Wood County Health Department

Request for Proposal (RFP)
Infectious Disease Prevention Health Education Material Development
Release Date: March 6, 2024
Submissions Due: March 29, 2024

I.   Purpose of Request for Proposal

The Wood County Health Department (WCHD) issues this Request for Proposal (RFP) aiming to develop comprehensive health education materials concentrated on preventing and mitigating the transmission of infectious diseases, particularly COVID-19, within our community. The WCHD is extending this Request for Proposal (RFP) to enable contractors to submit proposals for any or all of the three requests outlined in the appendices.

Appendix I: Curriculum and Health Education Materials ($400, 000)
Appendix II: Educational and Professional Development Materials ($425,000)
Appendix III: Health Education Campaign ($400,000)

II.   Background

The Wood County Health Department (WCHD) serves as a cornerstone of public health initiatives within the Wood County, Ohio community. With a steadfast commitment to promoting health and wellness, WCHD addresses a wide array of public health concerns, ranging from disease prevention and health education to community outreach and emergency preparedness. Over the years, the department has spearheaded various initiatives aimed at improving the overall health outcomes and quality of life for residents across the county. Recognizing the evolving landscape of healthcare and the persistent challenges posed by infectious diseases like COVID-19, WCHD remains dedicated to fostering partnerships, implementing evidence-based strategies, and delivering innovative solutions to safeguard the well-being of individuals and families throughout Wood County.

III.   RFP Timeline

March 5, 2024	Posted on www.woodcountyhealth.org by 3:00 PM EST
March 5, 2024 3:00 PM EST to March 15, 2024 12:00 PM EST	Questions accepted in writing to: *April Demers ademers@woodcountyohio.gov* *Subject: RFP Health Education Questions* (Responses will be provided within 48 hours.)
March 29, 2024	Proposals are due via email by March 29, 2024, by 5:00 PM EST to:

	April Demers ademers@woodcountyohio.gov Subject: *"Proposers Name"* RFP Health Education NO EXCEPTIONS TO THIS DEADLINE
April 5, 2024	Notification of Decision on or before April 5, 2024 Desired date to award. WCHD has the discretion to extend this period without notice to the proposers. All proposals shall remain valid and open for a period of one hundred twenty (120) days from the proposal submission date unless a proposer notifies WCHD of its withdrawal. Awards will be made for the most competitive submission for each of the project appendices.

IV. Ownership Copyright

Any work produced under this grant, including any documents, data, photographs and negatives, electronic reports, records, software, source code, or other media, shall become the property of Ohio Department of Health, which shall have an unrestricted right to reproduce, distribute, modify, maintain, and use the work produced. If this grant is funded in whole, or in part, by the federal government, unless otherwise provided by the terms of that grant or by federal law, the federal funder also shall have an unrestricted right to reproduce, distribute, modify, maintain, and use the work produced. No work produced under this grant shall include copyrighted matter without the prior written consent of the owner, except as may otherwise be allowed under federal law. This work is funded either in whole or in part by a grant awarded by the Ohio Department of Health, Bureau of Infectious Diseases and as a sub-award of a grant issued to the Ohio Department of Health under the ELC Cooperative Agreement CK-19-1904, ELC Enhanced Detection.

Suggested Contractor Timeline:
- By Month 1 (4/30/24)
    1. Provide summary of proposed materials.
    2. Set schedule of at least 2x per month meetings with WCHD project team.

- By Month 2 (5/31/24)
    1. Provide a draft of materials.
    2. Feedback will be provided on or before 6/7/24.

- By Month 3 (6/28/24)
    1. Make required edits-based feedback.

- By Month 4 (7/31/24)

1. In consultation with the WCHD project manager, hand-off designed materials.
2. Submit Final Invoice
3. Please note that no extensions are permissible due to funding.

V.   Application Instructions

Review will be based on responsiveness to the elements of the scope of work and qualifications.

Please submit the following:

Proposal narrative should be in formatted in Times New Roman, with 1.5-line spacing, and 12-point font. The page limit does not include cover page and requested attachments.

1. Cover Page: Include business name and identify the primary contact by name, title, address, phone number, and email address.
2. Organizational experience: Provide details of your organization's experience developing health education materials.
3. Organizational capacity: Provide the name(s) of the primary individual(s) who will be directly supporting this project, as well as any additional organizational capacity or resources that could augment the primary individual(s), as needed.
4. You have the option to respond to any or all three of the requests. Please specify the RFP appendix number(s) for which you are submitting a proposal, i.e., Appendix I, Appendix II and/or Appendix III. For the submission for each appendix, please furnish the following information:
   - Project/Work plan of no more than 5 pages addressing approaches and strategies to the work.
   - Timeline of activities/deliverables: Include confirmation to work within the stated timeline.
   - Proposed Budget and narrative: 2 pages maximum
     o Detailed budget must include costs specific to activities and deliverables within the scope of work.
     o Indirect costs must not exceed 20% of total project costs.
     o Total budget for each proposal should not exceed the maximum amount listed in each appendix.
5. Include examples of relevant work conducted previously.

VI.   Submission Instructions

Please submit your proposal by March 29, 2024, 5:00 PM EST.
    Email: April Demers ademers@woodcountyohio.gov
    Subject line and file name must be: "Prospect's Name" RFP Appendix #

Appendix I
Infectious Disease Prevention Material Development
Curriculum and Health Education Materials

I.   Detailed Proposal
The WCHD seeks proposals for the development of school-based infectious disease prevention curriculum specifically tailored to the unique needs and learning environments of students. Through this initiative, WCHD aims to empower students with the knowledge, skills, and resources necessary to make informed decisions and take proactive measures in preventing the spread of infectious diseases, thereby fostering a healthier and more resilient community for all.

II.   Scope of Work
The WCHD seeks qualified vendors (this can include institutions, organizations, individuals, or teams) that have demonstrated capacity and established methods of developing curriculum for student learners in an academic setting, developing health education toolkits, and developing evaluation materials. **Budget should not exceed $400,000.**

Deliverables:
The Contractor shall work closely with the designated WCHD project manager to design four developmentally and age-appropriate phases of curriculum that may be delivered over several lessons.

1. Infectious disease prevention curriculum for preschool-aged children (ages 2-5).
2. Infectious disease prevention curriculum for kindergarten through grade 5.
3. Infectious disease prevention curriculum for grades 6 through 8.
4. Infectious disease prevention curriculum for grades 9 through 12.

This may include but are not limited to addressing:

I.   Germ Transmission: Explain how germs can spread through coughing, sneezing, touching contaminated surfaces, and being in close contact with someone who is sick.
   1.   Covering Coughs and Sneezes: Encourage children to cover their mouths and noses with a tissue or their elbow when they cough or sneeze to prevent the spread of germs.
   2.   Respecting Personal Space: Teach children about the concept of personal space and the importance of respecting the personal space of others to prevent the spread of germs.
   3.   Staying Home When Sick: Teach children the importance of staying home from school or activities when they are feeling unwell to prevent spreading germs to others.

4. Self-care Helps Others: Teach children that good hygiene helps keep people they care about safe, e.g., people who are older or people who are immunocompromised, and individuals with co-occurring conditions (define immunocompromised and co-occurring keep it age-specific but start to get them aware of this concept that we protect those who have certain conditions.) How to interact with family members especially those who are more susceptible to disease.

5. Using Tissues: Teach children to use tissues to wipe their noses, to dispose of tissues properly after use, and to wash their hands. Reinforce the concept of not sharing tissues or personal items like water bottles or food.

6. Avoiding Touching Face: Remind children to avoid touching their eyes, nose, and mouth with unwashed hands, as this can introduce germs into their bodies.

7. Basic Hygiene Practices: Teach children how to and the importance of washing their hands regularly with soap and water, especially before eating, after using the restroom, outdoor play, and after coughing or sneezing.

8. Mental Health Care: Guidance on navigating the mental health impacts of disease so that students can effectively follow guidance about staying home or avoiding activities and steps to take when they are discouraged about doing so, to support greater adherence to recommendations.

9. Long Covid: Develop materials that explain long covid. Discuss they may experience this or that their parents or others they care about may experience this. Give information on how long covid can affect their relationships with others and assure them that there are measures that can be taken to help cope with the symptoms of long covid.

II. Understanding Illness: Help children understand common signs and symptoms of illness, such as fever, cough, runny nose, and fatigue. Teach them to recognize when they or others may be feeling unwell.

1. Understanding Symptoms: Help children recognize common symptoms of illness, such as fever, cough, and fatigue, and encourage them to tell a trusted adult if they are not feeling well.

2. Difference Between Bacteria and Viruses: Introduce the concept of bacteria and viruses in simple terms, explaining that while some bacteria are helpful, others can make us sick. Similarly, explain that viruses are tiny organisms that can cause illness. Include information on how soapy water destroys germs helping to stop their spread.

3. Antibiotic and Antiviral Medications: What they are, their role, their limitations, and additional considerations (e.g., take as and only when prescribed by a doctor).
4. Community Helpers: Discuss the role of healthcare workers, doctors, nurses, epidemiologists, communicable disease nurses, public health, and scientists in preventing and treating infectious diseases. Help children understand that there are people working to keep them safe and healthy.
5. Media Literacy: Help children critically evaluate information they receive about infectious diseases from media sources. Teach them to look for reliable sources of information and to identify characteristics of reports that may contain inaccuracies.

III. Preventative Measures: Discuss simple preventative measures they can take to reduce the risk of getting sick and to help to keep others from getting sick, such as covering their mouth and nose when coughing or sneezing, avoiding touching their face with unwashed hands, and staying home when they are sick.
1. Vaccines and Immunizations: Explain the purpose of vaccines and how they help protect against certain infectious diseases. Reassure them that vaccines are safe and effective.
2. Personal Protective Equipment (PPE): Teach students about the appropriate use of personal protective equipment and how it varies in purpose from the cloth masks that may be worn more broadly in the community.
3. Healthy Habits: Emphasize the importance of maintaining overall health through activities such as eating nutritious foods, getting enough sleep, staying active, and drinking plenty of water.
4. Cleaning and Disinfecting: Explain the importance of regularly cleaning and disinfecting frequently touched surfaces, such as doorknobs, light switches, and toys, to reduce the spread of germs. Provide tips on how to do this effectively.

IV. Age-Appropriate Content: We are seeking content that is not only informative but also engaging and age-appropriate. We encourage materials that make learning fun and interactive, tailored to the interests and developmental levels of our audience. Please ensure that the content is presented in a way that captivates attention, encourages participation, and resonates with the intended age group.
1. Parent Materials: Consider developing print materials for children to take home and discuss what they learned.

2. Role-Playing Scenarios: Engage children in role-playing scenarios where they practice proper handwashing techniques, covering coughs and sneezes, and other preventive measures in a fun and interactive way.
3. Storytelling and Visual Aids: Use age-appropriate stories, songs, videos, and visual aids to reinforce key concepts about preventing the spread of infectious diseases in a way that is engaging and memorable for children.

V. Cultural Sensitivity: Be mindful of cultural differences and sensitivities when discussing illness and disease. Use language and examples that are culturally relevant and respectful.

VI. Empathy and Compassion: Encourage empathy and compassion towards others who may be sick or affected by infectious diseases. Teach children to be supportive and understanding of their peers who may need extra care or attention.

All three curricula developed should include minimally:

- Lesson Plans/ Facilitator Guides
- Toolkits (files for handouts, resources, posters, assessments, etc.)
- Digital File (short videos, social media assets, etc.)
- Evaluation plan to evaluate the impact of curriculum.

Additional Considerations:

- Materials will be delivered in digital format.
- Materials will be designed for in-person and/or asynchronous learning.
- Two versions of each curriculum will be developed: one branded for the Wood County Health Department, and the other unbranded to allow for individual customization.

Appendix II
Infectious Disease Prevention Health Education Material Development
Educational and Professional Development Materials

I. **Detailed Proposal**

The WCHD seeks proposals for the development of comprehensive educational and professional development materials tailored to specific audiences within the community. These materials are intended to address the prevention and mitigation of infectious diseases, notably COVID-19, by providing targeted information, resources, and training opportunities. Through this initiative, the aim is to empower and educate community members with effective strategies and knowledge to combat the transmission of infectious diseases, ultimately promoting public health and safety within Wood County.

II. **Scope of Work**

The WCHD is in search of qualified vendors (including institutions, organizations, individuals, or teams) with a proven capacity and established methodologies for developing prevention curriculum and materials, digital professional development, or workplace training, as well as evaluation materials. **Budget should not exceed $425,000.**

Deliverables

In collaboration with the designated WCHD project manager, the Contractor will develop comprehensive toolkits featuring digital training and educational materials, along with relevant print resources and evaluation tools. These resources are strategically designed to prevent and mitigate infectious diseases, including COVID-19, and are tailored for four specific audiences: university students and campus housing staff, residents and staff of residential group homes, nursing homes, and long-term care facilities, small business employers and employees, and lastly, public health professionals. Through this collaborative effort, the materials will effectively address the unique needs and challenges of each audience, empowering them with the knowledge and resources necessary to combat the transmission of infectious diseases within their respective settings.

1. **University Students and Campus Housing Staff:**
   - *Professional Development Interactive Training Module*
     - Develop a short interactive training module aimed at educating resident advisors and employees of on-campus university housing facilities on their roles in preventing and mitigating the transmission of infectious diseases, such as COVID-19.
     - The training module should be engaging, informative, and interactive, providing practical guidance and strategies for effectively managing infectious disease risks within university housing environments (using Articulate 360/Rise as an example).

- Ensure that the training module addresses specific scenarios and challenges encountered by resident advisors and housing facility employees in their day-to-day interactions with student residents.
- Assessment and Evaluation Tools:
  - Develop assessment and evaluation tools to measure the effectiveness of the training module and assess staff members' understanding and application of key concepts.
  - Include pre- and post-training assessments to gather insights into the training's impact and identify areas for improvement.

- ***Health Education Materials***
  - Create health education materials suitable for distribution within university housing facilities. Materials may include:
    - Signs for common areas and entrances with clear messaging on preventive measures.
    - Bathroom mirror stickers containing key health reminders.
    - Social media assets featuring engaging visuals and concise messaging.
    - 15-second or 30-second streaming video messages suitable for looping in dormitories, conveying essential information.
    - Newsletter content aimed at informing student residents about best practices for preventing infectious diseases and available resources.
  - Ensure that all print materials are visually appealing, culturally sensitive, and accessible to a diverse student population.
  - Evaluation Framework: Develop an evaluation framework to assess the effectiveness of the training module and print health education materials.
  - Develop pre- and post-training assessments to measure knowledge acquisition and behavior change among resident advisors and housing facility employees.

- ***Interactive Lesson on Prevention and Mitigation of Infectious Diseases for University Students***
  - Develop a one- to two-lesson interactive module using software like Articulate 360 or Rise, targeted at university students.
    - The module should be engaging, user-friendly, and accessible across various devices and platforms commonly used by students.
    - Content should cover key topics related to the prevention and mitigation of infectious diseases, with a specific focus on efforts that would mitigate COVID-19.

- Incorporate multimedia elements, interactive exercises, quizzes, and case studies to enhance student engagement and facilitate learning.
- Ensure that the module includes up-to-date information from reliable sources, as well as practical strategies for implementing preventive measures in daily life.
- Educator Facilitation/Reflection Guide
  - Develop a facilitation guide to assist educators in effectively using the interactive module within their instructional contexts.
  - The guide should provide educators with clear instructions on how to integrate the lesson into their curriculum, including suggested discussion questions, activities, and reflection prompts.
  - Offer guidance on how to facilitate meaningful discussions and encourage critical thinking among students regarding infectious disease prevention and mitigation strategies.
  - Include recommendations for follow-up activities or assignments that reinforce key concepts covered in the interactive lesson.
  - Ensure that the facilitation guide is user-friendly and adaptable to various teaching styles and classroom environments.
- Assessment and Evaluation Tools:
  - Develop assessment and evaluation tools to measure the effectiveness of the training module and assess students' understanding and application of key concepts.
  - Include pre- and post-training assessments to gather insights into the training's impact and identify areas for improvement.
- Accessibility and Compatibility Considerations
  - Ensure that the interactive lesson and facilitation guide are accessible to students with diverse learning needs and abilities.
  - Implement features such as closed captioning, audio descriptions, and keyboard navigation to enhance accessibility for all users.
  - Verify compatibility with assistive technologies commonly used by students with disabilities and make necessary adjustments to optimize usability.

2. **Residents And Staff of Residential Group Homes, Nursing Homes, and Long-Term Care Facilities**
   - ***Interactive Professional Development Training Module***

- Develop an interactive training module using software such as Articulate 360 or Rise, tailored to the staff of residential group homes, nursing homes, and long-term care facilities.
  - The training module should comprehensively cover the prevention and mitigation of infectious diseases, with a specific focus on COVID-19.
  - Incorporate interactive elements, multimedia resources, case studies, and scenario-based learning activities to enhance engagement and facilitate knowledge retention.
  - Ensure that the training module emphasizes the crucial role of staff members in preventing and mitigating the transmission of infectious diseases, highlighting how their actions directly impact the health and well-being of residents under their care. Provide practical strategies and best practices for infection control and prevention.
- Accessibility and Compatibility Considerations
  - Ensure that the interactive training module is accessible to staff members with diverse learning needs and abilities.
  - Implement features such as closed captioning, audio descriptions, and keyboard navigation to enhance accessibility for all users.
  - Verify compatibility with assistive technologies commonly used by staff members with disabilities and make necessary adjustments to optimize usability.

- ***Employer Guide and Resources***
  - Develop an employer guide to assist trainers in effectively delivering the interactive training to staff members.
    - The guide should include detailed instructions on how to navigate the training module, facilitate discussions, and engage participants in interactive activities.
    - Provide additional resources, such as handouts and discussion prompts, to support trainers in conducting engaging and informative training sessions.
  - Assessment and Evaluation Tools:
    - Develop assessment and evaluation tools to measure the effectiveness of the training module and assess staff members' understanding and application of key concepts.
    - Include pre- and post-training assessments to gather insights into the training's impact and identify areas for improvement.
- ***Tailored Health Education Materials***
  - Develop comprehensive health education materials tailored to the unique needs and circumstances of audiences residing in residential group homes, nursing homes, and long-term care facilities.

- o Ensure that the content addresses key topics related to the prevention and mitigation of infectious diseases, including COVID-19, in a clear, concise, and culturally sensitive manner.
  - o Consider varying levels of health literacy among the target audiences and use plain language, visual aids, and interactive elements to enhance comprehension and engagement.
- Multimodal Delivery Approaches:
  - o Design health education materials using a variety of delivery modalities to accommodate diverse learning preferences and accessibility needs.
  - o Explore multimedia formats such as printed brochures, posters, and handouts, as well as digital resources such as videos, infographics, and interactive web-based modules.
  - o Ensure that all materials are accessible across different platforms and devices commonly used by residents and staff members in residential care settings.
- Cultural Sensitivity and Inclusivity:
  - o Incorporate culturally sensitive and inclusive content that respects the diverse backgrounds, beliefs, and languages of residents and staff members.
  - o Consult with cultural experts, community leaders, and representatives from diverse ethnic and linguistic communities to ensure that the materials resonate with the target audiences and foster trust and understanding.
- Health Literacy Assessment and Adaptation:
  - o Consider health literacy and evaluate the readability, comprehension, and suitability of the health education materials for the target audiences.
  - o Use evidence-based strategies to adapt the content and format of the materials to align with the health literacy levels and communication preferences of residents and staff members.
  - o Incorporate plain language, visual cues, and interactive elements to enhance clarity, comprehension, and retention of key health messages.
- Evaluation and Feedback Mechanisms:
  - o Develop evaluation tools and feedback mechanisms to assess the effectiveness and relevance of the health education materials among residents and staff members.
  - o Implement pre- and post-intervention surveys, focus groups, and interviews to gather insights into the perceived usefulness, acceptability, and impact of the materials.

3. **Small Business Employers and Employees**

- ***Interactive Digital Professional Development Training & Materials***
  - Develop interactive digital professional development materials using software such as Articulate Rise or 360, targeting employees of small businesses.
    - o Content should comprehensively cover the prevention and mitigation of infectious diseases in the workplace, with a specific focus on efforts that would mitigate COVID-19.
    - o Tailor the materials to accommodate a range of health literacy levels and cultural backgrounds, ensuring clarity, relevance, and inclusivity in messaging and visuals.
- ***Develop Complementary Health Education Print Materials***
  - Create complementary print materials to reinforce the training provided through digital channels.
    - o Materials may include posters, handouts, and mirror stickers featuring key health messages, preventive measures, and actionable steps for employees to implement in their workplaces.
    - o Ensure that print materials are culturally sensitive, visually appealing, and accessible to employees with varying levels of literacy.
- ***Employer Implementation Guide***
  - Develop an employer implementation guide to assist small business owners or managers in effectively deploying and integrating the digital professional development materials into their workplace settings.
    - o The guide should provide step-by-step instructions on how to facilitate employee access to the materials, promote engagement, and foster a culture of infection prevention and mitigation within the organization.
- ***Pre and Post Evaluation Materials***
  - Create pre and post evaluation materials to assess the effectiveness and impact of the professional development training on employee knowledge, attitudes, and behaviors related to infectious disease prevention, as well as identify areas for improvement.

4. **Public Health Professionals**
   - ***Professional Development Training & Materials***
     - Develop professional development materials targeting public health professionals. Content should be tailored to enhance knowledge and skills in combating the spread of infectious diseases, with a specific emphasis on efforts that would mitigate COVID-19.
       - o Topics of interest include epidemiology, virology, infection prevention and control strategies, vaccine development and

distribution, risk communication, community engagement, and crisis management.

- o Include information on identifying and distinguishing infectious diseases from each other, especially vaccine preventable diseases.
- o Describe tools for understanding the infectious diseases that may be emerging, based on signs/symptoms of illness and the prevalence of diseases in the community.
- o Describe the relationship between cognitive and other disabilities and their impact on following infectious disease recommendations, to inform health education and communication of guidelines.
- o Describe the value of comprehensive health screenings to fully understand the nature of the illness for which a person is presenting for care, to ensure appropriate mitigation efforts can be effectively undertaken.
- Materials may include tools such as:
  - Interactive Modules: Interactive online modules (using software such as Articulate Rise or 360) that allow public health officials to engage directly with content, such as quizzes, simulations, and decision-making exercises. These can reinforce learning and encourage critical thinking.
  - Video Tutorials: Short videos demonstrating specific public health procedures, techniques, or protocols. This could include proper donning and doffing of personal protective equipment (PPE), conducting effective community assessments, or communicating risk to the public.
  - Fact Sheets and FAQs: Concise fact sheets and frequently asked questions (FAQs) addressing common concerns or misconceptions related to public health topics. These resources can serve as quick references for public health officials when interacting with stakeholders or the general public.
  - Resource Guides: Comprehensive guides compiling relevant resources, guidelines, and best practices from reputable sources such as the CDC, WHO, or other public health organizations. These guides can help public health officials navigate complex issues and access up-to-date information.
  - Infographics: Condensed visual representations of key concepts, data, and statistics related to public health issues such as COVID-19 transmission rates, vaccine efficacy, or preventive measures.
  - Case Studies: Real-life scenarios or case studies that illustrate the application of public health principles in different contexts. These could include outbreak investigations, contact tracing efforts, or successful community interventions.

- ***Employer Implementation Guide***
    - Develop a professional implementation guide for these materials tailored for public health leadership to aid them in effectively incorporating digital professional development materials into their workplace settings.
        - This guide should offer detailed, step-by-step instructions on facilitating access to the materials for colleagues, encouraging active engagement, and cultivating a culture centered around infection prevention and mitigation within the community.
- ***Evaluation Materials***
    - Develop evaluative tools, such as surveys, assessments, or feedback forms designed to measure the effectiveness of the materials and identify areas for improvement in content, delivery, or format.

Materials

The materials should leverage a variety of communication methods tailored to the needs of the identified audiences. Justification for the selected content and delivery methods will be supported by evidence from best practices in the field.

Additional Considerations:

- Materials will be delivered in digital format.
- Two versions of each material will be developed: one branded for the Wood County Health Department, and the other unbranded to allow for individual customization.
- The deliverables may encompass tools specifically crafted to assess the community impact of health education materials.
- The deliverables should include a suggested or recommended implementation plan outlining the execution of the health education initiatives.

Appendix III
Infectious Disease Prevention Health Education Material Development
Health Education Campaign

I. The WCHD seeks proposals for the development of health education materials focused on preventing and mitigating the transmission of infectious diseases, notably COVID-19, within the community. The selected recipient will be tasked with developing engaging and informative content that enhances the health literacy of both the general population and individuals with limited access to clear health information.

II. **Scope of Work**
The WCHD seeks qualified vendors (this can include institutions, organizations, individuals, or teams) that have demonstrated capacity and established methods of developing health education materials. **Budget should not exceed $400,000.**

Deliverables
The Contractor will engage in close collaboration with the designated project manager from WCHD to create comprehensive health education materials. The primary deliverables will be aimed at the general population, emphasizing the reduction of disease transmission and the promotion of healthy living practices within the community. Additionally, targeted materials are requested for specific populations, considering cultural appropriateness and health literacy in the development of content and modality of delivery.

1. **General Population:**
The contractor will develop comprehensive materials that encompass strategies for reducing disease transmission and promoting healthy living practices aimed at minimizing the risk of illness.

Potential Topics to reduce disease transmission of COVID-19, flu, RSV, and other infectious illnesses:
- Hygiene Practices
- Vaccination Facts (Debunking myths, where to get the most up-to-date guidelines, how vaccines are approved/ schedules determined, and why recommendations may change.)
- Infectious Disease Transmission
- Importance of Testing
- Guidance on Isolation
- Risk Factors for Severe Disease
- Warning Signs for Severe Illness
- Treatment Options for COVID-19, Flu, and RSV, and other infectious illnesses
- Ventilation Practices for Reducing Transmission

Potential topics related to healthy living practices that can reduce the risk of illness include:

- Risk reduction through health-supporting behaviors:
  - sleep, managing stress, establishing/maintaining healthy dietary patterns, limiting tobacco consumption, receiving preventive care, and decreasing physical inactivity.
- Prevention and management of infectious diseases for individuals with conditions known to increase an individual's risk for severe illness.
  - Obesity, diabetes, heart disease, HIV, respiratory conditions such as asthma, mood disorders and habitual practices such as tobacco use.
- Management, treatment, and therapies for Long Covid with and without conditions such as asthma, mood disorders, and habitual practices such as tobacco use.
  - Obesity, diabetes, heart disease, HIV, respiratory conditions such as asthma, mood disorders and habitual practices such as tobacco use.

2. Targeted Populations

Pregnant People
- Materials communicating relevant information detailing infectious disease prevention and management for pregnant people.

People with Underlying Health Conditions
- Materials communicating relevant information detailing infectious disease prevention and management for people with underlying health conditions.

Adults 65+
- Materials communicating relevant information detailing infectious disease prevention and management for people over age 65.

Employers
- Materials communicating relevant information detailing the role employers play in limiting the spread of infectious disease through policy and culture.

Group Settings
- Materials communicating relevant information detailing prevention and management of infectious disease infection in settings with conditions

known to increase an individual's risk for severe illness, including student housing, schools, jails, and long-term care facilities.

Faith-based Organizations
- Materials communicating relevant information detailing prevention and management of infectious diseases among members of faith-based communities in places of worship.

University Students
- Materials containing relevant information detailing prevention and management of COVID-19 infection among university students.

Limited English Fluency
- Materials communicating relevant information detailing prevention and management of infectious diseases, which does not rely on English text to be effective.

Materials

The materials should leverage a variety of communication methods tailored to the needs of the identified audiences. Justification for the selected content and delivery methods will be supported by evidence from best practices in the field. Potential deliverables include:

- Print Materials (Rack cards, posters, handouts, etc.)
- Graphics Design
- Community presentation (PowerPoint) with speaker notes
- 15-second videos (for streaming video/YouTube)
- 30-second videos
- Social Media assets (Facebook, Instagram and TikTok)
- Digital Banner/Display Ads
- Billboard
- Newsletter Content
- Press Release
- Policy Samples

Additional Considerations:

- Materials will be delivered in digital format.
- Two versions of each material will be developed: one branded for the Wood County Health Department, and the other unbranded to allow for individual customization.

- The deliverables may encompass tools specifically crafted to assess and evaluate the community impact of health education materials, as well as identify areas for improvement in messaging.
- The deliverables should include a suggested or recommended implementation plan outlining the execution of the health education initiatives.