



**Request for Application**  
FY24 Preschool Quality Partnership (PQP) Grant

<p><b>DEADLINE:</b></p> <p><b>March 22, 2024</b> <b>4 PM ET</b></p>	<p><b>ISSUED BY:</b></p> <p>Office of Special Education and Early Learning</p>
<p><b>ADDRESS QUESTIONS TO:</b> Jennifer Bryant, Kentucky Department of Education</p> <p><b>KDERFP@education.ky.gov</b></p> <p>Question Deadline: <b>February 6, 2024, 4 PM ET</b></p>	<p><b>SUBMIT APPLICATIONS TO:</b> Jennifer Bryant, Kentucky Department of Education</p> <p><b>KDERFP@education.ky.gov</b></p> <p><b>*ONLY ELECTRONIC APPLICATIONS ACCEPTED</b> <b>NO HARD COPIES</b></p>

**Specific Instructions:**

Failure to follow these specific instructions will deem an applicant non-responsive and the application will not be scored.

- Local School districts must apply on behalf of licensed childcare provider(s).
- Eligible co-applicant(s) must be identified on the cover sheet (page 13). If the co-applicant(s) is not identified on the cover sheet, the application will be deemed non-responsive and will not move forward in the evaluation process.
- Applicant must demonstrate the ability to implement or enhance a full-day, year-round, high-quality early childhood program to serve three- and four-year-old preschool children.
- Applicants must agree to submit grantee-reported metrics in the following areas: childcare partnership, activities completed for the grant, successes, collaboration, challenges, and next steps
- Must be registered in the System for Awards Management, maintain an active registration and have a Unique Entity Identifier (UEI) and a CAGE Code number.
- It is the responsibility of the applicant to continue to check the Kentucky Department of Education Competitive Grants website for any changes or updates in the RFA document.
- KDE reserves the right to waive minor technical deficiencies.
- Plagiarism is prohibited. The use of AI to generate application content will also be considered plagiarism.

## Solicitation Schedule

Date	Event	Location	Participation
January 23, 2024	RFA released	Online	N/A
February 1, 2024	Pre-recorded Technical assistance webinar	Online	Recommended.
February 6, 2024	Questions deadline	Email	N/A
On or Around February 9, 2024	FAQ post	KDE competitive grants page	N/A
*March 22, 2024  *Please do not submit before March 20, 2024	Application deadline	Send to KDE	<b>Required</b>
April 2024	Application review	Frankfort	N/A
On or around April 24, 2024	Awardees are posted to the KDE website	Online	N/A
April/May 2024	MOA process	N/A	
On or around July 1, 2024	Funding available	N/A	

### **Announcement**

In partnership with the Governor’s Office of Early Childhood (GOEC), the Kentucky Department of Education (KDE) is pleased to announce a funding opportunity designed to incentivize cooperative public/private partnerships between public school districts and childcare providers to develop full-day, year-round, high-quality programs for at-risk children. The incentive grant program represents an opportunity for school districts and childcare providers to improve the quality of services in their communities.

### **Background and Purpose**

The Preschool Quality Partnership Grant (PQP) is designed to support full-day, year-round, high-quality early childhood services for 3- and 4-year-old preschool children. The goal is to expand access to or enhance the quality of existing programs to meet the unique and unmet needs of children and families in communities across the state. Funding for this initiative is made possible by the Preschool Development Grant Birth through Five (PDG B-5), a federal grant designed to improve state early childhood systems.



The KDE is issuing a Request for Application (RFA) for school districts to partner with childcare programs to provide full-day, year-round, high-quality programs to serve 3- and 4-year-old preschool children.

KDE expects school districts will accomplish this goal in partnership with a licensed childcare provider or providers. Head Start may serve as the childcare partner if **the district does not duplicate services defined by existing full utilization agreements and does not supplant federal Head Start funding.**

Partnerships will be **expected to increase the availability of full-day, year-round, high-quality preschool services in their communities.** A summary of activities completed for the grant will be expected from each grantee school district to include, but not be limited to, the following: number of additional hours/days scheduled, number of additional at-risk preschool students served, improvements in quality as defined by Kentucky All STARS and training participation rates, meaningful impacts on child development and student achievement and amount of services targeting early mathematics and early literacy skill development.

### **Funding**

The purpose of these funds is **to increase the number of preschool children served in full-day, year-round, high-quality early childhood environments.** Fifteen (15) grantees may be funded up to \$300,000 for the eighteen-month grant period. The number of grantees and funding amounts may vary depending on the number and quality of applications received. As a result, some applicants may not receive the full amount requested. The award range for the implementation grant is up to \$300,000 for the eighteen-month grant period. The eighteen-month grant period is contingent upon the availability of federal Preschool Development Grant Birth to Five (PDG B-5) funding and the demonstration of adequate progress made toward partnership implementation.

**Funding will be provided on a quarterly reimbursement basis only.** No funds may be expended, or project activities may begin until a fully executed contract is approved by fully executed contract approved by the Finance and Administration Cabinet. Grant funds must be expended or encumbered by December 30, 2025.

### **Key Terms and Definitions**

*Program supplantation:* Using grant funds to replace funding already set aside for a program currently in place.

*Program supplementing:* Funds may enhance a program depending on the connection to grant goals and objectives, alignment with academic standards, and if services and activities provided by the program address the needs of students identified to be served in the application.

*Full-Day, Year-Round, High-Quality Program:* For the purposes of this grant, a “full-day” program is defined as an early childhood program providing a minimum of six hours of operation, four or five days per week. “Year-round” means operating for the full year that the co-applicant is open. “High-quality” means a STARS level three rating or higher in Kentucky All STARS, the state’s five-star quality rating and improvement system for early care and education



programs. Kentucky All STARS is based on Kentucky's Early Childhood Standards and *Child Care Program*. Programs include:

- Licensed Type I Child Care Facility - provides childcare services for four or more children in a non-residential setting, or 13 or more children in a residential setting.
- Licensed Type II Child Care Facility – refers to the primary residence where childcare is regularly provided for at least seven, but not more than 12 children including related children.
- Certified Family Child Care Home – is a person who cares for a child in their own home; and does not exceed six unrelated children at any one time; or four related children in addition to six unrelated children for a maximum of 10 children at any one time.

More information about licensed childcare is available at: <https://chfs.ky.gov>.

*Head Start Program*: Head Start promotes the school readiness of young children from low-income families through agencies in their local community. In addition to education services, programs provide children and their families with health, nutrition, social and other services. Three- and four-year-olds made up over 80 percent of children served by Head Start last year. More information about Kentucky Head Start programs is available at: <https://eclkc.ohs.acf.hhs.gov/programs/kentucky-head-start-collaboration-office>.

*Kentucky State-Funded Preschool Program*: The Kentucky Education Reform Act (KERA) of 1990 established a preschool education program to give children at risk of failing in school an early opportunity to become successful in school and life. The state-funded preschool program is available to all four-year-old children whose family income is no more than 160% of poverty, and three- and four-year-old children with disabilities. Income eligible children must reach the age of four on or before August 1 of the current school year. Program components focus on developmentally appropriate preschool experiences for young children in all areas of child development: cognition, communication, creative expression, physical, social, and emotional development. Since parents are their child's first and most important teacher, the state-funded program includes parent involvement activities to strengthen home/school relationships. More information about state-funded preschool is available at: <https://education.ky.gov/curriculum/conpro/prim-pre/Pages/default.aspx>.

*Developmentally appropriate practice*: This means *teaching and learning opportunities* are focused on the physical, intellectual, social, and emotional development of young children. Decisions about developmentally appropriate practice should be based upon three core considerations: (1) knowledge of child development and learning; (2) knowledge of what is individually appropriate for young children; and, (3) knowledge of what is culturally important (National Association for the Education of Young Children, available [here](#)).

*Early Literacy*: This means *early literacy* activities that are evidence-based and integrated with all domains of learning. Research indicates the following skills and abilities of young children are predictive of future reading outcomes: oral language (listening comprehension, oral language vocabulary), alphabetic code (alphabet knowledge, phonological/phonemic awareness) and print knowledge/concepts (environmental print, concepts about print) (National Institute of Early Education Research, available [here](#)).



*Early Mathematics:* This means *early mathematics* activities that are evidence-based and integrated with all domains of learning. Young children need opportunities to explore mathematical concepts in everyday settings, as well as demonstrate understanding of counting and cardinality, ability to identify and use shapes and concepts about position, ability to use the attributes of objects for comparison and patterning, and ability to describe and compare measurable attributes of objects. (Development and Research in Early Mathematics Education, available [here](#)).

*Evidence-based:* [Evidence-based](#) means an activity, strategy, or intervention that –

- Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
  - Strong evidence from at least one well-designed and well-implemented experimental study;
  - Moderate evidence from at least one well-designed and well-implemented quasi-experimental study;
  - Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
  - Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and
  - Includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

*Professional development:* [Professional development](#) means professional learning that aligns with standards and goals, focuses on content and pedagogy, occurs collaboratively, is facilitated by early educators, focuses on continuous improvement and is on-going.

*Student progress measures:* This means *student progress* should be assessed with measures that are valid, reliable, evidence-based, and developmentally appropriate. Appropriate assessments include formal (diagnostic, classroom/instructional) and informal (natural observations, student portfolios, parent, and teacher input/feedback) measures and methods.

## **Requirements**

1. An applicant is defined as one or more Kentucky school districts providing state-funded preschool services. The applicant will serve as the grant’s fiscal agent for the purpose of receiving and directing partnership funds in support of implementing or enhancing full-day, high-quality early childhood services to 3- and 4-year-old preschool children.
2. A co-applicant is defined as one or more childcare partners responsible for working collaboratively with the applicant to implement or enhance full-day, high-quality early childhood services. Co-applicants must include licensed Type I provider(s) or Type II childcare provider(s) or certified home childcare providers. ***Applicants not identifying co-applicants on the cover sheet will be deemed non-responsive and will not move forward in the application process.***

3. Preschool children are defined as three- or four-year-old children residing in the school district. Three- and four-year-old children with disabilities and income eligible four-year-old children also may be enrolled in the state-funded preschool program.
4. Full-day services are defined as a minimum of six hours of operation, four or five days per week. Applicants are encouraged to base comprehensive services and hours of operation on community needs.
5. High-quality programs are defined by a level three (3) rating or higher in the Kentucky All STARS system.
6. Head Start may serve as a co-applicant but **partnerships must avoid duplication of full utilization agreements and must not supplant federal Head Start funding.**
7. Applicants must use funds to implement a full-day, year-round, high-quality early childhood program to serve 3- and 4-year-old preschool children.
8. Applicants must report student information using Infinite Campus while adhering to the Family Educational Rights and Privacy Act (FERPA).
9. Applicants must use developmentally appropriate instructional programs with an emphasis on research-based early mathematics and early literacy skill development.
10. Applicants must describe family engagement activities, including support for parent-child literacy and mathematics activities.
11. Applicants must demonstrate collaboration and coordination with co-applicants, as well as collaboration and coordination with existing early childhood programs and services including Head Start.
12. Co-applicants must achieve at least a rating of three (3) STARS under the Kentucky All STARS system.
13. Funds from this grant cannot be used to replace regular preschool or childcare services.
14. Applicants must submit a final report each year identifying student level outcomes, collaboration activities and professional development activities. Payments may be contingent upon receipt of these reports.
15. Applicants must use a portion of funds on high-quality professional development to support district and childcare staff.
16. Applicants must use a portion of funds to evaluate the effectiveness of the partnership grant.

### **Application Narrative**

#### Part 1: Need

- Details compelling need to collaborate with childcare partners to deliver a full-day, year-round, high-quality early childhood program to serve 3- and 4-year-old preschool children.
- Provide analysis of community early childhood needs using multiple sources of data, including, but not limited to, the 2023 Early Childhood profile, district kindergarten entry screener results (Brigance), KIDS COUNT data, free and reduced lunch eligibility data, and school report card information.
- Provide a clear link between identified needs and expected outcomes.

#### Part 2: Program Quality

- Demonstrate ability to implement or enhance full-day, year-round, high-quality early childhood program services for 3- and 4-year-old preschool children, including definition of partnership roles and responsibilities.



- Identify 3 strategies for jointly recruiting and screening 3- and 4-year-old preschool children to be served by childcare and state-funded preschool programs.
- Identifies developmentally appropriate curriculum, early mathematics and early literacy activities, and practices for children in preschool classrooms and childcare settings.
- Identifies 3 outcomes for student progress and ways to measure progress towards meeting outcome goals, including early mathematics and early literacy goals, which may include the Language Essentials for Teachers of Reading and Spelling (LETRS) program.
- Describes steps for collecting, managing, and reporting preschool quality partnership student information in Infinite Campus.
- Describes family engagement activities, including support for parent-child literacy and mathematics activities.
- Describes how staff training needs will be identified and how training will be provided to district and childcare staff.
- Includes plan for evaluating the effectiveness of the partnership grant for three-year period, including evidence and data to demonstrate partnership success

#### Part 3: Collaboration

- Describes joint planning with key partners in the development of the application proposal.
- Describes collaboration with childcare, Head Start, Regional Collaboratives and other early childhood stakeholders in carrying out the application proposal.
- Includes plan for district and childcare partners to meet regularly to review success of partnership and child outcomes.
- Provides strategies for continuing to implement collaborative services successfully and sustaining partnership services beyond the three-year grant period.

#### Part 4: Budget

- Demonstrates clear connection between activities to develop program services and expenses.
- Reflects reasonable costs associated with implementing program services.
- Identifies sufficient resources necessary to implement grant activities and sustain services beyond the grant period, including identification of non-grant funds (i.e., matching funds).
- Includes a minimum set aside of \$5,000 for professional development in early mathematics and/or early literacy for preschool and childcare staff.
- Includes a \$1,500 set aside to participate in a state evaluation of the preschool quality partnership grant program.
- Includes a detailed budget form that itemizes specific uses of funds

#### **Allowable Activities and Expenses**

Programs must use funds to support full-day, year-round, high-quality early learning services for the benefit of 3- and 4-year-old preschool children. Funds may be used to:

- Supplement childcare teacher salaries;
- Provide or supplement salaries to extend program hours or open new classrooms;
- Travel and participate in regional, state, or national early childhood training or meetings for the purpose of improving early childhood quality;

- Purchase supplies related to trainings and/or meetings (e.g., paper, writing utensils);
- Conduct marketing and recruitment activities.

### **Unallowable Activities and Expenses**

Funds may not be used for the following:

- Capital construction projects;
- Rent or lease of building space;
- Playground equipment;
- Technology (e.g., computers, tablets, audio/visual equipment);
- Food or refreshments;
- Fees for grant writers;
- Funds to promote school or child care providers;
- Gifts, rewards or prizes;
- Entertainment or social activities.

### **Application Components**

- 1) Application Cover Page
- 2) Additional Childcare Participation Page (if serving more than 1 childcare center)
- 3) Table of Contents (no more than one page, created by applicant)
- 4) Narrative
- 5) Itemized Budget Form(s) with a Budget Narrative (not included in the 15-page narrative limit, but the two budget documents must not exceed 5 pages)
- 6) Certifications regarding lobbying, debarment, suspension, and other responsibility matters; and drug-free workplace requirements.

### **Formatting Requirements**

- 1) Text **MUST** be in Arial font (do not use a condensed or narrow version) 12 point and double-spaced.
- 2) Texts within charts and graphs may be 10-point and single-spaced.
- 3) Bullets may be single-spaced and should be 12 point.
- 4) All margins for the narrative section should be 1 inch (top, bottom, and sides).
- 5) Pages **MUST** be numbered consecutively with the Narrative beginning on page one. (Do not number the application cover page or the table of contents.)
- 6) Application Narrative may not exceed 15 double-spaced pages (Itemized budget with budget narrative is not included in the 15 pages.)

### **Submission of Proposal**

Application must be received in the KDERFP email inbox no later than **4:00 p.m. ET, March 22, 2024**. Applications received after this time and date stamp will not be reviewed or considered for award.

1. Scan the completed application in its entirety, including all signatures, to PDF format. Save the original application as **24PQP District Name** (For example, Franklin County would save the original application as 24PQP Franklin.)



2. Scan a redacted copy to submit with your application. **The redacted copy MUST not contain any identifying information** including RTC name, district name, school name, county name, and city name. Save the redacted application as **24PQP District Name B** (For example, 24PQP Franklin B)
3. To submit applications:
  - On the subject line of the email, type **24PQP District Name Application**
  - Email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov).
  - **The date/time on the received email must be on or before 4:00 p.m. ET on March 22, 2024.**
  - Keep in mind that email coming into KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always sent or received on the first try.
  - Applications not received by the deadline will not be reviewed or considered for award.
  - Applications will be scored as received, so please ensure they are complete before emailing.
  - Confirmation of Receipt requests should be made in the submission email. Please note that KDE does not open attachments to confirm correctness.
  - Please do not CC others on application submissions.
  - Do not submit Google Docs or documents from Google Drive.
  - Each PDF attachment **MUST** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be reviewed or eligible for an award.

### **Redacting Instructions**

Redacting/Blinding is the removal of identifying information from an application. Identifying information is **RTC name, district name, school name, county name, and city name**. Names of Individuals and Signatures should NOT be blinded/redacted.

Redacted copies should be completely redacted electronically using Black highlighting or X'd out - using the find and replace or replace feature - ex: XXX.

Please review the redacted copy before submitting it to ensure all identifying information is redacted and all required pages and attachments are attached and redacted properly.

### **Evaluation of Proposals**

A committee consisting of persons knowledgeable in kindergarten readiness, gap closure, and student development will review applications according to the scoring criteria outlined in this request for application. The evaluation process shall be completed under the direction of the KDE procurement branch.

### **Scoring Rubric**

<b>PART 1: NEED</b>	<b>15 Points</b>
<ul style="list-style-type: none"> <li>• Establishes compelling need to collaborate with childcare partners to deliver a full-day, year-round, high-quality early childhood program to serve 3- and 4-year-old preschool children.</li> <li>• Provides analysis of community early childhood needs using multiple sources of data, including, but not limited to, the 2023 Early Childhood profile, district kindergarten entry screener results (Brigance), KIDS COUNT data, free and reduced lunch eligibility data, and school report card information.</li> <li>• Provides a clear link between identified needs and expected outcomes.</li> </ul>	
<b>PART 2: PROGRAM QUALITY</b>	<b>40 Points</b>
<ul style="list-style-type: none"> <li>• Demonstrates ability to implement or enhance full-day, year-round, high-quality early childhood program services for 3- and 4-year-old preschool children, including definition of partnership roles and responsibilities.</li> <li>• Identifies 3 strategies for jointly recruiting and screening 3- and 4-year-old preschool children to be served by childcare and state-funded preschool programs.</li> <li>• Identifies developmentally appropriate curriculum, early mathematics, and early literacy activities, and practices for children in preschool classrooms and childcare settings.</li> <li>• Identifies 3 outcomes for student progress and ways to measure progress towards meeting outcome goals, including early mathematics and early literacy goals, which may include the Language Essentials for Teachers of Reading and Spelling (LETRS) program.</li> <li>• Describes steps for collecting, managing, and reporting preschool quality partnership student information in Infinite Campus.</li> <li>• Describes family engagement activities, including support for parent-child literacy and mathematics activities.</li> <li>• Describes how staff training needs will be identified and how training will be provided to district and childcare staff.</li> <li>• Includes plan for evaluating the effectiveness of the partnership grant for three-year period, including evidence and data to demonstrate partnership success.</li> </ul>	



<b>PART 3: COLLABORATION</b>	<b>20 Points</b>
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- Describes joint planning with key partners in the development of the application proposal.
- Describes collaboration with childcare, Head Start, Regional Collaboratives and other early childhood stakeholders in carrying out the application proposal.
- Includes plan for district and childcare partners to meet regularly to review success of partnership and child outcomes.
- Provides strategies for continuing to implement collaborative services successfully and sustaining partnership services beyond the three-year grant period.

<b>PART 4: BUDGET</b>	<b>30 Points</b>
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- Demonstrates clear connection between activities to develop program services and expenses.
- Reflects reasonable costs associated with implementing program services.
- Identifies sufficient resources necessary to implement grant activities and sustain services beyond the grant period, including identification of non-grant funds (i.e., matching funds).
- Includes a minimum set aside of \$5,000 for professional development in early mathematics and/or early literacy for preschool and childcare staff.
- Includes a \$1,500 set aside to participate in a state evaluation of the preschool quality partnership grant program.
- Includes a detailed budget form that itemizes specific uses of funds.

<b>TOTAL POINTS</b>	<b>105 Points</b>
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**Appendix of Forms**

- Application Cover Page
- Additional Childcare Participation Page (if serving more than 1 childcare center)
- Budget Form(attachment)
- Certifications regarding lobbying, debarment, suspension, and other responsibility matters; and drug-free workplace requirements.

### FY24 PQP Application Cover Page

<b>Applicant/District/ Fiscal Agent:</b>		
<b>District Address:</b>		
<b>Superintendent Name</b>		Email:  Phone:
<b>Co-Applicant/ Childcare Provider #1</b>		
<b>Childcare Director #1</b>		Email:  Phone:
<b>Grant Contact</b>		Email:  Phone:
<b>Fiscal Agent Finance Office</b>		Email:  Phone:

**Fiscal Agent UI #:**

**Fiscal Agent SAM CAGE Code#:**

I swear under oath, subject to penalty for perjury, that I am authorized to execute this document and assure that the attached application has been reviewed and approved for implementation by all stakeholders and the district will comply with all requirements, both technical and programmatic, pertaining to the Preschool Quality Partnership grant. I acknowledge that failure to comply may significantly impact future funding, in addition to any applicable penalties under law.

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child Care Director #1

\_\_\_\_\_  
Date

\_\_\_\_\_  
Notary Public

\_\_\_\_\_  
My commission expires on



**FY 24 PQP Additional Childcare Participation Page**

<b>Co-Applicant/ Childcare Provider #2</b>		
<b>Childcare Director #2</b>		<u><b>Email:</b></u>  <u><b>Phone:</b></u>

\_\_\_\_\_

Child Care Director #2 Date

<b>Co-Applicant/ Childcare Provider #3</b>		
<b>Childcare Director #3</b>		<u><b>Email:</b></u>  <u><b>Phone:</b></u>

\_\_\_\_\_

Child Care Director #3 Date

<b>Co-Applicant/ Childcare Provider #4</b>		
<b>Childcare Director #4</b>		<u><b>Email:</b></u>  <u><b>Phone:</b></u>

\_\_\_\_\_

Child Care Director #4 Date

**FY24 PQP Budget Form**

Instructions: Indicate the budget code, provide a description and the amount to be expended.

<b>MUNIS Code</b>	<b>Item</b>	<b>Explanation of Expenditure</b>	<b>Amount</b>
<b>TOTAL:</b>			



**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND 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 the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form–LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

**3. DRUG-FREE WORKPLACE**

**(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees , as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee’s policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) 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 (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) 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;

(e) 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: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) 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:

(1) 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

(2) 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:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Check [ ] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE**



**(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conduction any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

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

NAME OF APPLICANT	
PR/AWARD NUMBER AND / OR PROJECT NAME	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

