



Request for Applications (RFA)

**Office of the State Superintendent of Education (OSSE)
Division of Wellness and Nutrition Services (WNS)**

DC School Garden Program (DCSGP)

Announcement Date: January 09, 2013

RFA Release Date: January 16, 2013

Pre-Application Question Period ends: January 30, 2013

Application Submission Deadline: February 08, 2013

**LATE OR INCOMPLETE APPLICATIONS
WILL NOT BE REVIEWED.**



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Checklist for Applications

Application for the DC School Garden Program (DCSGP)

- The application is printed on 8½” by 11” paper, printed on one side, double-spaced (including bulleted items), using 12-point type with a minimum of 1” margins, and does not exceed six (6) pages of narrative. All pages must be numbered.
- The applicant has submitted the required five (5) sets of the application; submit one (1) original and four (4) full copies with all attachments of the completed application signed by the school principal.
- The applicant has answered all components of the RFA and included all documentation listed under the “Required Attachments to Application” section of the RFA.

Contact Information

DCSGP Review Panel
Office of the State Superintendent of Education
Division of Wellness and Nutrition Services-Nutrition Program
810 1st Street, N.E., 4th Floor
Washington, DC 20002
Contact: Sam Ullery, School Garden Specialist
202-741- 6485



Section I: General Information

Introduction

The Office of the State Superintendent of Education (OSSE), Division of Wellness and Nutrition Services is soliciting applications to implement the DC School Garden Program (DCSGP) as mandated by the DC Healthy Schools Act (DC Law 18-209). The purpose of this program is to increase the capacity of DC school gardens as educational resources by providing institutional support to create meaningful learning experiences for students in school gardens.

Background

Washington DC's public and public charter school system is comprised of 80,823 students at 125 public schools (45,835 students) and 100 public charter schools (35,019 students). The Healthy School Act (HSA), 2010 (D.C. Law 18-209) requires OSSE to make grants available to support school gardens through a competitive process to public schools, public charter schools and other organizations. The HSA aims to improve the health, wellness, and nutrition of public and public charter school students in the District of Columbia. The law is an effort to make an impact on the reduction of two child health epidemics in the District of Columbia – childhood obesity (35.5% of school-age youth in the district were overweight or obese in 2007) (www.ncsl.org) and childhood hunger (37.4% of households with children reported that they were food insecure in 2009-2010) (www.dchunger.org). School gardens can be effective resources towards combating these epidemics.

With eighty two (82) active school garden programs, over a dozen school garden-focused organizations, and the passing of the HSA, Washington DC is at a crucial turning point in becoming a national leader in garden-based education. These programs use school gardens as outdoor classrooms to engage students primarily in nutrition and science education. There are further opportunities to expand the reach of these programs to embrace more subjects. Most of these programs are realized by a few highly motivated individuals within the school community who champion the garden initiatives in addition to their primary responsibilities. This model proves unsustainable over time as these individuals leave, or become overwhelmed by the lack of support required to integrate the garden-based learning into existing curriculum. Data collected by OSSE shows the biggest barrier schools face in establishing and sustaining garden programs is the lack of a dedicated, highly trained school garden coordinator (SGC). A SGC is an individual who manages the day-to-day operation of the school garden including program management, technical support, and garden instruction. Other barriers are; lack of technical support, professional development, and instructional resources. The DCSGP seeks to support DC school garden programs to overcome these barriers by supporting SGCs at school garden sites and providing SGCs with needed technical support, professional development, and resources.

Intended Population

The DCSGP makes grants available through a competitive process to Washington DC public schools and public charter schools participating in the Healthy Schools Act (2010). DC based school garden-focused organizations with 501(c) 3 status are also eligible to apply.



Section II: Award Information

Award Period

The grant period will begin on February 25, 2013 and end on February 25, 2014.

Available Funding for Award and Eligible Applicants

The total funding available for this award period is \$200,000. Eligible schools and organizations may apply for an award amount up to \$10,000 to fund new and active school garden programs. New and active gardens are defined by school data submitted on the OSSE school garden snapshot for FY 2011-2012. Schools that did not report having an existing school garden for the 2011-2012 school year through the OSSE school garden snapshot are considered *New*. See Attachment I for a list of active gardens. Thirty percent (30%) of each grant will be awarded as start-up expenses during the grant notification period. Subsequent mid-point and end of year payments will follow in compliance with OSSE grant policies and procedures. See Section III: Eligibility Information for more details.

Funding Restrictions

Funds may be used to support activities described in the program requirements of this RFA and/or included in the applicant's submission as part of their program plan. Funding may not be used for travel expenses (ex: hotels, airline tickets, and per diem). Funding may be used to cover the costs of personnel (ex: school garden coordinators), transportation (ex: field trips for students as educational experiences to implement a coordinated program), materials, trainings not provided by OSSE, and to support the promotion of garden-based education.

Pre-Application Question Period

To ensure an equal opportunity for all applicants, the OSSE requests that applicants submit questions regarding the RFA electronically to sam.ullery@dc.gov by 01/30/13, at 5 p.m. Questions submitted after this deadline date will not receive responses. Please label the subject line as "School Garden Program RFA". Answers to submitted questions will be made available through email by 02/04/13 at midnight and will be included with school garden grant FAQ's.

Applicants interested in learning more or would like to ask questions about the RFA are encouraged to participate in the information sessions that will take place at 810 1st Street, NE 4th floor in Room 4012 or via phone by calling (949) 812-4500 and Entering Access Code 1044883#. Information sessions will take place on the following dates:

January 28th, 2013 at 4:30pm

January 29th, 2013 at 9:30 am

Contact Person

Mr. Sam Ullery, School Garden Specialist
Office of the State Superintendent of Education; Division of Wellness and Nutrition Services
810 1st Street, N.E., 4th Floor Washington, DC 20002
Ph: 202-741- 6485 Fax: 202-724-7656 e-mail: sam.ullery@dc.gov



Section III: Eligibility Information

Eligibility

The OSSE will accept applications from Washington DC public schools and public charter schools participating in the Healthy Schools Act (2010). DC based school garden-focused organizations with 501(c)3 status that have committed school partners are also eligible to apply.

Cost Sharing or Matching

Applicants must contribute cost sharing funds equal to or greater than 20% of grant amount. Volunteer time may be used to satisfy this requirement. A detailed line item breakdown of cost sharing contributions should be identified in the budget. Applicants applying for less than \$5,000 are not required to cost share. All applicants are required to contribute resources to the accomplishment of project objectives and are required to limit indirect cost to ten percent (10%) of total funds awarded.

Audits

At any time or times before final payment and (3) years thereafter, the District and/or the Federal Government, may audit the applicant's expenditure statements and source documentation. The applicant cannot at any time prior to the application process nor during the awarding period be in violation of any previous grant obligations from the District of Columbia government or a United States federal agency.

Partnerships

To ensure that applying schools implement successful projects, all schools are required to partner with at least one organization. Eligible applying organizations must partner with one school per application. A list of recommended school garden partners is available (Appendix H). A letter of commitment is required from the partnering school/ organization.

Section IV: Submission Information

The Request for Applications (RFA) will be released on January 16, 2013 and the deadline for submission is February 08, 2013 **by 5:00 PM EST**. All applications will be recorded upon receipt. The RFA will also be available electronically on the OSSE's website at www.osse.dc.gov.

Submission Requirements

All applicants are required to submit one (1) original and four (4) full copies with all attachments of the completed application signed by the Authorized Official. The completed application must be single-sided, double-spaced, formatted to 8 ½" x 11" pages with 1" or larger margins on top, bottom, and both sides, and a font size of not less than 12 point. All



pages must be numbered. Application will not be considered for funding if the application fails to submit the required number of copies. Emailed or faxed application will not be accepted.

Mail or hand-deliver the application to:
Office of the State Superintendent of Education
Division of Wellness and Nutrition Services
Nutrition Program
ATTN: Sam Ullery
School Garden Specialist
810 First Street NE, 4th Floor
Washington, DC 20002

Applications that are mailed or delivered by Messenger/Courier services must be sent in sufficient time to be received by the 5:00 p.m. deadline, on February 08, 2013 at the above location. Applications are due no later than 5:00 p.m. on February 08, 2013. All applications will be recorded upon receipt. Late submissions will not be accepted.

Section V: Program Requirements, Application Forms, and Content

General Program Requirements

The purpose of this program is to increase the capacity of DC school gardens as educational resources by removing barriers and providing school garden programs with support to create meaningful learning experiences for students in school gardens.

The expected outcomes of the DCSGP are:

For new school gardens:

- Grantees will facilitate student and community participation to create highly functional school gardens and develop hands-on garden-based programming for students.

For active school gardens:

- Grantees will utilize the school garden as an outdoor classroom by incorporating classroom lessons across subject areas while including nutrition education.

Grantees will be required to complete the following activities under the DCSGP.

For new school gardens:

- Grantees must incorporate School Gardens into a School Wellness Committee that convenes at least three times per year consisting of parents, teachers, students, administrators, staff, and community members who:
 - Collaborate with a partner organization to provide needed technical assistance, plan events such as work days and harvest events.



- Support a School Garden Coordinator in the day-to-day operations of the school garden.
 - Develop the school garden as a functional outdoor classroom by including teachers' and community input based on their needs and requirements for implementing garden-based lessons.
- Grantees must establish a School Garden Coordinator position to oversee day-to-day operations of the school garden who:
 - Participates in School Wellness Committee meetings.
 - Teaches or facilitates garden-based lessons.
 - Participates in quarterly OSSE grantee training events.
 - Reviews and tracks garden use by implementing the OSSE “school garden teacher educational tracking tool” to assess how teachers are using the garden as a teaching tool.
 - Participates in Growing Healthy Schools Week (October) and Strawberries and Salad Greens Week (May).
 - Organizes at least (1) school community-building event such as a harvest celebration, cooking demo, or planting day for students, families and stakeholders. This event may count towards participation in Growing Healthy Schools Week and/or Strawberries and Salad Greens Week.
 - Collects and submits soil samples to be analyzed for toxins and nutrients by an approved laboratory.
 - Maintains a healthy school garden using sustainable agricultural practices.
 - Grantees must provide mid-year and end of the year reports and occasional informal oral reports on progress.

For active school gardens:

- Grantees must incorporate School Gardens into a School Wellness Committee that convenes at least three times per year consisting of parents, teachers, students, administrators, staff, and community members who:
 - Collaborate with a school garden focused community based organization to provide needed technical assistance, plan events such as work days and harvest events..
 - Support a School Garden Coordinator in the day-to-day operations of the school garden.
- Grantees must establish a School Garden Coordinator position to oversee day-to-day operations of the school garden who:
 - Participates in School Wellness Committee meetings.
 - Teaches or facilitates garden-based lessons.
 - Participates in quarterly OSSE grantee training events.



- Maintains the school garden as an outdoor classroom by including teachers' input based on their needs and requirements for implementing garden-based lessons.
 - Reviews and tracks garden use by implementing the OSSE “school garden teacher educational tracking tool” to assess how teachers are using the garden as a teaching tool.
 - Participates in Growing Healthy Schools Week (October) and Strawberries and Salad Greens Week (May).
 - Organizes at least two (2) school community focused events such as a harvest celebration, cooking demo, or planting day for students, families and stakeholders. These events may count towards participation in Growing Healthy Schools Week and/or Strawberries and Salad Greens Week.
 - Collects and submits soil samples to be analyzed for toxins and nutrients by an approved OSSE recommended laboratory.
 - Maintains a healthy school garden using sustainable agricultural practices as defined by the DC Healthy Schools Act.
- Grantees must provide mid-year and end of the year reports and occasional informal oral reports on progress.

Required Attachments to the Application

The following should be submitted with your application and are not counted towards the application's overall page limitation:

- Cover Page (Attachment A)
- Administrative Approval (Attachment B)
- Photo Page (Attachment C)
- Certifications signed by an Authorized Official (Attachment D)
- Assurances (Attachment E)
- Applicant Acknowledgement of Compliance with Applicable District and Federal Statutes and Regulations (Attachment F)
- Budget Narrative and Justification (Attachment G)
- Recommended Partner List (Attachment H)

Table of Contents

Provide a table of contents that includes all applicable items listed in the RFA. Table of contents must include the page numbers of all applicable items.

Letter from School Administrator

All applicants must attach a transmittal letter signed by the school administrator that indicates that the School Garden Program is a priority area to which the application is responding.



Budget Narrative and Justification

The budget narrative must thoroughly describe how the proposed categorical costs are derived. Please discuss the necessity and reasonableness of the proposed costs. For in-kind contributions, the source of the contribution and how the value of the contribution was determined must also be described. All applications must outline proposed costs that support all project activities in the Budget Narrative/Justification (Attachment G).

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. Fees acquired as program income must be utilized towards the project goals and objectives. It is expected that staffing will be a substantial cost, please provide a detailed breakdown of this expense (ex: hourly rate and anticipated number of hours required per month).

Section VI: Application Review Information

Application Review and Scoring

All applications that are complete and that meet the application criteria will be reviewed and scored by a review panel. All applications for this RFA will be objectively reviewed and scored against the key criteria outlined below:

New School Gardens:

Criteria	Scoring Weight (%)
<p><i>Project Vision and Implementation Plan</i></p> <ol style="list-style-type: none"> 1. Please briefly describe the current state of the school grounds and/or garden program. Provide pictures of the school grounds, specifically areas of intended use for the garden program (maximum of 3 photos see attachment C for photographs). 2. Describe the vision of the school garden project. What will be created? 3. How will students benefit from this project? 4. This funding is for one year, how will the grantee ensure that the project is sustained and grows after the end of the funding cycle? 5. What challenges are anticipated in the design and what is the plan to overcome these challenges? 	30
<p><i>Curriculum Integration Plan</i></p> <ol style="list-style-type: none"> 1. What curriculum will be used in the school garden that includes nutrition education? 2. How will this curriculum be intergraded into the school day and after school? 3. Please give specific examples of how teachers will work with students who use the garden. 	20



<p><i>Student and Community Involvement Plan</i></p> <ol style="list-style-type: none"> 1. Who will the School Garden Coordinator (SGC) be and what are their qualifications for this position? If you have not identified the School Garden Coordinator (SGC) how will you go about finding a qualified person? 2. How will students and garden community sponsors be included in the design process? 3. How will the SGC be supported and what will this person do on a day-to-day and seasonal basis? 4. Please list any organizations, community members, or businesses from the surrounding community that are committed to be involved with this project (Please attach any letters of support). 5. How do you plan to involve the community in the garden? Who will participate and how will they be involved? 	25
<p><i>Cost Effectiveness of Budget</i> <i>In addition to the question below; the level of cost effectiveness will be determined in the budget and budget narrative (Attachment G).</i></p> <ol style="list-style-type: none"> 1. How are your proposed costs derived? 2. What measures have you taken to minimize waste? 3. Are all costs reasonable and necessary to the proposed project (describe)? 4. What is the source of in-kind contributions and how was the value of the contribution determined? 5. Outline all proposed costs in detail in the Budget/ Narrative Justification (Attachment G). 	25

Active School Gardens:

Criteria	Scoring Weight (%)
<p><i>Project Vision and Implementation Plan</i></p> <ol style="list-style-type: none"> 1. Please briefly describe the current state of the garden program (maximum of 3 photos see attachment C for photographs). 2. Describe the vision of the proposed school garden project. 3. How will students benefit from this project? 4. This funding is for one year, how will the grantee ensure that the project is sustained and grows over 5 years? 5. What challenges are anticipated and what is the plan to overcome these challenges? 	30
<p><i>Curriculum Integration Plan</i></p> <ol style="list-style-type: none"> 1. What garden-based curriculum will be used and how will it be integrated into the existing classroom curriculum? 2. How will students be involved in the school garden project? Please give specific examples of how teachers will work with students to use the garden. 	20



<p><i>Student and Community Involvement Plan</i></p> <ol style="list-style-type: none"> 1. Who is the School Garden Coordinator? What qualifications does this person have to manage this project (you may include a CV as an appendix) How will this person be supported and what will this person do on a day-to-day and seasonal basis? 2. Please list any organizations, community members, or businesses from the surrounding community that are committed to be involved with this project and describe the services they will provide(Please attach any letters of support.) 3. How do you plan to involve the community in the garden? Who will participate and how will they be involved? 	<p>25</p>
<p><i>Cost Effectiveness of Budget</i></p> <p><i>In addition to the question below; the level of cost effectiveness will be determined in the budget and budget narrative (Attachment G).</i></p> <ol style="list-style-type: none"> 1. How are your proposed costs derived? 2. What measures have you taken to minimize waste? 3. Are all costs reasonable and necessary to the proposed project (describe)? 4. What is the source of in-kind contributions and how was the value of the contribution determined? 5. Outline all proposed costs in detail in the Budget/ Narrative Justification (Attachment G). 	<p>25</p>

Scoring and recommendations of funded projects are determined by a peer review panel that will be convened by OSSE. After reviewing the recommendations of the review panel, information gathered during the internal review, and any other information considered relevant, will be utilized by OSSE to issue grant award notifications.

Review Process

The OSSE may use either internal peer reviewers, external peer reviewers or a combination of both to review the applications under this RFA. An external peer reviewer is an expert in the field or the subject matter. Applications will be screened initially to determine whether the applicant meets all eligibility requirements. Only applications that meet all other requirements (such as timeliness and proper format) will be evaluated, scored, and rated by a peer review panel. In addition to peer review ratings, considerations may include, but are not limited to, underserved populations, strategic priorities and past performance.

Section VII: Award Administration

Decision and Notifications of Awards

The OSSE follows the competitive bid process for all grant funds in accordance with federal and District competitive regulations. The OSSE will notify all applicants of the final award decision no later than February 25, 2013. Applicants who receive funding will receive written notices that will include the grant amount, award agreement that will outline the award terms and conditions and any supplemental information required.



Monitoring

The grant recipient will submit midterm and final reports to the OSSE to illustrate use of funds and progression towards goal attainment.

The grant recipient's effectiveness is determined based on the following data:

- The development of the garden space as a student-centered outdoor classroom.
- A garden schedule/ journal which clearly illustrates:
 1. The number of garden- based lessons taught as well as a record illustrating the quality and diversity of those lessons (OSSE will provide the "school garden teacher tracking tool" for collecting this information).
 2. The number of community members participating in work days.
 3. The number of teachers utilizing the garden.
 4. The number of students that participated in garden lessons.
- Evidence of project goals achieved through quantitative and qualitative data by a qualified staff member.
- The effectiveness of the School Garden Coordinator in managing the day-to-day operations and health of the school garden.
- The responsiveness to requests and inquiries from the OSSE.

Corrective Action and Termination of Funding

In the event that programmatic, financial, or documentation conditions of the grant are not being met in a thorough and timely fashion, recommendations and actions may be made by OSSE, at the discretion of the OSSE, up to and including termination of funding. A project which is prematurely terminated will be subject to the same requirements regarding audit, recordkeeping, and submission of reports as a project which runs for the duration of the project period.

Nondiscrimination in the Delivery of Services

In accordance with the Title VI of the Civil Rights Act of 1964 (Public law 88-352), and the District of Columbia Human Rights Act, D.C. Official Code § 2-1402.11, no person shall, on the grounds of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual: be denied the benefits of, or be subjected to discrimination under, any program activity receiving these funds.

Confidentiality

Except as otherwise provided by local or federal law, no recipient of OSSE funds shall use or reveal any research or statistical information furnished under OSSE by any person, and identifiable to any specific private person, for any purpose other than the purpose for which such information was obtained in accordance with the OSSE program funded. Such information, and any copy of such information shall be immune from legal process and shall not, with the consent of the person furnishing such information, be admitted an evidence or used for any purpose in any action, suit, or judicial, legislative, or administrative proceeding.



**ATTACHMENT A
DC SCHOOL GARDEN PROGRAM: COVER PAGE**

School Name: Fiscal Sponsor _____

Organization Name: Fiscal Sponsor _____

Fiscal Sponser Contact Person Name: _____

Office Address: _____

Phone: _____

Fax: _____

Cell Phone: _____

Email Address: _____

Total Funds Requested: _____

Project Summary: _____



**ATTACHMENT B
ADMINISTRATIVE APPROVAL FORM**

Part of the success of a school garden depends on the help and approval of a school's principal. As such, the School Garden Specialist will occasionally meet with involved teachers, their principal, the participating NGO, and the school's maintenance crew in order to foster communication and understanding about the project, its importance, and its care and maintenance needs.

Administrative Approval - Please have your principal or administrator sign below and attach a letter with their signature indicating that they are aware of your application and support your potential involvement in the school garden program.

Administrator Name: _____

Title: _____

Administrator Signature: _____



**ATTACHMENT C
SCHOOL GARDEN PHOTOGRAPHS**

Please attach photos of the existing garden and/or planned garden space to this page
(3 photos maximum)



**ATTACHMENT D
CERTIFICATIONS**

GOVERNMENT OF THE DISTRICT OF COLUMBIA

**Office of the Chief Financial Officer
Certifications Regarding Drug-Free Workplace Requirements**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 28 CFR Part 69, ‘New Restrictions on Lobbying’ and 28 CFR Part 67, ‘Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants).’ The certifications shall be treated as a material representation of fact.

DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug Free Workplace Act of 1988, and implemented at 28 CFR Part 67, Subpart F. for grantees, as defined at 28 CFR Part 67 Sections 67.615 and 67.620—
The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (1) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the applicant’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (2) Establishing an on-going drug-free awareness program to inform employees about—
 - (a) The dangers of drug abuse in the workplace;
 - (b) The applicant’s policy of maintaining a drug-free workplace;
 - (c) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (d) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (3) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (1);
- (4) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will—
 - (a) Abide by the terms of the statement; and
 - (b) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (5) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title to: Office of the Senior Deputy Director for Health Promotion, 899 North Capitol St.,



NW, Room 3115 Washington, DC 20002. Notice shall include the identification number(s) of each effected grant;

- (6) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted—
 - (a) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (b) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (7) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (1), (c), (d), (e), and (f).

The applicant may insert in the space provided below the sites for the performance of work done in connection with the specific grant: Place of Performance (Street address, city, county, state, zip code)

As the duly authorized representative of the applications, I hereby certify that the applicant will comply with the above certifications.

Grantee Name

Grantee Address

Project Name

Grantee IRS/Vendor Number

Typed Name and Title of Authorized Representative

Signature

Date



**ATTACHMENT E
ASSURANCES**

This document must be signed by the duly authorized officer of the applicant organization or school, the truth of which is sworn or attested to by the applicant, and signed in the presence of a notary public.

Name: _____

Title: _____

Name of Organization/School: _____

Address of Organization/School: _____

Telephone Number of Organization/School: _____

Email Address of Named Person Above: _____

We hereby attest the following:

1. We are able to maintain adequate files and records and can and will meet all grant reporting requirements;
2. Our fiscal records are kept in accordance with Generally Accepted Accounting Principles (GAAP) and account for all funds, tangible assets, revenue, and expenditures whatsoever; that all fiscal records are accurate, complete and current at all times; and we give the sponsoring agency through any authorized representative, the right to audit and inspect all records, books, papers, or documents related to the grant;
3. We are current on payment on all federal and District taxes, including Unemployment Insurance taxes and Workers' Compensating premiums. (Except for public or charter schools, this statement of certification shall be accompanied by a Certificate of Good standing from the District of Columbia Office of Tax & Revenue (OTR) stating that the entity has complied with the filing requirements of District of Columbia tax laws and has paid taxed due to the District of Columbia, or is in compliance with any payment agreement with OTR);
4. We have demonstrated administrative and financial capability to provide and manage the proposed services and ensure an adequate administrative performance and audit trail;



5. If required by the grant making Agency, we are able to secure a matching amount not less than the total amount of the funds awarded, against losses of money and other property caused by fraudulent or dishonest acts committed by any employee, board member, officer, partner, shareholder, or trainee;
6. We are not proposed for debarment or presently debarred, suspended, or declared ineligible, as required by Executive Order 12549, “Debarment and Suspension,” and implemented by 2 CFR 180, for prospective participants in primary covered transactions and are not proposed for debarment of presently debarred as a result of any actions by the District of Columbia Contract Appeals Board, the Office of Contracting and Procurement, or any other District contract regulating Agency;
7. We have the financial resources and technical expertise necessary to perform the grant or sub grant, or the ability to obtain them;
8. We will insure that the facilities under our school or organization’s ownership, lease or supervision, which shall be utilized in the accomplishment of the project are compliant with all District statutes, codes, and regulations;
9. If required by *The Healthy School Act of 2010* (HAS) (D.C. Law 18-209), our school or organization is in compliance of all of the requirements of this act;
10. We know and understand that awarded funds shall be used to support garden-based education and activities which may include covering the costs of personnel, transportation, materials, and training. The funds may not be used to support travel. The funds may not be transferred outside of, or within the organization or school, for any unrelated purpose; and
11. We will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly with whom they have family, business, or other ties.

Authorized Representative Signature and Title

Date



**ATTACHMENT F
APPLICANT ACKNOWLEDGEMENT OF COMPLIANCE WITH APPLICABLE
DISTRICT AND FEDERAL STATUTES AND REGULATIONS**

The applicant shall comply with all applicable District and Federal Statutes and Regulations not limited to those below:

1. The Americans with Disabilities Act of 1990, Pub. L. 101-336, July 26, 1990, 104 Stat. 327 (42 U.S.C. 12101 et seq.)
2. Rehabilitation Act of 1973, Pub. L. 93-112, Sept. 26, 1973, 87 Stat. 355 (29 U.S. C. 701 et seq.)
3. The Hatch Act, Chap. 314, 24 Stat. 440 (7 U.S.C. 361a et seq.)
4. The Fair Labor Standards Act, Chap 676, 52 Stat, 1060 (29 U.S.C. 201 et seq.)
5. The Clean Air Act (Sub grants over 41000,000) pub. L. 108-201, February 24, 2004, (42 U.S.C. Chap 85et seq.)
6. The Hobbs Act (Anti-Corruption), Chap 537, 60 St. 420 (see 18 U.S.C. § 1951)
7. Equal Pay Act of 1963, Pub. L. 88-38, June 10, 1963, 77 Stat. 56 (29 U.S.C. 201)
8. Age Discrimination Act of 1975, Pub. L. 94-135, Nov. 28, 1975, 89 Stat. 728 (42 U.S.C. 6101 et seq.)
9. Age Discrimination in Employment Act, Pub. L. 90-202, Dec. 15, 1967, 81 Stat. 602 (29 U.S.C. 621 et seq.)
10. Military Selective Service Act of 1973
11. Title IX of the Education Amendments of 1972, Pub. L. 92-318, June 23, 1972, 86 Stat. 235, (20 U.S.C. 1001)
12. Immigration Reform and Control Act of 1986, Pub. L. 99-603, Nov 6, 1986, 100 Stat. 3359, (8 U.S.C. 1101)
13. Executive Order 12459 (Debarment, Suspension and Exclusion)
14. Medical Leave Act of 1993, Pub. L. 103-3, Feb. 5, 1993, 107 Stat. 6 (5 U.S.C. 6381 et seq.)
15. Drug Free Workplace Act of 1988, Pub. L. 100-690, 102 Stat. 4304 (41 U.S.C. 701 et seq.)
16. Assurance of Nondiscrimination and Equal Opportunity as found in 29 CFR 34.20
17. District of Columbia Human Rights Act of 1977, D.C. Official Code § 2-1401.01
18. Title VI of the Civil Rights Act of 1964
19. District of Columbia Language Access Act of 2004, DC Law 15 -414, (D.C. Official Code § 2-1931 et seq.)
20. Lobbying Disclosure Act of 1995, Pub. L. 104-65, Dec 19, 1995, 109 Stat. 693, (31 U.S.C. 1352)
21. Individuals With Disabilities Education Act of 2004 (IDEA), 20 USC 1400 et seq.

As the duly authorized representative of the applicant, I hereby assure that the applicant shall comply with the above laws.

Name: _____

Authorized Representative Signature and Title _____

Date: _____



**ATTACHMENT G
PROJECT BUDGET
DC SCHOOL GARDEN PROGRAM**

A.	Personnel	\$ _____
B.	Fringe Benefits	\$ _____
C.	Transportation	\$ _____
D.	Consultants/Providers	\$ _____
E.	Supplies	\$ _____
F.	Equipment	\$ _____
G.	Training	\$ _____
H.	Indirect Costs (limited to 10%)	\$ _____
I.	PROJECT TOTAL	\$ _____

ATTACH BUDGET NARRATIVE



**ATTACHMENT H
RECOMMENDED ORGANIZATIONS**

Below is a list of recommended sponsor and partner organizations. Check all organizations from the list below that you plan to collaborate with on your proposed project. If you are an organization partnering with a school, simply check your organization. Sponsor organizations are those that support the management of the project, partner organizations are those that provide technical support to the project. All sponsor and partner organizations must provide a letter stating their commitment to the project. It is essential that you communicate your plan to partner with all organizations before submitting your application. This is to ensure services align with your needs and can be completed within the planned project budget and timeline.

Each application should have one sponsor organization, however it may have as many partner organizations as necessary to successfully implement the program. The below list also has an “other” option for writing in a Washington, DC eligible organization that has not been identified on the recommended list.

Recommended Organization	Sponsor	Partner
City Blossoms	X <input type="checkbox"/>	X <input type="checkbox"/>
Washington Youth Garden	X <input type="checkbox"/>	X <input type="checkbox"/>
DC Greens	X <input type="checkbox"/>	X <input type="checkbox"/>
Groundwork Anacostia River DC	X <input type="checkbox"/>	X <input type="checkbox"/>
Earth Day Network	X <input type="checkbox"/>	X <input type="checkbox"/>
American Forest Foundation	X <input type="checkbox"/>	X <input type="checkbox"/>
Arcadia Center for Sustainable Food & Agriculture	X <input type="checkbox"/>	X <input type="checkbox"/>
Sasha Bruce Youthwork	X <input type="checkbox"/>	X <input type="checkbox"/>
Neighborhood Farm Initiative	X <input type="checkbox"/>	X <input type="checkbox"/>
Kid Power Inc.	X <input type="checkbox"/>	X <input type="checkbox"/>
Casey Trees	X <input type="checkbox"/>	X <input type="checkbox"/>
Living Classrooms	X <input type="checkbox"/>	X <input type="checkbox"/>
Compost Cab	X <input type="checkbox"/>	X <input type="checkbox"/>
Anacostia Watershed Society	X <input type="checkbox"/>	X <input type="checkbox"/>
Washington Parks and People	X <input type="checkbox"/>	X <input type="checkbox"/>
Chesapeake Bay Foundation	X <input type="checkbox"/>	X <input type="checkbox"/>
Campaign for Environmental Literacy	X <input type="checkbox"/>	X <input type="checkbox"/>
Farm to Desk		X <input type="checkbox"/>
DC Farm to School Network		X <input type="checkbox"/>
D.C. Smart Schools		X <input type="checkbox"/>
D.C. EnvironMentors		X <input type="checkbox"/>
Yellow Tractor Program		X <input type="checkbox"/>
DC Greenworks		X <input type="checkbox"/>
University of the District of Columbia Master Gardening Program		X <input type="checkbox"/>
Monarch Sister School Program		X <input type="checkbox"/>
Capitol City Farm Co.		X <input type="checkbox"/>
Other:	X <input type="checkbox"/>	X <input type="checkbox"/>



**ATTACHMENT I
ACTIVE SCHOOL GARDENS**

Active D.C. School Gardens	Ward
<i>Public Schools</i>	
Cleveland ES	1
H.D. Cooke Elementary	1
Marie Reed Elementary	1
Tubman Elementary	1
Washington Metropolitan High School	1
Cardozo HS	1
West EC	1
Bancroft Elementary	1
Bruce-Monroe ES @ Park View	1
Francis Stevens Educational Campus	2
Garrison Elementary	2
Hardy Middle	2
Hyde- Addison Elementary	2
Thomson Elementary	2
Janney Elementary	3
Mann School	3
Stoddert Elementary School	3
Eaton Elementary	3
Hearst Elementary	3
Murch Elementary	3
Wilson HS	3
Deal MS	3
Barnard Elementary	4
Lafayette Elementary	4
Sharpe Health	4
Takoma EC	4
Shepherd ES	4
Calvin Coolidge High	4
Burroughs Educational Campus	5
McKinley-Tech HS	5
Langdon EC	5
Eastern Senior HS	6
Brent Elementary	6
Capitol Hill Montessori @ Logan	6
Watkins Elementary Cap. Hill Cluster	6
Amidon-Bowen Elementary	6
Eliot-Hine Middle School	6
Tyler Elementary	6
Maury ES	6
Miner Elementary	6

Active D.C. School Gardens	Ward
<i>Public Schools Continued</i>	
Peabody Elementary / SWS	6
Prospect Learning Center	6
Stuart-Hobson Middle School Cap. Hill Cluster	6
Walker Jones Education Campus	6
Seaton ES	6
Beers Elementary	7
Kelly Miller Middle	7
Nalle Elementary School	7
River Terrace Elementary	7
Kimball ES	7
Anacostia HS	8
King Elementary	8
Orr Elementary	8
<i>Public Charter Schools</i>	
DC Bilingual PCS	1
E.L Haynes PCS- Georgia Ave	1
Mundo Verde PCS	2
Bridges PCS	4
Paul Public Charter School	4
Community Academy Dorothy I Height Campus, Amos 1	4
Washington Latin PCS	4
E.L. Haynes PCS - Kansas Avenue	4
Washington Yu Ying PCS	5
Mary McLeod Bethune Day Academy	5
Center City- Trinidad Campus	5
DC Prep Academy- Edgewood	5
Elsie W. Stokes PCS	5
St. Coletta Special Education PCS	6
Arts and Technology Academy	7
DC Prep Academy- Benning Rd	7
Friendship- Blow Pierce	7
Thurgood Marshall Academy PCHS/ Savoy ES	8
Excel Academy PCS	8
Imagine Southeast Public Charter School	8

ATTACHMENT J EXAMPLES OF PREVIOUSLY AWARDED SCHOOL GARDEN GRANT PROJECTS (2012-2013)

Cleveland ES partnered with City Blossoms to design and build a new school garden on a 700 sq. ft. plot in front of the school. The garden was designed through a collaborative process with students and community members, which resulted in a kid-friendly space. Additional partners included Arcadia which presented their Mobile Market and facilitated taste-testing. A school garden coordinator (a parent of the school) was brought on to lead the advisory committee and facilitate lessons in the school garden.

John Burroughs EC partnered with the Washington Youth Garden to establish a school garden coordinator role at the school. This person maintained the garden, collected data on use, facilitated a garden team, collaborated with classroom teachers to develop garden-based lessons, provide outreach to parents and students, as well as oversee the re-location of the school garden due to planned DCPS modernization.

Watkins ES partnered with FRESHFARM Markets to run and further expand their FoodPrints curriculum for all first and third grade students at Watkins ES. This standards-based curriculum integrates hands-on learning in the school garden and new food lab while instilling important links between healthy eating and a healthy body. Additionally, the school garden coordinator oversaw the expansion of the existing garden to include an additional 170sq ft. of growing space to support FoodPrints lessons.

Thurgood Marshall Academy PCS partnered with City Blossoms to provide professional development training to faculty and staff to further support their existing garden program. A school garden coordinator was hired to maintain the garden, collaborate with teachers to develop garden-based lessons, and support the program staff with the after school green club. During the green club students participate in a variety of activities such as cooking, establishing a farmers' market, and maintaining a garden. Additionally students worked in the garden over the summer through the Summer Youth Employment Program to build a heritage garden.

Capitol Hill Montessori at Logan partnered with the Living Classrooms Foundation to expand their school garden program by adding 16 large garden boxes as well as increasing the number of students that engage in weekly garden-based lessons. This was led and facilitated by the garden coordinator. Students also participated in a field trip to Kingman Island where they learned about the watershed and the important role school gardens play in protecting the Anacostia River.