-based or evidence-informed reasons and/or beliefs describing why the activities/strategies are believed to achieve the Outcomes.
- Inputs: Human, financial, and material resources; both tangible (e.g., equipment) and intangible (e.g., partners).
- Activities: Actions needed to implement a project (e.g., "Provide training").
- External Factors: Environmental changes that can affect program implementation and success (e.g., political, social, economic factors).
- Measurement: What metrics or tools will be used to measure the impact of the activities or strategies.
- Outputs: Number (#) of deliverables from activities (e.g., # of trainings, # of persons being trained). Numbers should be based on accurate projections.
- Outcomes: The level of increase expected in the partner schools' capacity as a result of the Activities and Outputs. At least one outcome must evaluate changes in each school's capacity to coordinate policy, process, and practice in the delivery of school health programs and services.

For more information on developing logic models, visit the [OSSE website](#).

2.1.3 Program Plan

Applicants must submit a program implementation plan that should align with the logic model.

2.1.3.1 School Recruitment and Needs Assessment (Maximum: 6 points)

- A detailed strategy on how schools will be recruited or were recruited if already identified.
 - Applicants will be required to have a minimum of five (5) schools to participate in this project provide a letter of commitment signed by the school's Authorized Representative.
- The needs assessment tool, data sources, and other resources that will be reviewed to identify schools and their specific areas of support.

2.1.3.2 Diversity, Equity and Inclusion (DEI) (Maximum: 8 points)

- The organization's definition of DEI. How is a commitment to diversity, equity and inclusion reflected in your mission, vision, goals, and work plans? How is it reflected in your staff, executive leadership, and board?
- How the proposed program will serve the intended population for the HSG Program. The plan should delineate how you will meet the needs of populations that are systematically underrepresented, such as students with special needs, and will be equitable and inclusive.

2.1.3.3 Implementation Plan (Maximum: 22 points)

- Project goals and objectives. Goals should be SMART (Specific, Measurable, Achievable, Realistic, and Time-bound).
- Inputs, activities, and outputs that will lead to the Phase One and Phase Two outcomes.
- External factors that are possible program influences/challenges, and how you will mitigate them.
- Program implementation plan, including a timeline.
- The organizational management plan, including how the project will be governed and will execute the activities, including:
 - The organization's governance structure;
 - Roles/responsibilities of key staff;
 - Operating procedures, including planning and monitoring of project activities to maintain fidelity to the evidence-based or evidence-informed program;
 - Communication plans;
 - Systems for financial management and oversight; and
 - Staff transition plan to address any unforeseeable staff turnover, ensuring that the program will not be interrupted.
- Realistic estimates of the overall number of program participants and the number of proposed school sites. Grantees must partner with a minimum of five (5) schools throughout the project period.
- Resources and funding required to implement the plan. Indicate what your current level of resources and assets to implement the program are and how are you are going to financially support the first three (3) months of your program.

2.1.4 Program Sustainability Plan

Applicants will include information on how they will work with each partner school to develop a realistic sustainability plan to support the school in continuing and enhancing, if appropriate, the programming after the grant ends. (Maximum: 8 points)

- How you will assess each school's ongoing capacity and resource needs to help develop an individualized sustainability plan.
 - For more information on sustainability planning, reference the [Program Sustainability Assessment Tool \(PSAT\) and resources](#). The sustainability plan will be smaller in scale than discussed in this resource; however, the information can be used as a general guide.
- The timeline for developing a sustainability plan for each school to continue implementing the changes following the program period.
- How you will support each school in preparing to effectively implement the sustainability plan.

2.1.5 Evaluation and Data Collection Plan

Applicants will submit a plan to monitor and evaluate the program activities. (Maximum: 12 points)

- Based on the metrics/measures in your logic model, how project activities will be monitored, assessed, and evaluated, including a timeline for evaluation process.
- Your short-, medium-, and long-term measures and desired outcomes. At least one outcome must evaluate changes in each school's capacity to coordinate policy, process, and practice in the delivery of school health programs and services.
- The data sources for each identified indicator.
- A plan to ensure data protection safeguards, as needed.
- A plan to ensure transparency and active sharing of findings with stakeholders.
- Who will oversee the project evaluation.

2.1.6 Collaboration with Partners and Stakeholders

Applicants will describe how they will work with school partners, community members and stakeholders. (Maximum: 4 points)

- If you are partnering with other organizations, please include documents and/or clear descriptions of formal partnerships and the rationale as to how they will enhance their programming and accomplish the intended program outcomes. Include any Letters of Commitment and/or Memoranda of Understanding (MOU) from all participating sites, resources and/or partners.

2.1.7 Summary of Qualifications

Applicants will submit information on the qualifications of the organization and program staff. (Maximum: 16 points)

- Indicate if your organization has applied for or received an OSSE HW grant in the past.

- Your experience providing capacity-building services (e.g., training, TA, consultation) and student-facing services in schools.
- Your commitment to building capacity of schools and school staff to address school health and wellness, including examples of your work in the selected program area(s).

2.1.8 Budget

Applicants will submit a budget and budget narrative. Applications will be reviewed for the cost-effectiveness of the budget. (Maximum: 4 points)

- How you determined the proposed costs.
- A Budget and Budget Justification Narrative that describes all proposed costs, including per unit costs (if appropriate). The budget narrative must thoroughly describe how the proposed categorical costs are derived. Discuss the necessity and reasonableness of the proposed costs. The budget may only include allowable activities that will take place during the funding period in support of the program.
- How all costs are essential to the success of the project and are clearly related to the vision and implementation plan for the project.

ATTACHMENTS

Attachment A: Letter of Commitment

Attachment B: Logic Model

Attachment C: Rubric

SECTION III: GENERAL PROVISIONS

3.1 Performance Standards and Quality Assurance

OSSE/HW expects that the grantee(s)'s performance will result in measurable, quality improvements in health schools programming, which will be reported in the quarterly program performance reports. The grantee(s) will be expected to meet at least quarterly with OSSE/HW to share information and review reports related to the status of grant activities. In addition, the grantee(s) will be required to meet performance standards and acceptable quality level to be determined by OSSE/HW and the grantee(s).

3.2 Confidentiality of Records

Except as otherwise provided by local or federal law, no recipient shall use or reveal any research, statistical, or personally identifiable information for any purpose other than that for which such information was obtained in accordance with this grant program. Such information, and any copy of such information shall be immune from legal process and shall not, without the consent of the person furnishing such information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding.

3.3 Reporting Requirements

Grantees will be required to submit regular reports for OSSE to track the grantee's performance and to include a final report on the effectiveness of the grant activities to include formal recommendations to OSSE on the implementation of program area specific training and TA to schools.

Occurring quarterly, Grantees will be required to attend a meeting with OSSE. These meetings will have in-person and virtual options. These meetings will be an opportunity to share their learnings, highlight successes, discuss and problem-solve challenges, collaborate with other grantees, and receive TA from OSSE on best practices for coordination of policies, practices, and procedures as championed by the WSCC model. In addition, there will be a culminating meeting at the end of the award period, hosted by OSSE, to showcase the overall work and accomplishments of the grant.

3.4 General Provisions

3.4.1 Grant Award Notice and Payments

In order to be awarded a grant, organizations must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this RFA. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's Electronic Grant Management System (EGMS) at: <https://grants.osse.dc.gov/>. The GAN will include the award amount, award agreement, terms and conditions of the award, and any supplemental information required. Once OSSE has fully approved the application and issued an official GAN, grantees may then receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS. Grant recipients are required to comply with OSSE's Grantee Reimbursement Request Submission Policy, available at <https://osse.dc.gov/>. After OSSE has approved the grant recipient's application, the grant

recipient may submit a reimbursement request for any allowable expenditure paid during the award period or during the liquidation period. Grant recipients must submit at least one reimbursement per quarter in which the grant recipient expended funds, unless more frequent reimbursements are required by the terms of this grant. The reimbursement request must include all funds expended, but not yet claimed for reimbursement. Grant award payments are reimbursable on a monthly basis. Program costs must be paid by the grantee to the payee prior to requesting reimbursement; it is not sufficient for costs merely to be incurred. Compliance with programmatic and fiscal implementation and reporting will be considered in paying reimbursement requests.

3.4.2 Monitoring and Reporting

The recipient will cooperate with any evaluation of the program, such as providing OSSE requested data and access to records and pertinent staff. The OSSE Grant Program Managers will monitor program services and grant administration pursuant to the terms of this RFA and the grant award notification and will make onsite visits. Additionally, OSSE will also review if grantees are ensuring that schools are meeting the Physical Activity minutes reported in the Healthy Schools Act School Health Profiles. Monitoring efforts are designed to determine the grantee's level of compliance with federal and/or District requirements and identify specifically whether the grantee's operational, financial and management systems and practices are adequate to account for program funds in accordance with federal and/or District requirements. Failure to maintain compliance with such requirements may result in payment suspension, disallowance of costs or termination of the grant.

Grantees shall be required to cooperate with all requirements and information requests by OSSE relating to evaluation of the program and the collection of data, information, and reporting on outcomes regarding the program and activities carried out with grant funds. Grantees shall be required to reply to and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten (10) business days.

3.4.3 Document Retention

Recipients of these funds are required to maintain complete documentation of grant activities including financial records, supporting documents, statistical records, and all other records pertinent to this award for a period of three (3) years from the end date of the grant period to ensure that such documentation is available to authorized entities for review upon request.

3.4.4 Audits

At any time before final payment and during the required retention period, the District government may audit the applicant's expenditure statements and source documents.

3.4.5 Conflict of Interest

The grant recipient shall ensure that no individual in a decision-making capacity will engage in any activity, including participation in the selection of a vendor, the administration of an award, or an activity supported by award funds, if the appearance of a conflict of interest would be involved. An appearance of a conflict of interest would arise when the individual, any member of the individual's immediate family, the individual's partner; or an organization that employs, or is about to employ, any

of the aforementioned, has a financial or personal interest in the firm or organization selected for a contract. .

3.4.6 Nondiscrimination in the Delivery of Services

The grant recipient shall comply with the DC Human Rights Act of 1977, as amended (D.C. Code § 2-1401.01 *et seq.*), which prohibits discrimination on the basis of race, color, religion, nationality, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, genetic information, disability, matriculation, political affiliation, source of income, sealed eviction record, status as a victim of an intrafamily offense, or place of residence or business, status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking, credit information, or homeless status of any individual.

Attachment A: Letter of Commitment

Directions: Applicants must partner with a minimum of five (5) total DC public and public charter schools. Applicants must complete and submit with their application the following letter of commitment from each partner school. Applicants must provide this form to each partner school for the school to complete and return to the applicant so that it can be included in their application. Please have the school copy the below text onto their letterhead, provide the relevant information where indicated, and have an authorized representative of the school sign.

[Name]

[Title]

[School]

{Address}

[Date]

[School name] commits to working with [organization name] during the 2023-2024 school year to implement the requirements of the Office of the State Superintendent of Education’s (OSSE) FY24 Healthy Schools Grant Program. [School name] will fulfill this partnership by [briefly describe the program(s) and/or support(s) that the school will receive and/or participate in].

_____ [Authorized representative signature]

Attachment B: Healthy Schools Grant RFA Logic Model Template

Purpose	
Assumptions	

Inputs	Activities	Outputs	Phase 1 Outcome	Phase 2 Outcome	How Outcome Will Be Measured	Target Audience	External Factors

Attachment C: Rubric

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Program Abstract					
Applicant provides a clear, accurate, concise description of the proposed project.	0	.5	1	1.5	2
Applicant briefly describes the services delivered, participating schools and description of the intended population and goals.	0	.5	1	1.5	2
				Total Points	4

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Logic Model					
The logic model includes all the requested information.	0	1	2	3	4
The outcome measures are SMART.	0	2	4	6	8
The activities are aligned to the	0	1	2	3	4

purpose of the grant.					
				Total Points	16

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
School Recruitment and Needs Assessment					
Applicant provides a list of partner schools and a fair estimate of how many participants (e.g., students, educators) will be included in the project. (Applicants will be required to have a minimum of five (5) schools to participate in this project provide a letter of commitment signed by the school's Authorized Representative.)	0	.5	1	1.5	2
Applicant provides a clear description of the needs assessment tool and/or process that will be used to determine with each school.	0	1	2	3	4
				Total Points	6

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Diversity, Equity, and Inclusion (DEI)					
Applicant demonstrates a commitment to DEI within their organization and explains how their program will be inclusive and equitable.	0	1.5	3	4.5	6
Applicant provides a clear explanation of how the program will benefit the intended population.	0	.5	1	1.5	2
				Total Points	8

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Implementation Plan					
Applicant provides a clear implementation and program delivery plan that provides sufficient detail for all components of the logic model including a timeline of major milestones.	0	4	8	12	16
Applicant describes the external factors	0	.5	1	1.5	2

identified in the logic model and has a plan in place to mitigate/overcome these challenges.					
Applicant clearly describes the resources (e.g., financial, human, material, time) required to implement the plan.	0	1	2	3	4
				Total Points	22

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Program Sustainability Plan					
Applicant describes the process for assessing capacity and resource needs to help develop individualized sustainability plans	0	.5	1	1.5	2
Applicant presents a timeline for developing a sustainability plan for each school	0	.5	1	1.5	2
Applicant describes how each school will be supported in preparing to effectively	0	1	2	3	4

implement the sustainability plan.					
				Total Points	8

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Evaluation Plan					
Applicant clearly identifies the source of the data for each identified metric, and how data will be used to understand program progress and impact.	0	2	4	6	8
Applicant clearly describes how they will manage the program evaluation, including a reasonable timeline and measures to ensure the integrity of the evaluation.	0	1	2	3	4
				Total Points	12

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Collaboration with Partners and Stakeholders					
Applicant clearly describes why each supporting partner was chosen and what	0	.5	1	1.5	2

services or skills they bring to the project.					
Applicant clearly describes the role of partnering organizations and provides evidence that partners will effectively collaborate to carry out the activities of the grant.	0	.5	1	1.5	2
				Total Points	4

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Summary of Qualifications					
Applicant provides evidence of excellent past performance partnering with schools to deliver school health and wellness programs.	0	3	6	9	12
Applicant clearly describes their commitment to increasing the capacity of schools in the District to deliver school health and wellness programming.	0	2	2	3	4

	Total Points	16
--	--------------	----

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
Budget					
Applicant is clear about how proposed costs were determined and steps were taken to ensure the project is cost-effective.	0	.5	1	1.5	2
All proposed costs are described in the Budget and Budget Justification Narrative. Applicant provides a clear explanation of the source and value determination of in-kind contributions.	0	.5	1	1.5	2
				Total Points	4