

**Bipartisan Safer Communities Act (BSCA)**

**Stronger Connections Grant**

**Request for Applications (RFA)**

**FY2024 – FY2026**

**Release Date:** March 1, 2023

**Letter of Intent to Apply Due:** March 15, 2023 – See Appendix A

**Copies of this RFA are available electronically on the** [**DEED forms webpage**](http://www.education.alaska.gov/forms)**.**

**Applications Due:** April 5, 2023, at 5:00pm AKST

**General: Applicant Information**

**Completed Grant Applications due April 5, 2023, at 5:00pm AKST.**

**NOTE:** Applications received after **April 5, 2023, at 5:00 PM AKST** will not be considered unless the applicant can provide independent verification from a delivery service that delivery would have met the required deadline but was unavoidably detained by weather or another uncontrollable circumstance. Applicants are strongly encouraged to notify the program contact as soon as possible if they expect an application delay.

**Completed applications should be submitted electronically to:** **pat.sidmore@alaska.gov**

Submission of a grant application indicates acceptance by the applicant of the appropriate federal and state administrative conditions. All applicants submitting applications in a timely manner will receive a **Grant Application Receipt Acknowledgment** by email.

**Alaska Department of Education and Early Development Contact:**

Patrick Sidmore

Alaska Department of Education and Early Development

P.O. Box 110500

Juneau, AK 99811-0500

(907) 465-2939

**pat.sidmore@alaska.gov**

* **Applications which do not meet the specifications listed in Section III of this RFA may not be reviewed.**
* **Do not attach any additional support materials beyond what is identified as acceptable appendices. Excess materials will be discarded.**
* **Faxed, late, or incomplete applications will not be reviewed.**

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# Section I: Description of Project

## Introduction

 On June 25, 2022, the Bipartisan Safer Communities Act (BSCA) was signed into law and a FAQ document can be found [here](https://oese.ed.gov/files/2022/11/BSCA_Stonger_Connections_FAQs_11-2022-FINAL.pdf). It is described as “an important first step toward reducing the risk of gun violence in our schools and communities”. Under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) funding was made available to state educational agencies (SEAs) to provide students with safer and healthier learning environments. The Stronger Connections grant program is to be awarded to local school districts (LEAs).

Research consistently shows that safe, inclusive, and supportive learning environments are associated with improved academic achievement and emotional well-being of students, as well as with reductions in disciplinary actions. Research recommends that effective supportive learning environments have the following goals:

1. Students experience a sense of belonging in school
2. Learning environments provide culturally and linguistically responsive practices
3. Students are surrounded by adults they can trust and who are committed to building strong relationships.
4. Learning environments are nurturing and help students overcome challenging and traumatic experiences and provide a sense of emotional and physical safety.

Environments like these also help build connections that make students less likely to bring weapons to school and more likely to report the presence of weapons\* in school. They also provide benefit to the individual student, safe, inclusive, and supportive learning environments benefit their fellow students, educators, and the community at large.

\* BSCA funds may not be used to purchase firearms or train teachers in the use of firearms.

## Purpose

The purpose of this competitive grant is to provide qualifying LEA’s the opportunity to establish strategies and to carry out activities that will address the goals outlined above. LEAs are invited to compete for funding that includes following guidelines:

1. Implementing comprehensive, evidence-based strategies that meet each student’s social, emotional, physical, and mental well-being needs; create positive, inclusive, and supportive school environments; and increase access to place-based interventions and services.
2. Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive and supportive learning environments.
3. Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

## Eligible Recipients

* LEAs with a high number of students living in poverty (35% or more) and
* LEAs that meet one or more of the following characteristics:

(1) a high student-to-mental health professional ratio - LEAs that do not meet the

recommended standards for mental health professionals as outlined below will be

defined as in need. The recommended national ratios are School Counselors – 250:1, School Social Workers – 250:1, School Psychologists – 500:1; or

(2) high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; or

(3) where students recently experienced a natural disaster or traumatic event.

## Conditions of Subgrant Award

Evaluation of grantee performance / continuation of funding:

Entities receiving state funds are required to meet all necessary reporting requirements of the grant. In awarding the grant, the state expects the grantees to conduct all activities and evaluation measures as written or negotiated in the approved grant proposal. Failure to provide the requested performance reports (reporting on and evaluating all activities as proposed; and implementing the grant as written) could result in the loss of funding. Any changes to the original funded proposal (including modifications to goals and/or objectives) must receive prior approval by the state.

The state reserves the rights to withhold funding, reduce funding, or terminate funding if the proposal is not meeting program reporting requirements, making substantial progress toward meeting identified performance goals and measures; or does not demonstrate a clear need for the allotted level of grant support.

After it has been awarded, the Alaska Department of Education & Early Development may terminate a grant by giving the grantee written notice of termination. In the event of termination after award, the Alaska Department of Education & Early Development shall reimburse the grantee for approved grant expenses incurred up to the notification of termination. This grant is subject to state appropriations and may be reduced or terminated based on state appropriated funds in any given fiscal year.

The state retains the right to refrain from making any awards if it determines that to be in its best interest. This RFA does not, by itself, obligate the state.

The state reserves the right to add terms and conditions during grant negotiations. These terms and conditions will be within the scope of the RFA and will not affect the proposal reviews.

After the completion of grant negotiations, the state will issue a written Notice of Intent to Award (NIA) and send copies to all applicants. The NIA will set out the names of all applicants and identify the proposal(s) selected for award.

The state reserves the right to modify annual awards based on the actual amount of appropriation towards this grant program.

The applicant is **required to attend an annual virtual grantee meeting**.

# Section II: General Grant Information

## Available Funding and Related Conditions

There is $4,591,375 total funding available for LEAs. Grant amounts will be $250,000-$500,000 distributed over three years. LEAs will determine how to split the award over that time. It is permissible to target funding to support planning and ramping up programs in the first year. For example, a LEA may be use $150,00 the first year for start-up costs and $100,000 for the second and third year. The full grant award will be awarded in the first year.

These funds may not supplant existing projects and the maintenance of effort requirement (ESEA section 8521); and the requirement to provide equitable services to private school students and personnel as outlined in ESEA section 8501 et seq must also be met.

An eligible LEA applying for this grant must consult with appropriate private school officials before the LEA makes any decision that affects the opportunities of eligible private school children and educators to participate (ESEA section 8501(c)(3)). Such consultation might include a brief survey of non-public schools or other information gathering to indicate the schools’ interest in participating and the population to be served. Such consultation will allow the LEA to consider the needs of all students and educators—both public and private—in developing its application, and to include the projected costs for equitable services in the application.

## Funding Period

The grant will be awarded in the summer of 2023 for the fiscal years FY24, FY25, FY26. If selected for an award, LEAs will be required to provide budgets and reimbursement requests quarterly.

These funds originate from the Bipartisan Safer Communities Act (BSCA) and funding expires September 30, 2026. Subgrantees must spend all funds by June 30, 2026; however, subgrantees may be granted an extension to provide services from July 1, 2026, through September 30, 2026, with prior approval. Continuation funding and/or extensions beyond September 30, 2026, will not be available.

## Grant Application Process Timelines

|  |  |
| --- | --- |
| **RFA Released** | March 1, 2023 |
| **Optional Webinar for Participants (ask questions and obtain assistance with completing the application):** | March 8, 2023, Time: 9:00AM – 10:00 AMLink [https://us02web.zoom.us/j/86818785299?pwd=MjZjN1pFMEROelZVOHJraTZMbDlZQT09](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus02web.zoom.us%2Fj%2F86818785299%3Fpwd%3DMjZjN1pFMEROelZVOHJraTZMbDlZQT09&data=05%7C01%7Csharon.fishel%40alaska.gov%7C671d9c769cb640c355af08db0b96c7f3%7C20030bf67ad942f7927359ea83fcfa38%7C0%7C0%7C638116514450490580%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=bRWU3VktFGEBXekRvw%2Ff7TwGXtVnzDLLae2p1Rf7AZo%3D&reserved=0)Meeting ID: 868 1878 5299Passcode: 127148One tap mobile+12532158782,,86818785299# US (Tacoma)+12532050468,,86818785299# US |
| **Intent to Apply:** | March 15, 2023 |
| **RFA Due:** | April 5, 2023, Time: 5:00 PM AKDTApplications received after this time/date will not be considered. Email Applications to Pat.Sidmore@alaska.gov  |
| **Subgrant Review Period:** | April 5, - April 28, 2023 |
| **Notice of Intent to Award:** | April 28, 2023The state reserves the right to revoke this Notice of Intent to Award if it is subsequently found to be in error, or made based on inaccurate information, or is otherwise in the best interest of the state to do so. |
| **Appeal Period:** | April 28, - May 28, 2023 |
| **Notification of Awards:** | June 1, 2023 |
| **Grant Award Issuance:** | July 1, 2023 |
| **Grant Period (FY24):** | July 1, 2023 – June 30, 2024 |
| **FY 24 Grant Report Due:** | September 30, 2024 |
| **Grant Period (FY25):** | July 1, 2024 – June 30, 2025 |
| **FY 25 Grant Report Due:** | September 30, 2025 |
| **Grant Period (FY26):** | July 1, 2025 – June 30, 2026 |
| **Final Grant Report Due** | October 31, 2026 **\*Grant funding ends September 30, 2026, and all funds must be spent by that date.** |

## Application

The application provides the opportunity to outline activities and a timeline for the proposed project. Each LEA will describe the activities that will be used to address and promote the following goals:

1. Students experience a sense of belonging in school
2. Learning environments provide culturally and linguistically responsive practices
3. Students are surrounded by adults they can trust and who are committed to building strong relationships.
4. Learning environments are nurturing and help students overcome challenging and traumatic experiences and provide a sense of emotional and physical safety.

The U.S. Department of Education offers resources for selecting evidence-based practices at the [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/) as well as [Best Practices Clearinghouse](https://bestpracticesclearinghouse.ed.gov/index.html) and through their [technical assistance centers](https://oese.ed.gov/resources/oese-technical-assistance-centers/). Research is clear that meaningful cultural activities that bridge family and school communities can have significant impact on students’ feelings of connection and on academic success. Tier one and tier two of the multitiered system of support for students should be the target of the proposed activities.

Community co-creation of policies, practices and strategies are key to selecting those activities that honor the community’s values and goals for their students. Examples of Alaska specific resources include chapter 9 (Cultural Integration and Community Co-Creation) of DEED’s [Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska](https://education.alaska.gov/apps/traumawebtoolkit/new-framework-page.html) and the Association of Alaska School Board’s [Stronger Together](https://aasb.org/wp-content/uploads/20ELE_AASB_Digital_3E.pdf) family engagement resource. **The entirety of these two resources has multiple applications for responding to all components of this application.**

Providing opportunities and connection for students with fewer resources or great barriers to success can be achieved by developing policies and practices that support these students in a variety of ways. For example, exploring how exclusionary discipline policies and practices may be based on subjective offenses rather than on dangerous actions and taking actions to remedy this issue. [Mental health supports](https://www.pbis.org/mental-health-social-emotional-well-being), trauma-engaged professional development as well as [comprehensive emergency management planning](https://rems.ed.gov/docs/School_Guide_508C.pdf) and professional development are means to respond to identified problems.

Completed applications must contain the following, **as a single PDF file**:

* **Cover Page** – Use Form 05-23-032
* **Abstract -** Includes an abstract of no more than one page describing the project proposed.
* **Table of Contents** – Not to exceed one page. **All pages of the proposal must be numbered.**
* **Project Narrative** - Responses to part A-D, no more than 12 pages double-spaced, 12-point font.
* **Completed Budget Form** – Total must not exceed $500,000 nor be less than $250,000 for the three-year cycle of the grant. The amount in this form should account for the first year of the grant while the subsequent years cost should be outlined in the narrative.
* **Assurances and Certification Packet**, signed by authorized representative. See Appendix F

## Application Review Process

The review panel will review the information provided by the applicant. Applications will be scored independently using the scoring form and scoring guide included in this RFA. Reviewers will then meet to clarify the accuracy of reviewers’ understanding. Each reviewer will assign a rating to each letter/number subsection published in the scoring guide. The entire range of scores, including 0, may be used by the reviewer for each subsection. The reviewers’ total scores will be averaged to determine the order by which applications will be considered for funding.

## Appeals Process

[4 AAC 40.010 - 4 AAC 40.050](http://www.akleg.gov/basis/aac.asp#4.40.010) (akleg.gov/basis/aac.asp#4.40.010) governs the process of appeals. This regulation in its entirety is available on the [Alaska Legislative website](http://www.legis.state.ak.us/basis/aac.asp) (legis.state.ak.us/basis/aac.asp).

# Section III: Application Directions

**Application Guidelines** Using from 05-23-032

## Cover Page and Table of Contents (15 Points)

Cover Page

An abstract of no more than one page describing the project proposed.

Table of Contents which should make the proposal easy to navigate necessitating that all pages of the proposal be numbered.

## Part A: Need for the Project (50 points)

**Eligibility -** Using the criteria outlined for eligibility for this grant above, please explain how your LEA project meets the threshold for consideration of this application.

**Need for Support** - Identify the gap(s) in supports for students that are tied to the goals of this grant as outlined above. When thinking about the gap(s) in supports, what other programs are currently in place to support students and why are they insufficient to fill the identified gap(s).

**Measuring the Need** – What measurement or process did you use to determine the need for the gap identified and the support(s) identified above?

**Safe and Healthier** – How will the project promote safer and healthier students and school communities. EXAMPLES: By the end of the grant, the measure of students reporting that they have an adult that would miss them if they were absent increases of 15%. Suspensions for willful disobedience and/or insubordination are reduced by 20%.

## Part B: Program Details (70 points)

**Evidence Based Practice** - What evidence-based method will you use to fill the gaps identified in your stated need for this project and why was it chosen for your school community.

**Culture and Linguistics of Community** – Describe how the project supports the cultural and linguistic background of your school community.

**Community Resources** – Describe how this project will work in parallel community resources being used to support students and the school community.

**Equity** – Explain how the project aligns with the goal of reaching underserved students to help them to feel bonded with their school community.

**Challenging and Traumatic Experiences** – Describe how this project would help students overcome challenging and traumatic experiences to feel physically and emotionally safe at school.

## Part C: Evaluation (30 points)

**Inputs –** In annual reporting describe how will you measure the quantity and quality of the proposed activities with students, staff, and others in the school community? Include basic goals for number of members of the school community to be served.

**Outcomes** – What qualitative and quantitative measures will you use to measure reaching the goals from the activities proposed?

## Part D: Budget, Narrative & Summary (25 points) – Form 05-07-071

**Project Budget** - The budget should be clearly aligned to the project goals and proposed activities. Sufficient funding should be indicated to provide adequate support for each activity outlined in the proposal.

**Narrative of the Project Budget** - Describe how the money will be spent (FTE, supplies, curricula, activities, etc.). Proposed activities should be reasonable, necessary, and allowable. In the budget narrative box, provide sufficient description to indicate how the expenditure will be used to support the project goals. The description should provide a clear idea of how the money will be spent (number of FTE, details regarding supplies, etc.).

**Budget for Year Two & Three** – Describe briefly in the text of the proposal, the amount and description of the budget plans for each year including year two and three of the proposal.

# Section IV: Appendices

## Appendix A

**Notice of Intent to Apply Form – FY24 Application**

**Bipartisan Safer Communities Act (BSCA) Grant**

**Stronger Connections Grant**

**Applicants**

Name of Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Contact Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Give a brief description of your proposed services. When do services occur? Who is the target audience? Who provides the services or programming?
2. Give a brief description of the process that will be used to develop this application.
3. What types of technical assistance from the Department of Education & Early Development would assist you in your proposal preparation?

**This Intent to Apply form is due to the department by March 15, 2023.**

The form should be emailed to pat.sidmore@alaska.gov – a confirmation email will be delivered to all applicants that meet the filing deadline.

Appendix B

**Application Cover Page**

**DEED FORM**  **# 05-23-032**

Organization:

Mailing Address:

Name of Contact Person:

Telephone:

Email Address:

Authorized Signatory for Budget Revisions:

Date:

*Note: The general certifications and assurances that are signed and submitted by the district for ESEA consolidation application each spring to DEED will apply to this federally funded program as well as the assurances in Appendix F.*

Signature of Superintendent or Designee:

Date:

Title:

$ Total Funding Requested Per Year (Between $250,000-$500,000):

**DEED USE ONLY**

Project Number:

Date Received:

Project Approval:

Amount Awarded:

## Appendix C

**Budget Form**

[Alaska Department of Education's Form Page](https://education.alaska.gov/forms/)

Please see Financial Grants Administrative Forms section:

**Financial Grants Administrative Forms**

 *For assistance on these forms, call 465-2939.*

| Number | Form Name | Due Date |
| --- | --- | --- |
| [05-07-071](https://education.alaska.gov/forms/) | Program Budget and Narrative School District - MS Excel  | As Needed |
|  |  |  |

## Appendix D:

**Scoring Rubric for Reviewers**

A panel of reviewers composed of a minimum of three State of Alaska staff and/or other educators/state agency representatives with expertise in schools will review eligible grants submitted and received by the deadline. Applications will be scored independently using the scoring form and rubric included in this RFA. Reviewers will be allowed to utilize the full breadth of the scoring points. Reviewers will then conference to clarify the accuracy of reviewers’ understanding. The reviewers’ final scores will be totaled to determine the order by which applications will be considered for funding; funds will be awarded to the highest scoring proposal(s).

*Review panelists will be asked for recommendations for improving the project and comments on the feasibility of the budget. These comments may form the basis for adjustments negotiated to the project prior to issuance of the grant award.*

**Rating Scale:** Criteria are to be rated according to the scale below

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Rating** | **Absent / Far Below Grant Criteria** | **Approaches Grant Criteria** | **Achieves Grant Criteria** | **Exceeds Grant Criteria** | **Significantly Exceeds Grant Criteria** |
| **5 Points** | 1 | 2 | 3 | 4 | 5 |
| **10 Point Questions** | 0-1 | 2-3 | 4-6 | 7-8 | 9-10 |
| **15 Point Question** | 0-3 | 4-6 | 7-9 | 10-12 | 13-15 |

|  |  |  |
| --- | --- | --- |
| **Question** | **Cover Page and Table of Contents****20 Points** | **Reviewer’s Score** |
| Abstract **(10 Points)** | Does this one page include a concise and understandable abstract detailing the project in 200 words or fewer? | /10 |
| Table of Contents and Page Numbers **(5 Points)** | Does the table of contents refer to numbered pages in the grant and is easily used by the reviewer? | /5 |
|  | **Cover Page and Table of Contents Total** | **/15** |

|  |  |  |
| --- | --- | --- |
| **Part A****Questions** | **Part A****Need for the Project (50 points)** | **Reviewer’s Scores** |
| **Eligibility – Low Income (5 Points)** | Does the application explain how the LEA meets the requirement for 35% or more students living in poverty? | /5 |
| **Eligibility – At least one other measure (5 Points)**  | Does the application demonstrate how their LEA meets one or more of the eligibility requirements other than poverty?  | /5 |
| **Need for Support – Gap(s) in Student Support Identified (10 Points)** | Does the application explain what gap(s) in targeted support for students this proposal trying to meet? | /10 |
| **Need for Support – Current Efforts (10 Points)** | Is there a clear explanation of the current efforts being used to support students and why are they inadequate to meet the identified gap.  | /10 |
| **Measuring the Need/Supports (10 Points):** | Was the measurement or process used to determine the need for the support identified above well documented and adequate? | /10 |
| **Safer and Healthier** | Is there a clear and reasonable explanation of how the proposed project will enhance the safety and health of the students and school community? |  /10 |
|  | **Part A – Need for Project- Total** | **/50** |

|  |  |  |
| --- | --- | --- |
| **Part B** | **Budget Narrative and Summary (40 Points)** | **Reviewer’s Score** |
| **Project Budget**  | Does the Program Budget account for costs for the first year of the proposed project and are the costs reasonable and adequate to complete the work? | /10 |
| **Narrative of the Project Budget** | Does the narrative adequately and realistically explain the budget? | /10 |
| **Budget Details of Year Two and Three**  | Is there an explanation of the project provide for a brief account for the second and third year of the project? Is it reasonable and adequate? | /5 |
|  | **Part B – Budget Narrative and Summary - Total** | **/25** |

|  |  |  |
| --- | --- | --- |
| **Part C** | **Program Details (70 Points)** | **Reviewer’s Score** |
| **Evidence Based Practice** | Are the evidence-based method(s) proposed to fill the gaps identified in the school district reasonable and clear?  | /15 |
| **Culture and Linguistics of School Community** | Does the project account for and align with the cultural background of your school community? | /15 |
| **Community Resources** | How will community resources be used to support and complement the activities proposed in this application? Is this addressed adequately in the proposal? | /10 |
| **Equity** | How will the proposed activities create a sense of belonging for underserved students in the school(s)? Is this explained well and reasonably? | /15 |
| **Challenging and Traumatic Experiences** | Does this project realistically given the resources offered address the challenges such as trauma that the students have faced? | /15 |
|  | **Part C – Program Details- Total** | **/70** |

|  |  |  |
| --- | --- | --- |
| **Part D** | **Evaluation (30 Points)** | **Reviewer’s Score** |
| **Inputs** | Does the proposal adequately address the issues of measuring the quality and quantity of the proposed activities? Are the number of school community members to be reached realistic? | / 15 |
| **Outcomes** | Does the proposal adequately address outcome(s) measuring the quality and quantity of the proposed activities? | / 15 |
|  | **Part D – Evaluation - Total** | **/30** |

|  |  |  |
| --- | --- | --- |
| **Total Grant Score** | Sum of Parts A-D | **/190** |

## Appendix E

**Application Checklist**

**A complete application must include*, in the order given below*, the following sections:**

[ ]  The *Application Cover Page*, completed according to the instructions and signed by an authorized official. Use Form 05-23-032.

[ ]  The *Table of Contents* form, completed to inform reviewers of where in your application, information can be found. Pages should be numbered for ease of review.

[ ]  The *Program Summary/Abstract* (no more than one page (200 words or fewer))

[ ]  The *Application Narrative* (no more than 12 pages double-spaced, 1” margins, 12-point font). **This narrative should include responses to questions in Section III above.**

* Need for the Project
* Program Details
* Evaluation

[ ]  The *Budget*, *Budget Narrative – Forms found in Appendix C*

[ ]  Signed Assurances- Appendix F.

***This checklist is for your own use and should not be submitted with your application!***

***Appendix F***

**Alaska Department of Education & Early Development**

**2022-2023 ASSURANCES**

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER**

**RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS (All Districts)**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 2 CFR Part 180, "Government-wide Debarment and Suspension (Nonprocurement) and 2 CFR Part 182, Government-wide Requirements for Drug-Free Workplace (Financial Assistance)." 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.

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

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR 180 Part 180, for prospective participants in primary covered transactions, as defined at 2 CFR Part 180, Sections 180.335

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.

3. **DRUG-FREE WORKPLACE**

**(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 2 CFR Part 182 , Subpart C, for grantees, as defined at 2 CFR Part 182, Sections 182.300-

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 2 CFR Part 180, Subpart F, for grantees, as defined at 2 CFR Part 180, Sections 180.605 and 180.610-

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 conducting 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 applicant, I hereby certify that the applicant will comply with the above certifications.**

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

ED 80-0013 12/98