# Advancing Computer Science Education (ACSE)

## Program Solicitation

#ACSE-19

Issue Date: August 16, 2019

Funding Authority: Virginia General Assembly, 2019 Appropriation Act

Issuing Agency: Virginia Department of Education

Notice for Intent to Apply: August 29, 2019

*This form is a requirement to proceed with the proposal process, but it not a formal commitment to submit a proposal. Use the Intent to Apply form on page 12.*

Pre-proposal Webinar: 2 p.m., September 6, 2019

Submission Deadline: October 1, 2019, by 4 p.m.

Application Format: Applications must be submitted in .pdf format by email to the Agency Contact

Agency Contact: Tina M. Manglicmot, Ed.D.  
Director of STEM and Innovation  
Department of Learning  
Email: [tina.manglicmot@doe.virginia.gov](mailto:tina.manglicmot@doe.virginia.gov)  
Phone: (804) 786-2481

In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to conduct the grant program in accordance with the attached signed proposal or as mutually agreed upon through subsequent negotiation.

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identification, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

## Introduction and Background

In 2018, the Virginia Board of Education, passed the Computer Science Standards of Learning to include concepts of computation and critical reasoning; problem solving and decision making; proficiency in the use of computers and related technology; coding and computational thinking; and cybersecurity. The 2019 Virginia General Assembly, in its effort to promote the advancement of computer science education for all students and support the high demands of the Commonwealth’s workforce, has provided funding for computer science grants up to 1.35 million dollars. This is an exciting opportunity for school divisions, alongside of partner organizations, to explore innovative approaches to expanding computer science opportunities inclusive to all students. The program language from the 2019 Appropriation Act, reads as follows.

*R. Out of this appropriation, $1,350,000 the second year from the general fund is provided to support the advancement of computer science education and implementation of the Commonwealth's new computer science standards across the public education continuum. These funds are intended to provide high quality professional development to current and future teachers; create, curate, and disseminate high quality computer science curriculum, instructional resources, and assessments; support summer and after-school computer science related programming for students; and facilitate meaningful career exposure and work-based learning opportunities in computer science fields for high school students. Funds shall be disbursed through a competitive grant process and shall prioritize at-risk students and schools. In consultation with the Secretary of Finance and the Secretary of Commerce and Trade, the Secretary of Education shall develop a process to award these funds in accordance with the provisions of this language, with the Governor providing final approval for distribution of the funds.*

## Program Description

Successful ACSE proposals will meet the intent of the grant by describing ways in which school divisions will implement the 2018 Computer Science Standards of Learning and advance computer science education for all students especially underrepresented populations in traditional computer science programs of study and careers. There are **two types of project** proposals established through the ACSE program: 1) **School to Work Partnerships** and 2) **Regional Partnerships**. Each proposal type is described in detail in Section C. ACSE proposals will provide details and rationale for a proposed initiative designed to strengthen knowledge and interest in computer science careers among PK-12 students. ACSE proposals must address how they are (A) designing learning experiences, instructional resources, and strategic partnerships that meet the ACSE program goals, and (B) measuring outcomes through high-quality research-informed practices and proven evaluation logic models to document deliverables, outcomes, and impact. This section further describes the required design elements, research elements, and the available project types.

### Designing Learning Experiences, Instructional Resources, and Strategic Partnerships

ACSE projects provide innovative learning experiences and the development of open educational resources for teachers and/or students in PK-12 formal education settings with a goal of broadening participation in computer science. ACSE proposals should also contain strategies designed to target populations traditionally underserved and underrepresented in computing fields. Measuring knowledge and interest includes a myriad of outcomes including changes in knowledge of computer science careers, changes in motivation, engagement, interest, disposition, or attitudes towards computer science and other related STEM subjects. ACSE proposals will accomplish these goals through strategic partnerships with industry, higher education, non-profits, and consortiums of local educational agencies. To meet ACSE program goals, proposals should include design elements that address the following components: innovative learning experiences, development of computer science open educational resources, computer science workforce development, strategies for broadening participation, and/or strategic partnerships.

#### Innovative Learning Experiences

The ACSE program seeks innovative learning experiences for students and/or teachers to strengthen computer science knowledge, engagement and interests in computer science careers. Programs focused on teacher professional learning should include content knowledge along with interdisciplinary pedagogical content knowledge including explicit strategies for culturally responsive instructional resources and teacher professional learning for diverse student populations. Integrative strategies for interdisciplinary and transdisciplinary strategies are especially important at the PK-8 level. Projects should include clear descriptions linking the design of innovation to the potential of strengthening content knowledge, engagement and interests in computer science fields. Descriptions should address the key features of the design, articulate the basis of the design as grounded in scholarly research and explain how the design is operationalized to achieve the innovative learning experiences described. Learning experiences should encompass not only students and teachers in the PK-12 grade range, but as appropriate include the active engagement and participation of instructors, mentors, coaches, administrators, or any other participants involved in the innovation.

#### Development of Open Educational Resources

ACSE proprosals may devise a plan to curate, revise, and disseminate high quality computer science curriculum, instructional resources, interdisciplinary projects, and performance assessments that will be openly-licensed and uploaded to the statewide #GoOpenVA repository to be made available to all students and teachers within the Commonwealth.

#### Computer Science Workforce Development

A diverse talent pool of computer scientists and computational thinkers prepared for Virginia’s future jobs is essential to the growing economy. In Virginia, there are currently 40,000 unfilled computer science jobs. Even more staggering, of the approximately 1800 yearly graduates with 4 year computer science degrees in Virginia, only 350 are female. Preparing the computer science workforce is a priority for the Virginia Department of Education and entails supporting stronger learning of computing topics and fostering increased interest and engagement with computer science career paths.

The following details should be considered for proposals to be competitive:

* focus on workforce-oriented learning environments that connect PK-12 learning and workforce needs;
* clearly defining an innovation that directly engages both students and educators in experiences that promote awareness of, interest in, and capacities to participate in computer science careers or career pathways; and
* describe how the innovation promotes opportunities for students to experience entrepreneurship, apprenticeships, internships, and mentoring.

#### Strategies for Broadening Participation

Diversity, access, equity, and inclusion are fundamental when seeking to broaden participation in computer science fields. ACSE supports proposals that are inclusive of all students and should identify effective ways to promote knowledge of and interest in computer science careers and career pathways for students from populations that are currently underserved or underrepresented in computer science. Proposals should clearly articulate strategies that will promote and retain student participation, interest, and engagement in computer science with a focus on traditionally underserved and underrepresented populations. The strategies should be measurable and document not only exposure and awareness but demonstrate increased participation for students. The development and use of pathways to guide students in preparing for computer science careers will provide both students and educators in course work selection and will allow students opportunities to extend beyond isolated experiences that do little to help propel students for long-term support and success in pursuing computer science college and career opportunities. As stressed above, explicit strategies for empowering educators to engage with diverse student populations might include addressing topics such as inherent bias, micro-aggressions, and/or employing culturally relevant, research-supported pedagogical strategies.

#### Strategic Partnerships

Knowledge and interest in computer science can be strengthened by strategic partners with shared visions. Productive strategic partnerships focus on the alignment between teaching and learning and the development of the current and future computer science workforce. Examples of partners include businesses, non-profit organizations, informal education, institutes of higher education, and consortiums of local educational agencies. The ACSE program is particularly interested in those partnerships that embed workplace learning experiences, support the development of statewide curriculum and instructional resource development, and provide large scale systems of supports towards teacher computer science knowledge and credentialing. Strong proposals should stipulate the ways in which strategic partnerships contribute to the sustainability of the project and the benefits for students, educators, and each strategic partner.

### Measurable Outcomes through High-Quality Research

All proposals must include models that are research-based and are able to measure outcomes and impact relative to the goals of increasing computer science knowledge and interest. Measurable outcomes can be quantitative and/or qualitative in nature and include cognitive outcomes (motivation, engagement, interest, dispositions, attitudes, etc.). ACSE proposals can include a wide variety of research designs and methodologies, but must include the following components: high-quality research design and logic model, project evaluation, and dissemination.

#### Research-based Design, Development, Implementation and Evaluation Strategies

ACSE design models should incorporate contemporary literature reviews, syntheses, and meta-analyses directly related to the goals the ACSE programs. All proposals should:

* Identify their research-based design model.
* Outline plans for collecting relevant qualitative and/or quantitative data relevant to document the targeted and desired instructional outcomes.
* Describe well-defined analytical methods appropriate for substantiating overall impacts and desired proposal goals.

#### Project Evaluation

ASCE proposals will describe the mechanisms to be used to assess the success of the project in developing knowledge of and interest in computer science through a project evaluation plan. This plan should describe the steps and the tools to effectively provide feedback on all aspects of the work both formatively throughout the project and summatively at the conclusion of the project. The proposal must include a logic model to support project evaluation.

#### Dissemination of Findings

ACSE proposals must include a creative communication strategy for reaching broad audiences, including all strategic partners involved in the project, policy makers, and the VDOE agency leads. Awardees will be required to complete quarterly reports along with a summative report at the end of the project. Projects should consider strategies to broadly disseminate their efforts that include a press-release, publication of a piece in a general practitioner journal, or presentation at an educational conference.

### Project Types

All ACSE projects should include abstract, research-based work plan design, compelling goals and objectives, detailed timeline, logic model, evaluation plan, budget and budget narrative. ACSE supports two project types:

#### School to Work Partnerships

To support the Virginia Profile of a Graduate and to best prepare students for computer science careers, successful ACSE projects will draw on strategic partnerships between community business and local school partnerships in order to increase work-based learning experiences for high school students.

The following details should be considered when developing this project type:

* focus on workforce-oriented learning environments connecting PK-12 learning and workforce needs;
* clearly defining an innovation that directly engages students and/or educators in experiences that promote awareness of, interest in, and capacities to participate in computer science careers or career pathways; and
* describe how the innovation advances knowledge of promising workforce related activities such as entrepreneurship, apprenticeships, internships, and mentoring.

##### Grant Duration: 1-2 years; maximum yearly amount awarded $150,000

Two - three awards will be given to proposals that meet the requirements above and cover a two-year span pending availability of funding in year two.

#### Regional Partnerships

Research supports the need to begin early when building student capacity in computing technologies. ACSE projects of this type should focus on how to build both teacher and student knowledge and interest in computer science grades PK-12 aligned to the Virginia Computer Science Standards of Learning. In order to reach all teachers and students in the Commonwealth, regional partnership projects should focus on regional partnerships among institutes of higher education, consortiums of local educational agencies, informal educational organizations, and/or non-profit organizations to develop a three-year plan, if funding permits, designed to advanced computer science education.

This project type should include the following three phases:

* 1. Exploring Design – Creating, curating and disseminating high quality computer science curriculum, instructional resources, and assessments.
  2. Developing and Testing – Implementation of teacher professional development; may include coursework utilizing a variety of learning modalities, coaching models, microcredentialing, and leadership development
  3. Expanding and Scaling – continued teacher support, instructional resource development, and/or development of student courses (such as robotics, unmanned aerial vehicles, data

science, etc).

All ASCE Regional Partnership projects must include the following components:

* All curricular instructional resources and coursework created will be considered Open Educational Resources and be placed in the statewide #GoOpenVA repository and Virtual Virginia.
* Projects awarded grant money will be required to come to a meeting at the Virginia Department of Education to coordinate the efforts of all awardees and to ensure efforts are not duplicated.
* Strategies for broadening participation of traditionally underserved and underrepresented populations in STEM and computer science fields. Promoting access and equity includes focusing on culturally relevant curriculum and pedagogy, personalizing student learning, and identifying role models in computer science fields.

##### Grant Duration: 3 years; Maximum yearly amount $125,000

Six - eight awards will be given to proposals that meet the requirements above and cover a three-year span pending availability of funding in year two and three.

## Award Information

**Estimated Number of Awards**: 11 in Year One

ACSE expects to fund between 9-11 awards over the period of three years depending on the type of proposal, funding level, and availability of funds given in year 2 and 3.

* 2-3 awards for **School to Work Partnership** with duration up to 2 years and budgets up to $150,000 per year.
* 6-8 awards for **Regional Partnerships** with duration up to 3 years and budgets up to $125,000 per year.

**Anticipated Funding Amount**: $1,350,000.

Virginia Department of Education anticipates having approximately $1,350,000 available for FY21 and approximately $1,350,000 for FY 22. All future funding is subject to pending approval.

## Proposal Timeline and Application Process

The lead LEA’s superintendent will submit the Intent to Apply form to fulfill the requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Use the Intent to Apply form on page 12.

The lead LEA will submit the completed Advances Computer Science Education grant proposal, as described in this RFP, to the Virginia Department of Education (VDOE) by **4 p.m. on Tuesday, October 1, 2019**. The lead LEA proposal will be submitted electronically in .pdf format to Dr. Tina Manglicmot at the email address below.

Tina M. Manglicmot, Ed.D.  
Director of STEM and Innovation  
Department of Learning  
Email: [tina.manglicmot@doe.virginia.gov](mailto:tina.manglicmot@doe.virginia.gov)  
Phone: (804)786-2481

The VDOE will work through the lead LEA’s designated contact person, as provided by the division on the Proposal Cover Sheet, page 9 of this application packet, for all matters related to the application. All contacts, negotiations, and notifications will be conducted through the lead LEA’s designee and the VDOE’s Director of STEM and Innovation. The ACSE awards will be made directly to the lead LEA, and funding will be provided on a reimbursement basis.

The VDOE will provide preliminary intent-to-award notification, prior to any further negotiations on or about October 20, 2019. The LEA may not accrue actual charges against the award until the official Grant Award Notification is sent on or about November 1, 2019.

## Proposal Preparation and Submission

Listed below are the required components of an ACSE proposal in the order they should appear. The narrative sections of the proposal should be single-spaced with one-inch margins, and the font used must be 12-point Times New Roman. The application may not exceed 20 pages (excluding proposal introduction pages and appendices to include the budget). Applicants must adhere to the page limitations and may not append additional materials beyond that allowed in the following list. The application must include all the following components and must be in the order listed below.

### Proposal Introduction

* Cover Sheet: The lead LEA should complete this sheet with all the requested information. The cover sheet, page 9, must be the first page of the division’s submitted proposal.
* Assurances: Use the Statement of Assurances form, page 10 of the Proposal Forms section of this RFP. The Statement of Assurances page for the lead LEA must follow the Cover Page as the second page of the ACSE submitted proposal. Each participating LEA must also fill out a Statement of Assurances form and place them in Appendix C of the application.
* Abstract: The Abstract should be clear but brief overview of the project to be implemented including goals and outcomes to be achieved.

### Project Work Plan

* + Project Description: This section is limited to a maximum of 15 pages. A proposal must respond fully to the ACSE program description in this RFP. The Project Description must address the following elements in any order:
* Project Overview, Rationale, and Importance: The proposal must show how the project addresses critical computer science educational needs including the rationale for the project based upon school and community needs. Proposals should include project goals or objectives and an explanation of how the project will improve knowledge and interest in computer science careers and/or career pathways for students and/or advance teachers’ understanding of computer science content and career pathways. The proposed project should follow existing research-based models, address how the project design differs from existing practices, and why it has the potential to improve student and teacher learning and other educational outcomes beyond what current practice provides.
* Partnerships: ACSE proposals will identify and describe the project’s anticipated role of partnerships in expanding opportunities and advancing computer science education. Use the ACSE Partner Identification form, page 12 of the Proposal forms section of the RFP for each committed partner, and include the completed forms as Appendix A of the submitted proposal.
* Evaluation and Logic Model: Describe well-defined analytical methods appropriate for substantiating overall impacts of desired proposal goals and objectives.

### Budget and Budget Narrative

* Budget Background Information
  + Grant funds requested may not exceed those specified for the project type.
  + Grant funding may be used for teacher release time (substitute teachers) and pay for staff time outside of the workday.
  + Grant funding may not be used for food or refreshments at meetings or student events.
  + Grant funding may not be used for computer hardware without proper justification or prior approval
* Budget Narrative: The budget narrative should clearly describe the anticipated expenditures for the grant. It should outline the justification for the overall amount requested from grant funding as well as describe in-kind contributions, if any, or other matching funds that may be provided by the division or any potential partners. Both the project budget and the narrative description should be aligned with the activities described in the program plan and should reflect any coordinated uses of resources from other sources.
* The budget narrative is part of the allotted 20 narrative pages.

### Budget Document

Expenditures should be organized under the following categories on the Project Budget forms provided in this RFP, pages 13-16, or a reasonable facsimile thereof. Please refer to the [OMEGA Object Codes document](http://www.doe.virginia.gov/school_finance/budget/grants_acct_reporting/omega/omega_user_guide.pdf) to determine correct categories for OMEGA.

1. Personal Services (1000): This includes salaries and wages for employees and other staff involved in the project. Costs for staffing should reflect instructional and administrative salaries that are appropriate outside of normal work responsibilities. Entries should identify project staff positions; the appropriate rate of pay per hour, day, week, or month; and the total amount of time to be charged to the project.
2. Employee Benefits (2000): This includes job-related benefits that are provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, retirement, insurance (life, health, disability, etc.), and employee allowances.
3. Purchased/Contractual Services (3000): This includes fees for special professional services to the project by individuals, partners, firms not involved as project staff (employees) of the local educational agency. Include name and title of consultant, and the type of consultant services to be provided.
4. Internal Services (4000): This includes charges from an Internal Service Fund to other functions, activities, or elements of the organization for the use of internal services, such as print shop, central purchasing/central stores, or parking.
5. Other Charges (5000): Stipends should be included in this section. The stipend rate should be consistent with the standard rate of the school division(s).
6. Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the planning process.

The completed budget document **is NOT** part of the allotted20 narrative pages. It should be attached as **Appendix B** of the submitted proposal.

# **Proposal Cover Page**

**Project Title:**

**Lead Local Educational Agency:**

**Superintendent:**

**Superintendent’s Email:**

**Consortium of Partners:**

**Lead LEA Designee:**

**Title of Designee:**

**Email of Designee:**

**Telephone of Designee:**

Total of ACSE funds requested:

# **CERTIFICATION BY AUTHORIZED OFFICIAL**

*The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of the application is duly authorized by the local school board of the LEA, and that the applicant will comply with the attached Statement of Assurances.*

**Typed or Printed Name of the Authorized Official:**

**Title:**

**Signature of the Superintendent:**

**Date:**

# **Statement of Assurances**

Should an award of funds from the Advanced Computer Science Education grant be made to the applicant(s)\* in support of the activities proposed in this application, the authorized signatures below certify to the Virginia Department of Education that the authorized school division officials will:

Upon request, provide the Virginia Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;

Conduct educational activities funded by this project in compliance with the following federal laws:

1. Every Student Succeeds Act

Title VI of the Civil Rights Act of 1964;

1. Title IX of the Education Amendments of 1972;
2. Section 504 of the Rehabilitation Act of 1973;
3. Age Discrimination Act of 1975; and
4. Americans with Disabilities Act of 1990.

Use grant funds to **supplement** and **not supplant** funds from any other sources;

Take into account during the development of programming, the need for greater access to and participation by students from historically underrepresented and underserved groups;

Submit, in accordance with stated guidelines and deadlines, all program and evaluation reports required by the Virginia Department of Education;

Ensure that the majority of the local school board is fully supportive of the ACSE proposed program,

Ensure execution of the proposal in accordance with the program’s RFP and grant budget as approved by VDOE.

By signing and submitting this Statement of Assurances, the lead school division assures that its participating schools will adhere to state and federal laws and regulations governing public schools in the Commonwealth of Virginia. The applicant school division further certifies, to the best of its knowledge, that the submitted proposal has addressed all required elements of the Advanced Computer Science Education grant RFP and the applicant understands and will comply with the assurances.

**Typed Name of Division Superintendent**:

**Signature of Division Superintendent**:

**Date**:

**Typed Name of Division School Board Chairman**:

**Signature of Division School Board Chairman**:

**Date**:

\*A Statement of Assurances page is required for each participating school division. The signed Statement of Assurances page for the lead school division will follow the Proposal Cover Page in the submitted proposal packet. Other participating local educational agencies Statement of Assurances pages, if any, must be included as **Appendix D** of the proposal.

# Partner Identification

Include a Partner Identification Form for any business, higher education, community organization, agency, or other partnering group that is anticipated to have a key or embedded role in the ACSE project proposed in this application.

Partner:

Type of Organization:

Name of Primary Contact:

Title:

Address:

City:

Zip Code:

Telephone:

Email:

Potential Project Role/Responsibility:

Please attach a letter of support, printed on letterhead and signed by individual(s) authorized to enter into contractual obligations on behalf of the above-named organization. Attach Partner Identification forms and letters of support, if any, as **Appendix A**.

### Primary Contact Signature

By my signature, I certify that the above named group is planning to be a key partner with the local educational agency, or consortium of local educational agencies, in the development and implementation of Advanced Computer Science Education program.

Printed Name:

Signature:

Title:

Date:

# Intent to Apply

**Lead Local Educational Agency**:  
**Superintendent**:

**Consortium School Division(s) and Superintendent(s)** (if applicable):

**Participating Partners**:

**Lead LEA Designee:**

**Title of Designee:**

**Email of Designee:**

**Telephone of Designee:**

**Signature of Division Superintendent**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submission of this form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Please must email this form to the VDOE contact below**.** Intent to Apply forms are due by **4 p.m. August 29, 2019**, to:

**Tina M. Manglicmot, Ed.D.**Director of STEM and Innovation  
Department of Learning  
Email: [tina.manglicmot@doe.virginia.gov](mailto:tina.manglicmot@doe.virginia.gov)  
Phone: (804) 786-2481

### **Pre-proposal Webinar**

If you plan to attend the ACSE Pre-proposal Webinar beginning at 2 p.m. on September 6, 2019, provide the number of people from your proposal that you anticipate will be attending: \_\_\_\_\_\_\_\_\_

Participation in the webinar is not a requirement for submission. Webinar information will be provided to the Lead LEA designated contact listed above regarding how to access the meeting.

## ­­­ Project Budget

**Period of Award: November 1, 2019 – June 30, 2020**

**Lead School Division:**

### Personal Services 1000

(Salaries and wages for employees for time worked outside normal contract hours.)

| **Job Titles** | **Project Role** | **Rate of Pay** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Cost** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
|  |  |  |  |  | $0 |
| **Total Employee Benefits 1000** | No Data | No Data | $0 | $0 | $0 |

### Employee Benefits 2000

(Job-related benefits.)

| **Job Titles** | **% of benefits** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Cost** |
| --- | --- | --- | --- | --- |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
|  |  |  |  | $0 |
| **Total Employee Benefits 2000** | No Data | $0 | $0 | $0 |

### Purchased/Contractual Services 3000

(Fees for special professional services by individuals or firms not involved as project staff, i.e. consultants.)

| **Description (Please provide detailed cost calculations.)** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Cost** |
| --- | --- | --- | --- |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
| **Total Purchased Contractual Services 3000** | $0 | $0 | $0 |

### 

### Internal Services 4000

(Charges from an Internal fund to other activities of the organization such as print shop, parking, or central purchasing/central stores.)

| **Description (Please provide detailed cost calculations.)** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Cost** |
| --- | --- | --- | --- |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
| **Total Internal Services 4000** | $0 | $0 | $0 |

### Other Charges 5000

(Includes travel expenses and stipends.)

**Funding for travel related to project activities up to 15% of the total budget requested is allowed.**

| **Description (Please provide detailed cost calculations.)** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Cost** |
| --- | --- | --- | --- |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
| **Total Other Charges 5000** | $0 | $0 | $0 |

### Materials and Supplies 6000

(Office supplies, educational materials, books, postage, printing, publication and photocopying services.)

**Grant funding may not be used for food or refreshments at planning and work sessions or meetings, construction or renovation, or computer hardware without proper justification or prior approval**

| **Description (Please provide detailed cost calculations.)** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Cost** |
| --- | --- | --- | --- |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
|  |  |  | $0 |
| **Total Materials and Supplies 6000** | $0 | $0 | $0 |

### Total Project Budget for ACSE Planning Grant

| **Budget Item** | **ACSE Fund Source** | **In-Kind Fund Source** | **Total Budget** |
| --- | --- | --- | --- |
| Personal Services (1000) | $0 | $0 | $0 |
| Employee Benefits (2000) | $0 | $0 | $0 |
| Purchased/Contractual Services (3000) | $0 | $0 | $0 |
| Internal Services (4000) | $0 | $0 | $0 |
| Other Charges (5000) | $0 | $0 | $0 |
| Material and Supplies (6000) | $0 | $0 | $0 |
| **Total Project Budget** | **$0** | **$0** | **$0** |