



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
DIVISION OF HEALTH & WELLNESS**

REQUEST FOR APPLICATIONS (RFA)

Educator Wellness Technical Assistance Grant

Announcement Date: Aug. 27, 2021

RFA Release Date: Sept. 13, 2021

Pre-Application Conference: Sept. 21, 2021

Pre-Application Questions Submission Due: Oct. 15, 2021

Application Submission Deadline: Oct. 29, 2021

Late or incomplete applications will not be reviewed.

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Section I: General Information

1.1 Introduction

The Office of the State Superintendent of Education (OSSE) Division of Health & Wellness (H&W) is soliciting applications for the Educator Wellness Technical Assistance (TA) grant. The purposes of the grant are to address issues responding to the coronavirus by:

- 1) building the capacity¹ of DC public and public charter schools to adopt and strategically implement educator wellness programs that consider the root causes of educator stress and address educator wellness through a tiered intervention framework (click [here](#) for an overview of the tiered framework); and
- 2) supporting OSSE in updating materials and resources to ensure the use of a sustainable educator wellness technical assistance² model.

This Educator Wellness TA grant intends to achieve this by:

- Providing funding and training to awarded grantees so they may support schools in adopting a tiered educator wellness approach that supports educator wellness, retention, and ultimately student achievement.
- Collaborating with the awarded grantees to apply lessons learned to review and enhance existing educator wellness resources and training based on the grantees work with schools.

1.2 Background

This grant award is authorized and subject to the Section 313(e), Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (Public Law 116-260). In accordance with Section 313(e) of the CRRSA Act, a State may reserve a portion of funds for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, including measuring and addressing learning loss, which may be addressed through the use of grants or contracts. Due to COVID-19 there have been exacerbated impacts on educator stress and wellness. The negative consequences of educator stress³ can impact educator's physical health, is linked to poor performance and poor student outcomes, and leads to increased rates of absenteeism and turnover.

A 2017 report from the American Federation of Teachers⁴, found that "schools still struggle to provide educators and, by extension, students with healthy and productive environments" (p. 3) and that 61 percent of educators reported their work as being "always" or "often" stressful as compared to 30

¹ See Appendix 1: Helpful Terms for capacity building definition

² See Appendix 1: Helpful Terms for technical assistance definition

³ Greenberg, M.T., Brown, J.L., & Abenavoli, R.M. 2016. Teacher Stress and Health Effects on Teachers, Students, and Schools. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University. Retrieved April 29, 2021 from <https://www.rwif.org/en/library/research/2016/07/teacher-stress-and-health.html>.

⁴ American Federation of Teachers. (2017). 2017 Educator Quality of Work Life Survey. Retrieved April 29, 2021 from https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf.

percent in the general population. More recently, a 2021 report by the RAND Corporation⁵ found stress, more than pay, played a role in a teacher's decision to leave the profession with the COVID-19 pandemic exacerbating already high pre-pandemic stress levels. The COVID-19 pandemic has placed additional stress on educators and jeopardized their wellness.⁶

To address this, multiple sources discuss the importance for education systems to look beyond supports to individual teachers. Both Child Trends⁷ and the Brookings Institute⁸ have published articles focused on the importance of educator wellness. This research suggests that to have healthy schools, in which educators and students can thrive, the root environmental causes of educator stress must be addressed. The importance of a broad and comprehensive focus is supported through local data. The 2019 District of Columbia Teacher Workforce Report⁹ found that “[o]f effective teachers who plan to leave teaching after the current or next school year, more than half (58 percent) said their top reason involved working conditions related to either school culture or leadership.”

This is further reflected, and supported, through research conducted by the Pennsylvania State University that identifies four sources of educator stress¹⁰ as: 1) School Environment and Structure: the school's leadership, climate, culture, and presence or absence of trusting relationships; 2) Job Demands: ability for staff to make decisions about content, increased variance in job role vs. expectations, and addressing challenging behaviors; 3) Work Resources: the opportunity for staff support and autonomy in decision-making and collaboration to support staff voice in school-level decisions; and 4) Social Emotional Learning Competencies: resources and opportunities to attend to and develop own social-emotional competence to better manage stress and well-being.

Given these four sources, a tiered approach to educator wellness is required for a comprehensive and sustainable whole school impact on educator wellness. A model¹¹ to achieve this is to respond to the educator needs specific to a school community and implement approaches across a tiered framework that includes: 1) Organizational: approaches that focus on changing the organization's culture to prevent stress from occurring; 2) Organizational-Individual: approaches that focus on building workplace relationships and supports; and 3) Individual: approaches that teach individuals self-care, wellness, and stress management techniques.

⁵ Diliberti, Melissa Kay, Schwartz, Heather L., & Grant, David. (2021). Stress Topped the Reasons Why Public School Teachers Quit Even Before COVID-19. RAND Corporation. Retrieved April 29, 2021 from https://www.rand.org/pubs/research_reports/RRA1121-2.html.

⁶ OSSE's defines educator wellness as the impact of a school's organizational and individual systems (e.g., culture and climate, employee training and supports, etc.) on staff social, emotional, physical, and mental well-being.

⁷ Cox, Alexandra, Solomon, Bonnie, & Parris, Dominique. (2018). Teacher well-being is a critical and often overlooked part of school health. Child Trends. Retrieved April 29, 2021 from <https://www.childtrends.org/teacher-well-being-is-a-critical-and-often-overlooked-part-of-school-health>.

⁸ Roberts, Amy & Kim, Helyn. (2019). To promote success in schools, focus on teacher well-being. Brookings Institute. Retrieved April 29, 2021 from <https://www.brookings.edu/blog/education-plus-development/2019/05/06/to-promote-success-in-schools-focus-on-teacher-well-being/>.

⁹ Office of the State Superintendent of Education, The New Teacher Project. (2019). District of Columbia Teacher Workforce Report. Retrieved April 29, 2021 from <https://osse.dc.gov/publication/dc-teacher-workforce-report>.

¹⁰ Greenberg, Brown, Abenavoli, R.M. Teacher Stress and Health Effects on Teachers, Students, and Schools. <https://www.rwif.org/en/library/research/2016/07/teacher-stress-and-health.html>.

¹¹ Ibid.

1.3 Intended Population

The intended target population of the Educator Wellness TA grant are principals and other school leaders, teachers and support staff leaders, to include school health and behavioral health coordinators, who work at public and public charter schools in the District of Columbia. Services will reach the intended population through partnering with the recipient grantee organizations.

1.4 Pre-Application Conference & Question Period

To ensure an equal opportunity for all applicants OSSE requests that applicants submit questions regarding the RFA electronically to Jessica Duncan at osse.hydt@dc.gov by 3 p.m. on Oct. 15, 2021. Answers to submitted questions will be made available by Oct. 20, 2021. Questions submitted after the deadline date and time will not receive responses. Responses to questions will be published on the FAQ page [here](#).

Applicants are strongly encouraged to participate in a live virtual pre-application conference on Tuesday, Sept. 21 from 11 a.m. - noon. The conference will provide the opportunity for potential applicants to ask questions about the grant and application process. A recording of the conference will be made available on the OSSE website [here](#).

Pre-Application Conference:

- Date: Tuesday, Sept. 21, 2021
- Time: 11 a.m. - noon
- To join using a computer or tablet: <https://officeofthestatesuperintendentofeducation-jdi.my.webex.com/officeofthestatesuperintendentofeducation-jdi.my/j.php?MTID=m93fce75f42480941da739e0f2c7ebfef>
 - Password: EDWellTA21
- To join by phone: 1-510-338-9438
 - Access Code: 2554 724 1822

1.5 Due Date

Applications must be submitted electronically using the EGMS system no later than 3 p.m. on Friday, Oct. 29, 2021.

1.6 Contact Information

Jessica Duncan
School Behavioral Health Outreach Specialist
Division of Health and Wellness
Office of the State Superintendent of Education
1050 First St, NE 6th Floor
Washington, DC 20002
Phone: (202) 322-8694
Email: ossse.hydt@dc.gov

Section II: Award Information

2.1 Award Period

The award period covers two fiscal years and is from November 15, 2021 – September 30, 2023, contingent upon funding availability and the grantee’s satisfactory implementation of the proposed program, including compliance with grant terms and conditions. Year one spans from November 15, 2021 – September 30, 2022. Year two spans October 1, 2022 through September 30, 2023. Applicants must submit a continuation application to be eligible for year two funding.

2.2 Available Funding for Award

- The total amount of available funds is \$500,000 per year.
- The dollar amount per award year will depend on the quality of the grant application and the number of schools proposed to be served.
- OSSE anticipates awarding funds up to five (5) applicants, per funding availability.

2.3 Funding Restrictions

Grant funds shall be expended in accordance with the cost principles delineated in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements at 2 CFR Part 200, Subpart E Cost Principles. In accordance with federal regulations, funds awarded under this grant must be tracked separately from any funds awarded under a different grant program, including any program in which funds may be similarly expended to respond to the coronavirus. Funds must be used to complete deliverables as described in the program requirements of this RFA.

The funds MAY be used for:

- Personnel, both for grantee staff and other professional services that would support the needs of the educators.
- Materials and supplies to provide training, technical assistance, and needed to build a sustainable¹² educator wellness program.

¹² See Appendix A: Helpful Terms for definition of sustainable.

Section III: Eligibility Information

3.1 Eligibility

OSSE will accept applications from non-profit entities in the District of Columbia having a 501(c)(3) status with the Internal Revenue Service (IRS). All applicants must submit their respective 501(c)(3) determination letter and any correspondence or other communication received from the IRS within three years before submission of the application that relates to the applicant's tax status.

All applicants must demonstrate experience in providing employee wellness services, in a school or other organizational context, or demonstrate content expertise in organizational health practices that directly support employee's well-being.

3.2 Cost-Sharing

Cost-sharing or matching of this award is not required. Applicants are encouraged to engage in collaborative partnerships to implement the deliverables of the Educator Wellness TA grant. While there is no cost-sharing requirement included in this RFA, applicant organizations, including any collaborating organizations, may devote other resources to support this effort. Examples of support include donated equipment and space, institutional funded staff time and efforts, or other investments. Applicant organizations that plan to provide support must outline specific contributions to the project and provide assurance that their organization and any collaborators are committed to providing these funds and resources to the project.

3.3 Indirect Cost

CBOs will receive a 10% indirect cost rate unless they have a current indirect cost rate approved by a Federal Agency. CBOs are required to submit a letter that states the approved indirect cost rate.

Section IV: Submission Information

4.1 Application Submission

The RFA will be released on Monday, Sept. 13, 2021 and the deadline for submission is no later than 3 p.m. on Friday, Oct. 29, 2021. All applications will be recorded upon receipt through the EGMS. The RFA will be available on OSSE's EGMS platform, www.osse.dc.gov.

4.2 Submission Requirements

All applications are required to be submitted through EGMS which can be accessed at grants.osse.dc.gov. Emailed or faxed applications will not be accepted. Late submissions will not be accepted. Extensions will not be granted. Upon submission of an application, an applicant may not revise the application. Applicants will have to re-apply to OSSE 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.

4.3 Application Checklist

Applicants must complete the following tasks to successfully submit an application:

- Obtain EGMS login credentials, which can take up to three days to process. Click [here](#) to access instructions to request EGMS login credentials. The credentials include:
 - Access to DUNS number;
 - A SAM expiration date; and
 - Central data information.
- Enter and upload all required components of the application narrative into the EGMS.
- All components of the application have been thoroughly reviewed and signed by the appropriate parties.
- Submit the completed application by 3 p.m. on Friday, Oct. 29, 2021. EGMS will automatically reject applications submitted after the deadline. OSSE strongly recommends that applicants submit applications early to avoid any technical issues. Note that once submitted, an applicant may not amend the application.

Section V: Program Requirements

5.1 General Requirements

The purpose of the grant is to address issues responding to the coronavirus by: 1) building the capacity of DC public and public charter schools to adopt and strategically implement educator wellness programs that consider the root causes of educator stress and address those causes through a tiered intervention approach and 2) supporting OSSE in updating materials and resources for a sustainable educator wellness technical assistance model. Grantees will be expected to carry out the program requirements and deliverables:

- Implementing the following four phases to be completed over the two-year grant award period:
 - Phase One: Onboarding and Partnership
 - Phase Two: Educator Wellness Survey and Plan Development
 - Phase Three: Implementation
 - Phase Four: Transition
- In partnership with a minimum of 5 schools over the two-year award period and at least 5 hours of technical assistance per month per school over the course of the four phases; and
- In alignment with OSSE’s approach to educator wellness. Please click [here](#) to access an overview of this approach.

Occurring quarterly, grantees will be required to attend a meeting at OSSE. These meetings will be an opportunity to share their learnings, highlight successes, discuss and problem-solve challenges, collaborate with other grantees, and receive technical assistance from OSSE. 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. Each grantee’s partner schools will be encouraged to participate.

Grantees will be required to submit regular reports to OSSE for OSSE to track the grantee’s performance, provide updates on COVID-19 recovery efforts in partner schools, as applicable to this work, and to include a final report on the effectiveness of grant activities. OSSE will provide a reporting form.

5.2 Program Requirements

Note: those requirements projected as part of technical assistance hours are indicated with an asterisk ().*

Phase One: Onboarding and Partnership

Objectives: 1) For OSSE to orient grantees to the project scope, resources, and tools that form OSSE’s approach to educator wellness and 2) for grantees to conduct outreach and recruitment for school partners, confirm school partnerships, and to provide onboarding to the schools as outlined below.

Grantees are required to:

- Attend OSSE training session to learn about OSSE’s approach to educator wellness, the role of educator wellness in school climate and culture, school partnership process, COVID-19 recovery efforts¹³, and technical assistance phases and timeline expectations.
- Attend OSSE educator wellness institute train-the-trainer session.
- Establish school partnerships with DC public and public charter schools and identification of a staff member to serve as point of contact. Grantees will be provided a list of schools to support partnership development*.
- Complete onboarding of partner schools which will include an orientation to OSSE’s approach to educator wellness, the educator wellness technical assistance project scope, the grantee’s role in supporting the school in the development of a comprehensive and sustainable educator wellness plan, and an assessment of the school’s current educator wellness approaches and activities*.
- Complete partnership tracker identifying school partners and school point of contact.

Phase Two: Educator Wellness Survey and Plan Development

Objective: Grantees will provide their partners schools technical assistance to: 1) launch and complete an educator wellness survey that will capture the educator wellness needs of the school community and 2) develop an educator wellness plan that is in response to those needs and in alignment with the educator wellness tiered intervention approach.

Grantees are required to:

- For each school, train a core team in the [educator wellness institute](#), and provide a resource toolkit. As feasible, it is suggested that all school teams are trained together and the sessions can be offered virtually.
- Conduct an assessment of teacher needs regarding their wellness and align those results into a responsive, sustainable, and comprehensive educator wellness plan*.
- Identify areas in the plan where the grantee may be able to provide training or professional development opportunities aligned to their area of expertise and identify trainings offered by OSSE that would be beneficial*.
- Ensure the plan includes a communication and feedback process so all school staff are aware of its scope and implementation and that there is clear school leader modeling and support of the plan*.
- Provide technical assistance through two meetings per month and by email and phone as needed*.
- To complete the phase two performance report.

Phase Three: Implementation

Objectives: Participating schools will implement their educator wellness plan to include a checkpoint and end of year survey for review and revisions to the plan as necessary.

¹³ Click [here](#) for an overview of OSSE’s Guiding Principles for Continuous Education which help local education agencies meet the challenge of helping students, families, and staff recover from the effects of COVID-19. For more detail, click [here](#) to access the Guiding Principles for Continuous Education and see priority 2.B on page 5 for details on educator wellness.

Grantees are required to:

- Provide technical assistance and professional development to their partner schools in the launch, implementation, mid-point review, and end of year feedback survey of the educator wellness plans*.
- Support their partner schools to address barriers to implementation and to highlight and elevate success*.
- Provide technical assistance through two meetings per month, checking in by email and phone as needed, and additions to the resource toolkit*.
- To complete the phase three performance report including an update on COVID-19 recovery efforts in partner schools.

Phase Four: Transition

Objectives: Grantees will support the schools in: 1) conducting a feedback survey on the educator wellness plan to identify areas of success and challenges; 2) to make updates to the plan in response to the information learned; and 3) to identify resources and professional development that will allow the school and core team to continue sustainable implementation and growth of their educator wellness initiative.

Grantees are required to:

- Using the end of year survey, support the school in updating their educator wellness plan for the following school year*.
- Update and finalize any additional resources for the toolkit*.
- Provide technical assistance through two meetings per month and by email and phone as needed*.
- To complete the phase four performance report including an update on COVID-19 recovery efforts in partner schools.
- Attend a culminating meeting, with school participation/representation encouraged, to showcase the overall work and accomplishment of the grant.
- Partner with OSSE to make updates to the educator wellness institute and toolkit based on lessons learned and evaluation of supports provided*.

Section VI: Application Forms and Content

6.1 Application Forms

This section includes the questions and prompts as they appear in EGMS. OSSE recommends that applicants use this section to assist them in drafting responses to upload to EGMS.

All applicants are required to complete and submit the standard forms below:

- Certifications signed by an Authorized Official
- Assurances

6.2 Program Abstract

Applicants must include a one-page abstract which may be distributed to provide information to the general public. The abstract is to be clear, concise, understood without reference to other parts of the application and include: 1) how the applicant's work is aligned to OSSE's approach to educator wellness and COVID-19 recovery efforts; 2) the objectives the applicant will achieve if selected; 3) how many schools you plan to partner with; 4) a description of the plan to provide technical assistance to partner schools; and 4) organization and program manager's name.

6.3 Program Narrative

The program narrative must contain a detailed description of the following:

6.3.1 Organization Qualifications

1. Please provide a detailed description of your experience in educator or employee wellness, highlighting any specific alignments to OSSE's approach to educator wellness and your ability to support educator reintegration and recovery efforts from COVID-19.
2. Please provide a detailed description of your experience in forming partnerships with schools or organizations and building leadership buy-in.
3. Please provide a detailed description of your experience in providing technical assistance or coaching to support schools or organizations with the development and implementation of a project. Include how this approach will be used to build the capacity of schools to: 1) comprehensively and sustainably address and implement educator wellness programs in alignment with [OSSE's approach to educator wellness](#); 2) is championed by the school and is in response to their needs; 3) addresses challenges and barriers to implementation; 4) builds school leader buy-in; and 5) recognizes the possible vulnerable nature of this work and how you can support school leadership and wellness teams in creating a safe space for educators to provide authentic feedback and input.
4. Please provide a description of the staff roles, responsibilities, and applicable experience that organization staff members have to execute the grant.

6.3.2 Technical Assistance Plan

1. Please state the number of schools you plan to partner with over the two-year grant period.
2. Please provide a detailed description of the organization's capacity to support at least 5 hours of technical assistance per month per school as notated by the asterisks under program requirements to include: 1) support within each of the four phases; 2) milestones to track progress within each phase; and 3) examples of outcomes (short, medium and long) for how schools will be impacted by grant activities and how you will measure impact.
3. Describe the plan to conduct outreach, recruit, and partner with schools. Please include reference to any existing partnerships with DC public and public charter schools, the purpose of that partnership, how it may apply to this grant, and please include any letters of commitment from applicable schools to continue your partnership in school year 2021 -22 (please see Appendix B for a template commitment letter). To note, OSSE will provide a school list to support awarded grantees with this process.
4. Please describe any experience your organization has with completing needs assessments regarding employee wellness. Please include how your methods ensure authentic educator voice, solicit their opinions of what type of supports or changes would be impactful, and assess the impacts of teacher stress on their overall wellbeing to include the impact of the: 1) school culture and climate and work relationships; 2) demands of the job; 3) work resources; and 4) their own social-emotional learning competencies.
5. Please describe any training or professional development opportunities the organization would offer to your partner schools as part of the schools' educator wellness plan that could be in response to staff needs and is outside the project requirements listed in this RFA.
6. Describe (1-2 paragraphs) how the CBO, when using grant funds, will ensure that students, teachers, and other beneficiaries with special needs have equitable access to, and participation in, grant-funded activities. Potential barriers that can impede equal access and participation include barriers based on gender, race, color, national origin, disability, and age.
7. Describe how the organization will transition out of the school and ensure that a plan, team, and resources are in place for the school to sustain the work.

6.3.3 Budget Overview and Justification

1. Please describe how proposed costs were determined and the measures taken to ensure that the project is cost effective.
2. Please provide a Budget and Budget Justification Narrative that describes all proposed costs for the budget categories listed below. The budget narrative must thoroughly describe how the proposed categorical costs are derived. Discuss the necessity and reasonableness of the proposed costs. The application must include the allowable activities that will take place during the funding period and outline the estimated costs that will be used specifically in support of the program. Budget categories:
 - a. Personnel
 - b. Professional Services
 - c. Supplies and Materials
 - d. Other Indirect Costs
 - e. Cost Sharing
3. Please demonstrate how all costs are essential to the success of the project and are clearly related to the vision and implementation plan for the project.

6.4 Required Attachments

All the following required documentation must be submitted upon the initial submission of this application using the File Upload process in EGMS. Further documentation required by OSSE should also be uploaded using the File Upload process. Required documents included:

- Resumes of applicant organization's Program Manager and key staff members, and that of any partners, that demonstrate relevant knowledge, skills, and experience necessary to fulfill grant requirements.
- If applicable, commitment letters from partner schools.
- Annual budget of applicant organization.
- An organizational chart.
- 501(c)(3) Determination Letter.

Section VII: Application Review Process

7.1 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 will use external peer reviewers to review and score the applications received for this RFA. Scoring and recommendations of the review panel are advisory only. OSSE may use multiple peer review panels to evaluate and rank applications. The final decision to award rests solely with OSSE. After reviewing the recommendations of the review panel and any other information considered relevant, OSSE shall decide which applicant to fund, as well as the funding amount. Denied applicants may request a hearing on the record upon denial of an application.

7.2 Application Criteria and Scoring

All applications that meet the application criteria will be reviewed and scored by an external review panel using the following criteria. These criteria allow the external peer reviewers and OSSE staff to determine an applicant’s justification of need for grant funds, the soundness of its proposed service delivery plan, the adequacy and reasonableness of proposed resources needed, and demonstrated capability for managing the proposed program.

| Criteria | Points |
|--|---------------|
| <p><i>Organization Qualifications</i></p> <ol style="list-style-type: none"> 1. Applicant describes their experience in educator or employee wellness to include discussion on specific alignments to OSSE’s approach to educator wellness and their ability to support educator reintegration and recovery efforts from COVID-19. 2. Applicant describes their experience in forming partnerships with schools or organizations and building leadership buy-in. 3. Applicant describes their experience providing technical assistance or coaching to support schools or organizations with the development and implementation of a project. Include how this approach will be used to build the capacity of schools to: 1) comprehensively and sustainably address and implement educator wellness programs in alignment with OSSE’s approach to educator wellness; 2) is championed by the school and is in response to their needs; 3) address challenges and barriers to implementation; 4) build school leader buy-in; and 5) recognizes the possible vulnerable nature of this work and how you can support school leadership and wellness teams in creating a safe space for educators to provide authentic feedback and input. 4. Applicant describes the staff roles, responsibilities, and applicable experience that organization staff members have to execute the grant. | 36 |
| <p><i>Technical Assistance Plan</i></p> <ol style="list-style-type: none"> 1. Applicant states how many schools they plan to partner with. 2. Applicant describes their organization’s capacity to support 5 hours of technical assistance per month per school, as notated by the asterisks under program requirements, to include: 1) support within each of the four phases; 2) milestones to track progress within each phase; and 3) examples of outcomes (short, medium and | 56 |

| | |
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| <p>long) for how schools will be impacted by grant activities and how you will measure impact.</p> <ol style="list-style-type: none"> 3. Applicant describes their plan to conduct outreach, recruit, and partner with schools. If applicable, reference is included to existing partnerships with DC public and public charter schools, the purpose of that partnership, and how it may apply to this grant. Reference any letters of commitment from schools stating their willingness to continue their partnership in school year 2021 -22. 4. Applicant describes any experience their organization has with completing needs assessments in regard to employee wellness and to support COVID-19 recovery efforts. Their methods discuss how they will ensure authentic educator voice, solicit their opinions of what type of supports or changes would be impactful, and assess the impacts of teacher stress on their overall wellbeing to include the impact of the: 1) school culture and climate and work relationships; 2) demands of the job; 3) work resources; and 4) their own social-emotional learning competencies. 5. Applicant describes any training or professional development opportunities they would offer to their partner schools as part of the schools’ educator wellness plan, that is in response to staff needs, and is outside the project requirements listed in this RFA. 6. Applicant has described (1-2 paragraphs) how they, when using grant funds, will ensure that students, teachers, and other beneficiaries with special needs have equitable access to, and participation in, grant-funded activities. Potential barriers that can impede equal access and participation include barriers based on gender, race, color, national origin, disability, and age. 7. Applicant describes how the organization will transition out of the school and ensure that a plan, team, and resources are in place for the school to sustain the work. | |
| <p><i>Budget Overview and Justification</i></p> <ol style="list-style-type: none"> 1. Applicant describes how proposed costs were determined and the measures taken to ensure that the project is cost effective. 2. Applicant provides a Budget and Budget Justification Narrative that describes all proposed costs for the budget categories listed below. The budget narrative thoroughly describes how the proposed categorical costs are derived and discusses the necessity and reasonableness of the proposed costs. The application must include the allowable activities that will take place during the funding period and outline the estimated costs that will be used specifically in support of the program. Budget categories: <ol style="list-style-type: none"> a. Personnel b. Professional Services c. Supplies and Materials d. Other Indirect Costs e. Cost Sharing 3. Applicant demonstrate how all costs are essential to the success of the project and are clearly related to the vision and implementation plan for the project. | 12 |

7.3 Description of Scoring

The criteria above will be scored using the following indicators and will remain consistent across all criteria:

- *Missing*: The category is not addressed.
- *Does Not Meet Expectations*: The applicant is missing a very large portion of the category, fails to provide information, provides inaccurate information, or provides information that is not discernible.
- *Working Towards Expectations*: The applicant provides unclear and non-specific information, partially addresses the category, but provides limited information about approach and strategies. The answers lack focus and detail.
- *Meets Expectations*: The applicant provides general but sufficient detail, adequately addresses the category; however, some areas are not fully explained and/or questions remain. The application has some minor inconsistencies and weaknesses.
- *Exceeds Expectations*: The applicant provides specific and comprehensive information, and provides complete, detailed, and clearly articulated responses to address the category. The description is well-conceived, and the ideas are fully developed and original.

Section VIII: Award Administration

8.1 Grant Award Notification and Payments

To be awarded a grant, non-profit organizations with 501(c)3 status must establish eligibility by submitting an application to OSSE in accordance with the relevant program statute(s) and this application. Each awarded applicant will receive a Grant Award Notification (GAN) generated through OSSE's electronic grant management system (EGMS) that 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. 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. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

8.2 Audits

At any time, or times, before final payment and during the required record retention period, the District may audit the applicant's expenditure statements and source documentation.

8.3 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. Monitoring efforts are designed to determine the grantee's level of compliance with federal 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 requirements.

Grantees shall be required to cooperate with all requirements and information requests by OSSE, the U.S. Department of Education, and their authorized representatives, including auditors, 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. Unless otherwise stated, grantees shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within ten (10) business days.

8.4 Corrective Action and Termination of Funding

In the event that programmatic, financial, or documentation conditions of the grant are not being met in an appropriate and timely fashion, progressive actions will be taken at the discretion of OSSE, up to and including disallowance of costs and/or termination of the grant and return of funding to OSSE. A project that is terminated will be subject to the same requirements regarding audit, recordkeeping, and submission of reports as a project that runs for the duration of the project period.

8.5 Confidentiality

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.

8.6 Nondiscrimination in the Delivery of Services

The grant recipient shall comply with the District of Columbia Human Rights Act of 1977, as amended, (D.C. Official Code § 2-1401.01 et seq.) which prohibits discrimination based on race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, source of income, disability, status as a victim of an interfamily offense, place of residence or business, or credit information.

8.7 Appearance of a 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.

8.8 Terms and Conditions

- Funding for this award is contingent on OSSE's continued availability of funds. This notice does not commit OSSE to make an award. for this award is contingent on OSSE's continued availability of funds. The application does not commit OSSE to make an award.
- OSSE reserves the right to accept or deny any or all applications if OSSE determines it is its best interest to do so and consistent with federal statute and regulations. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate this notice pursuant to its own grant-making rule(s) or any applicable federal regulation or requirement.
- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of this notice, or to rescind this notice.
- OSSE shall provide the citations to the statute and implementing regulations that authorize the grant; all applicable federal and District regulations; payment provisions identifying how the grantee will be paid for performing under the award; reporting requirements, including programmatic,

financial and any special reports required by OSSE; and compliance conditions that must be met by the grantee.

- If there are any conflicts between the terms and conditions of this notice 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.

Appendix A: Helpful Terms

Capacity Building: the process of improving an organization’s ability to achieve its mission. It includes increasing skills and knowledge; increasing the ability to plan and implement programs, practices, and policies; increasing the quality, quantity, or cost-effectiveness of programs, practices, and policies; and increasing the sustainability of infrastructure or systems that support programs, practices, and policies.

Capacity Building Assistance: the transmission of knowledge and building of skills to improve an organization’s ability to achieve its mission. Capacity Building Assistance involves using diverse program activities including training, professional development, staff development, technical assistance (see technical assistance), and/or technology transfer.

Grantee: an organization with a 501(c)(3) status which is awarded Educator Wellness Technical Assistance funds.

Professional Development: a systematic process used to strengthen the knowledge, skills, and attitudes of a particular professional workforce to meet professional and organizational goals that build capacity within the individual, organization, and education system for the purpose of ensuring success for all students.

Sustainable: this one-time investment of funds are to focus on the provision of resources that support the development of an educator wellness technical assistance model that does not rely on a continued source of funding to be successful.

Technical Assistance: assistance by specialists, offered in-person, virtually, or by phone, to provide advice, expertise, and training pertaining to the development, implementation, maintenance, and/or evaluation of programs.

Appendix B: Commitment Letter Template

Directions: The school should copy the below text onto their school letterhead and it is to be signed by the appropriate party at the school.

(DATE)

(SCHOOL NAME) has partnered with (ORGANIZATION NAME) during school year(s) (list school year(s) partnership has existed). During this partnership (ORGANIZATION NAME) has partnered with our school to (briefly describe the services and supports the organization has provided to the school).

(SCHOOL NAME) is open to continuing this partnership in school year 2021 -22 to implement the requirements of the Educator Wellness Technical Assistance Grant.

Sincerely,

(administrator signature)

(administrator name)