



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 2025 (FY25) WHOLE CHILD AND EDUCATOR WELLNESS GRANT (WCEW)**

**RFA Release Date:**

November 1, 2024 (12:00 p.m. EST)

**Pre-Application Meeting (Highly Encouraged):**

November 13, 2024 (11:00 a.m. EST)

**Pre-Application Questions Submission Deadline:**

November 20, 2024 (3:00 p.m. EST)

**Application Submission Deadline:**

Wednesday, December 18 (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, as well as the consistency check to run, prior to submission.

## Contents

<b>SECTION I: GENERAL INFORMATION</b> .....	4
<b>1.1 Background Information</b> .....	4
1.1.1. Release for Application .....	4
1.1.2. Pre-Application Meeting (Highly Encouraged) .....	4
1.1.3. Pre-Application Question Period .....	4
1.1.4. Submission of Application.....	5
1.1.5. Application Checklist.....	5
1.1.6. Application Deadline.....	5
1.1.7. Program Contact.....	5
<b>1.2 General Information</b> .....	5
1.2.1 Introduction.....	5
1.2.2 Purpose of Funds.....	7
1.2.3 Eligibility .....	7
1.2.4 Source of Funds .....	8
1.2.5 Award Period.....	8
1.2.6 Funds Available .....	8
1.2.7 Anti-Deficiency Considerations.....	8
1.2.8 Permissible Use of Grant Funds.....	8
1.2.9 Funding Terms and Conditions .....	9
<b>1.3 Program Scope</b> .....	10
1.3.1 General Grantee Responsibilities Overview.....	10
1.3.2 Additional Grantee Responsibilities.....	14
1.3.3 OSSE/HW Responsibilities.....	15
<b>1.4 Application Review Process</b> .....	15
1.4.1 Review Process.....	15
1.4.2 Rubric.....	15
<b>SECTION II: PROGRAM INFORMATION</b> .....	16
<b>2.1 Program Proposal</b> .....	16
2.1.1 Program Abstract .....	16
2.1.2 Program Logic Model .....	16
2.1.3 Program Plan .....	17
2.1.4 Program Sustainability Plan.....	18

2.1.5	Monitoring and Data Collection Plan .....	18
2.1.6	Collaboration with Partners and Stakeholders .....	18
2.1.7	Summary of Qualifications.....	19
2.1.8	Budget.....	19
<b>SECTION III: GENERAL PROVISIONS .....</b>		<b>20</b>
3.1	Performance Standards and Quality Assurance.....	20
3.2	Confidentiality of Records.....	20
3.3	Reporting Requirements .....	20
3.4	General Provisions.....	20
3.4.1	Grant Award Notice and Payments .....	20
3.4.2	Monitoring and Reporting .....	21
3.4.3	Document Retention .....	21
3.4.4	Audits.....	21
3.4.5	Conflict of Interest.....	21
3.4.6	Nondiscrimination in the Delivery of Services .....	22

## **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 fiscal year 2025 (FY25) Whole Child and Educator Wellness (WCEW) grant.

The purpose of the WCEW grant is to:

1. Build the capacity of early childhood education (ECE) facilities and public and public charter schools in the District of Columbia (DC) to adopt and strategically implement policies, processes, and practices that integrate health and wellness into the facility or school to support student and staff success.
2. Leverage the capacity of technical assistance (TA) providers to convene ECE/Schools and community-based organizations (CBOs) in the identification and implementation of evidence-based and best practices to create and sustain healthy learning environments based in whole child and whole educator approaches.
3. Cultivate a consortium of experts to elevate trends and opportunities, and to create and enhance existing OSSE materials, TA guides and resources to help improve healthy ECE and school programming across the District.

CBOs will deliver capacity building services to facilities and schools using a TA model focused on one of the following Priority Areas:

- Priority Area #1: Health education, physical education, and physical activity;
- Priority Area #2: Environmental education, garden-based education, and farm to ECE or school programs; and
- Priority Area #3: Educator wellness.

As such, the WCEW grant supports high-quality 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's) [Whole School, Whole Community, Whole Child \(WSCC\) model](#).

#### **1.1.1. Release for Application**

The release date of the RFA is November 1, 2024 (12:00 p.m. EST). The RFA is available through the Enterprise Grants Management System (EGMS).

#### **1.1.2. Pre-Application Meeting (Highly Encouraged)**

Interested applicants are encouraged to participate in a pre-application meeting on November 13, 2024 at 11:00 a.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 15, 2024 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 [OSSE.HYDT@dc.gov](mailto:OSSE.HYDT@dc.gov) by November 20, 2024 at 3:00 p.m. EST with the subject line, RFA Question: WCEW Grant. Answers to submitted questions will be made

available by December 4, 2024. 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, before the deadline. Once submitted, an applicant may not amend the application.

#### **1.1.6. Application Deadline**

Applications are due no later than Wednesday, December 18 (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:

Kimberly Thompson  
Program Specialist  
Division of Health & Wellness  
[kimberly.thompson@dc.gov](mailto:kimberly.thompson@dc.gov)

### **1.2 General Information**

#### **1.2.1 Introduction**

Healthy bodies and minds are the foundation of academic success. OSSE leverages programming, partnerships, policy, and data to remove health barriers to learning so that people of all ages and backgrounds are prepared to succeed in school and in life. Fostering student and staff wellbeing by aligning health and education goals through coordinated policy, process, and practice represents an opportunity and an obligation for OSSE and LEAs.

OSSE believes schools can foster educational environments that are safe, welcoming, healthy, and joyful through the implementation of the Centers for Disease Control and Prevention's (CDC's) [Whole School, Whole Community, Whole Child \(WSCC\) 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 to build the capacity of ECE facility and school health programs are key features of the WCEW grant.

Applicants will be awarded funding to provide ECE facilities or schools TA to build capacity of their staff and the organization to successfully and independently implement programming in school or ECE identified area(s) of need: physical activity, physical education, health education, environmental education, garden-based education, farm to ECE or school programs, or educator wellness. OSSE contends that by successfully implementing healthy ECE facility or schools programming, this will result in learning environments that optimize student and educator health and wellness through sustainable concrete actions.

HW, within OSSE, is soliciting applications from community-based organizations (CBOs) interested in providing technical assistance (TA) to ECE facilities or pre-K 3 through grade 12 public and public charter schools in DC. CBOs will partner with a minimum of five (5) ECE facilities and/or DC public and public charter schools. Through the use of TA, the selected applicants will be required to build capacity and sustainable partnerships within their partner ECE facility and/or 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 (ECE facility or school) level.

For the purposes of this RFA, H&W defines TA as:

1. Providing trainings (e.g., professional development, webinars, meetings) that support the ECE facility or school to develop the necessary knowledge and skills to select and implement a program in their area of need.
2. Conducting consultations (e.g., site visits, team meetings, phone calls, emails) to assist the ECE facility or school to identify challenges, successfully problem-solve, and implement solutions.
3. Developing resources (e.g., implementation materials, impact and measurement tools, readiness tools) in partnership with the ECE facility or school that provides them with the requisite policies, processes, and practices to build healthy and supportive learning environments.
4. Promoting model fidelity (e.g., site visits, work with program developers, fidelity checklists) in alignment with national and local standards and requirements such as:
  - a. [OSSE Wellness Guidelines for Child Care Facilities](#)
  - b. [A Comprehensive Approach to Educator Wellness](#)
  - c. [Healthy Schools Act Informational Guide](#)

5. Supporting quality assurance activities through Improvement Cycles, such as Plan-Do-Study-Act (PDSA) to monitor implementation and inform program improvements.

A majority of the applicant's proposed project must focus on TA and therefore less than 50 percent of grant funds may support direct delivery of programs or services with students. If direct program delivery is provided, it is advised to be done in a way that models promising practices that the ECE facility or school team can apply or adapt to build their capacity and sustainability of the practices after the conclusion of the grant program.

### **1.2.2 Purpose of Funds**

The WCEW grant will use a TA model to: 1.) Build the capacity of early childhood education (ECE) facilities and public and public charter schools in the District of Columbia (DC) to adopt and strategically implement policies, processes, and practices that integrate health and wellness into the facility or school to support student and staff success; 2) Leverage the capacity of technical assistance (TA) providers to convene ECE/Schools and community-based organizations (CBOs) in the identification and implementation of evidence-based and best practices to create and sustain healthy learning environments based in whole child and whole educator approaches; and 3) Cultivate a consortium of experts to elevate trends and opportunities, and to create and enhance existing OSSE materials, TA guides and resources to help improve healthy ECE and school programming across the District.

### **1.2.3 Eligibility**

OSSE/HW will accept applications from CBOs that can demonstrate expertise and success working with DC ECE facilities and/or public and public charter schools to build capacity through the provision of TA in one or more of these following areas: physical activity, PE, health education, environmental education, garden-based education, farm to ECE or school programs, or educator wellness. CBO eligibility, expertise, and success working with ECE facilities and/or schools will be evaluated in the review process. CBOs that are unable to demonstrate their capacity to deliver a TA model are ineligible for funding.

CBOs will partner with a minimum of five (5) DC ECE facilities and/or public and public charter schools. CBOs must include in their application letters of commitment from each ECE facility and/or school that the CBO plans to use as partners. Applicants who choose to work with more than five ECE facilities and/or schools should submit a plan that reflects how they will manage the number of proposed ECE facilities and/or schools, their organizational capacity for managing the proposed ECE facilities and/or schools, and submit a budget commensurate with project scope. Partner sites may be new or previous partners, however the WCEW grant cannot be used to supplant funds for active school partnerships.

If partnering with DC ECE facilities, the facilities must meet the following criteria:

- Are currently licensed by OSSE.
- Participate in the Child and Adult Care Food Program (CACFP) and be in good standing.
- At least 25 percent of enrollment must be children occupying childcare subsidy slots.

Applicants may propose to partner with: 1) a mix of DC ECE facilities and public and public charter schools; 2) only ECE facilities; or 3) only DC public and public charter schools.

OSSE will accept one application per CBO; however, a lead organization may contract with other organization(s) that can provide services in another program. 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 local funds authorized by the Fiscal Year 2025 Local Budget Act of 2024, B25-0785 (effective when enacted). 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 grant period is anticipated from January 27, 2025 (or the date of the award if awards are made after this date) to September 30, 2025 and funded applicants must commit to obligate all grant funds awarded under this competition by September 30, 2025. Funding will not extend beyond September 30, 2025, and there is no continuation funding.

#### **1.2.6 Funds Available**

The total funding available for the WCEW grant is \$900,000. The funding available for Priority Area #1 and Priority Area #2 is \$400,000 and the funding available for Priority Area #3 is \$500,000. Applicants to Priority Area #3 must be able to provide technical assistance designed for educator wellness. Each awarded organization is expected to receive anywhere from \$50,000 to \$150,000 for the grant period. OSSE/HW intends to issue between 6 and 9 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 to address the capacity building need of ECE facilities and public and public charter schools. 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.

#### **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.



WCEW 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:

- Personnel, both for grantee staff and other professional services that would support the needs of the staff to build their capacity in the application's program area.
- Stipends to cover replacement staff time during trainings and professional development, and to supplement time covered outside of normal working hours, as allowable. Grantees must not use stipends to cover staff training and professional development that occurs during working hours.
- Materials and supplies to provide training and TA, and build sustainable health and wellness policies, processes, and procedures at ECE facilities and schools.
- Professional services that support the health and wellbeing of students and educators.
- Local travel expenses within Washington, DC to and from schools, OSSE mandated trainings, and grant related special events.
- No more than 10 percent of the project budget can be used for purchasing food under the following conditions:
  - Snacks at grant-related trainings or meetings with school leaders, educators, and school staff requires prior authorization.
  - Food for demonstration/educational purposes (e.g., cooking demo, taste test of healthier food choices), is allowable.
  - All snacks/foods purchased with WCEW grant 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](#).

WCEW Program funds may not be used for:

- Travel expenses more than 50 miles outside of Washington, DC and overnight travel (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 WCEW grant is to:

1. Build the capacity of early childhood education (ECE) facilities and public and public charter schools in the District of Columbia (DC) to adopt and strategically implement policies, processes, and practices that integrate health and wellness into the facility or school to support student and staff success.
2. Leverage community-based organizations (CBO) to support facilities and schools in the identification and promulgation of evidence-based and best practices to create and sustain healthy learning environments based in whole child and whole educator approaches.
3. Utilize lessons learned to update, create, revise, and enhance H&W resources, materials, technical assistance, and professional development to ensure all facilities and schools can benefit from grant activities.

The above is to be accomplished through the provision of TA in one or more of the following Priority Areas:

- Priority Area #1: Physical activity, PE, and health education;
- Priority Area #2: Environmental education, garden-based education, and farm to ECE or school programs; and
- Priority Area #3: Educator wellness.

Applicants to Priority Area #3 must be able to provide technical assistance designed for educator wellness.

Through the use of TA, the grant supports the implementation of high-quality healthy ECE facilities and schools programs with a focus on coordinating policy, process, and practice to improve health and learning, aligned with the WSCC model.

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

more than five ECE facilities or schools should submit a plan that reflects how they will manage the number of proposed ECE facilities or schools, their organizational capacity for managing the proposed schools, and submit a budget commensurate with project scope.

If partnering with DC ECE Facilities, the facilities must meet the following criteria:

- Are currently licensed by OSSE.
- Participate in the Child and Adult Care Food Program (CACFP) and be in good standing.
- At least 25 percent of enrollment must be children occupying childcare subsidy slots.

Grantees will be required to complete the following activities through the provision of monthly TA at a minimum of five (5) partner ECE facilities or schools to:

- Finalize partnerships (as submitted in their application), begin relationship building and establish communication norms.
- Confirm the partner team(s) and point of contact who will lead the work at the partner site and the ECE facility or school leader who will support the team in this work.
- Conduct needs assessments in partnership with the ECE facility or school team to:
  - Identify the ECE facility's or school's strength or challenges in the selected programmatic area.
  - Evaluate current capacity and identify the areas where that capacity could be increased.
  - The needs assessment process should include: 1) facilitating focus groups with school leaders, educators, and key program staff. Focus groups should identify implementation and evaluation barriers and opportunities; 2) working with the school to identify existing data sources that can support the assessment; and 3) if a new assessment is necessary, developing a process that builds the partner team's capacity to conduct the assessment in absence of the grantee.
  - Use needs assessment findings to develop program area specific strategies for increasing the ECE facility or school's capacity to support the implementation of health education, PE, physical activity, environmental education or garden-based education, farm to ECE/school programs, or educator wellness.
  - Implement or enhance structures to communicate: 1) the results of the assessment; and 2) a feedback loop to allow for clear and transparent communication regarding the results and next steps.
- Develop an implementation and sustainability plan using the results of the needs assessment. The implementation plan must be written in partnership with the site team and include how the ECE facility or school team will improve their capacity, programs, policies, practices, and/or resources. The Implementation and Sustainability Plan must also address:
  - How the ECE facility or school will ensure alignment and integration within the ECE facility or school environment and facilitate the coordination of policies, processes and practices aligned with the WSCC model during program implementation and sustainability planning.
  - Identify the part(s) of their plan and approach that is the most feasible place to start and use a continuous quality improvement process, e.g., a Plan-Do-Study-Act (PDSA) model, to chart a plan for the year that the school feels is: 1) feasible; 2) they can be accountable to without TA; 3) and moves the school towards their goal(s).
- 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 which must be actively co-planned and co-facilitated with school staff, not to exceed 50 percent of grant activities.
- 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 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, Section 1.3.1.2, or Section 1.3.1.3. For local guidance and best practice approaches please reference:

- [OSSE Wellness Guidelines for Child Care Facilities](#)
- [A Comprehensive Approach to Educator Wellness](#)
- [Healthy Schools Act Informational Guide](#)

### **1.3.1.1 Priority Area #1: Health Education, Physical Education, and Physical Activity**

Grantees may focus on health education, physical education, and/or physical activity (Priority #1). 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) ECE facility or partner schools:

- For schools please reference the School Nutrition and Health Education, Physical Education, and Physical Activity sections of the [Healthy Schools Act Informational Guide](#) for guidance on areas of local legislative requirements in which schools may need support.
- For ECE facilities please reference the Nutrition Services, Teaching Healthy Habits and Self-Care Practices, and Physical Activity sections of the [OSSE Wellness Guidelines for Child Care Facilities](#) for local best practice guidance.
- Facilitating focus groups with ECE facility or school health educators, physical education teachers, and other stakeholders (e.g., principals, classroom teachers, support staff) that identify health education and PE program implementation and evaluation barriers and opportunities. These results should be leveraged to elevate the critical areas of TA and capacity building needs.
- Review of documents and data reports relevant to high quality health and physical education.

- Recommendations for improving the ECE facility or school’s capacity, program activities, and resources will be outlined in a WCEW Implementation and Sustainability Plan. The Implementation and Sustainability Plan will include:
  - Foundational strategies to deliver high-quality, comprehensive health education and physical education in ECE facilities or pre-K 3 through grade 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 pilot promising strategies in the Implementation and Sustainability Plan with partner ECE facilities and schools to build their capacity. 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 which must be actively co-planned and co-facilitated with school staff not to exceed 50 percent of grant activities.

### **1.3.1.2 Priority Area #2 Environmental Education, Garden-based Education, and Farm to ECE or School Programs**

Grantees may focus on environmental education, garden-based education, and farm to ECE or school programs (Priority Area #2). 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 ECE facilities or schools:

- For schools please reference the Farm-to-School Program and Environment sections of the [Healthy Schools Act Informational Guide](#) for guidance on areas of local legislative requirements in which schools may need support.
- For ECE facilities please reference the Physical Environment and Environmental Sustainability sections of the [OSSE Wellness Guidelines for Child Care Facilities](#) for local best practice guidance.
- Facilitating focus groups with ECE facility or school leaders, educators, and key program staff that identify environmental education, garden-based education, and farm to ECE or school program implementation and evaluation barriers and opportunities. These results should be leveraged to elevate the critical areas of TA and capacity building needs.
- Review of documents and data reports relevant to environmental education, garden-based education, and farm to school programs.
- Recommendations for improving the ECE facility’s or school’s capacity, program activities, and resources will be outlined in a WCEW Implementation and Sustainability Plan. The Implementation Plan will include:
  - Foundational strategies to deliver high-quality environmental education, garden-based education, and farm to ECE or school programs in ECE facility or pre-K 3 through grade 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 pilot promising strategies in the Implementation and Sustainability Plan with partner ECE facilities and 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 which must be actively co-planned and co-facilitated with school staff not to exceed 50 percent of grant activities; and
  - Resources, materials, and equipment for creating or enhancing environmental education, garden-based education, and farm to school programs.

### **1.3.1.3 Priority Area #3: Educator Wellness**

Grantees may focus on a comprehensive approach to educator wellness (Priority Area #3). 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 ECE facilities or schools:

- Implement a program that is alignment with [OSSE’s Comprehensive Approach to Educator Wellness](#);
- Facilitating focus groups with ECE facility or school leaders, educators, and key program staff that identify methods to establish or build trust with the ECE facility or school partner and educator wellness program implementation and evaluation barriers and opportunities. These results should be leveraged to elevate the critical areas of TA and capacity building needs.
- Review of documents and data reports relevant to educator wellness.
- Recommendations for improving the ECE facility or school’s capacity, program activities, and resources will be outlined in a WCEW Implementation and Sustainability Plan. The Implementation and Sustainability Plan will include:
  - Quick wins, and short-, medium- and long-term goals that will move the partner toward sustainable implementation and identifies how the plan will be integrated into the work of the ECE facility or school partner to ensure successful implementation and accountability.
  - Review the plan feasibility and capacity requirements to ensure the goal(s) can be reached. Identify the TA and capacity building resources the grantee will provide to support the ECE facility or school in achieving the plans goals.
  - Foundational strategies to deliver high-quality and comprehensive educator wellness programs in ECE facility or pre-K 3 through grade 12 school settings. Examples of strategies in alignment with OSSE’s Approach to Educator Wellness can be found in Appendix D of the [Blueprint to a Whole School Approach to Educator Wellness](#) and in the Educator Wellness section of [OSSE’s Wellness Guidelines for Child Development Facilities](#).

### **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 ECE facility and 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 WCEW grant 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 ECE facilities and/or schools and description of the intended population; and the program's focus area and 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: 20 points)

Use the OSSE logic model template included as Attachment B.

The logic model must demonstrate how the applicant will provide TA to their partner ECE facilities or schools and 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 high-level TA plan that should align with the logic model. The TA plan will be further refined early in the grant period.

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

- State the number of early childhood facilities and/or schools you plan to partner with over the grant period (minimum of five) and the program area in which you will be providing TA: health education, physical education, physical activity, environmental education, garden-based education, farm to ECE or school programs, and educator wellness.
- A detailed strategy on how ECE facilities and/or schools were recruited.
  - 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(s), data sources, and other resources that will be reviewed to identify schools and their specific areas of support.
- Describe any experience your organization has with completing needs assessments and include how your methods ensure authentic educator voice or key partner voice

#### **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 WCEW 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 Technical Assistance Plan (Maximum: 22 points)**

- Provide a detailed description of the organization's capacity to provide TA to the number of stated partners each month to include: 1) support within each of the grant program scope areas, i.e., finalizing partnerships, completing needs assessment, creating implementation and sustainability plans, and piloting promising practices; 2) milestones to track progress within each program scope area; and 3) examples of outcomes (short, medium and long) for how schools will be impacted by grant activities and how you will measure impact.
- Project goals and objectives. Goals should be SMART (Specific, Measurable, Achievable, Realistic, and Time-bound).
- Inputs, activities, and outputs that will lead to outcomes.
- External factors that are possible program influences/challenges, and how you will mitigate them.
- TA 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.
- Resources and funding required to provide TA. Indicate what your current level of resources and assets to implement TA are and how 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 ECE facility and/or 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.
- How you will include a sustainability plan as part of the action plan process. How you will support each school in preparing to effectively implement the sustainability plan and how you will transition out of the partner site and ensure that a plan, team, and resources are in place for the partner to sustain the work.

#### **2.1.5 Monitoring and Data Collection Plan**

Applicants will submit a plan to monitor and evaluate the program activities. (Maximum: 8 points)

- Based on the metrics/measures in your logic model, how project activities will be monitored, including a timeline for the monitoring process.
- Your short-term (one-year) 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 ECE facilities and/or 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 or staff-facing services in schools in your selected program area.
- Please provide a detailed description of your experience in forming partnerships with early childhood facilities, schools, or organizations and building leadership buy-in and staff trust.
- Please provide a detailed description of your experience in providing TA or coaching to support early childhood facilities, schools, or organizations with the development and implementation of a project. Include how this approach will be used to build the capacity of your partners to: 1) comprehensively and sustainably address and implement whole child and educator wellness policies, practices, and processes; 2) centers staff and student voice and equity and is in response to their needs; 3) addresses challenges and barriers to implementation; and 4) builds leader buy-in.
- Your commitment to building capacity of schools and school staff to address ECE facility or 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.

## 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. 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 five (5) years from the end date of the grant period to ensure that such documentation is available to authorized entities for review upon request. If any litigation, claim, or audit is started before the expiration of the five (5) year period, the records must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken.

The grant recipient must maintain records that show:

- The amount of funds available under the grant;
- How the grant recipient used the funds;
- The total cost of the project;
- The share of that total cost provided from other sources; and
- Other records to facilitate an effective audit.

### **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.

### **ATTACHMENTS**

**Attachment A: Letter of Commitment**

**Attachment B: Logic Model**

**Attachment C: Rubric**

**Attachment A: Letter of Commitment**

**Directions:** Applicants must partner with a minimum of five (5) DC ECE facilities and/or public and public charter schools. Applicants must complete and submit with their application the following letter of commitment from each partner ECE facility or school. Applicants must provide this form to each partner ECE facility or school for them to complete and return to the applicant so that it can be included in their application. Please have the ECE facility or 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]  
 [ECE Facility or School]  
 {Address}

[Date]

[ECE facility or School name] commits to working with [organization name] during the 2024-2025 school year to implement the requirements of the Office of the State Superintendent of Education’s (OSSE) FY25 Whole Child & Educator Wellness grant. [ECE facility or school name] will fulfill this partnership by partnering with [organization] to receive technical assistance and build capacity in the area(s) of [insert applicable program area that the applicant is applying in].

[ECE facility or school name] has a demonstrated need in this area as [briefly describe the need for the ECE facility or school partner to receive technical assistance support from the CBO].

\_\_\_\_\_ [Authorized representative signature]

**For ECE facilities only, include the below table to ensure the ECE facility meets the requisite eligibility criteria:**

Program Information	Yes	No	Don't Know	Comments
Is the center licensed by OSSE, has not been grandfathered in/ as exempt from certain licensing standards, or received a waiver from any licensing requirements, and have no substantiated reports of licensing violations within the last year?				
Is the center serving children between birth and age three, of these 25 percent must be below the federal poverty level?				
Does the center accept child care subsidy as payment for at least 50 percent of existing infant/toddler slots?				

Does the center have the capacity to serve children with special needs?				
Does the facility participate in the OSSE Quality Improvement Network? Does the center have the capacity and dedication to implement the federal Head Start Program Performance Standards and prioritize Early Head Start eligible children?				
Does the center participate in CACFP?				
Does the center receive reimbursement for Local5?				
Does the Center receive reimbursement for FullDay4?				



**Attachment B: Whole Child and Educator Wellness RFA Logic Model Template**

<b>Purpose</b>	
<b>Assumptions</b>	

<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>How Outcome Will Be Measured</b>	<b>Target Audience</b>	<b>External Factors</b>

**Attachment C: Rubric**

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

<b>Criteria</b>	<b>Missing</b>	<b>Does Not Meet Expectations</b>	<b>Working Towards Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>Logic Model</b>					
The logic model includes all the requested information.	0	.5	1	1.5	2
The outcome measures are SMART.	0	.5	1	1.5	2

The activities are aligned to the purpose of the grant.	0	4	8	12	16
				Total Points	20

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
<b>Facility/School Recruitment and Needs Assessment</b>					
Applicant provides a list of partner facilities/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) facilities/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	0	1	2	3	4

determine with each facility/school.					
				Total Points	6

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
<b>Diversity, Equity, and Inclusion (DEI)</b>					
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
<b>Technical Assistance Plan</b>					
Applicant provides a clear implementation and program delivery plan that provides sufficient detail for all components of the logic model	0	4	8	12	16

including a timeline of major milestones.					
Applicant describes the external factors identified in the logic model and has a plan in place to mitigate/overcome these challenges.	0	.5	1	1.5	2
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
<b>Program Sustainability Plan</b>					
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 facility/school	0	.5	1	1.5	2

Applicant describes how each school will be supported in preparing to effectively implement the sustainability plan.	0	1	2	3	4
				Total Points	8

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
<b>Monitoring and Data Collection Plan</b>					
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	1	2	3	4
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	8

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
<b>Collaboration with Partners and Stakeholders</b>					

Applicant clearly describes why each supporting partner was chosen and what services or skills they bring to the project.	0	.5	1	1.5	2
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
<b>Summary of Qualifications</b>					
Applicant provides evidence of excellent past performance partnering with facilities/schools to deliver TA on health and wellness programs.	0	3	6	9	12
Applicant clearly describes their commitment to increasing the capacity of	0	1	2	3	4

facilities/schools in the District to deliver health and wellness programming.					
				Total Points	16

Criteria	Missing	Does Not Meet Expectations	Working Towards Expectations	Meets Expectations	Exceeds Expectations
<b>Budget</b>					
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