

Indiana Department of Health

**Division of Nutrition and Physical Activity**

**Indiana Healthy Schools (IHS) Grant Request for Proposals**

**RFP Due:** *Thursday, April 14th by 5:00 pm (EST)*

**Virtual Grant Information Session:** *Tuesday, March 15th at 3:30 pm (EST) (Link to join:* <https://bit.ly/3C1BhDh>) *(This will also be recorded and posted on the* [*DNPA webpage*](https://www.in.gov/health/dnpa/)*)*

**Award Announcements**: On or before Tuesday, May 31st

**Grant begins**: October 1, 2022

Please answer this application *(starting on page 4 below)* in four (4) pages or less *(not including wellness policy)*. Upon completion, please submit the proposal to Jenna Sperry via email at [jsperry@isdh.in.gov](file:///%5C%5CSTATE.IN.US%5CFILE1%5CISDH%5CSHARED%5CISDH5%5CNPA%5CMCH%20Title%20V%20funding%5CIndiana%20Healthy%20Schools%20Grant%5C2022%5Cjsperry%40isdh.in.gov). Please include “Indiana Healthy Schools Grant Application” in the subject line.

**Eligibility**

Public and private school Local Education Agencies *(school districts/corporations or charter schools)* located in Indiana that participate in the National School Lunch Program. Local Education Agencies (LEAs) who have previously received Healthy Schools Grant funding in the last three years are not eligible.

**IHS Grant Background**

The Indiana Department of Health’s (IDOH) Division of Nutrition and Physical Activity (DNPA) has previously received funding from the Centers for Disease Control and Prevention (CDC) related to school health. Strategies included adoption of quality physical education/physical activity and creation of supportive nutrition environments. For programmatic examples, please see the [Indiana Healthy Schools Toolkit](https://www.in.gov/isdh/files/2018%20Healthy%20Schools%20Toolkit.pdf) or [Success Stories](https://www.in.gov/isdh/28075.htm).

Indiana’s *Every Student Succeeds Act (*ESSA) plan was approved by the US Department of Education in early 2018. In this plan, the Indiana Department of Education emphasizes a well-rounded and supportive education for all students. This includes requirements for schools to develop their students’ academic skills, while attending to health and wellness, community and environment, and social and emotional needs either directly or through collaborative partnerships.

The DNPA has built capacity and identified funds to continue supporting schools in this work. LEAs awarded this grant opportunity will receive funding, technical assistance, professional development and guidance to meet these ESSA requirements, specifically in nutrition and physical activity. This **one-year grant (with the potential of an additional two years)** beginning **October 1, 2022 and ending September 30, 2023** will require bi-monthly progress reports due to the DNPA. Funding for years 2 and 3 will be based on completion of grant activities, bi-monthly reports, and an approved work plan at the end of years 1 and 2. Therefore, this grant funding has a max of three years.

**General Information**

The IDOH, DNPA prioritizes health equity\* in our funding initiatives. Therefore, LEAs that reside in or serve communities ranking high (.5 and above) on the [CDC Social Vulnerability Index](https://svi.cdc.gov/map.html) will be prioritized for funding.

*\*The Robert Wood Johnson Foundation defines health equity as "… everyone has a fair and just opportunity to be as healthy as possible. This requires removing obstacles to health such as poverty, discrimination, and their consequences, including powerlessness and lack of access to good jobs with fair pay, quality education and housing, safe environments, and health care."*

Further, it is recommended that proposed grant activities incorporate [trauma-informed approaches](https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools) that promote a caring and safe environment for students who may experience varying degrees of individual- or community-level trauma. *More information about trauma-informed approaches will be provided at the March 15th information session* (link to join: <https://bit.ly/3C1BhDh>)*.*

**Eligible Grant Activities & Funding Requirements:**

Create supportive nutrition and physical activity environments for the benefit of students, while also engaging school staff, families, as well as the greater community by setting at least two goals (nutrition & physical activity). It is suggested that these goals be derived from the LEAs wellness policy and/or results of the Healthy School Environment Rubric *(see the appendix - completion of the Healthy School Environment rubric for each of the LEA’s schools is NOT required as part of this application).*

**Examples of projects that can be funded through this grant include, but are not limited to:**

* Implementing Comprehensive Physical Activity Plan (CSPAP) initiatives, such as:
	+ Updating the physical education curriculum
	+ Offering more opportunities for physical activity before, during, and after school (e.g., sensory hallways, supports for classroom physical activity breaks, recess equipment, staff trainings, after-school physical activity programs, safe routes to school initiatives)
	+ Family/community engagement initiatives in physical activity (e.g., hosting family physical activity events, supports for shared use agreements)
* Nutrition environment enhancements, such as:
	+ School breakfast program initiatives
	+ Promoting nutritious foods in the lunchroom, classroom parties, concession stands, vending machines, and/or fundraisers
	+ Initiating Farm to School Activities (e.g., starting a school garden)
	+ Family engagement initiatives around healthy eating (e.g., school dinner nights, health fairs)
* Other initiatives that serve the Whole Child (e.g., establishing mindfulness rooms, trauma-informed/ACEs trainings for teachers, offering more sensory activities to students)

**Grant awards will be provided based on the LEA’s 2021-2022 school year student enrollment as follows:**

* Tier 1 LEAs with a student enrollment of fewer than 1,250 students are eligible to receive up to $5,000 in funding per year for up to three years.
* Tier 2 LEAs with a student enrollment of 1,250 students or more are eligible to receive up to $10,000 in funding per year for up to three years.

**Grant Requirements:**

1. Support and/or sustain a school wellness committee representative of the entire LEA.
2. Assign a wellness coordinator to advance health promoting strategies in the LEA with dedicated staff time.
3. Complete the Healthy School Environment Rubric for each school in years 1 and 3 to assess policies, practices and programs related to school health. The DNPA staff will assist in the completion of this rubric.
4. Participate in professional development and trainings provided by the IDOH, DNPA to support implementation of the LEA’s wellness policy (e.g., [Comprehensive School Physical Activity Program](https://www.cdc.gov/healthyschools/physicalactivity/pdf/13_242620-A_CSPAP_SchoolPhysActivityPrograms_Final_508_12192013.pdf), [Training Tools for Healthy Schools](https://www.cdc.gov/healthyschools/tths/e-learning.htm), Playworks, CATCH, etc.)
5. Improve, implement, and evaluate local wellness policies using the [WELL SAT 3.0](https://www.wellsat.org/) and Healthy School Environment Rubric *(see appendix)* results with assistance from the DNPA.
6. Send at least two representatives to the [Indiana School Health Network Conference](https://www.ckfindiana.org/2022-indiana-school-health-network-conference/) for professional development and networking. This two-day event takes place in Indianapolis every June (please estimate travel expenses in your budget outline). The DNPA will fund your registration upfront, but your mileage, hotel, and/or meal costs would need to be included in your grant budget each year and will be reimbursed after the conference.
7. If sampled for the Youth Risk Behavior Surveillance System (YRBSS) or School Health Profiles, complete surveys in a timely manner.
8. Develop and/or strengthen local community partnerships that have a shared interest in improving the health and wellness of children and their families in your community. (e.g. Purdue Extension)
9. Wellness Policy Submission
	1. *Please scan the LEAs up-to-date wellness policy and attach it to the end of your application. This attachment will not count towards the page limit.*

**Additional recommended grant activities include:**

* Aligning programs, practices, and policies with elements of the [Whole School, Whole Community, Whole Child Model](https://www.cdc.gov/healthyyouth/wscc/model.htm) to encourage a comprehensive approach to enhance student learning and overall well-being.

**Funding Restrictions: (funds cannot be used for the following)**

* Construction of buildings or building renovations
* Depreciation of existing buildings or equipment
* Contributions, gifts, or donations
* Entertainment
* Food
* Automobile purchase
* Fundraising expenses
* Legal fees
* Equipment
* Out-of-state travel
* Dues to societies, organizations, or federations

**Application Process**

* Complete the RFP and submit it by **5:00 pm (EST) on** **April 14, 2022**
	+ ***Optional:*** [Attend](https://bit.ly/3C1BhDh) or view the recorded virtual information session **(3:30 pm EST March 15, 2022)**
* All proposals will be reviewed by the IDOH grant review team.
* Some applicants may be selected to participate in informal interviews with the grant review team. Interviews will be 20 minutes, including a 5-minute presentation followed by 10-15 minutes of Q&A.
	+ Interviews will be held the **week of May 9, 2022**
* Funding awards will be announced on or before **May 31st.** If you are selected for funding:
	+ *You will be asked to provide a scope of work to begin a contract with the IDOH.*
	+ *You will be asked to submit a Direct Deposit Form, W-9, and register as a vendor with the State of Indiana. Once the funding awards are announced, you will be asked to register with the state and submit your forms within three days of announcement.*
	+ ***Your funding will begin on October 1, 2022 and will end on September 30, 2023, with the ability for funding extensions for two additional grant years. Funding amounts by student enrollment will still apply for consecutive years.***

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| Sample Funding Timeline *(provided funding extension requirements are met)* |
|  | **Year 1** *(10/1/22-9/30/23)* | **Year 2** *(10/1/23-9/30/24)* | **Year 3** *(10/1/24-9/30/25)* | **Total Funding** *(10/1/22-9/30/25)* |
| Tier 1 | Up to $5,000 | Up to $5,000 | Up to $5,000 | Up to $15,000 |
| Tier 2 | Up to $10,000 | Up to $10,000 | Up to $10,000 | Up to $30,000 |

**Healthy Schools Grant Application**

**I. Proposal Cover Sheet**

*Due: Thursday, April 14th by 5:00 pm (EST)*

Please answer this application (Sections I, II, III, and IV) in four (4) pages or less. Upon completion, please submit the proposal to Jenna Sperry via email at jsperry@isdh.in.gov. Please include “Indiana Healthy Schools Grant Application” in the subject line.

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| **School Corporation Information** |
| School Corporation Name:  |
| Number of Schools:  |
| Total Student Enrollment for 2021-2022 academic year:  |
| Free & Reduced Lunch Rates (please provide a school-level average or range for larger LEAs):  |
| CDC’s [SVI rating](https://svi.cdc.gov/map.html) for the address of LEA’s administration building *(follow link and enter address in search bar on top right corner of the map, then click on the color surrounding the map pin)*: |
| **Student Demographics of LEA’s Total Enrollment** |
| \_\_\_\_\_% American Indian | \_\_\_\_\_% Hispanic |
| \_\_\_\_\_% Asian | \_\_\_\_\_% White |
| \_\_\_\_\_% Black | \_\_\_\_\_% Multiracial |
| **Application Contact Person** |
| Name:  | Position:  |
| Address:  |
| Phone Number:  | Email:  |
| **School Corporation Fiscal Contact**  |
| Name:  | Position:  |
| Address:  |
| Phone Number:  | Email:  |
| **Proposed Wellness Coordinator** |
| Name:  | Position:  |
| Address:  |
| Phone Number:  | Email:  |
| **Superintendent Signature** *(if not Superintendent, please indicate title):* |

**II.** **Organization Background, Capacity, and Support**

1. Please describe the LEA’s experience with past school wellness initiatives (include all relevant activities within the components of the [Whole School, Whole Community, Whole Child Model](https://www.cdc.gov/healthyschools/wscc/index.htm)). Include any successes and/or challenges you have experienced while implementing past initiatives.
2. Do you have a district wellness committee? If so, please briefly describe the committee and its plans and/or actions to improve student and staff wellness.
3. How has your LEA’s administration and/or school board supported past wellness initiatives? Please also describe their level of support for this proposed grant project.
4. Please tell us about your LEA’s capacity and approach to meet the requirements of this grant. For example, will there be dedicated staff time in the form of in-kind contributions or stipend (If grant funding will be used to compensate employees, please indicate this in your budget outline)?

**III. Project Plan**

1. Please provide a brief overview of your proposed program.
2. What will be your nutrition and physical activity goals in Year 1, and what activities will you undertake in Years 2 & 3 to increase sustainability?
3. How will this program impact health inequities\*? Additionally, how might this program incorporate trauma-informed approaches?
4. What outcomes do you hope to achieve by supporting health and wellness programs, policies, and practices in your LEA?
5. Who will be your key community partners and collaborators to implement this program?
6. Is there anything else you would like to share about this proposed project?

\**At IDOH, we define health inequities as the differences in health status and mortality rates across population groups that are systemic, avoidable, unfair, and unjust. IDOH recognizes that health inequities exist for individuals because of characteristics such as age, sex, race, ability, sexual orientation, gender identity, socioeconomics, and national origin.*

# IV. Grant Budget

See funding requirements on page 2 and unallowable costs on page 3. Budget is subject to change based on allotted grant funding. You will be contacted if this change occurs, and given the chance to alter your budget.

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| **Grant Year 1 Budget** *(10/1/22-9/30/23)* |
| Item | Proposed amount ($) |
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|  |  |
| **Total**  |

**Budget Justification** (optional)

If there are any items you feel that you need to explain, please use this space to do so.

Reminder: Please attach your district/corporation-level wellness policy to the end of this application. *(Wellness policy will not count towards the 4-page limit)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**END OF IHS GRANT APPLICATION/RFP** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Thank you for completing this request for proposals to receive the Indiana Healthy Schools Grant. Your work is important to supporting the health and well-being of our young Hoosiers. Your submission will be carefully reviewed by our team, and you will be contacted regarding next steps (see application process on page 3). Please reach out to Jenna Sperry at* *jsperry@isdh.in.gov* *if you have any questions.*

**Appendix**

Awardees of the Indiana Healthy Schools Grant will be asked to complete this rubric for each school in their district in Years 1 and 3 of the grant cycle to gauge implementation of wellness activities. Note: this rubric is **NOT** required to be completed and submitted by potential applicants, but appears on this application as a suggested tool for formulating grant activities.

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| **Healthy School Environment Rubric**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal: ­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_\_\_*Use this rubric to score your programs or policies in the following areas:* |
| **1** = not in place **2** = in development **3** = progressing toward full implementation **4** = successfully implemented |
| **School Wellness Council (SWC)** |
| 1. There is a representative from the school on the SWC.
 | 1 2 3 4 N/A |
| 1. Information regarding the SWC is given to school staff, families, and community members on a regular basis.
 | 1 2 3 4 N/A |
| 1. School staff members and high school students *(if applicable)* are encouraged to participate in the SWC.
 | 1 2 3 4 N/A |
| 1. The school wellness policy is publicly posted and easily available to all school staff members, families, and community members.
 | 1 2 3 4 N/A |
| 1. School staff members, families, and the community are permitted to participate in the school wellness policy process.
 | 1 2 3 4 N/A |
| **General School Activities** |
| 1. The school promotes policies and environmental changes to promote a healthy, active lifestyle for students.
 | 1 2 3 4 N/A |
| 1. At least three activities are offered each year to support student wellness.
 | 1 2 3 4 N/A |
| 1. At least three activities are offered each year to support employee wellness.
 | 1 2 3 4 N/A |
| 1. Students, families, and other community members have access to resources on healthy eating and physical activity.
 | 1 2 3 4 N/A |
| 1. The school communicates its wellness activities with families and other community members through newsletters, the school website, or other appropriate channels.
 | 1 2 3 4 N/A |
| 1. The school offers wellness activities to families and the community (e.g., family wellness nights, family fun runs).
 | 1 2 3 4 N/A |
| **Recess** |
| 1. All elementary students have daily recess.
 | 1 2 3 4 N/A |
| 1. If the weather does not allow going outside for recess, there is a back‐up plan in place that includes physical activity.
 | 1 2 3 4 N/A |
| 1. The students are encouraged to be physically active during recess.
 | 1 2 3 4 N/A |
| 1. The students have recess prior to lunch.
 | 1 2 3 4 N/A |
| 1. Students are not denied recess or other forms of physical activity as punishment.
 | 1 2 3 4 N/A |
| **Physical Education (PE)** |
| 1. There is a written, standards-based PE curriculum for all grade levels.
 | 1 2 3 4 N/A |
| 1. PE helps students develop the skills to participate in a lifetime of physical activity.
 | 1 2 3 4 N/A |
| 1. PE is developmentally appropriate and meets the needs of all student abilities.
 | 1 2 3 4 N/A |
| 1. PE teachers encourage students to stay active throughout the PE class period.
 | 1 2 3 4 N/A |
| 1. Students receive the recommended amount of physical education (150 minutes/week for elementary, 225 minutes/week for middle and high school).
 | 1 2 3 4 N/A |
| 1. The school restricts exemptions or waivers for PE classes.
 | 1 2 3 4 N/A |
| 1. PE is taught by a qualified instructor who is licensed to teach PE.
 | 1 2 3 4 N/A |
| 1. PE teachers receive professional development opportunities on a yearly basis.
 | 1 2 3 4 N/A |
| **Physical Activity**  |
| 1. Students have opportunities for physical activity throughout the school day.
 | 1 2 3 4 N/A |
| 1. The school promotes classroom-based physical activity (e.g., energizers, brain breaks) to all teachers.
 | 1 2 3 4 N/A |
| 1. The school prohibits the use of physical activity as a form of punishment.
 | 1 2 3 4 N/A |
| 1. Elementary students receive at least 30 of the recommended 60 minutes of physical activity, during and/or directly after school.
 | 1 2 3 4 N/A |
| 1. Students are permitted to walk and bike to school when appropriate.
 | 1 2 3 4 N/A |
| 1. The school works with the local government and community agencies to support students walking and biking to school (i.e., Safe Routes to School).
 | 1 2 3 4 N/A |
| 1. The school offers before- and/or after-school physical activities (e.g., clubs, intramurals, interscholastic sports) to students, regardless of ability.
 | 1 2 3 4 N/A |
| 1. Families and community members have regular access to school’s outdoor facilities during non‐school hours. (i.e., informal shared use)
 | 1 2 3 4 N/A |
| **Health Education** |
| 1. There is a written, standards-based health education curriculum for all grade levels.
 | 1 2 3 4 N/A |
| 1. Health is being taught by classroom teachers (elementary) or qualified health education teachers.
 | 1 2 3 4 N/A |
| 1. Health education teachers receive professional development opportunities on a yearly basis.
 | 1 2 3 4 N/A |
| **School Nutrition** |
| 1. School meals meet or exceed USDA nutrition standards.
 | 1 2 3 4 N/A |
| 1. The school offers a breakfast program to all students.
 | 1 2 3 4 N/A |
| 1. The food service staff and teachers work together to create a pleasant eating environment for students.
 | 1 2 3 4 N/A |
| 1. Competitive foods (e.g., in vending machines, in school stores, a la carte items) sold to students are either in compliance with USDA Smart Snack standards or are banned.
 | 1 2 3 4 N/A |
| 1. Food served to students (e.g., classroom parties, after-school snacks) are restricted to nutritious items.
 | 1 2 3 4 N/A |
| 1. Students are given enough time to eat lunch (at least 20 minutes of seat time).
 | 1 2 3 4 N/A |
| 1. The school discourages the use of food as a reward in classroom activities.
 | 1 2 3 4 N/A |
| 1. Free drinking water is available throughout the school day.
 | 1 2 3 4 N/A |
| 1. Activities such as club meetings are not scheduled during mealtimes, unless students may eat during the meetings.
 | 1 2 3 4 N/A |
| 1. The school uses non‐food items for fundraising activities.
 | 1 2 3 4 N/A |
| 1. The school restricts marketing of non-nutritious foods and beverages on school property.
 | 1 2 3 4 N/A |
| 1. The school encourages participation in Farm to School activities.
 | 1 2 3 4 N/A |
| 1. Annual trainings are provided to nutrition services staff
 | 1 2 3 4 N/A |
| 1. Nutrition services protects the privacy of students who receive free or reduced priced meals and avoids stigmatizing students with unpaid meal balances.
 | 1 2 3 4 N/A |
| **Employee Wellness** |
| 1. The school promotes policies/environmental changes to promote a healthy active lifestyle for employees (e.g., allowing staff to purchase healthy cafeteria meals at a discount, allowing walking breaks and walking meetings)
 | 1 2 3 4 N/A |
| 1. The school offers programs to help all employees feel engaged in physical wellness activities and/or health education (e.g., physical activity, nutrition, or tobacco cessation programs).
 | 1 2 3 4 N/A |
| 1. The school offers programs or services to promote mental health among employees (e.g., providing quiet spaces for stress relief approaches)
 | 1 2 3 4 N/A |
| 1. The school has a comprehensive breastfeeding policy for employees including schedule flexibility, a location to express milk with access to a sink *(other than a restroom)*, and access to refrigerated storage for breastmilk.
 | 1 2 3 4 N/A |
| 1. Staff members are offered free or low-cost CPR training.
 | 1 2 3 4 N/A |
| 1. Teachers and school employees are advocates for wellness at school.
 | 1 2 3 4 N/A |

*(Adapted from Indianapolis Public Schools, WellSAT 3.0, and School Health Index)*