



REQUEST FOR APPLICATION

FY26 KY Transition 360 SPARK:

Supporting Postsecondary Achievement and Resources for Kentucky students with disabilities

Application Deadline	Issued By
4:00 p.m. (ET) November 25, 2025 <i>(Applications received after 4 p.m. (ET) will NOT be reviewed)</i>	Kentucky Department of Education Office of Special Education and Early Learning (OSEEL) Transition Education Unit
Email Questions To:	Submit Applications to:
Kentucky Department of Education Procurement Branch KDERFP@education.ky.gov <i>(Questions accepted via email only)</i> October 16, 2025, at 4:00 (ET)	KDERFP@education.ky.gov <i>(Only electronic applications will be accepted.)</i>
Specific Instructions: <u>Failure to follow these specific instructions will deem an applicant's response non-responsive and the application will not be scored.</u>	
<ol style="list-style-type: none">1. Each district may submit one application.2. KDE reserves the right to waive minor technical issues.3. Applicants are responsible for monitoring KDE's Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials.4. Plagiarism is strictly prohibited. The use of AI to generate application content will also be considered plagiarism.5. Must be registered in the Systems for Awards Management (SAM) and have a Unique Entity Identifier (UEI) and a CAGE Code Number. (NOTE: Registration must under the district's name and not the school).	

Page 9 Edit to the Project Design

Page 14 Addition of munis codes 0626 (Gasoline) and 0627 (Diesel) as allowable expenses.

KENTUCKY DEPARTMENT OF EDUCATION

KY Transition 360 SPARK:

Supporting Postsecondary Achievement and Resources for Kentucky
students with disabilities

Solicitation Schedule

Date	Event	Location	Participation
10/02/2025	RFA released	Online	N/A
10/9/2025 9:00 – 11:00 a.m.	Technical assistance webinar	SPARK Grant Technical Assistance Session 10/9/25 9 am ET	Attending or watching this recorded TA session is recommended
10/16/2025	Questions deadline	Email	N/A
On or around 10/22/2025	FAQ posted	Online	N/A
11/25/2025	Application deadline	Send to KDE	Required
Dec 2-5, 2025	Application review and scoring	Online	N/A
On or around Dec. 19, 2025	Awardees are posted on the KDE website	Online	N/A
Dec 2025/ January 2026	MOA process (KDE & LEA)	N/A	Districts
December 2026	District plans reviewed	N/A	N/A
February 2, 2026	Funding available to LEA	N/A	Districts

Background

The Office of Special Education and Early Learning is issuing a Request for Applications (RFA) for KY Transition 360 SPARK: Supporting Postsecondary Achievement and Resources for Kentucky students with disabilities (KY SPARK). This initiative strengthens education by enhancing interagency collaboration, building strong family partnerships, supporting students and promoting the use of high-quality transition assessments to improve post-school outcomes for students with disabilities. Kentucky's Indicator 13 and 14 data highlight opportunities to increase coordination with community partners, including the Kentucky Office of Vocational Rehabilitation (OVR), and to expand transition services, allowing access to postsecondary education, competitive integrated employment and other meaningful adult life experiences for youth with disabilities.

Purpose

Through KY SPARK, awarded districts will pilot a comprehensive framework designed to strengthen transition programming for students with disabilities. Each district will complete a self-assessment aligned with the Predictor Implementation Self-Assessment (PISA)

Collaborative Systems Cluster to evaluate family partnerships, transition assessments and interagency collaboration. Based on the results, districts will develop and implement an action plan that aligns local practices with the Predictors of Postschool Success. This process will ensure that strategies are targeted, measurable and sustainable. Districts will form a transition team to coordinate efforts and sustain improvements in postsecondary transition programming for students with disabilities. They will actively collaborate with OVR and community partners while building internal systems that drive sustainable improvements in transition outcomes.

To achieve these goals, districts will focus on three key areas, with specific strategies to guide implementation and ensure measurable progress:

Increase Collaboration with OVR (Interagency Collaboration)

- **Initial Contact at 6th Grade:** Districts introduce students and families to the Office of Vocational Rehabilitation (OVR) during middle school. They establish awareness, build familiarity with the agency, and lay the foundation for future collaboration.
- **Strengthened Engagement at 8th Grade (Age 14):** As students prepare for the transition to high school, districts deepen conversations with families by formally incorporating OVR into transition discussions and meetings.
- **Deeper Collaboration at 10th Grade (Age 15):** Districts facilitate collaboration between OVR staff, students, and families as part of transition planning.
- **Ongoing Communication for Students with Open OVR Cases:** Districts maintain consistent communication with families and OVR staff once a student is enrolled in OVR services (“opens a case”).

Strengthen Family-School Partnerships (Parent Expectations & Parental Involvement)

- **Co-Designed Engagement Opportunities:** Districts provide meaningful knowledge- and capacity-building opportunities that they co-design with staff and families.
- **High Expectations for Post-School Outcomes:** Districts support families in setting high expectations for their child’s future by sharing information, tools and resources that highlight a wide range of postschool possibilities.
- **Accessible Resources for Families:** Districts provide accessible resources that enable families to actively participate in postsecondary transition planning, beginning no later than 6th grade.
- **Staff Training on Family Engagement:** Districts train staff to meaningfully engage families in postsecondary transition planning and to use strategies that promote collaboration and trust.

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- **Expand Transition Assessments (Student Supports)**

- Begin administering high-quality transition assessments in grade 6.
 - High-quality transition assessments identify a student's strengths, interests, and needs to guide planning for life after high school. According to the PISA framework, high-quality assessments are age-appropriate, student-centered, and conducted across multiple domains and points in time. They help students learn about themselves, set long-range goals, make decisions, and create actionable plans for post-school success.
- Use assessment results to guide Individual Education Plan (IEP) transition planning and goal development.
- Monitor student progress through repeated assessments across grade levels.
- Provide targeted supports based on individual student assessment data.

Funding

The Kentucky Department of Education (KDE) will fund approximately 20 districts, awarding each an estimated \$75,000. To ensure geographic representation, KDE will select two districts from each Local Workforce Development Area (LWDA) (see attached map). KDE will score and rank applications both overall and within each LWDA. The two highest-scoring applicants in each LWDA will receive funding. If an LWDA has no applicants or no qualified applicants (e.g., no applicant scores 77 or higher), the slot will be filled with the next-highest scoring applicant from the remaining pool.

KDE will provide these funds to strengthen existing systems and build sustainable practices that improve post-school outcomes for students with disabilities. Districts will use funds to build capacity in three key areas identified in the PISA Collaborative Systems Cluster: family-school partnerships, student supports and local-level interagency collaboration. KDE will distribute funds on a quarterly reimbursement basis, contingent upon approval of expenditures. Districts must obtain KDE's prior approval for any purchase over \$500 to ensure alignment with the grant's goals and allowable uses.

Allowable expenditures include salary, extended day or extra duty pay for participating staff, substitute coverage, general supplies, promotional supplies, consultants, assessment material, professional development, light food at family events, and travel-related expenses. Non-allowable expenditures include furniture and technology. Districts may allocate funds to support up to 1.0 Full-Time Equivalent (FTE) staff position(s), or a portion thereof, consistent with the district's established salary scale, not to exceed 50% of total award (\$37.5K).

The fiscal agent for the application must be a local school district. Each district will provide a budget and budget summary aligned to the allowable MUNIS codes to show how the funds will be spent.

The grantee must possess sufficient financial resources to provide start-up funding for framework implementation. No funds may be expended prior to the start date and until the contract is approved by the Finance Cabinet. KDE anticipates the contract period will be February 2, 2026 to June 30, 2027. Funding is provided on a quarterly reimbursement basis only.

Local Work Development Areas (LWDA)

- **West Kentucky** Ballard, Caldwell, Calloway, Carlisle, Christian, Crittenden, Fulton, Graves, Hickman, Hopkins, Livingston, Lyon, Marshall, McCracken, Muhlenberg, Todd, Trigg
- **Green River** Daviess, Hancock, Henderson, McLean, Ohio, Union, Webster
- **South Central** Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, Warren
- **Lincoln Trail** Breckinridge, Grayson, Hardin, LaRue, Marion, Meade, Nelson, Washington
- **Kentuckiana Works** Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, Trimble
- **Cumberlands** Adair, Casey, Clinton, Cumberland, Green, Laurel, McCreary, Pulaski, Rockcastle, Russell, Taylor, Wayne, Whitley
- **Bluegrass** Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Nicholas, Powell, Scott, Woodford,
- **Northern Kentucky** Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, Pendleton
- **EKCEP** Bell, Breathitt, Carter, Clay, Elliott, Floyd, Harlan, Jackson, Johnson, Knott, Knox, Lawrence, Lee, Leslie, Letcher, Magoffin, Martin, Menifee, Morgan, Owsley, Perry, Pike, Wolfe
- **TENCO** Bath, Boyd, Bracken, Fleming, Greenup, Lewis, Mason, Montgomery, Robertson, Rowan

Requirements for Funding

1. Comprehensive Needs Assessment

Districts must provide a clear and detailed description of their current transition services. The needs assessment must address the following areas:

- **Local Collaboration** – Describe when and how your district collaborates with the local OVR office.
- **Family Engagement and Expectations** – Explain how your district engages parents in transition planning and decision-making, and how you support families in setting high expectations for postschool outcomes.
- **Student Support** – Identify the transition assessments and services in place to help students build skills and access needed resources.

Districts should provide specific examples where possible (e.g., programs, schedules, partnerships, or initiatives) rather than broad generalizations.

2. Performance Assessment

Districts must describe the reach and outcomes of their existing transition service efforts to provide a clear picture of current practices and areas for improvement. This information will help guide the district's action plan and ensure alignment with the goals of KY SPARK. The description should address the following:

- **Student Populations** – Identify which student populations benefit from current OVR collaboration efforts. Explain whether collaboration extends beyond targeted programs, such as Community Work Transition Program (CWTP), Moderate and Severe Disabilities (MSD), or Career and Technical Education (CTE).
- **Family Engagement** – Describe measures of family participation in the district’s transition planning efforts.
- **Transition Assessments** – Identify the effectiveness of transition assessments, including when assessments are conducted, how results are used to guide planning and how well implementation processes are working.

Districts should provide specific examples and data where possible, rather than general statements, to clearly demonstrate reach and effectiveness.

3. Project Design

Each selected district will establish a plan for strengthening transition programming in three key areas. At this stage, districts are asked to write one SMART goal for each focus area to demonstrate a clear plan for growth. Specific strategies to achieve these goals will be provided during the grant process, based on the KY SPARK PISA action plan and local collaboration framework.

The focus areas are:

- **Interagency Collaboration** – Set a goal to strengthen partnerships with the Kentucky Office of Vocational Rehabilitation (OVR) and other community agencies to improve postschool outcomes.
- **Parent Expectations & Parental Involvement** – Set a goal to engage families in transition planning and support high expectations for postschool goals.
- **Student Supports – Transition Assessments** – Set a goal to enhance the use of high-quality transition assessments to guide planning and monitor student progress.

Districts should focus on **measurable, realistic, and growth-oriented goals** in each area. At this stage, districts are **not expected to specify activities**, as these will be aligned with the district’s action plan.

4. Expenditures

Describe how you will use funds to support the goals of the project.

- Explanations should focus on how expenditures will build capacity.

Districts should also explain how funds will support **sustainable systems** of transition services, ensuring that improvements continue beyond the grant period.

SMART Performance Indicators (Objectives)

The Narrative must include measurable performance indicators to address each of the required performance goals. A minimum of four performance indicators must be written in a SMART format and addressed in the narrative.

1. S – Specific Outcomes
2. M – Measurable
3. A – Achievable

4. R – Realistic
5. T – Timeframe

Application Components

The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application. All requested signatures must be included to be eligible for funding.

1. Application Cover Page
2. Assurances
3. Narrative responses (10-page limit)
4. Budget form
5. Certifications Form

Formatting Requirements

Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. Double-spaced
2. Letter-size (8 ½ x 11)
3. The narrative sections (1.1 – 4.2) must not exceed 10 pages. Any pages beyond 10 will not be read or considered in scoring.
4. Times New Roman 12-point font (no compressed, narrow, or light fonts allowed)
5. Margins for the narrative portion should be 1 inch on all sides.
6. Texts within charts, graphs, and tables may be in Times New Roman 10-point font and single-spaced.
7. Bulleted lists should be **single-spaced** and must be in Times New Roman 12-point font.
8. Charts, graphs, bulleted lists, and tables may not comprise more than 20% of the total narrative.

Redacting Instructions

Blinding/Redacting is the removal of identifying information from an application. Identifying information is the **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 feature - ex: XXX.

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

Redacted copies will be scored as received.

Submission of Application

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as **26SPARK District Name**. (For example: Lee County would save the original application as *26SPARK Lee*.)
2. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as **26SPARK County Name B**. (For example: Lee County would save the redacted application as *26SPARK Lee B*.)
3. Email the original copy, the redacted copy, and the rubric to KDERFP@education.ky.gov
 - ☐ On the subject line of the email, type **26 SPARK District Name**.
 - ☐ If possible, **send all three attachments in the same email. ALL PARTS MUST BE RECEIVED- DATE/TIME STAMPED BY THE DEADLINE of 11/25/2025 by 4 p.m. ET.**
 - ☐ 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 received on the first try.
 - ☐ Applications received after the deadline will not be reviewed or considered for the award.
 - ☐ Applicants can request confirmation of receipt in their submission email. KDE will confirm receipt of the email and attachments (if any). Please note that KDE does not open attachments to check for accuracy.
 - ☐ Do not add others to application submission emails.
 - ☐ Do not send 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.

Evaluation of Application

Internal reviewers will evaluate applications using the RFA and scoring rubric aligned to the criteria established in the RFA. To be considered for funding, applicants must achieve a minimum score of **77 points (70%)**. Applications scoring below this threshold will not be eligible for selection.

SCORING RUBRIC

The narrative description should be written in the chronological order in which the criteria are written below.

Part I: Comprehensive Needs Assessment

Comprehensive Needs Assessment: 35 points (5 points each, unless otherwise noted)

Provide a clear, detailed description of how your district currently collaborates with OVR, engages families in transition planning, and delivers student supports.

Address each of the following in the order shown:

- 1.1 Describe the student populations benefiting from current OVR collaboration.
- 1.2 Describe current district efforts to engage with OVR, including when and how this collaboration occurs. Identify which staff are involved. Explain any established routines, shared meetings, or transition practices. (10 points)
- 1.3 Describe current district efforts to encourage parental involvement in transition planning and decision-making.
- 1.4 Describe the methods your district currently uses to measure family participation in transition efforts, and provide your most recent participation rate or other data that demonstrates the effectiveness of these methods.
- 1.5 Explain the current student supports in place within your district, including: (a) the transition assessments used, (b) procedures for when assessments are administered and updated, (c) how results are used to guide IEP development, and (d) the services provided to help students build skills and access needed resources. (10 points)

Part II: Project Design

Performance Goals/Indicators: 15 points (5 points each)

A minimum of one overarching performance indicator must be written in SMART format for each of the ~~four~~ (three) project design areas.

- 2.1 Interagency Collaboration – Create a performance indicator in the SMART format to strengthen partnerships with the Kentucky Office of Vocational Rehabilitation (OVR) and other community agencies to improve postschool outcomes.
- 2.2 Parent Expectations & Parental Involvement – Create a performance indicator in the SMART format to engage families in transition planning and support high expectations for postschool goals.
- 2.3 Student Supports – Transition Assessments – Create a performance indicator in the SMART format to enhance the use of transition assessments to guide planning and monitor student progress.

Part III: Transition Team

Transition Team: 25 Points

- 3.1 Describe how the district will assign and/or recruit the required individuals to participate in the district transition team. Include any other stakeholders the district plans to engage beyond those required. (10 points)
- District-administrator
 - School-level administrator (middle and high)
 - Special education teacher (middle and high)
 - Regular education teacher (middle and high)
 - Career and Technical Education teacher
 - Parent or guardian of an 8th grade student with a disability
 - *Parent cannot be an employee in the district*
 - Parent or guardian of a high school student with a disability
 - *Parent cannot be an employee in the district*
 - Eighth (8th) grade student with a disability of transition age
 - *Student cannot be the child of an employee in the district*
 - High School student with a disability of transition age
 - *Student cannot be the child of an employee in the district*
- 3.2 Describe how the district's Transition Team structure will support sustainability of transition practices beyond the life of the grant. (10 Points)
- 3.3 Detail how the district will plan and implement meetings that will be understandable to all transition team members and engage each member to actively participate. (5 points)

Part IV: Budget

Expenditures: 30 points (10 points per bullet)

- 4.1 Provide a budget narrative that explains how expenditures address the goals of the program.
- 4.2 Districts should also explain how funds will support sustainable systems of transition services, ensuring that improvements continue beyond the grant period.
- 4.3 Budget Form is provided that indicates necessary, allocable, reasonable and allowable expenses (The budget form is not included in the page limit for the narrative)

TOTAL POINTS:

105 Points

FY26 KY Transition 360 SPARK Application Cover Page

LWDA Region: (Choose one)

☐ West KY ☐ Green River ☐ South Central ☐ Lincoln Trail ☐ TENCO
☐ Kentuckiana Works ☐ Cumberland ☐ Bluegrass ☐ Northern KY ☐ EKCEP

DISTRICT NAME	Click or tap here to enter text.		
ADDRESS	Click or tap here to enter text.		
SUPERINTENDENT	Click or tap here to enter text.	Phone:	Click or tap here to enter text.
		Email:	Click or tap here to enter text.
DIRECTOR OF SPECIAL EDUCATION	Click or tap here to enter text.	Phone:	Click or tap here to enter text.
		Email:	Click or tap here to enter text.
GRANT WRITER	Click or tap here to enter text.	Phone:	Click or tap here to enter text.
		Email:	Click or tap here to enter text.
Additional Grant Collaborators	Click or tap here to enter text.		
Teams Leads (2)	Click or tap here to enter text.		

I assure the attached application contains accurate information. I understand that grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding for the grant and may impact future funding.

Notarized Assurance of Commitment from the Superintendent

Superintendent _____

Date _____

Notary Signature Date Commission Expires

Date _____

Budget Form

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use grant monies for any MUNIS code that is not listed. Successful approval of the budget is pending further review by the KDE. The budget form is limited to one page and not included in the ten-page narrative limit.

Enterprise ERP (MUNIS) Object Code	Description	Amount	Explanation of Expenditures
0110	Certified Services	Click or tap here to enter text.	Click or tap here to enter text.
0111	Extended Day (Contract)	Click or tap here to enter text.	Click or tap here to enter text.
0112	Extra Duty (Contract)	Click or tap here to enter text.	Click or tap here to enter text.
0113	Other Certified (Not part of Contract)	Click or tap here to enter text.	Click or tap here to enter text.
0120	Certified Substitute	Click or tap here to enter text.	Click or tap here to enter text.
02xx	Employee Benefits	Click or tap here to enter text.	Click or tap here to enter text.
0321	Workshop Consultant	Click or tap here to enter text.	Click or tap here to enter text.
0322	Education Consultant	Click or tap here to enter text.	Click or tap here to enter text.
0335	Professional Consultant	Click or tap here to enter text.	Click or tap here to enter text.
0338	Registration Fees	Click or tap here to enter text.	Click or tap here to enter text.
0339	Other Professional Training and Development Skills	Click or tap here to enter text.	Click or tap here to enter text.

Enterprise ERP (MUNIS) Object Code	Description	Amount	Explanation of Expenditures
0349	Other Professional Services	Click or tap here to enter text.	Click or tap here to enter text.
0541	Radio and Television Advertising	Click or tap here to enter text.	Click or tap here to enter text.
0542	Newspaper Advertising	Click or tap here to enter text.	Click or tap here to enter text.
0549	Other Advertising	Click or tap here to enter text.	Click or tap here to enter text.
0552	Posters	Click or tap here to enter text.	Click or tap here to enter text.
0553	Publications	Click or tap here to enter text.	Click or tap here to enter text.
0559	Other Printing	Click or tap here to enter text.	Click or tap here to enter text.
0580	Travel	Click or tap here to enter text.	Click or tap here to enter text.
0610	General Supplies	Click or tap here to enter text.	Click or tap here to enter text.
0616	Food Non-Instructional Non-Food Service	Click or tap here to enter text.	Click or tap here to enter text.
0626	Gasoline	Click or tap here to enter text.	Click or tap here to enter text.
0627	Diesel	Click or tap here to enter text.	Click or tap here to enter text.
0643	Supplemental Books, Study Guides & Curriculum	Click or tap here to enter text.	Click or tap here to enter text.

Enterprise ERP (MUNIS) Object Code	Description	Amount	Explanation of Expenditures
0645	Audiovisual materials	Click or tap here to enter text.	Click or tap here to enter text.
Total			

Assurances

By submitting this application, the district affirms that all information provided is true and accurate and represents a formal request to participate in KY Transition 360 SPARK: Supporting Postsecondary Achievement and Resources for Kentucky students with disabilities. The district also agrees to use allocated funds exclusively to support the outlined activities.

The district Superintendent and Director of Special Education (DOSE) shall read this entire document and sign confirming their agreement to meet the following terms. Please retain a copy for each party.

1. The applicant's governing body has authorized the submission of this application. The undersigned representative is duly authorized to act on behalf of the district in connection with the implementation of this project.
2. The district will establish a district Transition Team to serve as an advisory committee and workgroup for this grant, to meet at least monthly.
 - Membership must include both **middle school** and **high school** representation across the following role groups:
 - District-administrator
 - School-level administrator (middle and high)
 - Special education teacher (middle and high)
 - Regular education teacher (middle and high)
 - Career and Technical Education teacher (middle and high, if applicable)
 - Parent or guardian of an 8th grade student with a disability
 - *Parent cannot be an employee in the district*
 - Parent or guardian of a high school student with a disability
 - *Parent cannot be an employee in the district*
 - Eighth (8th) grade student with a disability of transition age
 - *Student cannot be the child of an employee in the district*
 - High School student with a disability of transition age
 - *Student cannot be the child of an employee in the district*
 - Two Team Leads will be identified.
 - These Team Leads will serve as the primary points of contact for all grant-related communications, including responding to emails, providing requested data and surveys and attending meetings.
3. All Transition Team members will attend grant onboarding training (virtual and/or in-person).
4. At minimum, one of the two Team Leads will attend each team and grant meeting.
5. The district will complete needs assessment related to the Collaborative Systems PISA Cluster (aligned with Predictors of Postschool Success: Interagency Collaboration, Parent Expectations, Parent Involvement, Student Support, Transition Program).
6. The district will work with KDE to develop and submit an action plan designed to meet the Project Design goals, including:
 - Activities reasonably calculated to achieve the three goals

- Targeted group(s) of students for each goal
 - Timelines for each activity
 - Commitment to review and revise the plan with project staff as appropriate
7. The Director of Special Education (DoSE) and all post-secondary transition-focused staff will participate in required initial virtual training as part of the Local Collaboration Framework Project.
- The district will make available appropriate representatives to attend no more than two virtual focus group meetings during the project period, as requested by the Kentucky Department of Education.
 - The district assures that all staff members utilizing the Local Collaboration Framework will complete monthly implementation surveys. District leadership will monitor completion rates to ensure timely and accurate feedback is provided.
8. The district will submit the required data reporting.
- Completion of the Collaborative Systems portion of the PISA/needs assessment.
 - Indicator 14 response rate analysis (using the Indicator 14 Data Analysis Tool)
 - Monthly reporting of data of grant-required metrics:
 - Number of children (age 10-13) and youth (14-24) who are contacted about any project services
 - Number of children and youth who receive any project services
 - Number of children who complete a transition or career assessment
 - Number of youth who obtain competitive integrated employment ages 14-24
 - Number of youth who enroll in postsecondary education (including technical school, dual credit)
 - Number of youth services professional who engage in training of any kind through this grant program
 - Quarterly reporting on grant program activities and expenditures
9. The district will actively disseminate its implementation experiences, lessons learned and outcomes through KDE-approved forums, including webinars, virtual presentations and relevant state or regional conferences, as requested.

 Superintendent Signature

Date _____

 DoSE Signature

Date _____

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. The 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 (Non-procurement) 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," per its instructions;
- (c) The undersigned shall require that the language of this certification is included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

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; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the 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.
- (b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with the commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (c) Have not within three years preceding this application had one or more public transactions (federal, state or local) terminated for cause or default; and

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

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, for grantees, as defined at 34 CFR Part 84, Sections 84.605 through 84.670.

A. The applicant certifies that it 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 ongoing 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 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 convicted employees must provide notice, including position title to 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 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 the implementation of paragraphs (a), (b), (c), (d), (e) and (f).

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, the fiscal agent certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in 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.

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

Fiscal Agent (District name):
Award Number or Project Name: FY26 SPARK
Printed Name of signer:
Title:
Signature and Date: