# Virginia Department of Education

**P. O. Box 2120**

**Richmond, Virginia 23218-2120**

**Mathematics and Science Partnership Program**

**REQUEST FOR PROPOSALS #MSP-14**

Issue Date: August 29, 2014

Funding Authority: *Elementary and Secondary Education Act of 1965,* as amended by the *No Child Left Behind Act of 2001*, Title II, Part B, Mathematics and Science Partnerships – P.L. 107-110

Issuing Agency: Virginia Department of Education, Division of Instruction

Intent to Submit Form Due: **October 3, 2014**

This form is a requirement to proceed with the proposal process, but it is not a formal commitment to submit a proposal. Use the Intent to Submit form provided in Attachment 1 of the RFP.

Pre-proposal Conference: **October 10, 2014, at 10 a.m.**

Interested offerors are invited to attend a **Pre-proposal Conference** at the James Monroe Building, 101 N. 14th Street, Richmond, VA 23219  
Monroe Conference Room, 23rd Floor.

The conference will also be available via webinar.

Proposal Applications Due: **December 1, 2014 by 4 p.m.**

Only proposals that offer to fulfill the requirements herein and are received by 4 p.m. on December 1, 2014, will be accepted.

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In compliance with this Request for Proposals (RFP) and all of the conditions imposed herein, the undersigned offers and agrees to furnish services 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, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

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| 1. **Introduction** |

Title II, Part B of the *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), authorizes the Mathematics and Science Partnerships (MSP) program. The MSP program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. The professional development programs funded through this request for proposals are intended to ensure that Virginia’s students, **especially those in low-performing, high-needs schools**, are being taught by teachers who have solid academic backgrounds in mathematics and/or science a) content knowledge, b) practices and skills, and c) pedagogy.

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| 1. **Intent** |

The intent of Virginia’s MSP request for proposals (RFP) is to encourage public and private institutions of higher education (IHE) to provide targeted, high-quality, discipline-based professional development on a sustained basis to teachers in elementary, middle and high schools, **especially those that are considered high needs**.

Projects must result in durable partnerships among IHE, high-needs schools, and other key groups with clear objectives to reduce achievement gaps among groups by helping low- achieving students make solid gains academically. Priority will be given to projects that are **school-focused.**

**Emphasis will be placed on funding projects that reach a significant percentage of teachers of mathematics and/or science in one or more partnering high-needs schools.** The grant is intended to make measurable impact in high-needs schools and other schools that show significant achievement gaps among groups of students. Projects designed 1) to reach many schools and 2) have fewer participants from each school will be considered lower priority.

This professional development should be organized as a comprehensive professional development plan with academies, workshops, institutes, or other multiple-component models and must be constructed to include targeted school-focused work and intervention. The professional development program is strongly encouraged to provide undergraduate or graduate semester-hour credits to participants.

A. For the purposes of this grant, a high-needs school:

1. in ***mathematics***, is a school that is:
2. “Warned in Mathematics” under the state’s school accreditation process and did not meet mathematics “Annual Measurable Objectives” (AMOs) under the federal *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB,) overall, or in any subgroup; and/or
3. is identified as a Focus or Priority School, where mathematics was an area identified for improvement for the 2013-2014 school year.

2. in ***science***, is a school that is “Warned in Science” under the state’s school accreditation process.

3. high-needs schools in **mathematics** and in **science** are those elementary, middle, and high schools that meet the previous definition for the **2013-2014** and the **2014-2015** school years. A list of these schools is found at <http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml>

B. For the purpose of this grant, a **school-focused professional-development program** is one that:

1. is designed to 1) target specific identified needs in a school or particular set of schools with similar needs and 2) address the issues in a focused and intense manner;
2. over the life of the funded program (one, two, or three years) will **reach a significant percentage of the teachers** with concentrated professional development related to the identified needs of the school(s);
3. incorporates face-to-face, on-site and virtual follow-up sessions with key school staff in each of the partnering school(s);
4. contributes to and formally connects with the professional learning community of the school(s);
5. embeds a parallel professional development component for the key instructional leaders in the school(s) such that the instructional leaders are better prepared to support teachers’ efforts in improving student performance in mathematics and/or science;
6. works closely with the school division central office to coordinate efforts for positive student outcomes at the targeted school(s); and
7. supports a school culture for high-quality mathematics and/or science instruction.

C. For the purpose of this grant, a project evaluation and accountability plan is one that employs **experimental or quasi-experimental design**, including random assignment and other comparison group measures. This is preferred and expected by the U.S. Department of Education (USED), and this preference will be reflected in proposal scoring.

D. Funds received shall be used to **supplement, and not supplant**, funds that would otherwise be used for proposed activities.

E. It is expected that by the end of the project, the professional development model for the funded program will be made available in a detailed document that school divisions across the state might replicate. All professional development materials created as a result of the MSP project, including authentic and alternative performance-based tasks that could be used as formative and summative assessments, must be made available in a form that can be shared statewide.

F. Ownership of Intellectual Property: All copyright and patent rights to all deliverables provided to the Virginia Department of Education in the performance of this contract (“the Intellectual Property”) shall become the sole property of the Virginia Department of Education. The grantee hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the grantee may have or obtain, without further consideration, free from any claim, lien for balance due, or rights of retention thereto on the part of the grantee. Upon request, the grantee shall promptly provide any further acknowledgment or assignment in a tangible form satisfactory to the Virginia Department of Education to evidence the Virginia Department of Education’s sole ownership of the Intellectual Property.

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| 1. **Partnership Duration** |

Reflecting and expanding the Commonwealth’s ongoing emphasis on: a) high-quality professional development in mathematics and science; b) improving achievement across all groups of students while **reducing the achievement gap among student groups**; and assisting high-needs schools, the 2014-2015 MSP application has been amended to provide the opportunity for **longer-term services and support** for schools, thus making a more lasting impact. MSP awards will be made **up to** three years, contingent upon availability of funding from the U. S. Department of Education and maintaining a strong partnership and satisfactory project progress. This will allow sustained work with fewer targeted schools, concentrating results, impacting more teachers in each school, and building deeper relationships between IHE, other service providers, and schools. Awards will be in effect according to the following schedule:

* Year 1: March 1, 2015 through September 30, 2016;
* Year 2: March 1, 2016 through September 30, 2017; and
* Year 3: March 1, 2017 through September 30, 2018.

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| **IV. Partnership Requirements** |

In assurance of a high-quality and clear, effective partnership and meeting the intent of the federal legislation providing these funds, the following requirements **must** be met in all proposals:

A. The partnerships:

1. must include:
   1. a mathematics, science, and/or engineering department (depending on the objectives of the proposal) from an institution of higher education (IHE), including community colleges; and
   2. one or more high-needs schools;
2. may include
   1. other engineering, mathematics, science, or teacher preparation departments of an institution of higher education;
   2. additional local educational agencies, public charter schools, public or private elementary schools or secondary schools, or a consortium of such schools; and
   3. business or a nonprofit or for-profit organization of **demonstrated effectiveness** in improving the quality of mathematics and/or science teachers.

B. High-quality professional development activities for mathematics and/or science teachers must:

1. be sustained, intensive, and school- and classroom-focused;
2. be conducted as workshops, institutes, and/or coursework in accordance with federal requirements and constructed to provide a significant number of contact hours per participant. (Please consult the federal APR reporting form for specific guidance on professional development models, pages 19-21 at the [MSP Web site](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml).)
3. have active school-focused follow up, which may include on-site coaching, on-line professional learning communities, or other effective and ongoing support;
4. be fully aligned with state *Standards of Learning* and curricula frameworks;
5. promote strong teaching skills for mathematics and/or science teachers including integrating scientifically-based research and technology-based teaching methods into the curriculum; and
6. result in a demonstrable and measurable improvement in a) teacher knowledge and b) student academic achievement in mathematics or science.

C. **The fiscal agent must be either a school division with a participating school or schools or the primary IHE partner.** All credit-bearing coursework must be approved by the IHE, and all credits must be awarded by the primary IHE. The project teaching and intervention staff must be employed (full time, adjunct, or contractual) by the primary IHE.

D. The lead applicant (school division or IHE) may submit one proposal per content area, mathematics and science. For schools that are high needs in both mathematics and science, one proposal **may** be written to address both priorities in an integrated or complementing fashion. Integrated proposals will be treated as addressing both the mathematics and science priorities. Priority will be given to projects that focus targeted efforts on high-needs schools and in keeping with the intent of this RFP.

E. Private schools are also eligible to participate in a partnership and should be given the same opportunity for participation as public school divisions. Each school division is obligated to inform officials of private schools located within the division's boundary, that private, nonprofit elementary and secondary schools are eligible to participate on an equitable basis. Please see the following link for guidance from the Virginia Department of Education regarding equitable services to private schools: <http://www.doe.virginia.gov/federal_programs/esea/title9/index.shtml>.

F. Unless otherwise specified, grant funds requested may not exceed **$2,500 per teacher per year unless teachers are being provided tuition for multiple credit-bearing courses over a yearlong period.**

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| **V.** **Mathematics and Science Proposal Priorities** |

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| **A. Background** |

1. The VDOE seeks to fund partnerships of school divisions, **especially those having high-needs schools**, and Virginia public and/or private **two-year or four-year institutes of higher education** (IHE) or **consortium** of IHE and other partners to develop cooperatively and to deliver a comprehensive program:
2. of workshops, academies, institutes; and/or a multicomponent professional development session;
3. with significant school-focused follow up and intervention to enhance the content knowledge and teaching skills of classroom teachers.
4. With **prior permission** from the VDOE MSP coordinator, additional high-needs schools may be added after year one if:
5. the approved proposal is a three-year program;
6. the project evaluation model is constructed in a manner that allows for additional teachers/schools to be added; and
7. there are available funds to support the additional teachers and schools.
8. Workshops, academies, and/or institutes will be designed in a manner that forms rich programs of **mathematics and/or science content** and discipline-specific pedagogy for the grades/courses/schools targeted. The programs must include year-round, school-focused teacher assistance and follow-up support. The professional development over the life of a project, whether one, two, or three years, will reinforce the discipline content and pedagogical skills for teachers to meet the school’s identified needs.
9. Proposals must be developed targeting:
   1. one or more grade bands or courses (e.g., K-2, K-5, 6-8, or high-school courses) for a specific school or set of schools;
   2. strands or topical areas (e.g., number sense; computational fluency; proportional reasoning; scientific investigation; force, motion and energy; etc.);
   3. multiple grade bands for one (or more) school divisions with multiple high-needs schools; or
   4. other meaningful combinations that meet the needs of partnering schools.

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| **B. Mathematics Priority** |

In addressing the range of professional development and instructional support needs of teachers of mathematics in high-needs schools, please indicate how the program will:

1. develop and use **formative assessments** **to inform instruction** and monitor student understanding and progress;
2. focus on the **vertical progression** of and connections within mathematics content among grade bands and/or courses;
3. emphasize the importance of the **instructional balance** between mathematical concepts and related procedures;
4. incorporate Virginia’s **mathematical process goals** for students, included in the 2009 *Mathematics Standards of Learning*;
5. enhance teachers’ knowledge of the **mathematics content** of and **research-based practices** in instruction in the targeted strands and topical areas;
6. build a deep understanding of mathematics **connections** with other disciplines in practical contexts; and
7. enhance teachers’ abilities to use **discourse** to improve mathematical problem solving and higher order thinking.

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| **C. Science Priority** |

In addressing the range of professional development and instructional support needs of teachers of science in high-needs schools, please indicate how the program will:

1. develop and deliver key **physical-, biological-, and/or geosystems-sciences content** through the inquiry process;
2. **connect science among other disciplines**, including grade-appropriate mathematical tools, argumentation aligned with English language arts, and vocabulary acquisition properly integrated in the inquiry classroom;
3. build a deep understanding of the **nature of science** in the context of science content, skills, and practices;
4. enhance students’ **higher order thinking and content acquisition** through the deliberate use of different types and levels of scientific inquiry;
5. reinforce and build students **scientific dispositions/habits of mind** through instruction that mirrors rigorous scientific inquiry;
6. **create valid and reliable authentic assessments** for classroom use that measure student acquisition of science skills and practices and critical science content; and
7. incorporate inquiry-driven field experiences into safety-conscious science instruction.

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| **VI. Preparation of the Proposal** |

Listed below are the required components of a reviewable application in the order they must appear. The narrative sections of the proposal must be double-spaced with one-inch margins, and the font used must be 12-point Times New Roman. The application may not exceed 20 pages (excluding the Proposal Introduction and the Appendices). The appendices may be single-spaced, but must use at least a 12-point font with one-inch margins. 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 of the following components and be in the order listed below.

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| **A. Proposal Introduction NO POINTS** |

1. Cover Page: Use the Cover Page form provided in Attachment 2 of the RFP. The cover page should be the first page of the proposal.

2. Assurances: Use the Assurances form provided in Attachment 3 of the RFP. The Assurances page must follow the Cover Page as the second page of the proposal.

3. Abstract: The Abstract must follow the Assurances page as the third page of the application. The Abstract should be **single spaced**, 12 point Times New Roman. It should describe the program to be implemented, a brief synopsis of schools served, targeted number of teachers and school personnel, and the primary goals and objectives, especially how these are focused on high-needs schools. Please include an overview of the evaluation model to be used, and discuss how/whether the evaluation incorporates the USED-preferred experimental or quasi-experimental design. Also, please include a description of the project’s governance structure that outlines how decisions and program adjustments are made. The abstract may not exceed one page.

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| **B. Program Plan 45 POINTS** |

Describe in detail how the proposed project will operate over the duration of the requested award (up to three years). Include in the description how the sustained, intensive, and school-focused, classroom-focused professional development of the project will meet the needs that have been identified and how the implementation is based on sound research.

1. Describe how the professional development and follow-up activities will build teacher content knowledge and pedagogical skill and help high-needs schools improve student achievement. This includes, in any order,
2. the goals and objectives for the project, how they align with the mathematics or science priority of this RFP, and how they will be accomplished;
3. the professional development delivery or model;
4. the timeline for the planned activities;
5. who is responsible for various components;
6. alignment with the goals of the *Standards of Learning*, specific grade-level standards, the essential knowledge, and skills defined in the curriculum framework;
7. vertical articulation of content and skills;
8. the description of activities and roles of each of the partners; and
9. other pertinent implementation information.
10. Describe how the project design aligns with and will meet the needs (identified in their needs assessments) of the partnering schools, especially high-needs schools.

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| Up to **8 BONUS POINTS** will be awarded to proposals that a) have an **exclusive** or predominant focus on high-needs schools and b) have partnership plans that serve a substantial number of the mathematics and/or science teachers in each of the partnering high-needs schools over the life of the project. |

1. Describe the steps that will be taken **to ensure that the targeted number of classroom teachers will participate** in the program. (For example, a partnering school/school division may require signed intent-to-participate forms from teachers as evidence for commitment to the partnership, Section VI, Part E.) Include how the project will recruit teachers and what incentives or procedures will be used to ensure teacher participation. (Note: Any changes in participation numbers that exceed 10 percent of the approved target must be reported to VDOE and will result in budgetary adjustment.)

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| Up to **2 BONUS POINTS** will be awarded to proposals that provide **stipends** from nonfederal sources to teachers (not under contractual time) for participation in the professional development program. |

4. If the proposal is designed as a two- or three-year project, an articulated program plan and timeline must be developed for each year of implementation, (e.g., a three-year plan). This plan will outline, for example, how additional cohorts of teachers from the partnering schools will participate in the program. Keep in mind, the intent of a multiyear program is to provide in-depth professional development of targeted teachers as well as reaching a significant number of teachers in a school to have a long-term impact on the success of the school in delivering high-quality mathematics and/or science instruction.

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| Up to **3 BONUS POINTS** will be awarded for projects that are designed for a **three-year duration** and have a clear, detailed, and efficacious three-year plan outlined. |

5. Describe what professional development products will be developed for use in or as a result of the project and how these products will be made available to the VDOE, and on what timeline for sharing statewide.

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| **C. Research Base 5 POINTS** |

Describe how the project design incorporates scientifically-based research, how the overall design carries out that research, and how that design will assist partnering schools, **especially high-needs schools**. Provide the research that supports the delivery method of the professional development used in the program plan. (Provide a list of references and resources used to complete this narrative. This research bibliography must be included as proposal Appendix A.)

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| **D. Needs Assessment 10 POINTS** |

A needs assessment must be completed for each partnering school and should be conducted as a cooperative responsibility of and through the partnering school divisions. The detail and depth of the needs assessment is an important factor in fine tuning the nature of the professional development. There must be a clear relationship between needs identified and project goals and objectives included in the program plan. Factors such as teachers’ backgrounds in university-level mathematics and/or science coursework, discipline methodology courses, and other pertinent experiences should be ascertained. A narrative of the results of the needs assessment should include a more comprehensive analysis of needs well beyond state assessment scores. This section will also include a description of the methodologies used to collect this information. As defined in the Program Plan section above, proposals must address the needs identified in the needs assessment for partnering schools. The detailed needs assessments should be included as Appendix B of the proposal.

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| **E. Evidence of Meaningful Partnerships 15 POINTS** |

1. Commitment: **(10 POINTS)**

1. School divisions: There must be evidence of an actual personnel, fiscal, material, and/or time commitment from each partnering school division. This may include such elements as assurance of participation for the duration of the project, commitment to send targeted numbers of staff to institutes, commitment to provide time at the school sites for project activities, provide travel reimbursement for teachers or principals/building key instructional leaders traveling to and from institutes, commitment to support teachers’ attendance at professional association conferences as required by the project, purchase of supporting instructional materials, evidence that principals/building key instructional leaders commit to supporting teachers in academic year follow-up time commitments, and other requirements of the submitted proposal.
2. IHE partners: There must be evidence of a substantive personnel, fiscal, material, and/or time commitment from each partnering IHE, in kind and/or actual.

2. Evidence of Capacity: **(5 POINTS)**

Evidence of the number and quality of project staff to carry out the proposed activities and the institutional resources to support the activities must also be included. Similarly, there must be evidence of a **school and school division leadership capacity** to ensure the school division commitments are maintained. This section must include a narrative of the roles of the partners and their duties and responsibilities related to the goals and objectives of the project.

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| 3. Sustainability: Up to **2 BONUS POINTS** will be awarded for partnerships that demonstrate an ability to maintain the targeted activities or related support **beyond** the length of the project. No points will be awarded if there are not concrete commitments or other verifiable evidence of sustainability. |

**All partners**: A Partner Identification Form (Attachment 4 of the RFP) for each partner, IHE, school divisions, and others, must be included **with a letter of support from each partner** outlining the role and contributions of the partner and providing evidence that the proposed partnership activities are integral to the partner’s instructional mission. Completed Partner Identification Forms and letters of support must be attached as Appendix C of the submitted proposal.

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| **F. Evaluation and Accountability Plan 15 POINTS** |

1. MSP proposals must include an evaluation and accountability plan that, at a minimum, measures:

1. **goals and objectives** established in response to the needs assessment referenced above in the proposal and the RFP, including measures of progress towards meeting the assessed needs of the LEA;
2. **number of teachers participating** in content-based professional development, including teachers by grade levels, special education teachers, teachers of English language learners, alternative education teachers, and building-level key instructional leaders;
3. **effect of professional development** on content knowledge and content-specific pedagogical skills of teachers and on student achievement. Describe the plan that will be used to evaluate this aspect during each year of the program.
4. **other information** deemed pertinent to the proposed evaluation and accountability plan.

2. The evaluation plan **must** include a research design:

1. that measures the impact that implemented activities have on increasing student achievement in participating schools;
2. with measurable objectives to increase the content knowledge of teachers who participate in content-based professional development activities; and
3. that employs valid and reliable assessments and measures for the purposes described.

3. An evaluation and accountability plan that employs experimental or quasi-experimental design including random assignment and other comparison group measures is preferred and expected by the U.S. Department of Education. For more information on evaluation design for MSP projects go to <http://www.ed-msp.net/> under “Resources.”

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| Up to **3** **BONUS POINTS** will be awarded for experimental or quasi-experimental design evaluation and accountability plans. |

4. The associated Family and Educational Rights Privacy Act (FERPA) regulations and Institution Review Board (IRB) requirements apply to the Title IIB MSP program and must be followed to ensure the protection of human subjects. For more information on IRB requirements, see EDGAR (34 CFR Part 97).

5. Program evaluators may not be involved with the implementation of the program being evaluated.

6. In compliance with the *Elementary and Secondary Education Act of 1965,* as amended by the *No Child Left Behind Act of 2001*, Title II, Part B, Section 2202 (f), partnerships receiving a grant or subgrant to support a mathematics and science partnership must report annually to the U. S. Secretary of Education regarding progress in meeting the objectives of the project. Subgrantees should be prepared to meet the requirements of the evaluation and accountability plan. The U.S. Department of Education outlines the requirements for the [reports](http://www.ed-msp.net/index.php/resources) that must be submitted to the Virginia Department of Education. Subgrantees may also be required to participate in **statewide evaluation activities** for the duration of the grant and will agree to participate in statewide dissemination activities concerning the results of their projects.

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| **G. Budget and Budget Narrative**  **10 POINTS** |

1. Budget Background Information
2. Grant funds requested may not exceed $2,500 per teacher per year, unless teachers are enrolled in multiple credit-bearing courses during a specific year. The $2,500 per teacher per year cap applies to all allowable costs.
3. Funding may provide for instructional materials and consumables up to $200 per teacher per year to be used in content and skill acquisition in professional development contexts.
4. K-12 classroom materials and sets of materials cannot be funded. Division commitment to provide these classroom materials may be considered evidence of partnership.
5. If the partnering IHE or IHE consortium chooses to provide semester-hour credit coursework for its program, project funding may provide for a one-time course development at $1,000 per semester hour.
6. Course reimbursement should not exceed $1,000 per three semester-hour course per teacher.

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| Up to **2 BONUS POINTS** will be awarded for projects that incorporate IHE coursework that bears multiple undergraduate or graduate semester-hour **credits.** |

f. If an institution is requesting full compensation for the cost of tuition and fees for teacher participants, the institution may not request the cost of replacement or release time for project faculty.

g. If an institution is requesting full compensation for the cost of tuition and fees for teacher participants, grant funds may not be used to provide teacher stipends. However, **private or nonfederal school-division funds may be used to provide stipends to teachers and may be included as evidence of partnership**.

2. Budget Narrative

1. The budget narrative should clearly describe the proposed expenditures for each of the **one to three** years of the proposed budget. It should outline the request for grant funding as well as describe in-kind contributions or other matching funds to be provided by the partners. The budget narrative should also address the amount of money or in-kind support that participating schools/school divisions must contribute for their teachers to participate in the program. 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.
2. The budget narrative is part of the allotted **20 narrative pages**.

3. Budget Document

To support the budgeting process, VDOE has prepared an Excel spreadsheet and posted it to the [MSP Web site](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml). The electronic budget spreadsheet has formulae built into it that are intended to help applicants produce the proposed budget. Applicants should attach the budget (Attachment 5 of this RFP) to their proposals as Appendix D.

Expenditures should be organized under the following categories:

1. Personal Services (1000): This includes salaries and wages for employees and other full- or part-time staff of the project. Costs for staffing should reflect instructional and administrative salaries that are appropriate to the length of the training session. Entries should identify project staff positions; names of individuals; the appropriate rate of pay per hour, day, week, month, or year; and the total amount or percent of their work time to be charged to the project. Replacement or release-time costs requested for the project faculty personnel should reflect what it would actually cost the institution to hire adjunct faculty. Salaries cannot be drawn at a higher rate than the individual normally receives. If an institution is requesting full compensation for the cost of tuition and fees for teacher participants, the institution may not request the cost of replacement or release time for project faculty. Institutions may request compensation for additional administrative duties performed by the project director, but must substantiate the need for additional administrative duties. Course development costs are limited to a maximum of $1,000 per semester hour.
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, pensions, insurance (life, health, disability income, etc.), and employee allowances.
3. Purchased/Contractual Services (3000): This includes fees for special professional services to the project by individuals or firms not involved as project staff (employees) of the institution(s) or Nonprofit Organization (NPO). 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):

1). Travel expenses should be itemized in this section. Transportation, lodging, and other appropriate travel expenses of project staff and consultants should be budgeted in accordance with institutional policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All project travel must be directly related to the proposed grant activities and occur within the Commonwealth.

2). Stipends and/or tuition should be included in this section. The stipend rate should be consistent with the standard rate of the partnering school division(s). School division financial support is strongly encouraged and demonstrates the division’s commitment to implementing the proposed project. **MSP grant funds may not be used for both tuition and stipends.**

3). Indirect Costs will be included in object code 5000. If the IHE partner is the fiscal agent, it may request indirect costs for recovery of no more than eight percent (8%) of total direct costs. If a school division partner is the fiscal agent, it must adhere to its allowable restricted [LEA indirect cost rate for federal grants](http://www.doe.virginia.gov/school_finance/budget/index.shtml) up to eight percent (8%). **Waiver of indirect costs may be counted as evidence of meaningful partnerships**, but including uncharged indirect costs beyond the allowable rate may not be counted as an in-kind contribution. Note: Indirect costs may be charged only on the first $25,000 of a sub award.

f. Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the project. This category includes: office supplies; educational and laboratory materials for participants; books and audiovisual materials; postage, printing, publication, and photocopying services; and computer services. School divisions are encouraged to provide materials needed for classroom implementation. The purchase of classroom sets of materials is not a permissible use of funds. All materials purchased and distributed to teachers are expected to become the property of the participating teachers, rather than being retained by the sponsoring organization. Documents and other electronic and print materials produced using grant funds are required to be submitted to the Virginia Department of Education and will be available for public access.

**Matching Funds**: All support from the sponsoring institution of higher education or nonprofit organization, local school divisions, business and industry, organizations, and agencies should be listed in the “In-Kind” column of the budget. There is not a minimum matching fund requirement.

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| **VII. Curriculum Vitae** |

**REE –**

Please attach the vitae of the principal participants outlined in the proposal as Appendix E. Please include abbreviated vitae (four pages or less) wherever possible.

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| **VIII. Proposal Submission and Review** |

A. Submission: Applicants must submit proposals electronically by e-mail in .pdf format to [Eric.Rhoades@doe.virginia.gov](mailto:Eric.Rhoades@doe.virginia.gov) at the Virginia Department of Education by 4 p.m. on Monday, December 1, 2014. The electronic submission must include the scanned original signature of the authorized official on the cover page. Incomplete applications will not be considered.

B. Review Process: As proposals are received at the Department, they will be reviewed by staff for completeness and compliance with the requirements set forth in Title II, Part B, of the *No Child Left Behind Act of 2001* to determine applicant eligibility. If, in the judgment of the Department, a proposal is late, incomplete, or if the applicant cannot establish its eligibility, the proposal will be omitted from the competition. The decision of the Department is final. Applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

C. An expert review panel will evaluate eligible applications based on the required application components and the established criteria. The review panel will review each eligible application and make recommendations to the Department in the areas of program, budget, and efficacy. The review panel’s scores and recommendations will be a primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel; however, other factors may influence the final selection of funded projects, including the number of teachers served, the actual amount of teacher-faculty instructional contact time, and statewide distribution of schools served.

D. Following the review, eligible project directors will be contacted by Department staff to discuss any modifications of the project plan that may be required. The Department will seek to fund those proposals that show the most promise for successful professional development programs. In order to maximize the effects of limited funds, applicants whose grants are recommended at less than the amount requested may be asked to revise the project budget and/or scope of work.

| **Timeline** | |
| --- | --- |
| **Date** | **Action** |
| **October 3, 2014, 4 p.m.** | Intent to Submit Forms due to the VDOE.  This form is a **requirement to proceed** with the proposal process, but it is not a formal commitment to submit a proposal. |
| **December 1, 2014, 4 p.m.** | All applications must be **RECEIVED** by Monday, **December 1, 2014**, 4:00 p.m. |
| **December 2-15, 2014** | Grants reviewed, scored, and given preliminary ranking by individual external evaluators. Documents provided:   * Grant Program Overview For Reviewers; * Review Instructions; * Scoring Guides; and * Proposals |
| **December 19, 2014 - January 16, 2015** | VDOE Staff   * Compile completed scoring guides and recommendations. * Review applications and budgets for adherence to state and federal requirements. * Finalize recommendations for grant awards. |
| **January 19-23, 2015** | The Superintendent of Public Instruction will receive and act on recommendations for funding. |
| **January 26-February 25, 2015** | All projects will be notified of their status. Projects that will not be funded will be notified in writing by February 25, 2015. |
| **March 1, 2015** | Projects begin. |

| **2014-2015 MSP Scoring Guide** | |
| --- | --- |
| **A. Review Criteria** | **Points** |
| **Program Plan**  Reviewers will judge the overall quality of the program plan, its feasibility, how its elements function together, and its likelihood of success in meeting the needs of teachers and positively impacting student achievement. The program plan will be evaluated: 1) analytically in having clear description of the required components; and 2) holistically in terms of its perceived operation and potential outcomes. The program plan must provide a detailed description of:   1. how the professional development and follow-up activities will build teacher content knowledge and pedagogical skill and help high-needs schools improve student achievement. Elements required include:  * the goals and objectives for the project, how they align with the mathematics or science priority of this RFP, and how they will be accomplished; * the professional development delivery or model; * the content of the professional development; * the timeline for the planned activities; * who is responsible for various components; * alignment with the goals of the *Standards of Learning*, specific grade-level standards, the essential knowledge, and skills defined in the curriculum framework; * vertical articulation of content and skills; * the description of activities and roles of each of the partners; and * other pertinent implementation information.  1. how the project design aligns with and will meet the needs of the partnering schools, especially high-needs schools and additional information defined in their needs assessments; 2. how the program plan will be school focused; 3. steps that will be taken to ensure that the targeted number of classroom teachers will participate in the program; and 4. professional development products that will be developed for use in or as a result of the project and how these products will be made available. | **45** |
| **Research Design**  Reviewers will judge the overall quality of the research design according to the elements below. The program plan must demonstrate:   1. why the specific research was chosen (applicability); 2. the thoroughness of the research for the purpose of the program plan; 3. how the project design incorporates scientifically-based research; 4. how the overall design of the professional development carries out that research over the life of the project; 5. how that design will assist partnering schools, **especially high-needs schools**; and 6. the summary of the research applied in the program plan presented concisely as Appendix A. | **5** |
| **Needs Assessment**  Reviewers will judge the overall quality of the needs assessment in terms of the following elements:   1. a comprehensive needs assessment for each partnering school; 2. the detail and depth of the needs assessment conducted; 3. a clear relationship between needs and project goals and objectives; 4. inclusion of pertinent factors such as teachers’ backgrounds in university-level mathematics and/or science coursework, discipline methodology courses, and other pertinent experiences; 5. a comprehensive analysis of student needs including (but beyond) state assessment scores; 6. a description of the methodologies used to collect the information identified in the needs assessment for partnering schools; and 7. a complete record of school-focused needs assessments included as Appendix B. | **10** |
| **Evidence of Meaningful Partnership**  **Commitment**  Reviewers will judge the overall commitment and capacity of all of the partners to carry out the project plan. Points will be awarded for:   1. specific evidence of an active, long-term school-focused program and continued involvement of all partners throughout grant period; 2. specific evidence of actual personnel, fiscal, material, and/or time commitment from each partnering school/school division; 3. specific evidence of substantive personnel, fiscal, material, and/or time commitment from the lead partnering IHE, in kind and/or actual. 4. specific evidence of substantive personnel, fiscal, material, and/or time commitment from other partners, in kind and/or actual.   **Capacity**  Points will be awarded for:   1. capacity of institutional resources and experience to support the program plan; 2. evidence of a school and school division leadership capacity to ensure the school division commitments are maintained; and 3. clear, descriptive narrative on the roles of the IHE, school/division, and other partners and their specific duties and responsibilities related to the goals and objectives of the project. | **15** |
| **Evaluation and Accountability Plan**  Points will be awarded for:   1. measures of progress towards meeting the assessed needs of the school as described in the needs assessment; 2. measures tracking the number of teachers participating in content-based professional development, including teachers by grade levels, etc.; 3. effect of professional development on content knowledge and content-specific pedagogical skills of teachers; 4. effect of professional development on student achievement; 5. the validity and reliability of measures for the purposes described; and 6. other information deemed pertinent to the proposed evaluation and accountability plan. | **15** |
| **Budget**  Points will be awarded for:   1. a clear description of the proposed expenditures for each of the one to three years; 2. a detailed outline of the request for grant funding; 3. a description of in-kind contributions or other matching funds to be provided by the partners; 4. appropriate expenditures directly related to the project goals and objectives; 5. complete alignment of the budget with the budget narrative and the activities described in the program plan; and 6. the coordinated uses of resources from other sources. | **10** |
| **Total Standard Points** | **100** |

|  |  |
| --- | --- |
| **Bonus Points up to:** |  |
| **Significant or Intensive Focus on High-Needs Schools** | **8** |
| **Three-year Project Design** | **3** |
| **Multiple Semester Credit Hours Awarded** | **2** |
| **Experimental or Quasi-experimental Evaluation Design** | **3** |
| **Stipends to Teachers** | **2** |
| **Sustainability** | **2** |
| **Possible Total BONUS POINTS** | **20** |

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| **IX. Award Administration** |

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| **A. Notification of the Award** |

Within thirty days of completion of the review process, the project director will be notified of the status of the proposal. Anticipated notification of awards is February 2015.

|  |
| --- |
| **B. Award Conditions** |

For the 2014-2015 competition, approximately $2.1 million is available for new MSP awards in Virginia. Subgrantees have until September 30, 2016, to encumber grant funds for Year 1 grants. Reimbursement requests must be received by November 15, 2016.

|  |
| --- |
| **C. Reporting Requirements** |

Each eligible partnership receiving a grant or subgrant must report annually to the U. S. Department of Education (USED) and the U. S. Secretary of Education as well as to the Virginia Department of Education regarding the eligible partnership’s progress in meeting the objectives and annual targets described in the partnership’s accountability plan. Further information regarding reporting requirements is available on the [USED Mathematics and Science Partnerships Program Web site](http://www.ed-msp.net/index.php/resources). [Semiannual reports](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml) must also be submitted to the Virginia Department of Education. Subgrantees may also be required to participate in statewide evaluation activities for the duration of the grant and will agree to participate in statewide dissemination activities concerning the results of their projects.

|  |
| --- |
| **X. Additional Information** |

**Additional information posted on the** [**VDOE MSP Web site**](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml)**:**

* Proposal Checklist
* Project Budget Form (Excel)
* Scoring Rubric
* Federal APR PP2013 Reporting Form (PDF)

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| **XI. Attachments to the 2014-2015 MSP Request for Proposal** |

**REE –**

Attachment 1: Intent to Submit Form

Attachment 2: Proposal Cover Page

Attachment 3: Statement of Assurances

Attachment 4: Partnership Identification Form

Attachment 5: Project Budget Form

Virginia Department of Education

101 North 14th Street

Richmond, VA 23219

**Mathematics and Science Partnership Grant**

**Intent to Submit Form**

|  |  |
| --- | --- |
| **Lead Organization:** |  |
| **Content Area: Mathematics and/or Science** |  |
| **Priority Area:** |  |
| **Name of Project Director:** |  |
| **Title:** |  |
| **Mailing Address:** |  |
| **City/Zip** | **/** |
| **Telephone:** |  |
| **E-mail:** |  |

Please check if you plan to attend the Pre-proposal Conference on **Friday, October 10, 2014**, at 10 a.m. in the Monroe Conference Room on the 23nd Floor of the James Monroe Building, 101 N. 14th Street, Richmond, VA 23219.

**How many people will be attending?**

Please check if you plan to attend the Pre-proposal Conference via webinar. Information will be sent to the contact listed above regarding how to access the meeting.

Interested offerors must e-mail this form by **October 3, 2014**, to:

Eric Rhoades, Director

Office of Science and Health Education

E-mail: [Eric.Rhoades@doe.virginia.gov](file:///C:\Users\mrr59741\Desktop\MSP%20RFP%202014\Eric.Rhoades@doe.virginia.gov)

Virginia Department of Education

101 North 14th Street

Richmond, VA 23219

**Mathematics and Science Partnership**

**Proposal Cover Page**

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead Organization:** | |  | |
| **Project Title:** | |  | |
| **Content Area:** | |  | |
| **Priority Area:** | |  | |
| **Name of Project Director:** | |  | |
| **Title:** | |  | |
| **Mailing Address:** | |  | |
| **City/Zip** | | **/** | |
| **Telephone:** | |  | |
| **E-mail:** | |  | |
|  | | | |
|  | **Total of MSP funds requested:** | | **Number of teachers to be served directly:** |
| **Year 1** | **$** | |  |
| **Year 2** | **$** | |  |
| **Year 3** | **$** | |  |

|  |  |  |
| --- | --- | --- |
| **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 this application is duly authorized by the governing body of this organization or institution, and that the applicant will comply with the attached Statement of Assurances. | | |
|  |  |  |
| Typed or Printed Name of Authorized Official |  | Title |
|  |  |  |
|  |  |  |
| Signature of Authorized Official |  | Date |

**Mathematics and Science Partnership**

**Statement of assurances**

**2014-2015**

Should an award of funds from the Mathematics and Science Partnership Program be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Virginia Department of Education that the authorized official will:

1. 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;

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

a. [*Elementary and Secondary Education Act of 1965,* as amended by the *No Child Left Behind Act of 2001, Title II, Part B, Mathematics and Science Partnerships*](http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html)

b. Title VI of the Civil Rights Act of 1964;

c. Title IX of the Education Amendments of 1972;

d. Section 504 of the Rehabilitation Act of 1973;

e. Age Discrimination Act of 1975;

f. Americans with Disabilities Act of 1990; and

g. Improving America’s Schools Act of 1994.

3. Use grant funds to **supplement** and **not supplant** funds from nonfederal sources;

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

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

6. Ensure that each school division will inform officials of private schools located within the division's boundary that private, nonprofit elementary and secondary schools are eligible to participate in the program on an equitable basis.

**The authorized signature on the cover page indicates that the applicant will comply with the statement of assurances above. This page should follow the cover page in the application packet.**

**Mathematics and Science Partnership**

**Partner Identification Form**

**2014-2015**

## 

## Include a Partnership Identification Form for each of the partner institutions/organizations (IHE, school division, etc.) participating in the MSP proposal.

|  |  |
| --- | --- |
| **Partner Institution/Organization:** |  |
| **Type of Institution/**  **Organization\*:** |  |
| **Name of Primary Project Contact:** |  |
| **Title:** |  |
| **Address:** |  |
| **City/Zip Code:** | **/** |
| **Telephone:** |  |
| **E-mail:** |  |
| **MSP 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 institution, school division, or organization.**

## \*For school division partners, the authorized person responsible for division data will certify that the division will provide the student-assessment and other anticipated project data detailed by the proposal in the evaluation and accountability plan.

|  |  |
| --- | --- |
| **Name of Contact:** |  |
| **Title:** |  |
| **Signature:** | By my signature, I certify that the school division will provide the data specified in the proposal evaluation and accountability plan. |

**Mathematics and Science Partnership**

**Project Budget**

To support the budgeting process, the Department has prepared an Excel spreadsheet and posted it to the [MSP Web site](http://www.doe.virginia.gov/federal_programs/esea/title2/part_b/implementing_msp.shtml). The electronic budget spreadsheet has formulas built into it that are intended to help applicants produce the proposed budget. Applicants should attach the budget to their proposal as part of the appendices. **Grant funds requested may not exceed $2,500 per teacher per year.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Period of Award:** | **March 1, 2015 - September 30, 2016 (Year 1)** | | | | | | |
| **Applying Institution:** |  | | | | | | |
| **Program Title:** |  | | | | | | |
|  | | | | | | | |
| **Personal Services 1000** | | | | | **Source of Funds** | |  |
|  | **Description** | | | | **MSP** | **In-Kind** | **Total Cost** |
| Names of individuals whose salary will be charged to this project | Project Role | % FTE Administrative | Administrative Salary or Adjunct Replacement | Total charged to grant for this individual |  |  |  |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Names of hourly employees | Project Role | # of Hours | Hourly Rate | Total charged to grant for this individual |  |  |  |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
|  |  |  |  | $0 |  |  | $0 |
| **Total Personal Services 1000** | | | | | $0 | $0 | $0 |
|  | | | | | | | |
| **Employee Benefits 2000** | | | | | **Source of Funds** | |  |
| **Name of Employee** | **% benefits** | | **Salary** | **Total** | **MSP** | **In-Kind** | **Total Cost** |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Hourly Employee** | **% benefits** | | **Salary** | **Total** | **MSP** | **In-Kind** | **Total Cost** |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| 0 |  |  | $0 | $0 |  |  | $0 |
| 0 |  | | $0 | $0 |  |  | $0 |
| **Total Employee Benefits 2000** | | | | | $0 | $0 | $0 |
|  | | | | | | | |
| **Purchased/Contractual Services 3000** | | | | | **Source of Funds** | |  |
| **Description (please provide detailed cost calculations)** | | | | | **MSP** | **In-Kind** | **Total Cost** |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
|  | | | | |  |  | $0 |
| **Total Purchased Contractual Services 3000** | | | | | $0 | $0 | $0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Internal Services 4000** | | | | **Source of Funds** | |  |
| **Description (please provide detailed cost calculations)** | | | | **MSP** | **In-Kind** | **Total Cost** |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
| **Total Internal Services 4000** | | | | $0 | $0 | $0 |
|  | | | | | | |
| **Other Charges 5000** | | | | **Source of Funds** | |  |
| **Description (please provide detailed cost calculations)** | | | | **MSP** | **In-Kind** | **Total Cost** |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
| **Total Other Charges 5000 (See below for incl. Indirect costs)** | | | | $0 | $0 | $0 |
|  | | | | | | |
| **Materials and Supplies 6000** | | | | **Source of Funds** | |  |
| **Description (please provide detailed cost calculations)** | | | | **MSP** | **In-Kind** | **Total Cost** |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
|  | | | |  |  | $0 |
| **Total Materials and Supplies 6000** | | | | $0 | $0 | $0 |
| **Indirect Costs 5000** | | | | **Source of Funds** | |  |
|  | | | | **MSP** | **In-Kind** | **Total Cost** |
| *Note: Indirect costs may be charged only on the first $25,000 of a subaward.* | | | |  |  |  |
| Total of 1000, 2000, 3000, 4000, 5000, 6000 | | | | $0 |  |  |
| Subtract subaward amounts over $25,000 - List subaward and amount over $25,000 | | | |  |  |  |
|  | | | |  |  |  |
|  | | | |  |  |  |
| Revised Total of 1000, 2000, 3000, 4000, 5000, 6000 | | | | $0 |  |  |
| **Total Indirect Costs 5000** | **Rate:** |  |  | $0 | $0 | $0 |
|  | | | | | | |
|  | | | | **Source of Funds** | |  |
|  | | | | **MSP** | **In-Kind** | **Total Cost** |
| **Total Project Budget for Year 1** |  |  |  | $0 | $0 | $0 |
|  | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Project Budget for Year 1** | | | | | | | | | |
|  |  | **Source of Funds** | | | **Total Budget** |  |  | |  |
|  |  | **MSP** | **In-Kind** | |  |  | |  |
|  |  |  |  | |  |  |  | |  |
| 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) **\*Includes Indirect Costs** |  | $0 | $0 | | $0 |  |  | |  |
|  |  |  |  | |  |  |  | |  |
| Material and Supplies (6000) | | $0 | $0 | | $0 |  |  | |  |
|  |  |  |  | |  |  |  | |  |
| **Total Project Budget** |  | **$0** | **$0** | | **$0** |  |  | |  |
| **Projected Budgets for Years 2 and 3** | | | | | | | | | |
|  | | **Projected Budget for Year 2** | | | | **Projected Budget for Year 3** | | | |
| **Source of Funds** | | | **Total Budget Year 2** | **Source of Funds** | | | **Total Budget Year 3** |
| **MSP** | | **In-Kind** | **MSP** | | **In-Kind** |
|  |  |  | |  |  |  | |  |  |
| Personal Services (1000) |  |  | |  | **$0** |  | |  | **$0** |
|  |  |  | |  |  |  | |  |  |
| Employee Benefits (2000) |  |  | |  | **$0** |  | |  | **$0** |
|  |  |  | |  |  |  | |  |  |
| Purchased/Contractual Services (3000) | |  | |  | **$0** |  | |  | **$0** |
|  |  |  | |  |  |  | |  |  |
| Internal Services (4000) |  |  | |  | **$0** |  | |  | **$0** |
|  |  |  | |  |  |  | |  |  |
| Other Charges (5000) **Includes Indirect Costs** |  |  | |  | **$0** |  | |  | **$0** |
|  |  |  | |  |  |  | |  |  |
| Material and Supplies (6000) | |  | |  | **$0** |  | |  | **$0** |
|  |  |  | |  |  |  | |  |  |
| **Total Project Budget** |  | **$0** | | **$0** | **$0** | **$0** | | **$0** | **$0** |
|  |  |  | |  |  |  | |  |  |