

REQUEST FOR APPLICATIONS

District of Columbia

Office of the State Superintendent of Education (OSSE)



FY 2024 Whole School Educator Wellness Grant

Request For Application (RFA) Release Date

August 28, 2023

Pre-Application Webinar (Mandatory)

September 6, 2023

Application Submission Deadline

October 10, 2023

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Application Checklist
FY 2024 Whole School Educator Wellness Grant

- The applicant attended the **mandatory** pre-application webinar. Please see Request for Application (RFA) Section 3 for webinar date, time, and registration.
- 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.
- The applicant completed all steps required by the RFA and submitted a complete application, through OSSE’s Enterprise Grants Management System (EGMS) that contains all the required information and attachments. Please see RFA Section 5 for an overview of the application components.

Please note: All required application elements must be submitted by entering information directly into the required sections in EGMS. Unless otherwise stated in the application, information submitted via attachment will be considered as supplemental materials only.

- The application adheres to the directions and criteria of each section of this RFA.
- The application was submitted **by 3 p.m. on Oct. 10, 2023**, through EGMS.

PLEASE NOTE

Applications are due by 3 p.m. on Oct. 10, 2023.

The application deadline will be strictly enforced. Applications submitted after 3 p.m. EST on Oct. 10, 2023, will not be reviewed.

All applications must be submitted through the Enterprise Grants Management System (EGMS). For more information about EGMS, please visit <http://osse.dc.gov/service/enterprise-grants-management-system-egms>

This application will be open for 30 business days. Please avoid last minute technical submission issues by submitting early. OSSE strongly recommends submitting your application at least one day early to ensure that avoidable technical issues do not cause you to miss the submission deadline.

REQUEST FOR APPLICATIONS (RFA)

Section 1: General Information

1.1 Background

This grant award is authorized by and subject to Section 2002 of the American Rescue Plan Act of 2021 (ARP) (Public Law 117-2). The ARP Act extends the Emergency Assistance to Non-Public Schools (EANS) Program authorized under Section 312(d) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) (Pub. L. 116-260). This grant uses funds remaining under the ARP EANS program, consistent with Section 312(d)(6) of CRRSAA and U.S. Department of Education guidance, for authorized uses under the Governor’s Emergency Education Relief (GEER) program identified in Section 312(c) of CRRSAA. Due to the COVID-19 pandemic there have been exacerbated impacts on educator stress and wellness. The negative consequences of educator stress can impact educator’s physical health, is linked to poor performance and poor student outcomes, and leads to increased rates of absenteeism and turnover.¹

A 2017 report from the American Federation of Teachers, 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 percent in the general population.² More recently, a 2021 report by the RAND Corporation 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.³ The COVID-19 pandemic has placed additional stress on educators and jeopardized their wellness.⁴

To address this, multiple sources discuss the importance for education systems to look beyond supports to individual teachers. Both Child Trends and the Brookings Institute have published articles focused on the importance of educator wellness.^{5, 6} 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

¹ 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.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>.

² 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.

³ 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.

⁴ 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.

⁵ 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>.

⁶ 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/>.

of Columbia Teacher Workforce Report 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.”⁷

This is further supported by research conducted by the Pennsylvania State University and guidance issued by the U.S. Surgeon General’s Framework for Workplace Mental Health and Well-being.^{8,9} Pennsylvania State University identified that a tiered approach to educator wellness is required for a comprehensive and sustainable whole school impact on educator wellness. The approach features multiple levels on intervention: 1) Organizational: focuses on changing the organization’s culture to prevent stress from occurring; 2) Organizational-Individual: focuses on building workplace relationships and supports; and 3) Individual: teach individuals self-care, wellness, and stress management techniques. In addition, the Framework illustrates the importance of centering staff voice and equity through grounding well-being work in the needs of a whole person so that they are viewed as more than their role in the workplace.

1.2 Purpose of Funds

The Office of the State Superintendent of Education (OSSE) Division of Health & Wellness (H&W) is soliciting applications for the Whole School Educator Wellness Grant. The purposes of the grant are to address COVID-19 pandemic efforts targeting the educator workforce by:

- 1) Building the capacity of DC public and public charter schools to adopt and strategically implement educator wellness systems that center staff voice to consider the root causes of educator stress and build a culture of 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 assistance model.

This Whole School Educator Wellness Grant intends to achieve this by providing funding to awarded grantees to:

- Partner with OSSE in the implementation of the whole school educator wellness cohort that will bring together school teams to collectively learn about a whole school approach to educator wellness;
- Partner with school teams to provide technical assistance to assess their readiness and determine a path to successfully adopt the tiered educator wellness approach that supports educator wellness, retention, and ultimately student achievement; and
- Apply lessons learned to review and enhance OSSE’s existing educator wellness resources and training based on the work with the cohort.

⁷ 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>.

⁸ Greenberg, Brown, Abenavoli, R.M. Teacher Stress and Health Effects on Teachers, Students, and Schools. <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>.

⁹ <https://www.hhs.gov/surgeongeneral/priorities/workplace-well-being/index.html>

Section 2: Award Information

2.1 Source of Funding

This grant award is funded by the U.S. Department of Education, through Section 2002 of the American Rescue Plan Act of 2021 (ARP) (Public Law 117-2) for uses under the GEER program as authorized by Section 312(c) of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) (Pub. L. 116-260).

2.2 Available Funding and Award Period

Available Funding

- The total amount of available funds is \$500,000.
- Awarded grantees will be provided \$25,000 per school and grantees will be required to partner with a minimum of four (4) schools. Grantees may propose to partner with more than four (4) schools.
- OSSE anticipates awarding funds up to five (5) applicants, per funding availability.

Award Period

The award period is from November 3, 2023 – September 30, 2024, and funded applicants must commit to obligate all grant funds awarded under this competition by September 30, 2024. Funding will not extend beyond September 30, 2024, and there is no continuation funding.

2.3 Permissible Use of Funds

The funds associated with this RFA are available strictly on a reimbursement basis. 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; and
- Materials and supplies to provide training and technical assistance, create a staff wellness space, and needed to build a sustainable educator wellness program, system, and culture.

2.4 Indirect Cost Rate

Community-based organizations (CBOs) will receive a 10 percent indirect cost rate unless they have a current indirect cost (IDC) rate approved by a Federal Agency. CBOs are required to submit a letter that states the approved IDC rate.

2.5 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 services and supports to organizations and leadership teams, i.e., in a school or other organizational context, to assess need and implement systems change;
- Content expertise in comprehensive organizational health practices; and
- Experience in supporting leaders in centering staff voice to implement practices that build trust and belonging among staff and are responsive to their community's wellness needs.

Section 3: Schedule

3.1 RFA Release

The release date of the RFA is August 28, 2023. The RFA is available online at www.osse.dc.gov.

3.2 Pre-Application Webinar

The mandatory pre-application webinar will be held on:

- Wednesday, September 6, 2023 from 11 a.m. - noon.
 - To register for this webinar, click [here](#).

3.3 Question Period

To ensure an equal opportunity for all applicants OSSE requests that applicants submit questions regarding the RFA electronically to osse.hydt@dc.gov by 3 p.m. on Friday, September 8. Answers to submitted questions will be made available by Wednesday, September 20. Questions submitted after the deadline date and time will not receive responses. Responses to questions will be published [here](#).

Applicants are required to participate in a live virtual pre-application webinar on Wednesday, September 6, 2023 from 11 a.m. - noon. The webinar will provide the opportunity for potential applicants to ask questions about the grant and application process. Potential applicants must register for the September 6 session [here](#).

3.4 Contact Person

Applicants are advised that the following OSSE staff members are the authorized contact persons for this grant competition:

- Jessica Duncan, School Behavioral Health Outreach Specialist, osse.hydt@dc.gov

3.5 Application Due Date

Applications are due October 10, 2023, by 3 p.m. and must be submitted through EGMS 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 are encouraged to submit applications early to avoid any technical difficulties. It is strongly encouraged to submit applications at least one day early to ensure that avoidable technical issues do not cause you to miss the submission deadline. Applicants must agree to EGMS' Central Data Assurances prior to creating a grant application.**

3.6 Awards Announcement

Awards will be announced via EGMS, email, and the OSSE website. OSSE will disseminate grant award notifications following the awards announcement.

Section 4: Program Scope and Requirements

4.1 Program Scope

The purposes of the grant are to address COVID-19 pandemic efforts targeting the educator workforce by:

1. Building the capacity of DC public and public charter schools to adopt and strategically implement educator wellness systems that center staff voice to consider the root causes of educator stress and build a culture of 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 assistance model. Awarded applicants will be expected to carry out the program requirements and deliverables as follows:
 - Implement programming in alignment with OSSE's approach to educator wellness. Click [here](#) to access an overview of this approach.
 - Partner with OSSE to implement each cohort learning session:
 - Session 1: Whole School Educator Wellness and the Path to Get Started
 - Session 2: Centering Staff Voice to Identify and Understand Needed Supports
 - Session 3: Charting a Path to Integrate Educator Wellness into the School Culture
 - Session 4: Using Continuous Quality Improvement to Test What Works
 - Between each learning session, provide technical assistance to a minimum of four (4) schools over the one-year award period to support the school in implementing the learnings from each session.

- Apply lessons learned to review and enhance OSSE’s existing educator wellness resources and training based on the work with the cohort.
- For each school, awarded applicants will be required to submit regular reports to OSSE that will define goal(s) for success and the progress the school is making toward that goal(s). OSSE will provide the format for reporting.
- Meet with OSSE as follows:
 - One meeting between each cohort learning session to review the session materials, provide feedback to OSSE, and to norm on session activities and supports.
 - Attend a quarterly meeting to share learnings, highlight successes, discuss and problem-solve challenges, and collaborate with other grantees.

Prior to awarding the grant, OSSE will recruit schools for participation in the Whole School Educator Wellness Cohort. Of those schools selected for participation, OSSE will match the schools with a grantee partner once grants are awarded. Applicants may not identify specific schools to partner with in their application but may complete the School Partner List (see Appendix A) as an optional attachment. If a school on this list is accepted into the cohort, OSSE may use this list to assist in the matching process.

4.2 Program Requirement

Awarded applicants will partner with OSSE in the implementation of the Whole School Educator Wellness Cohort. The cohort will bring together school teams to:

1. Collectively learn about a whole school approach to educator wellness; and
2. Receive training and technical assistance from their partner (an awarded applicant) to:
 - a. Assess the school’s readiness for a whole school approach to educator wellness; and
 - b. Determine a path to successfully adopt the tiered educator wellness approach that supports educator wellness, retention, and ultimately student achievement.

Awarded Applicant Onboarding and Training

Anticipated timing for Onboarding: Mid-November 2023

Objective: For OSSE to orient the awarded applicants to a whole school approach to educator wellness, ensure understanding of the approach and awarded applicant role in providing training and technical assistance to their partner schools, and to establish connection between the awarded applicant and their matched school partners.

Grantees are required to:

- Attend OSSE onboarding and training session to learn about OSSE’s approach to educator wellness and the Whole School Educator Wellness Cohort; and

- Connect with their partner school teams to begin relationship building and establish communication norms. OSSE will initiate the connection between school teams and their matched partner for a warm hand off.

Cohort Learning Period 1: Whole School Educator Wellness and the Path to Get Started

Anticipated timing for learning session one: Beginning of December 2023

Objective: To provide school partners with the knowledge and skills to understand a whole school approach to educator wellness, define where they are on a continuum to whole school educator wellness, and define success for themselves.

Grantees are required to:

- Partner with OSSE in the facilitation of the cohort one learning session and debrief to identify what worked and what should be changed for the next session.
- Provide monthly technical assistance to each matched school to:
 - Establish a baseline understanding of a whole school approach to educator wellness;
 - Reflect and discuss with the school team their readiness based on a whole school educator wellness continuum; and
 - Based on the above information, support the school in setting a vision for educator wellness and what success will look like.

Cohort Learning Period 2: Centering Staff Voice to Identify and Understand Needed Supports

Anticipated timing for learning session two: End of January 2024

Objective: To provide school partners with the knowledge and skills to equitably center staff voice to assess the wellness needs of the educators and implement or enhance processes to build trust.

Grantees are required to:

- Partner with OSSE in the facilitation of the cohort two learning session and debrief to identify what worked and what should be changed for the next session.
- Provide monthly technical assistance to each matched school to:
 - Identify methods to establish or build trust within that school community;
 - Identify existing data sources or conduct a new assessment to identify educator wellness needs; and
 - 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.

Cohort Learning Period 3: Charting a Path to Integrate Educator Wellness into the School Culture

Anticipated timing of learning session 3: End of April/Beginning of May 2024

Objective: To provide school partners with the knowledge and skills to equitably respond to the educator needs through the development of a plan to integrate educator wellness into the whole school culture.

Grantees are required to:

- Partner with OSSE in the facilitation of the cohort three learning session and debrief to identify what worked and what should be changed for the next session.
- Provide monthly technical assistance to each matched school to:
 - Develop a plan that identifies quick wins, and short-, medium- and long-term goals that will move the school toward their vision and along the whole school educator wellness continuum.
 - Determine how the plan will be integrated into the work of the school to ensure successful implementation and accountability.
 - Review the plan feasibility and capacity requirements to ensure the goal(s) can be reached.
 - Revisit the vision set during cohort learning period one and determine if any updates are needed.

Cohort Learning Period 4: Using Continuous Quality Improvement to Test What Works

Anticipated timing for cohort session four: August/Early September 2024

Objective: To provide school partners with the knowledge and skills to use a continuous quality improvement model to test and scale educator wellness processes that are successful and modify those processes and activities that are not working.

Grantees are required to:

- Partner with OSSE in the facilitation of the cohort four learning session and debrief to identify what worked and what should be changed for the next session.
- Provide monthly technical assistance to each matched school to:
 - Identify the part(s) of their plan and approach that is the most feasible place to start.
 - Implement a Plan-Do-Study-Act (PDSA) model to start small and test that activity to move to scale or to modify.
 - Use the above process to chart a plan for the year that the school feels is: 1) feasible; 2) they can be accountable to without technical assistance; 3) and moves the school towards their goal(s).
- Identify and provide resources that will support the school team to implement and sustain their educator wellness plan and approach.

- For those schools that successfully complete the cohort, work with the school team to procure materials and supplies to create a staff wellness space. OSSE will set the criteria for successful cohort completion and communicate that with schools prior to their commitment to the cohort.

Section 5: Application

The application in EGMS, contains the following sections or "tabs." Unless noted, each section must be completed as instructed in the system:

5.1 Tab 1: Overview

This section is informational only and will provide the applicant:

- General Information
- Award Information
- Schedule

5.2 Tab 2: Contact Information

In this tab the applicant will complete the required contact information.

5.3 Tab 3: Program Requirements

This section is informational only and will provide the applicant information on the:

- Program Overview
- Program Details

5.4 Tab 4: Program Narrative

In this tab the applicant will complete their application narrative per each section as outlined below.

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.

Organization Qualifications

1. 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 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 and staff trust.
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 systems in alignment with [OSSE's approach to educator wellness](#); 2) centers staff voice and equity 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.

Technical Assistance Plan

1. State the number of schools you plan to partner with over the one-year grant period (minimum of four).
2. Provide a detailed description of the organization's capacity to provide technical assistance to the number of stated schools each month to include: 1) support within each of the cohort learning periods; 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. Awarded grantees will be partnered with school teams that are accepted into the whole school educator wellness cohort and based on the number of schools the awarded grantee stated they could partner with. Provide a detailed description of your organization's ability to build relationships with school leadership teams and staff in order to effectively execute on a project and meet objectives.
4. Describe any experience your organization has with completing needs assessments regarding employee wellness and developing a plan that is responsive to those needs. 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 educator stress on their overall wellbeing.
5. Describe any training or professional development opportunities the organization would offer to your partner schools as part of the schools' educator wellness work that could be in response to leadership and staff needs and is outside the project requirements listed in this RFA.
6. Describe (in 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.

Budget Overview & Justification

1. Describe how proposed costs were determined and the measures taken to ensure that the project is cost effective and, for the number of schools identified to partner with, no more than \$25,000 is allocated per school.
2. 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
 - i. NOTE: for each school you partner with, allocate \$1,500 to procure supplies and materials for the school to create or enhance a staff wellness space.
 - d. Other Indirect Costs
3. 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.

Attachments

Provided below is a list of the required and optional documentation to be attached to the application using the File Upload process in EGMS.

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.
- 501(c)(3) Determination Letter.

Optional document to include:

- Using the template provided in Appendix A, provide a list of the DC public and public charter schools in which the applicant already partners or has partnered. If any school on this list is accepted into the whole school educator wellness cohort, this list may be used in the matching process.

5.5 Tab 5: Application Review

This section is informational only and will provide the applicant information on the:

- Application Review Process
- Application Criteria and Scoring

- Description of Scoring

5.6 Tab 6: Detailed Planning Expenditures

In this tab the applicant will complete their detailed line item budget per the categories listed below.

- Salaries & Benefits
- Professional Services
- Supplies & Materials
- Other Objects
- Budget Summary

5.7 Tab 7: Award Administration

This section is informational only and will provide the applicant information on how applications are awarded.

5.8 Tab 8: Appendix

This section is informational only and will include Appendix A: School Partner List Template.

5.9 Tab 9: Submit

The applicant must submit their application through this tab. An application is not complete until submitted and recorded by EGMS.

5.10 Tab 10: Application History

This section is informational only and allows the applicant to view the history of who has accessed and modified the application.

5.11 Tab 11: Application Print

The applicant may access this tab to print hard copies of their application.

Section 6: Application Review Process

6.1 Application 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 for advisory purposes 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 applicants to fund, as well as the funding amount. Denied applicants may request a hearing on the record upon denial of an application.

6.2 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 recovery efforts from COVID-19. 2. Applicant describes their experience in forming partnerships with schools or organizations and building leadership buy-in and staff trust. 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 systems in alignment with OSSE’s approach to educator wellness; 2) centers staff voice and equity 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. 	48
<p><i>Technical Assistance Plan</i></p> <ol style="list-style-type: none"> 1. Applicant states how many schools they plan to partner with (minimum of four). 2. Applicant describes their organization’s capacity to provide technical assistance to the number of stated schools each month to include: 1) support within each of the cohort learning periods; 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. Applicant describes their organization’s ability to build relationships with school leadership teams and staff in order to effectively execute on a project and meet objectives. 4. Applicant describes any experience their organization has with completing needs assessments in regards to employee wellness and developing a plan that is responsive to those needs. 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. 5. Applicant describes any training or professional development opportunities they can 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 describes (in 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 	49

<p>impede equal access and participation include barriers based on gender, race, color, national origin, disability, and age.</p> <p>7. Applicant describes how the organization will transition out of the school and ensure that a plan, established team, and resources are in place for the school to sustain the work.</p>	
<p><i>Budget Overview and Justification</i></p> <p>1. Applicant describes how proposed costs were determined and the measures taken to ensure that the project is cost effective and for the number of schools the applicant identifies to partner with, they do not allocate more than \$25,000 per school.</p> <p>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:</p> <ol style="list-style-type: none"> a. Personnel b. Professional Services c. Supplies and Materials <ol style="list-style-type: none"> i. The applicant has allocated \$1,500 per school they will partner with to procure supplies and materials for the school to create or enhance a staff wellness space. <p>3. Applicant demonstrates how all costs are essential to the success of the project and are clearly related to the vision and implementation plan for the project.</p>	<p>15</p>

6.3 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 7: Award Administration

7.1 Decision and Notifications of Awards

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 GAN generated through OSSE's 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 receive payment for allowable expenditures for which obligation was made during the grant period. OSSE has implemented a reimbursement process for all grantees. Grant award payments are reimbursable on a monthly (and no later than quarterly) 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. To receive reimbursement for grant program expenditures, OSSE grantees must complete and submit a reimbursement request electronically using EGMS.

7.2 Audits

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

7.3 Monitoring and Reporting

All awards will be reviewed during the grant period for compliance with programmatic and fiscal requirements. OSSE's Division of Systems and Supports, K-12 uses a coordinated, risk-based monitoring approach. The type of monitoring that the subgrantee will receive (desktop or on-site) will vary depending on its designation as a high, medium, or low risk subgrantee. Please review the annual grants monitoring guidance for more information:

osse.dc.gov/publication/risk-based-monitoring-tools-and-resources.

Monitoring efforts are designed to determine the recipient'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.

The recipient 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. The recipient shall be required to reply and acknowledge OSSE's information requests within 48 hours and to provide requested information within 10 business days.

7.4 Confidentiality

Except as otherwise provided by local or federal law, no recipient of the grant shall use or reveal any research, statistical information, or personally identifiable information furnished by OSSE for any person or for any purpose other than that for which such information was obtained in accordance with the OSSE program funded. Any identifiable personal information and any copy of such information, shall be immune from legal process and shall not, without the written consent of the person identified in the information, be admitted as evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding. The grantee will protect any personally identifiable information (PII) received in administering the grant and follow all applicable laws regarding the protection and use of the PII. Before disclosing PII to any other party, the grantee must first receive approval from OSSE.

7.5 Nondiscrimination in the Delivery of Services

The 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, sealed eviction record status as a victim of an intra-family offense, place of residence or business, status as a victim or family member of a victim of domestic violence, a sexual offense, or stalking and homeless status.

7.6 Conflict of Interest

All grant recipients 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 a conflict of interest or the appearance of a conflict of interest would be involved. 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.

7.7 Vaccination Requirements

The grant recipient must comply with all District laws and regulations and Mayor's Orders regarding District COVID vaccination requirements.

7.8 Terms and Conditions

- Funding for this award is contingent on available funds. The RFA 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 in the best interest of OSSE to do so. OSSE shall notify the applicant if it rejects that applicant's proposal. OSSE may suspend or terminate an outstanding RFA pursuant to its own grant making rule(s) or any applicable federal or local regulation or requirement.

- OSSE reserves the right to issue addenda and/or amendments subsequent to the issuance of the RFA, or to rescind the RFA.
- OSSE 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.
- OSSE 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.
- OSSE may enter negotiations with an applicant and adopt a firm funding amount or other revision of the applicant's proposal that may result from negotiations.
- OSSE 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 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 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.

Appendix A: School Partner List Template

Directions: Copy and paste the below format onto company letterhead and upload the document to EGMS. As a reminder, this is not a required attachment but is provided if an applicant would like to identify current or past school partnerships. Please add additional rows as necessary.

School Name	Active Partnership (Y/N)	Brief Description of Partnership (1-2 sentences)