Attachment A

Superintendent’s Memo #320-21

December 3, 2021

# 

# Onward and Upward: Supporting Literacy and Mathematics

# Grant Request for Proposals from Virginia Institutes of Higher Education

# American Rescue Plan (ARP) Act

# Elementary and Secondary School Emergency Relief (ESSER) III Fund

# Virginia Institutes of Higher Education

**Supporting Literacy and Mathematics Grant**

**Request for Proposals**

## INTENT

The overarching purpose of the American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief (ESSER) III Fund is to help safely reopen and sustain the safe operation of schools and address the impacts of COVID-19 on the nation’s students by addressing students’ academic, social, emotional, and mental health needs. This consolidated application includes multiple grants to be funded with ESSER III state set-aside funds – Institutes of Higher Education Supporting Literacy and Mathematics. A public Institute of Higher Education may choose to apply for one or all of the identified grant programs. A description of each program and allowable uses of funds is provided in the Instructions section of this document (starting on page 8). For each program, the applying institution’s application should prioritize and provide for the learning needs of all students, with targeted support for struggling students and at-risk populations including students with disabilities, English learners, students that are economically disadvantaged, early learners, and underserved and/or underperforming students.

**Program Intent – Literacy**

To ensure that all Virginia K-12 students have opportunities to develop their understanding of communication and critical thinking; to improve literacy across Virginia by increasing knowledge of teachers, leaders, families, and students; to enhance the quality of literacy instruction through support programs, resources, and materials; core partners are English, reading, literacy, and education departments of higher education institutions.

**Program Intent – Mathematics**

To ensure that all K-12 students have the opportunities and readiness to learn rigorous mathematics across Virginia; to increase knowledge of teachers, leaders, families, and students by enhancing the quality of mathematics instruction through support programs, curriculum development, resources, and materials that further mathematics learning across all grade levels; core partners are mathematics, and mathematics education departments of higher education institutions.

## ELIGIBILITY

All Virginia public two- and four-year Institutions of Higher Education (IHE) are eligible to apply for ARP ESSER III Supporting Literacy and Mathematics grants. All private institutes of higher education that are interested in this opportunity are encouraged to partner with public institutions, as applicable. Please see the program descriptions for specific eligibility requirements.

## REPORTING

Each institute with a funded proposal will provide the Virginia Department of Education (VDOE) with a written progress report semi-annually. The report format will be provided at the time of award. Additionally, monthly meetings will be held with award recipients and VDOE staff to assess progress as related to the month-by-month timeline submitted in this proposal.

## TIMELINE

Pre-application Meeting (webinar)–December 9, 2021

Proposal Due–January 28, 2022

Preliminary Award Notification–February 15, 2022

Official Grant Award Notification–March 1, 2022

The institution will submit the completed ARP ESSER III Supporting Literacy and Mathematics Grant proposal, as described in this Request for Proposal (RFP), to the VDOE **by January 28, 2022.** The completed proposal must be submitted to [instruction@doe.virginia.gov](mailto:instruction@doe.virginia.gov) in .PDF format.

The VDOE will work through the institution’s designated contact person, as provided by the division on page 26 of this RFP, for all matters related to the application. All contacts, negotiations, and notifications will be conducted through the institution’s designated contact person and the VDOE or their designated staff person(s).

## REQUIRED RFP COMPONENTS

Listed below are the required components of a school division proposal in the order they must appear. The narrative sections of the proposal must be single-spaced with one-inch margins, and the font used must be 12-point Times New Roman. The application may not exceed 11 pages excluding the cover page and the appendices. The budget form should be in the appendices and does not count toward the 11-page limit. Applicants must adhere to the page limitations and may not append additional materials beyond that allowed in the following list and application.

**Cover Page**

Completed Cover Page form, found on page 26 and 27, of the RFP Forms section. The cover page must be the first pages of the institute’s application. Please enter your institution’s name and mailing address, the contact person’s information, list any partnering institutions, and select all of the programs you are planning to apply to; there is no limit on how many programs you can apply to. Program descriptions and scopes of work are provided within this RFP starting on page 8. Please refer to each of the descriptions to make sure you are selecting the appropriate program.

**Assurances**

Assurances represent policies, procedures, and activities that must be developed by the institute to carry out the provisions of the law. The Assurances are located on page 28 of the application.

The authorized representative’s signature on the application cover page certifies that the institute of higher education will implement the assurances. The signed original of the application cover page must be retained at the applying institute.

**General Education Provisions Act (GEPA) Statement - To be completed by all applicants**

Please see page 30 for complete details about the required General Education Provisions Act (GEPA) Statement.

*Attach* ***General Education Provisions Act*** *as* ***Appendix A*** *of the application.*

**Intellectual Property**

**(i.e. papers, reports, forms, materials, creations, or inventions (intangible property))**

Please see page 31 for the complete details and terms related to intellectual property for the acknowledgement of the authorized official.

**Narrative**

For each program selected on the cover page, please complete a separate narrative for each program area, being sure to address each section. The narrative section should be limited to 11 pages for each program area.

1. **Goals and Performance Measurement (1 page limit)**Description of the goals and performance targets/outcomes for the scope of work and how they will be measured. Goals and performance targets/outcomes should align with the intent of this RFP.
2. **Scope of Work (5 page limit)**Describe the scope of work to be performed and how it aligns with the VDOE’s program area scope of work being sure to answer the questions set in the descriptions starting on page 8. Detailed scopes of work for each program area can be found in Attachment B: Detailed Scopes of Work for Program Areas. Please use the detailed scopes of work to ensure your application is aligned with each program area for which your institution intends to apply.
3. **Communication (1 page limit)**Describe how the plan to implement the scope of work will be communicated clearly to all stakeholders including local school boards, community, parents, leadership, and educators.
4. **Timeline (2 page limit)**Please include a month-by-month timeline showing planning activities, professional development, staff responsibilities, implementation activities, and other pertinent information describing all activities between March 1, 2022 and June 30, 2024.
5. **Evaluation and Reflection (2 page limit)**This section should describe the plan to use data to monitor and reflect on the efficacy of the scope of work.
6. **Collaboration and Strategic Partnerships**Describe the role of partnerships in expanding opportunities and engagement of students; academic and personal achievement; and preparing them for “real-world” experiences and postsecondary success. Use Partner Identification form, found on page 33 of the Proposal Forms section of this RFP for each partner, and include the completed forms as **Appendix B** of the submitted proposal. The completed Partnerships document is NOT part of the allotted 11 narrative pages.

**Budget**

*Budget Background Information*

Funds available for awards requested through this application include:

* $11.675 Million total for all Literacy Program Areas
* $22.375 Million total for all Mathematics Program Areas

If you have a specific budget question, please contact Maecy Richmond, Grants and Reports Manager for the Office of STEM and Innovation at (804) 225-3609 or [Maecy.Richmond@doe.virginia.gov](mailto:Maecy.Richmond@doe.virginia.gov).

*Budget Form*   
Expenditures should be organized under the following categories on the Project Budget forms provided in this RFP, found starting on page 34, 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-object-codes.pdf) to determine correct categories for OMEGA.

* Personal Services (1000): This includes salaries and wages for employees and other staff working on the plan. 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.
* 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.
* 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 division(s). Include name and title of consultant, and the type of consultant services to be provided.
* 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.
* Other Charges (5000):
  + 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 the applying institute’s policies and regulations, based on the Commonwealth of Virginia's current travel regulations. All project travel must be directly related to the proposed planning grant activities.
  + Stipends should be included in this section. The stipend rate should be consistent with the standard rate of the applying institute.
* Supplies and Materials (6000): This includes supplies, materials, and services directly consumed in the course of the planning process. This category includes office supplies; educational materials for participants; books and audiovisual materials; and postage, printing, publication, and photocopying services.
* An overall budget should be included using the provided space for each budget category. The overall budget should include all program areas you are applying to in this application.
  + In each budget category, under the program area column, please type the name of the program area for each budget line item.
  + Add additional lines to each budget category as needed.
  + Please provide a grand total for all program areas broken down by budget category; a space has been provided for you on page 39.
* Please use the provided *Total Project Budget for Program Area* to detail the total costs for each of the program areas you are applying to in this application.
  + Use the dropdown menu to select one program area for each program area you are applying to.
  + If more *Total Project Budget for Program Area* descriptions are needed, please copy and paste to the next page.
* The completed budget document **is NOT** part of the allotted11 narrative pages. It should be attached as **Appendix C** of the submitted proposal.
* Each line item should also contain a brief justification/rationale explaining the need for the line item as it relates to the success of the proposal.

## Program Area Option Brief Descriptions, Eligibility, and Questions

In this section you will find the brief descriptions of each program area option. This serves as a general overview of the program areas only. For more detailed descriptions of each program area, please see Attachment B: Detailed Scopes of Work for Program Areas.

#### Literacy Options

1. **Advancing and Supporting Literacy and Teacher Professional Learning- Literacy Website**

Develop a website in partnership with VDOE that provides research and evidence-based created resources, modules and/or videos, and text lists for teachers to access and use for professional development and implementation in K-12 classrooms.

1. University generated, targeted lists of books and resources for classrooms that support high quality literacy instruction and
   1. align to Virginia Standards of Learning (SOL) and with components of high quality instructional materials;
   2. are evidence-based and research-based; and
   3. support early literacy practices and the 5 pillars of reading.
2. University generated modules and/or videos that demonstrate instructional practices in model classrooms utilizing the evidence-based resources and strategies (K-12).
3. Facilitate and pay educators to create model lessons using the evidence-based English Language Arts (ELA) instructional strategies with materials from the generated text lists (begins after the creation of resources and website).

**Eligibility**

1. Partnerships for an Advancing and Supporting Literacy and Teacher Professional Learning-Literacy Website grant must include:
   1. an English, literacy, or reading department of an IHE; and
   2. ability to create, develop, monitor, and sustain a website that houses materials in partnership with VDOE.
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. professional educational organizations;
   4. Local Education Agencies (LEA); and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What data needs to be collected to ensure efficacy of the services/products created?
* How will the IHE determine the process for vetting research and evidence-based practices?
* Describe the process/protocol the IHE will create and implement to maintain and update the website.
* How will the IHE work with other IHE and community groups to support the development and sustainability of a website?
* What data needs to be collected to ensure efficacy of the services/products created?
* How will the IHE vet resources to include as HQIM?
* How will the IHE support the sustainability of creating, updating, and providing HQIM materials and resources?

1. **Advancing and Supporting Literacy and Teacher Professional Learning- Microcredentials for Teachers**

**2a. Advancing and Supporting Literacy and Teacher Professional Learning-  
Microcredentials for Teachers (Early Literacy)**

IHE grant partnership with VDOE to provide microcredentials that address effective practices in teaching reading and literacy coaching to build capacity within divisions and improve quality of literacy instruction at the classroom level

1. As part of this work, the universities would create microcredentials and implementation support modules to be used as asynchronous learning modules - hosted on Virtual Virginia’s learning management system for all teachers as a resource, in order to build teacher leader capacity and promote teacher retention;
2. Teacher microcredentials will include:
   1. Early Childhood and Literacy Development (K-5); and
   2. High Quality Instructional Practices (K-5)

**Eligibility**

1. Partnerships for an Advancing and Supporting Literacy and Teacher Professional Learning- Microcredentials for Teachers grant must include:
   1. an English, literacy, or reading department of an IHE; and
   2. ability to create, develop, monitor, facilitate, score, and update as needed asynchronous learning modules to be housed on Virtual Virginia’s learning management system; and
   3. ability to provide teachers who complete the asynchronous learning modules recognition or certification of successful completion.
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What data needs to be collected to ensure efficacy of the services/products created?
* What sources, background, and instructional approaches will the IHE use to create the content for the module(s)?
* How will educators interact and engage with the learning modules to impact professional learning?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (Who will be the IHE points of contact at the division level?)
* How will the IHE monitor progress and completion of the modules?
* How will the IHE sustain the process for LEA to participate in the microcredential courses?

**2b. Advancing and Supporting Literacy and Teacher Professional Learning- Microcredentials (Adolescent Literacy)**

Develop microcredentials that address effective practices in teaching reading and literacy coaching to include:

1. As part of this work, the universities would create microcredentials and implementation support modules to be used as asynchronous learning modules - hosted on Virtual Virginia’s learning management system for all teachers as a resource, in order to build teacher leader capacity and promote teacher retention.
2. Teacher microcredentials will include:
   1. Adolescent Literacy (6-12)
   2. High Quality Instructional Practices (6-12)

Eligibility

1. Partnerships for an Advancing and Supporting Literacy and Teacher Professional Learning- Micro credentials for Teachers grant must include:
   1. an English, literacy, or reading department of an IHE; and
   2. an educational leadership department of an IHE
   3. ability to create, develop, monitor, facilitate, score, and update as needed asynchronous learning modules to be housed on Virtual Virginia’s learning management system; and
   4. ability to provide teachers and leaders who complete the asynchronous learning modules recognition or certification of successful completion.
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What data needs to be collected to ensure efficacy of the services/products created?
* What sources, background, and instructional approaches will the IHE use to create the content for the module(s)?
* How will educators interact and engage with the learning modules to impact professional learning?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information (who will be the IHE point of contact at the division level)?
* How will the IHE monitor progress and completion of the modules?
* How will the IHE sustain the process for LEA to participate in the microcredential courses?

**2c. Advancing and Supporting Literacy and Teacher Professional Learning-  
Microcredentials for Teachers (Leading Literacy)**

IHE grant partnership with VDOE to provide microcredentials that address effective practices in teaching reading and literacy coaching to build capacity within divisions and improve quality of literacy instruction at the classroom level

1. As part of this work, the universities would create microcredentials and implementation support modules to be used as asynchronous learning modules - hosted on Virtual Virginia’s learning management system for all teachers as a resource, in order to build teacher leader capacity and promote teacher retention
2. Teacher microcredentials will include:
   1. Literacy Coaching (K-12)
   2. Literacy and Leadership (Reading Specialists, Administrators K-12)

**Eligibility**

1. Partnerships for an Advancing and Supporting Literacy and Teacher Professional Learning- Microcredentials for Teachers grant must include:
   1. an English, literacy, or reading department of an IHE; and
   2. ability to create, develop, monitor, facilitate, score, and update as needed asynchronous learning modules to be housed on the Virtual Virginia platform; and
   3. ability to provide teachers who complete the asynchronous learning modules recognition or certification of successful completion.
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What data needs to be collected to ensure efficacy of the services/products created?
* What sources, background, and instructional approaches will the IHE use to create the content for the module(s)?
* How will educators interact and engage with the learning modules to impact professional learning?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* How will the IHE monitor progress and completion of the modules?
* How will the IHE sustain the process for LEA to participate in the microcredential courses?

1. **Supporting Teacher Professional Learning and Addressing Unfinished Learning- Tutoring Programs**

IHE grant partnerships with universities to create tutoring programs and train  
educators/community partners and provide necessary resources for K-3 literacy  
programs to address unfinished learning.

1. University created tutoring programs for educators/community partners to provide necessary resources for K-3 literacy programs that will address unfinished learning. Topics may include:
   1. English Learners and Literacy Development
   2. Supporting Your Student through Early Literacy and Reading
2. University provided training for educators/community partners in K-3 literacy tutoring programs that will address unfinished learning.
3. University partnership with community groups supporting regional efforts (community stakeholders- public libraries, universities, organizations i.e. YMCA, Boys & Girls Clubs, etc.) to create cohorts for families and students to participate in K-3 literacy programs to address unfinished learning.
   1. Technical support to community partners
   2. Provide all needed materials for tutoring programs and  
      community partnerships

**Eligibility**

1. Partnerships for a Supporting Teacher Professional Learning and Addressing Unfinished Learning- Tutoring Programs grant must include:
   1. an English, literacy, or reading department of an IHE; and
   2. ability to create, develop, monitor, and update as needed all resources and materials needed for tutoring programs; and
   3. ability to provide training to educators/community partners in the field
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of literacy or reading instruction related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* What data needs to be collected to ensure efficacy of the services/products created?
* What sources, background, and instructional approaches will the IHE use to create the content for the tutoring program?
* What structures will be applied for training, support, and monitoring of the intervention and tutoring services being provided to ensure replication and sustainability?
* How will the IHE connect with community partners to get them trained and understand the process for using the program?
* Elaborate on how the needs of diverse learners will be met, to include but not limited to, students with disabilities and English language learners.

1. **Advancing and Supporting Teacher Recruitment and Retention**

IHE regional grant to support the development of regional literacy hubs (one per superintendent’s region)

1. Support the development of collaborative regional hubs of instructional leaders
   1. Collaborate with VDOE on participation and goals for hubs
2. Support the development of regional model literacy teacher leaders
   1. Facilitate the development of a regional cohort to serve as model teachers
   2. Facilitate the development and creation of lesson study, model lesson videos, classroom visits, and additional resources
3. Support regional hub of literacy leaders for continuation of participation and recruitment
   1. Develop model lesson study protocols
   2. Develop process for future cohort participation

**Eligibility**

1. Partnerships for Advancing and Supporting Teacher Recruitment and Retention grant must include:
   1. an English, literacy, or reading department of an IHE; and
   2. an educational leadership department of an IHE
   3. ability to create, develop, monitor, and update as needed all resources and materials needed for cohort
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of literacy, reading, or instruction related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* What data needs to be collected to ensure efficacy of the services/products created?
* What criteria will be used to determine participation in the hub?
* How will capacity be built within the hub for future sustainability?
* How will the model teachers be utilized across the region?
* How has/is the IHE currently supporting school divisions within the region?

1. **18 Credit Hour Graduate Level Certificate Cohort**IHE regional grant to support teacher cohorts to complete 18 credit hours of graduate level Reading/English coursework in order to build teacher leader capacity and promote offering higher level English/reading courses and dual enrollment offerings within a school division.

a. Grants can be awarded to one IHE or to multiple institutions;

b. Cohort members who are employed in rural school divisions or divisions in which accreditation in English/reading has not been fully met will be targeted.

**Eligibility**

1. Partnerships for the 18 Credit Hour Graduate Level Certificate Cohort grant must include:
   1. the English/reading department of an IHE; and
   2. ability to create, develop, monitor, and update as needed all  
      resources and materials needed for cohort
2. Partnerships may also include:
   1. the English, literacy, or reading department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of literacy and/or reading related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* What data needs to be collected to ensure efficacy of the services/products created?
* What six courses will be part of the IHE certificate program and how will these courses align with improving literacy instruction?
* What work is the IHE currently conducting/researching in this field?
* What process will be used to determine eligibility or participation in the cohort?
* How will the IHE sustain the process for LEA to participate in the cohort?

#### Mathematics Options

**Supporting Teacher Professional Learning and Addressing Unfinished Learning**

1. ***Advancing and Supporting Mathematics Intervention Models and School/Community Tutoring Programs***

IHE grant partnership to support local school divisions in structuring high quality mathematics intervention programs in grades K-8 and professional learning for educators in facilitating intervention that addresses unfinished learning:

1. The IHE would work with VDOE to establish a statewide committee that is composed of educators to create a description of high quality mathematics instruction, to include components related to readiness and intervention.
2. Develop a process that will support a one-time vetting event of mathematics instructional resources that support mathematical readiness and intervention. This will include a structure for rating available vendor-created mathematics programs and resources based on alignment to the 2016 *Mathematics Standards of Learning* and evidence -based practices and pedagogy for high quality mathematics instruction.
3. As part of this work, the IHE would target local school divisions, with support for identification from VDOE, to train educators to structure and implement a high quality intervention program in Grades K-8 that addresses student unfinished learning.
4. Resources and professional learning would include
   1. Components of high quality mathematics intervention, including individualized high-impact student tutoring;
   2. Tiered levels of support to address varied learning needs of students;
   3. Addressing unfinished learning and collecting data to accelerate learning and prepare students for grade-level instruction; and
   4. Supporting coaches and administrators in supporting and monitoring implementation and student progress.

IHE partnership would also support LEA collaborating with community groups in implementation of regional efforts (community stakeholders such as public libraries, universities, and organizations, i.e., YMCA or Boys and Girls Clubs, etc.) to create cohorts for families and students to participate in education programs focused on mathematics and assist in the implementation of high-impact tutoring programs.

**Eligibility**

1. Partnerships for an *Advancing and Supporting Mathematics Intervention  
   Models and School/Community Tutoring Programs* grant must include:
   1. a mathematics or mathematics education department of an IHE;
   2. ability to create, develop, monitor, and facilitate professional learning for teachers, coaches and administrators;
   3. ability to work directly with local school divisions targeted by the  
      VDOE to support the development of and monitor the progress of high quality intervention programs; and
   4. ability to support partnerships between LEA and local community groups to promote regional efforts to establish tutoring programs.
2. Partnerships may also include:
   1. the mathematics or mathematics education department of another IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of mathematics instruction related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (Who will be the IHE points of contact at the division level?)
* What data needs to be collected to ensure efficacy of the services/products created?
* What sources, background, and instructional approaches will the IHE use to create the content for the tutoring program?
* What structures will be applied for training, support, and monitoring of the intervention and tutoring services being provided to ensure replication and sustainability?
* How will the IHE connect with community partners to get them trained and understand the process for using the program?
* Elaborate on how the needs of diverse learners will be met, to include but not limited to, students with disabilities and English language learners.

**Implementation of Initiatives and Modernization of Mathematics Instruction**

1. ***Supporting Curriculum Development to Modernize Mathematics Instruction* (**in support of the 2023 *Mathematics Standards of Learning* revisions)   
   IHE grant to support the development of K-12 mathematics instructional resources to facilitate the modernization of mathematics instruction through the 2023 revision of the *Mathematics Standards of Learning.*
2. Collaborate with the VDOE about shifts needed in instructional practice to support modernizing mathematics and how resources will be developed to support transitioning classroom instruction.
3. Support the development of K-12 Mathematics Unit Guides that:
   1. Provide guidance to the teacher on the concepts and standards to be addressed in the grade level/course and provide suggestions for instructional units;
   2. Include grade level/course coherence maps, broken down for each unit, that show connections between the standards; and
   3. Include high quality mathematics instructional resources, aligned to the proposed 2023 *Mathematics Standards of Learning*, some of which will include modified and realigned VDOE resources currently aligned to the 2016 *Mathematics Standards of Learning*, such as

* Rich Mathematical Tasks
* Mathematics Instructional Plans
* Formative Assessments
* Vocabulary Word Wall Cards
* Instructional Videos for teachers
* Intervention Resources

1. Collaborate with VDOE to establish project teams of educators to participate in
   1. Preliminary spring 2022 planning for unit guide development
   2. Summer 2022 *Mathematics Standards of Learning* revision committee work to create proposed 2023 *Mathematics SOL*
   3. Development of structures and templates for unit guide and resource development using Canvas as a repository for utilization by teachers across the Commonwealth
   4. Establishment and facilitation of teacher cohorts to confirm alignment and provide feedback on newly developed unit guides and resources.
2. Ensure that unit guides and resources are developed to reflect the  
   vertical articulation of mathematics content as concepts increase in  
   complexity across the grade levels.
3. Establish a data collection protocol for measuring the efficacy of the  
   newly developed resources when they are implemented in classrooms  
   during the 2025-2026 school year.

Utilization of contractors to support the development of resources to align to the proposed *Mathematics Standards of Learning* may be considered.

**Eligibility**

1. Partnerships for the *Supporting Curriculum Development to Modernize Mathematics Instruction* must include:
   1. a mathematics department of an IHE; and
   2. ability to create, develop, monitor, and update as needed all resources and materials needed for cohort
2. Partnerships may also include:
   1. the mathematics department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of mathematics instruction related to this grant opportunity?
* What review process will be used to ensure that curricular products created through this grant will be of high quality, use research based strategies, and be aligned to Virginia Standards of Learning?
* What structures will be used to field test the curricular resources and what LEA will assist in this process? What data will be collected? How will the resources be adjusted based on this data?
* Will additional educational organizations be used to support this project? If so, how will these organizations be selected and what role will they play in the project?
* Elaborate on how the needs of diverse learners will be met, to include but not limited to, students with disabilities and English language learners.

1. ***Supporting the Development of Regional Mathematics Hubs***

IHE grant to support the development and implementation of collaborative regional hubs (one per Superintendent’s region) of instructional leaders to support mathematics teaching and learning in the Commonwealth of Virginia.

1. Support the development of collaborative regional hubs of instructional leaders who will:
   1. Collaborate with VDOE on the purpose, anticipated outcomes, and expected participation of regional mathematics hub instructional leaders
2. Support a structure to develop regional model mathematics teacher leaders who will:
   1. Be comprised of regional hub leaders who will serve as liaisons between VDOE and mathematics leaders of regional LEA
      1. Foster partnerships between school divisions within each region to share resources and provide professional support to one another
      2. Disseminate regular communication from VDOE to regional mathematics leaders in each LEA
      3. Collaborate with VDOE staff to keep abreast of pedagogy and content changes

**Eligibility**

1. Partnerships for *Supporting the Development of Regional Mathematics Hubs* grant must include:
   1. a mathematics education department of an IHE; and
   2. an educational leadership department of an IHE; and
   3. ability to facilitate collaboration between regions as well as within regions to help develop partnerships, share resources, and provide professional support to one another.
2. Partnerships may also include:
   1. the mathematics department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of mathematics instruction related to this grant opportunity?
* What criteria will be used to select regional representatives for each mathematics hub?
* How will capacity be built to ensure sustainability of the hub in supporting surrounding LEA and serving as a liaison to VDOE staff?
* What data needs to be collected to ensure efficacy of the regional hub model and its impact on instructional practices in surrounding LEA?
* What structures will be applied for professional learning network facilitation, support, and monitoring of the work to ensure communication and consistency between the activities of each regional hub?
* How will the IHE support the connection of the regional hub to each LEA to ensure that all are represented and served?

**Ideas to Support Teacher Retention and Recruitment**

1. ***Supporting a Model Mathematics Teacher Leader Project* (ESSER II FUNDING)**

IHE grant to create a project and recruit teachers to serve as model teachers - they would be involved in lesson study (perhaps of new resources for standards revision), create model lesson videos; agree to classroom visits; develop additional resources (1 State Lead; 25 Teacher leaders for 2 years)

Model teacher leaders would be identified through the use of a rubric developed in partnership with the VDOE. Responsibilities of model teacher leaders would include:

1. Developing model mathematics instructional resources;
2. Opening mathematics classrooms for site visits;
3. Facilitating mathematics instructional professional development; and
4. Videotaping and narrating a model mathematics classroom lesson.

IHE will work with the model teacher leader cadre to provide training and ongoing support in lesson study and the creation of model resources and videos.

Look-fors for and a structure for classroom site visits will be created.

**Eligibility**

1. Partnerships for *Supporting a Model Mathematics Teacher Leader Project* grant must include:
   1. a mathematics education department of an IHE; and
   2. an educational leadership department of an IHE; and
   3. ability to build a model teacher leader structure that facilitates the development of statewide models of instructional practice and resources. Student centered pedagogical practices will be supported through the training provided.
2. Partnerships may also include:
   1. the mathematics department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of mathematics instruction related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* How will the model teachers be utilized across the region?
* How has/is the IHE currently supporting school divisions within the region?

1. ***Supporting an 18 Credit-Hour Mathematics Graduate Level Certificate Cohort***IHE regional grant to support teacher cohorts to complete up to 18 credit hours of graduate level mathematics coursework in order to build teacher leader capacity and promote offering higher level mathematics courses and dual enrollment offerings within a school division.

The IHE will develop/offer six 3 credit-hour graduate level mathematics courses that support the teaching of higher level high school mathematics courses and dual enrollment courses. The content of the courses being offered will include, but will not be limited to, the following areas:

* Data Science;
* Mathematical Modeling/Financial Modeling;
* Sets and Logic;
* Discrete Mathematics with a focus on computing; and
* Application of Geometry in Design.

The courses will be taught through student-centered learning and inquiry/application driven approach. Research-based instructional practices and the use of technology tools will be incorporated.

a. Grants can be awarded to one IHE or to multiple institutions;

b. Cohort members who are employed in rural school divisions or divisions in which accreditation in mathematics has not been fully met will be targeted.

**Eligibility**

1. Partnerships for the *Supporting 18 Credit-Hour Graduate Level Certificate Cohort* grant must include:
   1. a mathematics department of an IHE; and
   2. ability to create, develop, monitor, and update as needed all resources and materials needed for cohort
2. Partnerships may also include:
   1. the mathematics department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of mathematics instruction related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* What data needs to be collected to ensure efficacy of the services/products created?
* Describe the six courses that will be part of the IHE certificate program and how will these courses align to improving mathematics instruction?
* What work is the IHE currently conducting/researching in this field?
* What process will be used to determine eligibility or participation in the cohort, monitor course implementation and report teacher participation?
* How will the IHE sustain the process for LEA to participate in the cohort?

1. ***Supporting a K-5 or K-8 Mathematics Specialist Endorsement Cohort***IHE grants to support teacher cohorts to take K-5 or K-8 mathematics specialist coursework in order to build teacher leader capacity and promote teacher retention. Teachers and teacher leaders across the state would apply to be a part of a mathematics specialist cohort at a state university in Virginia. Cohorts will be formed for both a K-5 endorsement program (50 participants), as well as a K-8 endorsement program (50 participants).

a. Grants can be awarded to one IHE or to multiple institutions;

b. Cohort members who are employed in rural school divisions or divisions in which accreditation in mathematics has not been fully met will be targeted.

**Eligibility**

1. Partnerships for Supporting K-5 or K-8 Mathematics Specialist Cohort grant must include:
   1. a mathematics department of an IHE; and
   2. an educational leadership department of an IHE; and
   3. ability to create, develop, monitor, and update as needed all resources and materials needed for the cohort.
2. Partnerships may also include:
   1. the mathematics department of one or more IHE;
   2. additional department(s) within your IHE as it relates to the scope of work;
   3. a local educational agencies willing to participate as it relates to producing teacher training modules;
   4. professional educational organizations; and
   5. private IHE located in Virginia.

**Questions that must be answered in the narrative section:**

* Please provide names, titles, experience and credentials of personnel who will work on the grant and indicate who will serve as director/ point of contact between the IHE and VDOE.
* What work (research) is the IHE currently involved with, now or recently, in the fields of mathematics instruction related to this grant opportunity?
* Which LEA will the IHE support in this work and how will the IHE communicate with the identified LEA to provide information? (who will be the IHE points of contact at the division level?)
* What data needs to be collected to ensure efficacy of the services/products created?
* How long has the IHE offered courses to satisfy the K-8 mathematics specialist endorsement? How many students have graduated from the program since its inception?
* What work is the IHE currently conducting/researching in this field to revise/improve the current course offerings?
* What process will be used to determine eligibility or participation in the cohort?
* How will the IHE sustain the process for LEA to participate in the cohort?

## PROPOSAL REVIEW

VDOE staff will review applications per requirements as defined in this application. If, in the judgment of the VDOE, an application is late or incomplete, the application may be omitted from the process. The decision of the VDOE is final. Applicants submitting proposals that are rejected by the VDOE will be notified in writing.

Each section of the application will be given a point value of up to 5 points. Each section will be evaluated on inclusion of all required proposal requirements, alignment of proposals with required deliverables, budget and cost effectiveness, sustainability, collaborations, representation of school divisions, internal capacity, and experience and expertise.

## APPLICATION COVER PAGE

**Name of Institute of Higher Education:** Click or tap here to enter text.     

**Mailing Address:** Click or tap here to enter text.

**DUNS Number:** Click or tap here to enter text.

**Name of Authorized Representative:** Click or tap here to enter text.

**Title:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

**Name of Contact Person:**Click or tap here to enter text.

**Title:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.       
  
**Programs Included in this application (select all that apply):**

**Literacy Options:**

Website

Teacher Professional Learning- Microcredentials for Teachers (early literacy, adolescent literacy, and leading literacy)

Addressing Unfinished Learning – Tutoring Programs

Recruitment and Retention: Regional Literacy Hubs & Model Teacher Leader Project

18 Credit Hour Graduate Level Certificate Cohort

**Mathematics Options:**

Advancing and Supporting Mathematics Intervention Models and School/Community Tutoring Programs

Supporting Curriculum Development to Modernize Mathematics Instruction

Supporting the Development of Regional Mathematics Hubs

Supporting a Model Mathematics Teacher Leader Project

Supporting an 18 Credit-Hour Graduate Level Certificate Cohort

Supporting a K-5 or K-8 Mathematics Specialist Endorsement Cohort

**Total Funds Requested:** Click or tap here to enter text.

**Partnership(s):**  Click or tap here to enter text.

## APPLICATION COVER PAGE (continued)

**CERTIFICATION BY AUTHORIZED OFFICIAL**

Use of Funds: The applicant designated above applies for a state set-aside grant under the federal ARP Act ESSER III fund. Specific uses of funds for this award are found in the "Guidelines, Instructions, and Assurances" document.

Assurances: The IHE assures that programs and activities funded with ARP Act ESSER III state set-aside funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. Additionally, the IHE agrees by signing below to implement the assurances located in the application. The assurances and signed cover page are to be retained by the IHE.

Certification: I hereby certify that, to the best of my knowledge, the information contained in this applicationis correct, and agree on behalf of the IHE to abide by the assurances.

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

Click or tap here to enter text.

**Signature of Authorized Official Representative:**

**Date:** Click or tap here to enter text.     

## ASSURANCES

The IHE/grantee assures:

I. The program will be administered in accordance with all applicable statutes, regulations, the program plan and the program application;

II. Funds will be used for activities that are reasonable, necessary, allocable, and allowable under section 2001(e) of the ARP Act. The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER funds: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the IHEs or 2) expenditures related to state or local teacher or faculty unions or associations;

III. The control of funds provided under the program and title to property acquired with program funds will be maintained and administered by the appropriate public agency;

IV. The public agency will administer the funds and property as required by the authorizing statutes;

V. It will adopt and use proper methods of administering the program, including -

A. The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and

B. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;

VI. It will cooperate with any examination of records with respect to ARP Act ESSER III funds by making records available for inspection, production, and examination, and authorized individuals available for interview and examination, upon the request of the state educational agency, the U.S. Department of Education and/or its Inspector General, or any other federal agency, commission, or department in the lawful exercise of its jurisdiction and authority;

VII. It will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to the applicant under each program;

VIII. It will submit such reports to the state educational agency as the state educational agency and Secretary may require to enable the state educational agency and the Secretary to perform their duties under the program;

IX. It will provide opportunities for the participation in, planning of, and operation of each program by teachers, parents, and other interested agencies, organizations, and individuals;

X. It will maintain program records for five years, provide such information, and afford such access to the records as the state educational agency or the Secretary may reasonably require to carry out the state educational agency’s or the Secretary’s duties;

XI. Applications, evaluations, plans, or reports related to each program will be made available to parents and the public;

XII. It has adopted effective procedures for acquiring and disseminating information and research regarding the programs and for adopting, where appropriate, promising educational practices to teachers and administrators participating in each program;

XIII. It will, to the greatest extent practicable, continue to compensate its employees and contractors during the period of any disruptions or closures related to COVID-19 in compliance with section 2001 of the ARP Act. ESSER funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19;

XIV. It will ensure that funds are expended in accordance with the approved original or amended application. In the event that it needs to expend funds in any manner other than stipulated in the approved application, it will amend the plan using the amendment process provided by the Virginia Department of Education. The application will be amended before funds will be expended for activities not approved in the application;

XV. It will adhere to the provisions of the Federal Funding Transparency and Accountability Act (FFATA), and will obtain a valid DUNS number prior to applying for funds;

XVI. It will comply with the provisions of all applicable acts, regulations and assurances; the provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Government wide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3474;

XVII. It will comply with the provisions of 2 CFR part 200 section 200.116, which prohibits the purchase of certain telecommunications and video surveillance services or equipment as described in Public Law 115-232, section 889; and

XVIII. "None of the funds expended under the program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization."

## GENERAL EDUCATION PROVISIONS ACT (GEPA) SECTION 427

Section 427 of the General Education Provisions Act (GEPA) requires applicants for federal funds to include in their applications a description of the steps the applicant will take to ensure equitable access to, and participation in, federally-assisted programs for students, teachers, and other program beneficiaries with special needs. The provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, the applicant should determine whether these or other barriers may prevent students, teachers, etc., from such access or participation in the federally-funded project or activity. The description in the application of steps to be taken to overcome these barriers need not be lengthy; the application may provide a clear and succinct description of how the applicant plans to address those barriers that are applicable to their circumstances.

Describe the steps the institution will take to ensure equitable access to, and participation in, grant-funded programs for students, teachers, and other program beneficiaries with special needs as required by the General Education Provisions Act (GEPA) 427, OMB Control No. 1894-00045, Section 427.*Attach* ***General Education Provisions Act*** *as* ***Appendix A*** *of the application.*

Click or tap here to enter text.

## Intellectual Property

Awardees will be subject to SECTION II. Grants or Cooperative Agreements which include creation of Intellectual Property that VDOE will/should own:

If grant or cooperative agreement deliverables include creation/development of Intellectual Property that should be owned by the Virginia Department of Education (for example, the intellectual property deliverable will be used long term, and/or will be built on in the future), the following special terms are applicable to the grant or cooperative agreement:

INTELLECTUAL PROPERTY: All copyright and patent rights to all deliverables provided to the Virginia Department of Education in the performance of this grant or cooperative agreement (“the Intellectual Property”) shall become the sole property of the Virginia Department of Education. The grant or cooperative agreement recipient hereby assigns to the Commonwealth exclusively all right, title, and interest in and to all rights in the Intellectual Property that the grant or cooperative agreement recipient 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 grant or cooperative agreement recipient.[1] Upon request, the grant or cooperative agreement recipient 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.

[1] If grant or cooperative agreement recipient is a private entity (including non-profit), the following special term must be inserted at the footnote location in the above paragraph:

The parties do not intend for and the grant or cooperative agreement recipient shall not be deemed to be a joint author or inventor of the Intellectual Property.

SUBGRANT OR SUBCONTRACTS: No portion of the work shall be subgranted or contracted without prior written consent of the Virginia Department of Education. In the event that the grant or cooperative agreement recipient subgrants or contracts any part of the work specified herein, the grant or cooperative agreement recipient shall include the term above in the subgrant(s) or contract(s) with the subgrantee(s) or contractor(s), shall remain fully liable and responsible for the work to be done by its subgrantee or contractor(s), and shall assure compliance with all requirements of the grant or cooperative agreement.

a) If grant or cooperative agreement recipients are public (government) entities, the following special term also applies and must be included:

GRANT OR COOPERATIVE AGREEMENT RECIPIENT RIGHTS TO USE MATERIALS: The grant or cooperative agreement recipient is hereby granted a royalty-free, non-exclusive and irrevocable license in perpetuity to reproduce, publish or otherwise use the Intellectual Property for noncommercial purposes. Such rights shall include, but are not limited to the right to claim credit as the original author of the Intellectual Property, the right to use and authorize others to use the Intellectual Property in research and for preparation of teaching materials for noncommercial use, and the right to transfer to publishers the copyrights in scholarly publications and textbooks that include an insubstantial portion of the Intellectual Property. The grant or cooperative agreement recipient may seek further rights to use the Intellectual Property by submitting a written request for authorization to the Superintendent of Public Instruction, which authorization shall not reasonably be withheld.

b) If grant or cooperative agreement recipients are private entities (including non-profits), the following special term also applies and must be included:

The parties do not intend for and the grant or cooperative agreement recipient shall not be deemed to be a joint author or inventor of the Intellectual Property.

## PARTNER IDENTIFICATION

Include Partner Identification form for any business, institution of higher education, community organization, agency, or other partnering group who has a key or embedded role in the implementation of the scope of work.

**Name of Partner:** Click or tap here to enter text.

**Type of Organization (e.g., business, non-profit, higher education):**

Click or tap here to enter text.

**Name of Primary Contact:** Click or tap here to enter text.

**Title:** Click or tap here to enter text.

**Email:** Click or tap here to enter text.

**Potential Project Role/Responsibility:** Click or tap here to enter text.

*Please include a letter of support, printed on letterhead, and signed by the 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 B*** *of the application.*

## Appendix C. Project Budget

**Applying Institute:** Click or tap here to enter text.

### Personal Services 1000

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

| **Job Titles** | **Justification/Rationale** | **Rate of Pay** | **Program Area** | **Amount Requested** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total Personal Services 1000** | No Data | No Data |  | $0 |

\*Justification/Rationale: Please provide a brief statement on how this position is crucial to the success of the project

### Employee Benefits 2000

(Job-related benefits)

| **Job Titles** | **% of benefits** | **Program Area** | **Amount Requested** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Employee Benefits 2000** | No Data |  | $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.)** | **Justification/Rationale** | **Program Area** | **Amount Requested** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Purchased Contractual Services 3000** |  |  | $0 |

\*Justification/Rationale: Please provide a brief statement on how this service is crucial to the success of the project

### 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.)** | **Justification/Rationale** | **Program Area** | **Amount Requested** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Internal Services 4000** |  |  | $0 |

\*Justification/Rationale: Please provide a brief statement on how this service is crucial to the success of the project

### Other Charges 5000

(Includes travel expenses and stipends.)

| **Description (Please provide detailed cost calculations.)** | **Justification/Rationale** | **Program Area** | **Amount Requested** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Other Charges 5000** |  |  | $0 |

\*Justification/Rationale: Please provide a brief statement on how this travel or other charge is crucial to the success of the project

### Materials and Supplies 6000

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

| **Description (Please provide detailed cost calculations.)** | **Justification/Rationale** | **Program Area** | **Amount Requested** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total Materials and Supplies 6000** |  |  | $0 |

\*Justification/Rationale: Please provide a brief statement on how this material or supply is crucial to the success of the project

### Grand Total Project Budget

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

### Total Project Budget for Program Area: Choose an item.

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

### Total Project Budget for Program Area: Choose an item.

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

### Total Project Budget for Program Area: Choose an item.

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

### Total Project Budget for Program Area: Choose an item.

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

*\*If more Total Project Budget for Program Areas are needed, please copy and paste to the next page*.