



# GUIDELINES AND PROCEDURES FOR APPLICANTS



PLEASE READ THIS GUIDE FOR APPLICANTS BEFORE BEGINNING A GRANT APPLICATION.

Please do not hesitate to contact us if you have any questions.

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[wellnessfund.ualberta.ca](http://wellnessfund.ualberta.ca)

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## CONTENTS

INTRODUCTION .....	3
PURPOSE OF THE WELLNESS FUND .....	4
FUNDING ELIGIBILITY .....	5
WELLNESS FUND PRIORITIES.....	6
PREPARING TO APPLY: COMPREHENSIVE SCHOOL HEALTH .....	8
STEPS TO DEVELOP AN ACTION PLAN WHEN APPLYING FOR FUNDING: .....	12
PLANNING FOR SUSTAINABILITY .....	14
RECOMMENDED COMMUNITY SUPPORTS AND RESOURCES.....	15
EXPENSE ELIGIBILITY.....	17
GRANT APPLICATION REVIEW PROCESS.....	19
GRANT ASSESSMENT CRITERIA.....	20
EXPECTATIONS FOR SUCCESSFUL PROJECTS .....	22

## INTRODUCTION

The Alberta Healthy School Community Wellness Fund is a joint initiative between the University of Alberta's School of Public Health and the Government of Alberta. The Wellness Fund advances comprehensive school health by funding and supporting projects that enhance health and wellness among school-aged children and youth to create sustainable healthy school communities.

This is made possible thanks to funding provided by Alberta Health.

Funded projects are expected to make **data informed decisions to self-identify areas of need that support student wellness**. The main purpose is to create a sustainable culture of wellness that promotes a sense of belonging and connectedness while building capacity within the school community.

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### HEALTHY SCHOOL COMMUNITY

A HEALTHY SCHOOL COMMUNITY EMBEDS A CULTURE OF WELLNESS USING A COMPREHENSIVE SCHOOL HEALTH FRAMEWORK TO CREATE A COLLABORATIVE AND CONNECTED ENVIRONMENT THROUGH A WHOLE SCHOOL, UNIVERSAL APPROACH.

## PURPOSE OF THE WELLNESS FUND

The Wellness Fund promotes sustainable, healthy school communities across the province by providing facilitated support and grants to schools and jurisdictions. This approach enhances health and wellness among school-aged children and youth by using a comprehensive school health framework.

Since 2007 the Wellness Fund has worked to improve the lives of more than 390,000 students across all of Alberta's 61 public, separate and francophone school jurisdictions.

The objective of Wellness Fund grants is to provide support to Alberta school communities to enhance the health and learning outcomes of school-aged children and youth through a comprehensive school health approach. Interested applicants who meet the eligibility criteria are invited to submit applications for consideration.

The Wellness Fund is not intended to duplicate or replace the excellent work that is already going on in many Alberta communities. Rather, it is meant to build on, enhance and strengthen existing networks as well as to stimulate new activity.

Initiatives will be selected based on evidence of need and capacity to make changes that improve student health and learning outcomes. Funding levels may reflect the size and geographical spread of the jurisdiction/school community.

## FUNDING ELIGIBILITY

In order to ensure financial accountability of the funds, grants can only be issued to a sponsoring organization that is:

- A publicly funded organization or institution
- A non-profit society or association registered with Alberta Registries
- A non-profit charitable organization registered with the Government of Canada

Grants will not be issued to:

- Alberta Health Services (AHS) unless it is sponsoring the application on behalf of a school community action group, coalition, alliance, or network that is otherwise ineligible to access the funds
- Post Secondary Institutions
- Fundraising foundations (e.g. education and health foundations)
- Organizations with a regional or provincial mandate unless:
  - a. Their proposed project will be carried out within and in partnership with a specific school community; or
  - b. Their proposed project will facilitate the establishment of sustainable projects in multiple school communities within the region or perhaps the province

If it is the case that a school community action group, coalition, alliance, or network would like to seek funding for a project but is not incorporated as a society or association, the application may be submitted by an eligible member/partner organization that will sponsor the project on its behalf.

If the application is successful, the sponsor is responsible for signing the funding agreement, administering the funds, and ensuring the obligations of the agreement are met. The coalition should be identified in the application as a co-applicant.

## WELLNESS FUND PRIORITIES

Alberta has defined priority areas upon which school communities should focus. It is important not to confuse these priority areas with the four components of a comprehensive school health approach.

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### HEALTHY EATING

Sustainable healthy food choices within the school's food environment by creating local partnerships and utilizing local services. The nutritional requirements of young people vary with age, sex and activity level, and all children and youth benefit from a well-balanced approach to eating. The nutrition landscape of the school should support students in making healthy food choices.

**Example:** Changes to vending machines, community gardens, healthy cafeteria and canteen options, rewards, events, fundraising, and/or breakfast, snack and lunch programs. Wellness Fund dollars cannot be used for consumable items of food.

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### ACTIVE LIVING

The provision of curricular and non-curricular access to daily physical activity/education, and a focus on teaching and learning which encourages all students to develop an active lifestyle.

**Example:** Timetabled daily physical activity/education, brain breaks, teacher/student-led intramurals, non-sport activities to support lifelong activity, addressing sedentary behaviour, sleep, etc. Canada's Physical Activity Guide recommends at least 60 minutes of daily physical activity. Promote active living to help children stay healthy and learn better by scheduling active living programs during the school day.

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## POSITIVE SOCIAL ENVIRONMENTS AND HEALTHY RELATIONSHIPS

Create an environment to support social-emotional learning where every child is physically safe, emotionally secure and psychologically enabled to learn. Healthy relationships are pivotal in all schools and are a key component of a healthy school community.

**Example:** Teaching and Learning could include a focus on responsible sexual behaviour, positive mental well-being and addictions, bullying and suicide prevention, self-esteem and body image, recognizing and supporting anxiety, personal boundaries, impact of social media and technology, etc., through actions taken to create a healthy school environment where students are valued, supported and engaged in their learning.



## PREPARING TO APPLY: COMPREHENSIVE SCHOOL HEALTH

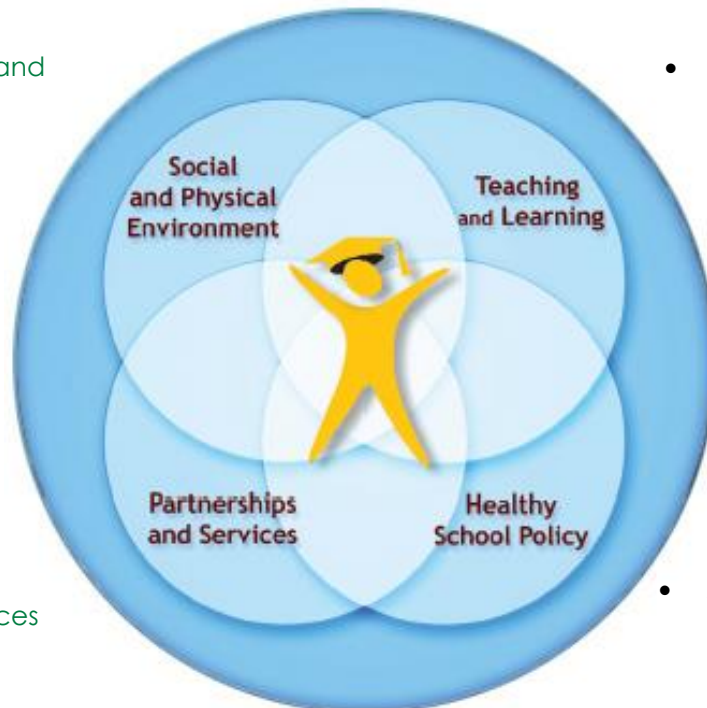
Applicants should demonstrate how they will support improvements to students' health and educational outcomes while addressing wellness in a planned, integrated and holistic way.

The Government of Alberta has committed to supporting the health of Alberta students by encouraging schools to adopt a comprehensive school health approach in order create change across the three priority areas.

Consideration will be given to those applications that demonstrate how they will **create, support, embed and sustain a culture of wellness** through all four components of **comprehensive school health** pictured below.

- Collaborate in a **social and physical environment**

- Are engaged in **teaching and learning**



- Interact with different **partnerships and services**

- Are guided and supported by a **healthy school policy**

Source: <http://www.jcsh-cces.ca>

## COMPREHENSIVE SCHOOL HEALTH

Comprehensive School Health is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.

This whole-school model builds capacity to incorporate well-being as an essential aspect of student achievement. Comprehensive school health can be used to address any number of health related issues including the three priority areas. Actions taken by the school community should address 4 distinct but inter-related components comprising comprehensive school health:

## TEACHING AND LEARNING

Formal and informal opportunities to learn about student health and wellbeing are embedded into all aspects of school life impacting both curricular and non-curricular areas and through a cross-curricular approach.

**Example:** Provide social emotional learning (SEL) opportunities that support students to develop the skills to regulate emotions, demonstrate caring and concern, establish positive relationships, make responsible decisions, and constructively handle challenging social situations. Personalize learning for students by exploring areas of interest, strength and potential to enhance their engagement in both instruction and relationships.

## PHYSICAL AND SOCIAL ENVIRONMENT

The **physical environment** promotes healthy choices to create a healthy school environment where students are valued, supported and engaged in their learning while providing equitable access to resources for all.

**Example:** Active living is an integral part of school culture and a broad range of opportunities for physical activity are provided in all applicable curricular and extra-curricular areas on a daily basis for all students.

The **social environment** is welcoming and is designed to provide students with a learning environment that respects diversity and fosters a sense of belonging. It promotes positive mental health to support everyone to feel, think, and act in way that enhances our ability to enjoy life, develop resiliency, and nurtures a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.

#### HEALTHY SCHOOL POLICY

Data informed decisions are made to inform wellness policies, procedures, practices, and processes to support and promote Healthy Eating, Active Living, and a Healthy Social and Physical Environment impacting both curricular and non-curricular areas. All policies reflect and support the Strategic Plan of the jurisdiction/schools.

**Example:** The nutrition landscape of the school ensures that food choices reflect the Alberta Nutrition Guidelines for Children and Youth and Healthy Eating<sup>1</sup> is reinforced in all applicable curricular and extra-curricular areas, to support students in making healthy choices.

#### PARTNERSHIPS AND SERVICES

Partnerships among schools, other community organizations and representative groups support student success as well as positive home and

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<sup>1</sup> <http://www.health.alberta.ca/documents/Nutrition-Guidelines-AB-Children-Youth.pdf>

school interactions. Health, education and other sectors work together to advance school health.

**Example:**

Connecting to a broad network of community-based organizations that provide support student and staff health and wellbeing, and/or mentorship opportunities for students.

**For More information on Comprehensive School Health please see**

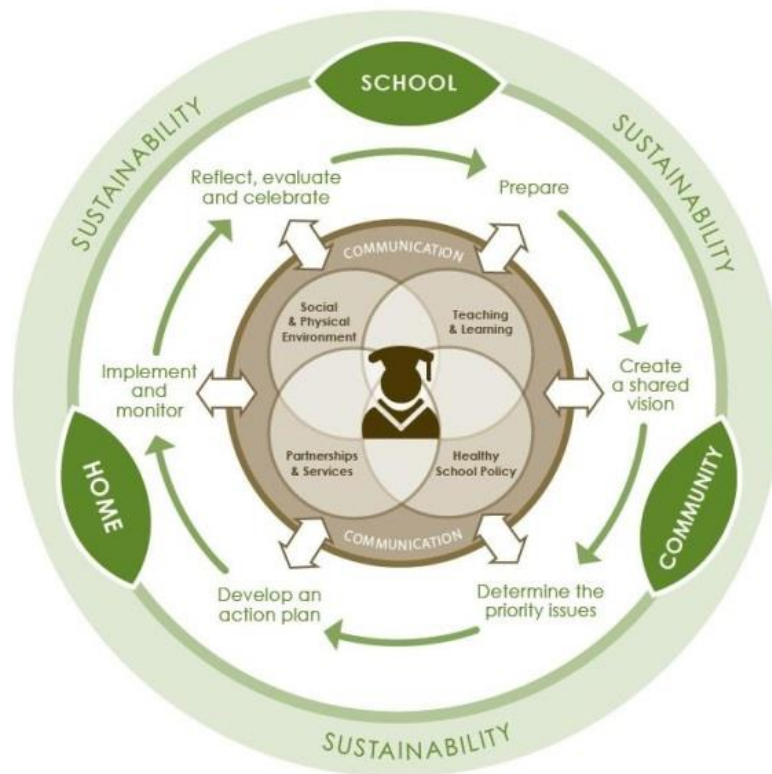
**<http://www.albertahealthservices.ca/info/csh.aspx>**

## STEPS TO DEVELOP AN ACTION PLAN WHEN APPLYING FOR FUNDING:

When creating an action plan it is important to consider [The Process Model- development of healthy school communities](#).

The Process Model, developed by the Wellness Fund is pictured below to direct the initial steps required for successful grant applications .

Please ensure that the initials steps of the the Process Model are taken to identify the needs of your school community before moving forward with your application.



## 1. PREPARE

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- Consider why you are embarking on this venture and how it might link to other initiatives already underway
- Form a committee with a cross-section of interested stakeholders, including administrators and students
- Identify which school and community partners you already engage with, as well as possible new ones

## 2. CREATE A SHARED VISION

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- How does this proposed initiative support your school/district strategic plan?
- Be collaborative and ensure many different stakeholder groups have the opportunity to provide input
- Share the vision with the school community and reflect on the feedback
- Remember, not everyone will be on board from the start, so consider small, manageable steps

## 3. DETERMINE THE PRIORITY AREAS

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- Look at and use your data! Consider how your school community is being reflective, creative and proactive when using data and making informed decisions to support student success
- What are the current strengths and areas for growth in your school/community?
- What assessments are the school currently doing, what other assessments do you plan to complete and why?
- Are you 'hearing' from everyone? Use a range of strategies to find out what is most needed
- Complete appropriate Joint Consortium for School Health (JCSH) modules that relates to your priority area(s)

#### 4. DEVELOP AN ACTION PLAN

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- Make sure your action aligns with your school improvement plan or district strategic plan
- What resources are available? Identify what can be done for no cost or without funding
- What are the key initiatives identified to move forward with?
- Who is responsible for each specific goal or action?
- Target actions and strategies to align with data
- What will be needed - time, resources, buy-in?

**For More information on The Community Development Process please see**

<http://www.albertahealthservices.ca/info/Page7123.aspx>

#### PLANNING FOR SUSTAINABILITY

Indicating how changes in practice will be sustained following funding will strengthen your application. School communities need to consider how to build capacity within their community by:

- Formulating plans with concrete goals, objectives, actions and planned activities
- Building skills and knowledge in staff and students
- Communicating that wellness is everyone's responsibility
- Accessing evidence based information, experts and appropriate resources
- Embedding wellness into both the culture and curriculum
- Involving a variety of stakeholders
- Establishing school community networks and coalitions

## RECOMMENDED COMMUNITY SUPPORTS AND RESOURCES



Applications should demonstrate a collaborative and coordinated approach to project planning, design, development, implementation and evaluation by linking to their community supports. Existing and planned community partnerships should be developed to build local community capacity

**Alberta Health Services (AHS)** are key stakeholders in the health and wellness of children and youth. All Wellness Fund projects are encouraged to invite the participation and support of an AHS worker that serves the school community.

To connect with the local AHS comprehensive school health support, who can support the identification of suitable community and provincial partners, please contact: [cshresources@albertahealthservices.ca](mailto:cshresources@albertahealthservices.ca).



## SUPPORTING DOCUMENTS/RESOURCES TO STRENGTHEN YOUR GRANT APPLICATION

### **Alberta Healthy School Community Wellness Fund**

Wellness Fund Homepage –

[www.wellnessfund.ualberta.ca](http://www.wellnessfund.ualberta.ca)

### **Comprehensive School Health and Wellness**

Joint Consortium for School Health (JCSH) –

<http://www.jcsh-cces.ca/>

Alberta Health Services Comprehensive School Health Resources –

<http://www.albertahealthservices.ca/csh.asp>

Ever Active Schools –

<http://www.everactive.org/>

Alberta Education Wellness Resources –

<https://education.alberta.ca/wellness-education/?searchMode=3>

Alberta Health - Strategic Approach to Wellness -

<http://www.health.alberta.ca/documents/Strategic-Approach-Wellness-2013.pdf>

Collaborative for Academic, Social, and Emotional Learning (CASEL) –

<http://www.casel.org/>

### **Student Engagement**

Alberta Education Student Engagement –

<https://education.alberta.ca/student-engagement/student-engagement/?searchMode=3>

### **Resources to Support Priority Areas**

Alberta Health Services Provincial Teachers Resource List –

<http://www.albertahealthservices.ca/assets/info/school/csh/if-sch-csh-provincial-teacher-resource-list.pdf>

## EXPENSE ELIGIBILITY

### ELIGIBLE COSTS

#### STAFF COSTS

- Teacher release/substitute teacher time for planning and coordinating of initiatives
- Professional development - to build capacity in staff to be able to sustain learnings

#### CONFERENCE AND SYMPOSIA

- Speaker costs
- Attendance/travel costs

#### EQUIPMENT AND RESOURCES

- Evidenced-based resources
- Seed funding (Please See Seed Funding 1 Pager)
- Concession/vending tasters
- Moveable physical activity equipment
- Healthy eating equipment and supports
- Media resources
- Subject-based resources to support teaching and learning

#### MEETING COSTS

- Travel
- Health champion/committees

#### EVALUATION

- Dissemination and sharing results
- Online evaluation tools
- Analysis and assessment

SHOULD YOU HAVE ANY QUESTIONS ABOUT FUNDING ELIGIBILITY OR THE GRANT APPLICATION PROCESS, PLEASE DO NOT HESITATE TO CONTACT US:

[WELLNESSFUND.UALBERTA.CA/CONTACTUS](http://WELLNESSFUND.UALBERTA.CA/CONTACTUS)

## INELIGIBLE COSTS

- Cellular phones or monthly phone expenses
- Alcohol
- Insurance costs
- Monthly parking
- Staff in existing or ongoing positions, salaried part or full-time positions are not encouraged
- Student field trips, retreats, or camps
- Costs for the development of resources
- Costs associated with teacher certification of programs (e.g. Yoga, fitness)
- Standing exercise or medical equipment (treadmills, spin bikes, heart rate monitors)
- Health care delivery services (counselling services of Registered Dietitian or Psychologists)
- Profit-making activities or business ventures
- Administrative functions or core operations which are normally part of regular, ongoing business (e.g. rent, utilities, or sharing the cost of an ongoing staff position)
- Constructing or renovating facilities (benches, playgrounds, beautification projects)
- Programs or projects that are already funded as part of an organization's mandate
- Expenses for activities or projects that have already been completed
- Deficit budgets from other projects or of the organization's operations
- Capital equipment not integral to the project
- Studies or research on health and wellness issues

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## GRANT APPLICATION REVIEW PROCESS

Each application will be screened to ensure it is complete and that the eligibility criteria have been met. Only eligible and complete applications will be forwarded to the Wellness Fund Grant Review Committee for review.

The Wellness Fund Grant Review Committee consists of the project team and an external advisory committee made up of knowledgeable representatives of community and provincial organizations involved in the field of health and wellness. The Wellness Fund Grant Review Committee will meet to assess applications within four weeks after the application deadlines.

Successful applicants will be notified by email **within two weeks** following the Grant Review Committee meeting.

Feedback for unsuccessful candidates will be provided no later than **two months** after the Grant Review Committee meeting.

Obligations and expectations of funded projects as well as any conditions for final approval will be specified in a **Letter of Agreement**.

The Letter of Agreement must be signed by the primary applicant and returned to the Wellness Fund **Project Coordinator** prior to the release of funds.

## GRANT ASSESSMENT CRITERIA

Applications will be reviewed and assessed on their individual merit. Reviewers' assessments will be guided by the following questions and criteria:

- **School Community Profile:** Brief synopsis on Health Champions, wellness committees, number of schools within jurisdictions involved in initiative.
- **Priority Area:** The proposed project fits within the purpose and priorities of the Wellness Fund.
- **Evidence of Need:** The grant should clearly identify evidence of need informed by School Community Data. The project should focus on the health and learning outcomes of school-aged children and youth and the school community using a whole school approach.
- **Past Funding** Proposals must include reference to any previous funding received to support healthy school communities and information on how new funding will be used to align with current strategic directions for healthy school communities.
- **Project Information and Overview:** Project Overview explains what will be done and how. The Overview will describe the project activities and how these activities will address the stated problem indicated by the evidence of need section.
- **Stakeholder Engagement:** The target group and stakeholders involved should be well defined and appropriate. These groups should be involved in both the planning and implementation of the project.
- **Student Leadership:** Evidence of student voice/engagement in the planning and/or implementation of the action plan at the school or jurisdiction level.
- **Comprehensive School Health:** All four components of comprehensive school health (teaching and learning, social and physical environments, healthy school policy, and partnerships and services) have been addressed.
- **Connectedness:** A focus on creating an environment to support all students in feeling a sense of belonging and connectedness to a school community that promotes positive mental well-being.

- **Sustainability:** The application highlightst specific strategies/actions indicating how the project will be supported long-term. The initiative addresses how it will be sustainable once funding ceases. .
- **Action Plan:** Tthe action plan describes the sequencing of major tasks and timelines of the project. It should include a realistic workplan given the scope, timeframe and resources of the project.
- **Goals and Objectives:** The goals and objectives of the proposed project clearly address the identified problem or need. The objectives are specific, measurable, achievable, relevant, and time-limited.
- **Evaluation:** The evaluation plan should adequately measure the impact of the proposed objectives and indicate how it will assess the project's expected results
- **Best Practices:** All strategies and initiatives highlighted in the application should reflect current best practices and research and supportive professional learning and resources should be evidence-based.
- **Collaborative Partnerships & Serices** List all organisations, businesses, committees or groups that have committed to actively participate in your project as a sponsor, partner or funder by contribution of time or resources
- **Alberta Health Services Involvement** Partnering with Alberta Health Services is a condition of this grant. It is recommended that projects connect with the local AHS comprehensive school health support
- **Co-Resourcing:** Applications should indicate what other financial or in-kind contributions and support are being sought or are already committed to the project by the applicant or partners.
- **Budget:** The budget is complete, clear, realistic, cost-effective, and adequately explained, and the allocation of the Wellness Fund grant is clearly shown.

## EXPECTATIONS FOR SUCCESSFUL PROJECTS

All funding must be used as proposed in the application form or according to the amendments outlined in the letter of agreement.

Any significant changes or alterations to the original proposal must be submitted to and approved by Wellness Fund staff (including budget, workplan and timelines).

Any unused funds after completion of the project must be returned to the Wellness Fund.

The Government of Alberta and the Alberta Healthy School Community Wellness Fund **must** be acknowledged as a funder in reports and presentations about the funded project.

## PROJECT REPORTING

Grant recipients are required to submit an annual project report to the Wellness Fund at the end of June. Final project reporting tools will be provided by the Wellness Fund. These reports can be accessed via a link sent by the Wellness Fund.

Your action plan will be converted to an online, living document that should be updated regularly. The Wellness Fund also provides feedback and comments via your action plan.

## SHARING INFORMATION

Grant recipients are encouraged to share information about their funded projects with other communities and organizations, including project outcomes, lessons learned and the potential for replicating or adapting the project as a model for other school communities.

The Wellness Fund retains the right to disseminate information and reports about funded projects.