



Deborah A. Gist  
Commissioner

State of Rhode Island and Providence Plantations

DEPARTMENT OF EDUCATION  
Shepard Building  
255 Westminster Street  
Providence, Rhode Island 02903-3400

**Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics MSP Application**

Applicant Partnership LEA \_\_\_\_\_  
Applicant Partnership IHE \_\_\_\_\_

The goals of this MSP grant are:

- To improve educators’ content knowledge in grades 3 – 5 by engaging in high quality professional development grounded in the Common Core State Standards for Mathematics (CCSS-M)
- To improve educators’ pedagogical skill in grades 3 – 5 by engaging in high quality professional development that leverages the Standards for Mathematical Practice in the CCSS-M
- To create a system to support and coach educators in their endeavor to apply new content knowledge and pedagogical skill in the classroom while delivering a district mathematics curriculum that is based on the CCSS-M
- To develop a cadre of teacher leaders, comprised of exemplary educators from each grade level (3 – 5) and school, who will assist in the facilitation and sustainability of the project

**DIRECTIONS** Please complete and submit all sections of this application (including this page). Narrative sections must be typed, single-spaced, and no larger than size 12 font. They may include charts or graphs, where appropriate. Please refer to the companion document for project background, requirements, and directions.

**CHECKLIST** Use this checklist to ensure your application is complete.

- Section 1 - Partnership Information**– Signatures needed
- Section 2 – Statement of Need**
- Section 3 – Readiness**
- Section 4 - Proposed Scope of Work**
- Section 5 – Sustainability Plan**
- Section 6 – Cost Proposal**

**SUBMISSION** Applications are due by **4pm on Tuesday, September 30, 2014.** Your submission options are as follows:

- **Email:** Email all pages (including a scanned copy of pages with signatures) to Mona Gevorkian ([mona.gevorkian@ride.ri.gov](mailto:mona.gevorkian@ride.ri.gov)) **\*Preferred Method\***
- or*
- **Fax:** Fax all pages to 401.222.3605 (Attention: Mona Gevorkian)
- or*
- **Hand-delivery:** Drop off completed application (Attention: Mona Gevorkian) at the 4<sup>th</sup> floor reception desk of the Rhode Island Department of Education, 255 Westminster Street, Providence, RI 02903.

You will receive a confirmation email when your application is received.

**NOTIFICATION** Applicants will be notified of the status of their application by Friday, October 31, 2014.

**CONTACT** Susan Pagliaro 401.222.2644 [susan.pagliaro@ride.ri.gov](mailto:susan.pagliaro@ride.ri.gov)

# 1 Partnership Information

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## Local Educational Agency Partner

*(Duplicate this form for each LEA partner if applicable.)*

District:

Superintendent:

### Contact Information

Primary contact for this project:

Title:

Mailing Address:

Phone:

Fax:

Email:

### Project District Leadership Team Members

Name	Title

I have reviewed each section of this application and recommend that it be submitted to the Rhode Island Department of Education for examination with the understanding that subsequent acceptance of the grant award assures my district's willingness to fully commit to its criteria.

\_\_\_\_\_  
Signature – Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature – Primary Contact

\_\_\_\_\_  
Date

# 1 Partnership Information

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## *Institute of Higher Education Partner*

*(Duplicate this form for each additional partner.)*

Institution:

### **Contact Information**

Primary Contact for this Project:

Title:

Mailing Address:

Phone:

Fax:

Email:

### **Project Members** *(Please attach curricula vitae as an addendum for each project member.)*

Name	Title/Role

I have reviewed each section of this application and recommend that it be submitted to the Rhode Island Department of Education for examination with the understanding that subsequent acceptance of the grant award assures my institution's willingness to fully commit to its criteria.

\_\_\_\_\_  
Signature – Primary Contact

\_\_\_\_\_  
Date

# 1 Partnership Information

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## *Optional Partner (if applicable)*

*(Duplicate this form for each additional partner.)*

Partner:

Type of Institution:

### **Contact Information**

Primary Contact for this Project:

Title:

Mailing Address:

Phone:

Fax:

Email:

### **Project Members** *(Please attach curricula vitae as an addendum for each project member.)*

Name	Title/Role

I have reviewed each section of this application and recommend that it be submitted to the Rhode Island Department of Education for examination with the understanding that subsequent acceptance of the grant award assures my institution's willingness to fully commit to its criteria.

\_\_\_\_\_  
Signature – Primary Contact

\_\_\_\_\_  
Date

## 2 Statement of Need

*This section should address how the goals of the grant are aligned with the specific needs of the LEA. The response must reference the bullet points listed below.*

- Verification of high-need LEA status (*please refer back to the requirements for high-need as identified in section II. LEA Partners*) or identification of working in partnership with a high-need school
  - Identification and justification of need for increased content knowledge in mathematics for teachers from grades three to five
  - Identification and justification of need for improved pedagogical skill for mathematics for teachers from grades three to five<sup>1</sup>
  - Description of how the project goals and objectives align with district needs and strategic plan
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<sup>1</sup> Need for improved pedagogy may be gleaned from previous classroom focused classroom visits conducted by the LEA. However, data reported in this application should identify broad areas of need and be anonymous in nature.

### 3 Readiness

*This section should provide evidence of an LEA's readiness to undertake a project aligned with the goals of the grant. The response must reference the bullet points listed below.*

- Documentation of a well-articulated and thoughtful partnership between LEA and a qualified IHE involving faculty with deep and proven knowledge of the Common Core State Standards for Mathematics
  - Documentation of a K-12 mathematics curriculum aligned to the Common Core State Standards
  - Statement of commitment that the activities of the project will be implemented as described in the proposal with processes that describe how implementation will be monitored
  - Statement of capacity to implement the activities of the project as described in the proposal
  - Certification that at least 90% of the educators from grades three through five will fully commit to the project and contain both ELL and special educators as described in the proposal
  - Description and reflective narrative on mathematics and other initiatives that will support the work of this project
  - If applicable, strategy for the facilitation of communicating and integrating work within a partnership comprised of multiple LEAs
-

## 4 Proposed Scope of Work

*This section should provide a detailed outline of the proposed project. The response must reference the bullet points listed below.*

- Project narrative including goals and theory of action
  - Mathematics needs assessment plan for gauging specific content and pedagogical needs of participants that will inform the design of course content
  - Plan for the school year professional development including coaching sessions, focused classroom visits, and grade level support groups addressing the release of staff
  - Breakdown of the grade levels and/or specialty of participating teachers that includes at least 90% of staff assigned in targeted grades
  - Strategy for involving district and building leadership
  - Project evaluation plan including impact on student and adult learning
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## 5 Sustainability Plan

*This section should include a brief description of how the work of the grant will be perpetuated after the conclusion of the grant period. Special attention should be given to the continuing role of the teacher leaders that were developed during the project.*

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# 6 Cost Proposal

*This section must include a budget that is tied to the scope and requirements of the project. This budget will be considered tentative and for planning purposes only. A final budget will be required upon grant award. Subject to available funding the total cost of the contract is not to exceed \$700,000. The contract will span twenty-two months, starting in November 2014 and ending on August 30, 2016.*

*A sample of the format for the budget is included below. Please see the attached Cooperative Agreement (Grant) template for additional information.*

***Please note, projects that include a materials cost of over 2% may be disqualified.***

Fiscal Agent \_\_\_\_\_

BUDGET DETAIL SHEET\*

Fiscal Year \_\_\_\_\_

**EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSTATION)\*\***

NAME	POSTION TITLE	NUMBER OF HOURS OR FTE	HOURLY RATE OR ANNUAL SALARY (including benefits)	SALARY AND BENEFIT TOTAL \$

**PURCHASED SERVICES DETAIL**

NAME	POSITION TITLE	HOURS	HOURLY RATE \$	TOTAL \$

**OTHER EXPENDITURES DETAIL**

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Supplies and Materials		
Travel***		
Printing		
Office Expense		
Other (describe)		
Indirect Cost		

\* Please include a detail budget sheet for each state fiscal year (July 1<sup>st</sup> – June 30<sup>th</sup>)

\*\* Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

\*\*\* Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at [www.gsa.gov/perdiem](http://www.gsa.gov/perdiem).



**Rhode Island**

**Department of Education**

**Enhancing Content Knowledge and  
Pedagogical Skill with the Common Core  
State Standards for Mathematics**

**MSP Grant Application**

***Background, Requirements, and Directions***

This grant application is available to all qualifying partnerships between Local Education Agencies (LEA's) and an Institute of Higher Education (IHE) interested in working with the Rhode Island Department of Elementary and Secondary Education (RIDE) to address the educational needs of the State of Rhode Island and to build capacity and sustainability for professional development around standards-based mathematics.

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Rhode Island Department of Education  
MATHEMATICS AND SCIENCE PARTNERSHIP  
GRANT APPLICATION

## I. PROJECT BACKGROUND

### *Mathematics and Science Partnership*

The Mathematics and Science Partnerships (MSP) program provides formula grants to states under ESEA Title II, Part B Sec. 2201, 2202, and 2203, as amended by the No Child Left Behind Act of 2001. The purpose of the program is to fund professional development activities that are designed to improve teachers' content knowledge and teaching skills, and that lead to improved academic achievement of students in the areas of mathematics and science through partnerships between institutions of higher education (IHEs) and high-need local educational agencies (LEAs).<sup>2</sup>

The enabling legislation describes the purposes for the MSP program as follows:

- To improve and upgrade the status and stature of mathematics and science teaching by encouraging institutions of higher education to assume greater responsibility for improving mathematics and science teacher education through the establishment of a comprehensive, integrated system of recruiting, training, and advising mathematics and science teachers.
- To focus on the education of mathematics and science teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills.
- To bring mathematics and science teachers in elementary schools and secondary schools together with scientists, mathematicians, and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries, and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools.
- To develop more rigorous mathematics and science curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics, and science.

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<sup>2</sup> For the purposes of this grant, a high-need district meets at least one of the following conditions:

- (a) At least 20 percent of its students qualify for free or reduced meals.
- (b) At least one school in the district has not met AYP in mathematics for a minimum of three years.
- (c) Fewer than 50 percent of students tested scored Proficient or Proficient with Distinction on the 2013 NECAP test in mathematics.

- To improve and expand training of mathematics and science teachers, including training such teachers in the effective integration of technology into curricula and instruction.<sup>3</sup>

The Rhode Island Department of Education (RIDE) is responsible for the administration of the MSP program and will award funds to support successful proposals. *Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics* is designed to respond to the needs expressed concerning mathematics statewide. It is also designed to meet the purposes and goals of MSP.

### ***Rhode Island's Priority***

The current status of mathematics education in Rhode Island mirrors national trends of urgency associated with the development of internationally benchmarked standards and the instructional supports necessary for their delivery with fidelity. In response to this urgent call, Rhode Island has adopted, and is currently implementing, the Common Core State Standards in Mathematics (CCSS-M). The adoption of the CCSS-M by the state produces the requisite responsibility of offering opportunities for educators to increase their content knowledge as well as their repertoire of effective instructional strategies aimed at fostering a deep conceptual understanding, fluency, and application of mathematics with appropriate rigor in their students. Ideally, these opportunities will address the needs of the participants and be linked to a well-designed standards-based curriculum.

The Rhode Island Department of Elementary and Secondary Education (RIDE) is seeking a partnership between an LEA(s) and a qualified Institute of Higher Education (IHE)<sup>4</sup> to apply to develop, execute, and manage a professional development experience based on the CCSS-M and the district curriculum. The goal of the PD is to increase educator content knowledge while enhancing adeptness with instructional strategies ultimately resulting in increased student performance and understanding.

The professional development will address mathematical content and pedagogical needs for teachers in grades three through five. It will be comprised of ten days of intensive professional development<sup>5</sup>, twenty-four hours of follow-up professional development, and a specified number of focused classroom visits, coaching sessions, and grade level support

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<sup>3</sup> U.S. Department of Education, "Part B – Mathematics and Science Partnerships," 2004, <[www.ed.gov/policy/elsec/leg/esea02/pg26.html](http://www.ed.gov/policy/elsec/leg/esea02/pg26.html)> (March 2009)

<sup>4</sup> For the purposes of this grant, a qualified Institution for Higher Education is one that includes a mathematics education department.

<sup>5</sup> Preferably, the ten days of intensive professional development will take place during the summer for ten consecutive work days. However, some flexibility is permissible with the stipulation that there be a minimum of five consecutive work days of intensive summer professional development with the balance of the other five days spread throughout the year. A day is defined as a period of six hours of active instruction.

meetings throughout the school year<sup>6</sup>. The mathematical content of the PD will be grounded in the CCSS-M and relate directly to the grade level district curriculum.

## II. PROGRAM DESCRIPTION

### *Goals and Objectives*

*Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics* seeks a partnership between an LEA and a qualified IHE with the intent of deepening educator content knowledge and improving instructional practices with the end goal of improving student learning in mathematics. The partnership requires an LEA and an IHE to engage in an intensive professional development program commencing in the summer of 2015, continuing through the school year, and to rigorously evaluate the initial effectiveness of that program at the end of the school year in 2016. The partnership will consult with RIDE, which will assume a monitoring and support role to ensure timeliness as well as quality of and commitment to the grant activities, at various points throughout the life of the project.

The four main goals of the project are:

- To improve educators' content knowledge in grades 3 – 5 by engaging in high quality professional development grounded in the Common Core State Standards for Mathematics (CCSS-M)
- To improve educators' pedagogical skill in grades 3 – 5 by engaging in high quality professional development that leverages the Standards for Mathematical Practice in the CCSS-M
- To create a system to support and coach educators in their endeavor to apply new content knowledge and pedagogical skill in the classroom while delivering a district mathematics curriculum that is based on the CCSS-M
- To develop a cadre of teacher leaders, comprised of exemplary educators from each grade level (3 – 5) and school, who will assist in the facilitation and sustainability of the project

*Specifically:*

- LEA educators will engage in a deep study of grade level content as outlined by the CCSS-M and the district curriculum with the dual goal of increasing content knowledge and gaining facility in instructional strategies that capitalize on the Standards for Mathematical Practice.
- Participants will use this knowledge to:
  - Create and execute model lessons for study during focused classroom visits by IHE faculty and fellow grade level educators;
  - Engage in coaching sessions with IHE faculty;

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<sup>6</sup> The grade level support meetings can be one component of the twenty-four hours of follow-up professional development. These hours may also include, but are not limited to, additional content coverage and debriefing sessions.

- Participate in grade level team meetings facilitated by IHE faculty;
- Sustain the practice of participating in grade level team meetings, without the aid of IHE faculty, through a gradual release process during the grant period and following the conclusion of the grant period.

*The work of this grant shall:*

- Directly relate to the curricular and academic areas in which the teacher provides instruction;
- Enhance the ability of the teacher to apply and use the state adopted content standards in mathematics (CCSS-M) within existing curricula;
- Increase pedagogical skill in mathematics;
- Develop the leadership skills of a select group of exemplary educators;
- Nurture the formation of grade level support teams to become self-sustaining.

### ***Eligible Partnerships***

As defined in Sec. 2202(a)(1), of Title II, Part B, partnerships must include a mathematics department (including a mathematics education department) of an IHE and a high-need LEA. Partnerships may also include other IHE, LEA, business, and community partners. Based on the current priorities in Rhode Island, the partnership must focus on the development of mathematics content and instructional practices grounded in both the Standards for Mathematical Content and the Standards for Mathematical Practice as outlined in the CCSS-M. All parties involved share responsibility and accountability for project implementation and outcomes. Each partnership must designate a project director to serve as point of primary contact for the LEA(s). The partnership must be active and well-defined in all aspects of the grant, including planning, delivery, and evaluation of the professional development.

### **LEA Partner Requirements**

To be eligible for a MSP grant award, an applicant LEA must demonstrate a need for improvement in student performance in mathematics and have a written and aligned curriculum in mathematics. Preference will be given to LEAs who demonstrate high-need status or partnerships which include at least one high-need district. For the purposes of this grant, a high-need district is defined as one that meets at least one of the following conditions:

- At least 20 percent of its students qualify for free or reduced meals.
- At least one school in the district has not met AYP in mathematics for a minimum of three years.
- Fewer than 50 percent of students tested scored at the Proficient or Proficient with Distinction level on the 2013 NECAP assessment in Mathematics.

*In addition, each LEA must:*

- Establish a district leadership team that will coordinate the grant and identify an IHE partner and to oversee the project;
- Establish a partnership with an IHE prior to submitting an application for a grant award;

- Clearly articulate how this program will integrate with other ongoing school and/or district reform initiatives;
- Collaborate with the IHE to conduct a comprehensive needs assessment and author a summary report;
- Ensure teacher participation in each session of the project's professional development for the duration of *Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics*;
- Establish a plan for the involvement of district level and school level leadership in the project to build awareness of the purpose and intent of the PD and to support teachers as they implement their training in the classroom;
- Formulate a plan to accommodate release time for school-based activities, i.e. focused classroom visits, coaching sessions, grade level meetings;
- Carry out the action steps designed to meet the goals of the project;
- Participate in evaluations to determine the progress and effectiveness of the work;
- Carefully document use of MSP funds and complete all necessary reports and updates, as required by RIDE and the U. S. Department of Education.

### **IHE Partner Requirements**

IHEs will serve as subject matter experts for this project and will be required to work in tandem with the LEA leadership and RIDE throughout its duration. The IHE will also:

- Conduct a comprehensive needs assessment in collaboration with district leadership and author a summary report;
- Design and/or secure pedagogical pre-/post-assessments and mathematics content pre-/post-assessments to be administered to teachers as required by the MSP grant ([http://www.ed-msp.net/public\\_documents/document/resource/Guide%20for%20Reporting%20on%20MSP%20Evaluations.pdf](http://www.ed-msp.net/public_documents/document/resource/Guide%20for%20Reporting%20on%20MSP%20Evaluations.pdf));
- Design a minimum of three courses for the intensive professional development based on data from the needs assessment and the pedagogical and mathematics pre-test results;
- Conduct on-site focused classroom visits, coaching sessions, and establish and facilitate grade level support team meetings as well as design all applicable protocols;
- Implement, manage, and deliver an evaluation plan for the project.

### **Additional Project Requirements**

In addition to the requirements dictated by the goals and objectives and specific partner requirements mentioned above, the project must also meet the following criteria:

- Project details must address how the results of a comprehensive needs assessment, pedagogical pre-assessment, and the mathematics content pre-test will be used to determine the curriculum of the PD and the follow-up supports;
- Full participation in grant activities by at least 90% of the educators from grades three through five including:

- ELL and special educators appropriate in number to the population and needs of the district
- Teachers, teacher leaders<sup>7</sup>, content-area coaches representing grades 3 through 5
- Each project participant must commit to ten consecutive days of intensive summer professional development and twenty-four hours of follow-up sessions spread throughout the 2015-2016 school year;<sup>8</sup>
- Each project participant must commit to a minimum of six monthly coaching sessions and focused classroom visits spread throughout the 2015-2016 school year;
- Each project participant must complete all assignments and follow-up activities that are included in the professional development sessions;
- Each project participant must commit to the establishment of grade level support teams which will meet monthly and remain active beyond the duration of the grant.

Partnerships should focus on developing content knowledge that is linked to a district curriculum that is aligned to the Common Core State Standards for Mathematics. The IHE should be well versed in both the Standards for Mathematical Content as well as the Standards for Mathematical Practice. Additionally, the IHE should be well equipped to actively employ and model technologically- based instructional strategies.

The selected partnership between an LEA and an IHE will consult with RIDE on a regular basis to insure timeliness and product quality for *Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics*.

### **Evaluation**

LEAs will be required to participate in the evaluation of the project. The MSP grant requires an IHE, to develop an evaluation and accountability system that includes measurable objectives related to the goals of the project, assessing both implementation and impact. It should use measurable data garnered from the pre- and post-assessments of pedagogical skill and mathematics content knowledge. It may include an analysis of student performance and achievement on the Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments for mathematics as well as additional assessment tools such as interim assessments, LEA wide benchmarks, end of course, and common assessments as designed and managed by the evaluator. The IHE will be the active partner from the planning through completion of the final reports. Project participants must take part in all components of the evaluation.

## **III. Funding**

### **Grant Awards**

Pending approval of a partnership's (LEA collaborating with an IHE) application, the \$700,000 grant will be awarded for an approximate twenty-two month period concluding August 30, 2016. Subsequent years of funding will be dependent upon successful completion of project

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<sup>7</sup> Teacher- leaders must be current classroom teachers who exhibit the qualities identified in Rhode Island's "Standards for Educational Leaders."

<sup>8</sup> See footnote 1 for clarification on the intensive ten days professional development.

requirements, interim goals, and deadlines. Continuation of funding beyond the initial year is dependent upon federal reauthorization.

## **Fund Use**

Funds received may be used to support professional development programs and content development in mathematics that is directly related to the goals and objectives of *Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics*.

Funds may be used for project activities including, but not limited to, the following:

- Higher education consultants
- Teacher stipends
- Substitute coverage
- Administrative costs
- Materials for professional development
- Evaluation, recommended not to exceed 10% of the project budget
- Indirect costs, recommended not to exceed a rate of 8%

Funds may not be used for:

- Materials for classroom use
- Food

Budgets are a required component of the project application.

The partnership is responsible for securing a space to provide the intensive professional development. Costs of these sites must be included in the budget.

## **IV. APPLICATION AND REVIEW**

### **Review Process**

RIDE will award the 2015-2016 ESEA Title II, Part B MSP funding to a partnership that includes an LEA and an IHE committed to the design, execution, and management of a project that will improve teacher instruction and student learning in grades three to five mathematics.

Proposals will be reviewed by RIDE staff for completeness and compliance with the regulations set forth in this RFP and Title II, Part B Sec. 2201, 2202, and 2203 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 to determine applicant eligibility. Grants will be awarded through a competitive review process utilizing a rubric based on the criteria outlined below. The review process is intended to identify proposals that meet the criteria set forth in the application and that describe a sound plan for implementation.

### **Proposal Requirements**

At a minimum, each proposal submitted must be comprised of the components listed below.

**a. Completed Application Form**

Partnership Information Section must include:

- Identification of LEA leadership team
- Identification of IHE team members with accompanying curricula vitae
- Identification of Optional Partner team members with accompanying curricula vitae

Statement of Need Section must include:

- Verification of high-need LEA status (*please refer back to the requirements for high-need as identified in section II. LEA Partners*) or identification of working in partnership with a high-need school
- Identification and justification of need for increased content knowledge in mathematics for teachers from grades three to five
- Identification and justification of need for improved pedagogical skill for mathematics for teachers from grades three to five<sup>9</sup>
- Description of how the project goals and objectives align with district needs and strategic plan

Readiness Section must include:

- Documentation of a well-articulated and thoughtful partnership between LEA and a qualified IHE involving faculty with deep and proven knowledge of the Common Core State Standards for Mathematics
- Documentation of a K-12 mathematics curriculum aligned to the Common Core State Standards
- Statement of commitment that the activities of the project will be implemented as described in the proposal with processes that describe how implementation will be monitored
- Statement of capacity to implement the activities of the project as described in the proposal
- Certification that at least 90% of the educators from grades three through five will fully commit to the project and contain both ELL and special educators as described in the proposal
- Description and reflective narrative on mathematics or other initiatives that will support the work of this project
- If applicable, strategy for the facilitation of communicating and integrating work within a partnership comprised of multiple LEAs

Proposed Scope of Work Section must include:

- Project narrative including goals and theory of action
- Mathematics needs assessment plan for gauging specific content and pedagogical needs of participants that will inform the design of course content

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<sup>9</sup> Need for improved pedagogy may be gleaned from previous focused classroom visits conducted by the LEA. However, data reported in this application should identify broad areas of need and be anonymous in nature.

- Plan for school year professional development including coaching sessions, focused classroom visits, and grade level support groups addressing the release of staff
- Breakdown of the grade levels and/or specialty of participating teachers that includes at least 90% of staff assigned in targeted grades
- Strategy for involving district and building leadership
- Project evaluation plan including impact on student and adult learning
- Work plan outlining timeline for completion of major deliverables

Sustainability Plan Section must include a brief description of how the work of the grant will be perpetuated after the conclusion of the grant period. Special attention should be given to the continuing role of the teacher leaders that were developed during the project.

Cost Proposal Section must include a budget that is tied to the scope and requirements of the project. This budget will be considered tentative and for planning purposes only. A final budget will be required upon grant award. Subject to available funding the total cost of the contract is not to exceed \$700,000. The contract will span twenty-two months, starting in November 2014 and ending on August 30, 2016. The Rhode Island State Fiscal Year is July 1 to June 30.

**b. Statement of Assurances**

Refer to RIDE’s Cooperative Agreement Grant template.

**Criteria Chart**

The breakdown of points awarded for each of the application criteria are summarized in *Table 1, Criteria Chart*, below.

**Table 1: Criteria Chart**

Criteria	Total Possible Points
Statement of Need	20
Readiness	20
Proposed Scope of Work	30
Sustainability Plan	15
Cost Proposal	15

**Program Administration**

**Notification**

Once the review process is completed, the Project Director will be notified of the status of the proposal. RIDE staff will contact the Project Director to discuss any modifications of the project plan that may be required to maximize the effect of funds.

**Reporting**

All partnerships are required to report annually to RIDE and to the U.S. Department of Education regarding their progress in meeting project objectives and targets. The annual

report required for this grant is the APR, which is completed online. Further information regarding reporting requirements and forms will be communicated to the Project Directors.

For questions regarding this application please contact Susan Pagliaro, Mathematics Specialist in the Office of Instruction, Assessment and Curriculum via email, [susan.pagliaro@ride.ri.gov](mailto:susan.pagliaro@ride.ri.gov) or by phone (401)-222-2644.

Please send all completed applications to the Office of Instruction, Assessment and Curriculum via email to Mona Gevorkian, [mona.gevorkian@ride.ri.gov](mailto:mona.gevorkian@ride.ri.gov) or by fax to the attention of Mona Gevorkian at 401-222-3605. All completed applications are due by Close of Business on September 30, 2014.

## V. Project Milestones and Deliverables

The content of the intensive professional development curriculum for *Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics* will be designed by the IHE and then undergo a joint review by stakeholders at RIDE and LEA representatives. Said curriculum will be developed during the fall and winter of 2014 and then be delivered to course participants during the summer of 2015. Follow-up sessions and on-site school work will be on-going throughout the 2015-2016 school-year. An evaluation and accountability plan and review process must be designed at the initiation of the contract. A team of stakeholders from RIDE will review the evaluation and accountability plan prior to the commencement of the evaluation cycle.

*Table 2, Project Milestones and Deliverables*, provides an outline of the anticipated timeline for major contract activities. This timeline is not exhaustive and is only intended to provide a sense of the workflow for major program activities. During the contract negotiation period, RIDE will work with the recommended LEA/IHE partnership to establish a specific project plan and schedule. The partnership's response should address any concerns with the proposed timeline and include suggestions for requirement modifications.

**Table 2: Project Milestones and Deliverables**

Date	Activities	Deliverables
October 2014	Select Partnership	Grant Awarded
November 2014	LEA/IHE partnership defines a detailed project plan, with scope and timeline.	Project Plan: Scope Document with Work Breakdown Structure detailing roles and responsibilities and a timeline of deliverables.
November 2014	IHE defines a detailed evaluation tool and accountability plan to generate data of the PD series as outlined in Mathematics and Science Partnership Program, Part B, Section (e) Evaluation and Accountability Plan <sup>10</sup> and approved by RIDE stakeholders and LEA leadership team.	Provide a detailed description of an evaluation and accountability plan which measures the impact of the PD series.
December 2014 to January	LEA/IHE partnership conducts a comprehensive needs assessment to determine the mathematical content and	Provide a detailed summary report of the needs assessment outlining mathematical content and instructional needs.

<sup>10</sup> Mathematics and Science Partnerships <http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html>

2015	instructional needs of the district, in general, and teachers in grades three through five, specifically.	
January 2015 to March 2015	LEA/IHE partnership collaborates to prioritize content for <i>Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics</i> and IHE develops a curriculum for ten days of summer intensive professional development as well as twenty-four hours of follow-up PD.	Provide a detailed curriculum for the intensive professional development series, including both the ten day summer session and the twenty-four hours of follow-up sessions.
March 2015 to April 2015	Review of PD curriculum by RIDE stakeholders and LEA leadership team.	Revised curriculum for intensive professional development series based on review.
June 2015 to August 2015	IHE delivers summer intensive professional development.	Intensive professional development series delivered in summer of 2015.
May 2015 to June 2015	IHE designs protocols for on-site school work.	Provide protocols and accompanying templates, if applicable, for model lessons, focused classroom visits, coaching sessions, and grade level meetings.
July 2015	Review of on-site protocols by RIDE stakeholders and LEA leadership team.	Revised protocols based on review.
August 2015	LEA/IHE partnership coordinates to design and finalize a master schedule for focused classroom visits, coaching sessions, and grade level meetings to be reviewed by RIDE stakeholders.	Provide a master schedule for focused classroom visits, coaching sessions, and grade level meetings.
August 2015 to September 2015	IHE develops a Year 1 Evaluation and Accountability Report for the twenty-two month professional development series to be reviewed by RIDE stakeholders and LEA leadership team.	Detailed report which measures the impact of the professional development <b>to date</b> as outlined in the Mathematics Science Partnership Program, Part B, Section (e) Evaluation and Accountability Plan. <sup>11</sup>
August 2015 to May 2016	IHE delivers remaining hours of professional development. <sup>12</sup>	Remaining hours of professional development is delivered during the 2015-2016 school year.
September 2015 to June 2016	IHE conducts a minimum of six focused classroom visits and coaching sessions per teacher who participated in the summer professional development sessions.	Focused classroom visits and coaching sessions are conducted during the 2015-2016 school year.
September 2015 to June 2016	IHE facilitates grade level meetings.	Grade level meetings are conducted.
August 2016	Year 2 Evaluation and Accountability Report for the twenty-two month professional development series to be reviewed by RIDE stakeholders and LEA leadership team.	Detailed report which measures the impact of the professional development as outlined in the Mathematics Science Partnership Program, Part B, Section (e) Evaluation and Accountability Plan. <sup>13</sup>

<sup>11</sup> Mathematics and Science Partnerships <http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html>

<sup>12</sup> The grade level support meetings can be one component of the twenty-four hours of follow-up professional development. These hours may also include, but are not limited to, additional content coverage, lesson studies, and debriefing sessions.

<sup>13</sup> Mathematics and Science Partnerships <http://www2.ed.gov/policy/elsec/leg/esea02/pg26.html>

## VI. Terms of the Grant

The grant will begin **November 2014** and end **August 30, 2016**. The scope of the work may be modified by participating LEA and RIDE prior to the beginning work on a given task. Participating LEA and RIDE retains the option of granting a time extension of up to **one year** with additional funding if available and if the level of work is extended by mutual consent. If necessary, deficiencies in performance of services and/or failure to supply deliverables in a complete and timely manner will be documented in writing by RIDE. Should a pattern of substantial dissatisfaction become apparent, participating LEA and RIDE reserves the right to terminate the grant.

## VII. Pre-Proposal Questions

Questions concerning this solicitation may be e-mailed to Mona Gevorkian at [mona.gevorkian@ride.ri.gov](mailto:mona.gevorkian@ride.ri.gov) no later than the date and time listed on the cover sheet of this solicitation. **Send your questions in Microsoft Word format.** Please reference the grant title on all correspondence. Questions received, if any, will be posted and answered on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.



State of Rhode Island and Providence Plantations

DEPARTMENT OF EDUCATION  
Shepard Building  
255 Westminister Street  
Providence, Rhode Island 02903-3400

Deborah A. Gist  
Commissioner

COOPERATIVE AGREEMENT  
(GRANT)

**BETWEEN:** Rhode Island Department of Education  
(Office of Instruction, Assessment, and Curriculum )  
255 Westminister Street  
Providence, Rhode Island 02903

**AND:** Grantee  
Address  
  
City, State Zip

**FEIN:** XX-XXXXXX

**RELATING TO:** *Enhancing Content Knowledge and Pedagogical Skill with the Common Core State Standards for Mathematics: MSP Grant Application*

Work and activities by **Grantee Name** to be undertaken in accordance with the attached SECTION I Terms and Conditions and SECTION II Work Program Specifications in consideration of compensation to be made by the Rhode Island Department of Education (RIDE) as set forth in SECTION III Budget.

THIS GRANT IS NOT VALID OR LEGALLY BINDING UNTIL SIGNED BY BOTH PARTIES AND, UNLESS THIS COOPERATIVE AGREEMENT IS WITH ANOTHER STATE AGENCY, A PURCHASE ORDER HAS BEEN ISSUED BY THE OFFICE OF PURCHASES. DO NOT PERFORM ANY WORK ON THIS GRANT UNTIL A PURCHASE ORDER IS ISSUED.

ACCEPTED:

RHODE ISLAND DEPARTMENT  
OF EDUCATION

GRANTEE

\_\_\_\_\_

\_\_\_\_\_

Deborah Gist

Name

Commissioner of Education

Title

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

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Mathematics and Science Partnership (MSP) Grant Application

Telephone (401)222-4600 Fax (401)222-6178 TTY (800)745-5555 Voice (800)745-6575 Website: [www.ride.ri.gov](http://www.ride.ri.gov)

# SECTION I

## **A. SPECIFIC TERMS AND CONDITIONS**

1. Grantee:|

|  
Address:|

|  
FEIN #|

2. Starting Date:|

|  
Termination Date:|

3. Contract Officer:|  
(for the Dept. of Education)

Project Officer:|  
(RIDE)

4. Project Officer:|  
(for the Grantee)

5. Grant Amount and Appropriation Account by Fiscal Year:|

6. Special Conditions:

(This paragraph is required for all cooperative agreements supported by Federal funds. Please delete if the cooperative agreement is supported by State funds.)

RIDE agrees to allocate \$\_\_\_\_\_ within appropriations account #\_\_\_\_\_, in above stated annual increments. Grantee agrees to bill RIDE on a quarterly basis by submitting a detailed invoice along with deliverables as required in this cooperative agreement, subject to RIDE approval. Upon RIDE approval, Grantee will be reimbursed for actual costs through a draw down process whereby RIDE draws down funds into Grantee appropriation account/receipt account #\_\_\_\_\_, or other appropriate method that is

acceptable by the parties and the Department of Administration. It is understood by the parties that any unbilled funds will be liquidated after the end of each fiscal year unless otherwise stated in this agreement.

## SECTION I (continued)

### Article 1

Parties to Agreement. This Agreement is made by and between the Rhode Island Department of Elementary and Secondary Education (RIDE) and the party specified in SECTION I A1 (the Grantee).

### Article 2

Period of Performance. This Agreement will be effective on the starting date as specified in SECTION I A2 and, unless renewed or extended, will expire on the termination date as specified in SECTION I A2. It is understood and agreed by and between the parties that this Agreement covers work and services to be provided by the Grantee for the period specified in SECTION I A2.

### Article 3

Modification of Agreement. This Agreement may be amended in accordance with Article II herein and/or may be amended or extended by mutual written consent provided that such consent may not be unreasonably withheld, and further provided, that there is a fiscal appropriation for any extension.

### Article 4

Contract Officer. The Grantee agrees to maintain close and continuing communication with the RIDE contract officer, as specified in SECTION I A3, throughout the performance of work and services undertaken under the terms of the Agreement. The contract officer is responsible for authorizing all payments made by RIDE to the Grantee under this Agreement.

### Article 5

Project Officer. The project officer, as specified in SECTION I A4, is responsible for coordinating and reporting work performed by the Grantee under this agreement.

### Article 6

Delays. Whenever the Grantee has knowledge that any actual or potential situation is delaying, or tends to delay the timely performance of work under this Agreement, the Grantee shall immediately give written notice thereof, including all relevant information with respect thereto, to RIDE.

## Article 7

Funding. This is a cost reimbursement Agreement. In consideration of work and services performed by the Grantee in accordance with SECTION II of this Agreement, RIDE agrees to reimburse the Grantee for allowable costs incurred by the Grantee under this Agreement in an amount not to exceed the amount specified in SECTION I A6 and in accordance with estimated expenditures as set forth in SECTION III Budget. Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at: [www.gsa.gov/perdiem](http://www.gsa.gov/perdiem). RIDE shall process all invoices within 30 days of date of invoice. All payments are provisional pending the final audit by the appropriate state and/or federal officials.

## Article 8

Federal Funding Provisions. Funds made available to the Grantee under this Agreement are or may be derived from federal funds made available to RIDE. The provisions of Article 7 and SECTION III notwithstanding, the Grantee agrees to make claims for reimbursement under this Agreement in Accordance with federal polices governing allowable costs to be charged against federal grants. The Grantee agrees that no expenditures claimed for reimbursement under this Agreement will be claimed for reimbursement under any other agreement, grant, or contract that the Grantee may hold which provides funding from state or federal sources. The Grantee further agrees to be liable for audit exceptions that may arise from examination of expenditures: (a) claimed by the Grantee for reimbursement under this Agreement, and/or (b) submitted by the Grantee in meeting any cost participation requirements.

In executing this Agreement the Grantee is serving as grantee or independent contractor under a federal grant or contract between the federal government and RIDE. The master grants award or cooperative agreement made to RIDE by the federal government governing activities under this Agreement is, therefore, made a part of this agreement. The Grantee specifically agrees to abide by all applicable federal requirements for grantees, contractors, or independent contractors receiving federal funds including, but not limited to, those requirements set forth or referenced in the master grant or contract relating to this Agreement and in the following documents which are incorporated by reference hereto: 45CFR Part 74 (Administration of Grants); DHHS Publication OASH 90-50,000 (Grants Policy Statement) Rev. 4/94; OMB Circular A-110 (Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and other Nonprofit organizations); and A-133 (Audits of Institutions of Higher Education and Other Nonprofit Organizations).

It is understood and agreed that in the event that less than full federal funding or other funding is received by RIDE due to the failure of the Grantee to comply with the terms of this agreement, the Grantee is liable to the State of Rhode Island for an amount equal to the amount of the denied funding. The amount of the denied funding shall be payable upon demand of RIDE.

#### Article 9

Prepayment. Articles 7 and 8 notwithstanding, prepayment will be allowed provided that it is requested and approved under the appropriate mechanism and subsequently accounted for with proper documentation.

#### Article 10

Withholding of Payments. The Grantee shall, in a satisfactory and proper manner in accordance with industry standards, complete all obligations and duties as stipulated in this Agreement. Failure of the Grantee to perform or deliver required work, services, or reports under this Agreement due to its own negligence may result in the withholding of payments by RIDE to the Grantee.

The Grantee understands and agrees that failure to meet its requirements under this Agreement may result in withdrawal of other state or federal funds that may have been made available to the Grantee hereunder, at the option of RIDE.

#### Article 11

Termination of Agreement. This Agreement may be terminated upon thirty (30) days written notice by either party. In the event of termination by either party, all property and finished or unfinished documents, data, studies, and reports prepared by the Grantee under this Agreement, shall be assigned as described herein in Article 17. Notwithstanding the above, the Grantee shall not be relieved of liability to RIDE for damages sustained by RIDE by virtue of any breach of this Agreement by the Grantee; and RIDE may withhold payment to the Grantee for the purpose of setoff until such time as the exact amount of damages due to RIDE from the Grantee is determined. Notice of the effective date of termination will include the reports that must be completed. The above mentioned thirty (30) days written notice notwithstanding, RIDE expressly reserves the unilateral right to terminate, amend and/or reduce services and payments under this Agreement, effective immediately upon written notice to the Grantee, in the event that the funding underlying the participation of RIDE is limited or

curtailed. Further, the Grantee agrees to hold RIDE harmless from any and all liability, which may arise as a result of the Grantee executing the terms of this Agreement

In the event of termination by either party, final payment by RIDE to the Grantee for work and services provided by the Grantee under this Agreement up to the effective date of termination shall be made in proportion to work completed and allowable expenses incurred, in accordance with the principles of cost reimbursement, agreements and contracts. Notwithstanding the foregoing, costs related to any reports required to be completed after the effective date of termination will be reimbursed.

#### Article 12

Recordkeeping/Inspection of Records and Reports. The Grantee agrees to keep discrete financial records of expenditures made under this Agreement, including time records of employees whose work is to be charged in whole or in part to this Agreement; to maintain such records in accordance with standard accounting practices; to make such records available on request to appropriate state and/or federal officials for examination or audit, ensure that audits are conducted in accordance with OMB Circulars A-110 and A-133 if applicable, and to keep such records on file until the final audit of RIDE records under the federal grant funding of this Agreement, or until such time as federal provisions permit the records to be discarded. All management correspondences that accompany audit reports must be sent to RIDE. If a client served by this grant is charged for service, the Grantee must report this income.

#### Article 13

On-Site Inspection. The Grantee agrees to permit on-site monitoring, evaluation, and inspection of all activities related to this Agreement by officials of the RIDE, its designee, and, where appropriate, the federal government.

#### Article 14

Partnership. It is understood and agreed that nothing herein is intended or should be construed in any manner as creating or establishing the legal relation of partnership between the parties hereto, or as constituting the employees, agents, or representatives of the Grantee included in this Agreement as employees, agents, or representatives of RIDE.

#### Article 15

Nonliability for Personal Injuries. The Grantee will indemnify and hold the State of Rhode Island, RIDE, and its officials harmless against any claims for injury or damage of any kind to persons or property occurring or arising during the period of this Agreement.

#### Article 16

Severability. If any provision of this Agreement is held invalid, the remainder of this Agreement shall not be affected thereby if such remainder would then continue to conform to the terms and requirements of applicable law.

#### Article 17

Proprietorship. RIDE and the Grantee shall be considered Joint Owners (as that term is defined by US Copyright Law) of all intellectual property including finished or unfinished documents, computer software, data studies, and reports prepared or acquired by the Grantee under this Agreement and for which reimbursement was claimed under this Agreement. RIDE will own all tangible property and equipment acquired by the Grantee under this Agreement and for which reimbursement was claimed under this Agreement. The Grantee further understands and agrees to abide by federal regulations, requirements, and policies governing the disposition of equipment or property purchased with funds made available to the Grantee under this Agreement or with funds identified by the Grantee as matching expenditures under this Agreement. The Grantee agrees to maintain an equipment inventory list under this Agreement and to identify related equipment properly for inspection.

#### Article 18

Copyright. Reports or other documents produced in whole or in part under this Agreement shall either bear no copyright notice or indicate that the Grantee and RIDE are Joint Owners of the copyright.

#### Article 19

Publicity. The Grantee will give due credit to RIDE and the appropriate state and/or federal agencies. RIDE will be credited on all media announcements, billboards, and educational materials produced or developed under the scope of this Agreement. RIDE will give due credit to the Grantee on all media announcements, billboards, and educational materials produced or developed under the scope of this Agreement.

#### Article 20

Interest of the Grantee. The Grantee covenants that it presently has no pecuniary interest and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this Agreement. The Grantee further covenants that in the performance of this Agreement no person having any such interest shall be employed.

#### Article 21

Civil Rights. The Grantee agrees to abide by applicable provisions of Title VI of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975 (P.L. 94-135, Title III); the Americans with Disability Act of 1990 (P.L. 101-336); all other applicable federal and state laws relating to equal employment opportunities; State Executive Order No. 19 dated 15 December 1977, State Executive Order No. 80-9 dated 24 March 1980, and State Executive Order No. 85-11. The Grantee asserts that no person shall, on the grounds of race, color, national origin, religion, sex, age, political belief, sexual preference, or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activities undertaken in behalf of this Agreement. In addition, the Grantee agrees to establish a procedure for complaint from any person who believes that such discrimination is being practiced in any activity relating to this Agreement.

#### Article 22

Drug Free Workplace Policy. The Grantee agrees to comply with the requirements of the Governor's Executive Order No. 91-14, the State's Drug Free Workplace Policy, and the Federal Omnibus Drug Abuse Act of 1988. The Grantee acknowledges that a violation of the Drug Free Workplace Policy may, at RIDE's option, result in termination of this Agreement.

#### Article 23

Environmental Tobacco Smoke. The Grantee agrees to comply with Public Law 103-227, also known as the Pro-Children Act of 1994 (Act), which requires that smoking not be permitted in any portion of any indoor facility owned or leased or contracted for by the entity and used routinely or regularly for the provision of RIDE day care, early childhood development services, education or library services to children under the age of 18, if the services are funded by Federal programs either directly or through State or local governments, by federal grant, contract, loan or loan guarantee. The law also applies to children's services that are constructed, operated or maintained with such funds. The law does not apply to children's services provided in private residences; portions of facilities used for inpatient drug or alcohol treatment; service providers whose sole source of applicable Federal funds is Medicare or Medicaid; or facilities where WIC coupons are redeemed.

#### Article 24

Subcontracts. Any proposed subcontract under this Agreement shall be submitted to the Rhode Island Department of Elementary and Secondary Education contract officer for approval prior to execution. Failure to comply with the provisions of this article could result in denial of reimbursement for such non-approved sub contractual services.

#### Article 25

Lobbying. All Grantees must comply with all federal laws restricting and/or limiting lobbying activities of recipients of federal funds including but not limited to 31 U.S.C. Section 1352 and Section 503 of the Departments of Labor, RIDE and Human Services, and Education, and Related Agencies Appropriations Act (Public Law 104-209).

#### Article 26

Controller's Approval. This Agreement shall take effect upon the issuance of a purchase order, cooperative agreement, and/or grant award by the State Controller.

#### Article 27

**Licensure/Certification. The Grantee shall have any and all licenses necessary to operate his/her facility in place prior to the start date of this Agreement and for the duration of the grant period. Further, all personnel delivering RIDE services shall be licensed/certified and/or registered as required by law.**

# **SECTION II**

Name of Grantee

I. BACKGROUND/OVERVIEW/PURPOSE:

|

II. SCOPE OF THE WORK: |

|

TASKS:

|

PROJECT SCHEDULE:

|

DELIVERABLES:

|

III. PAYMENT TERMS:

## APPENDIX A

### BUDGET

The Contractor estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category	Estimated Expenditures			
	Year 1	Year 2	Year 3	Year 4
1. Employee Salary and Benefits	0	0	0	0
2. Purchased Services	0	0	0	0
3. Supplies and Materials	0	0	0	0
4. Travel	0	0	0	0
5. Printing	0	0	0	0
6. Office Expense	0	0	0	0
7. Other: <i>(describe)</i>	0	0	0	0
8.	0	0	0	0
Subtotal	0	0	0	0
Indirect Cost *	0	0	0	0
<i>TOTAL</i>	0	0	0	0

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify the contract officer of the variance and obtain pre-approval, in writing; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds between categories requires prior written approval by RIDE. In no event shall the total amount of reimbursement claimed by the vendor under this agreement exceed the total approved contract amount. \* **Attach a copy of the approved indirect cost documentation**

FISCAL YEAR \_\_\_\_\_

**EMPLOYEE SALARY AND BENEFIT DETAIL (TOTAL COMPENSATION)\*\***

NAME	POSITION TITLE	NUMBER OF HOURS OR FTE	HOURLY RATE OR ANNUAL SALARY  (including benefits)	SALARY and BENEFIT TOTAL  \$
TOTAL REQUEST				

**PURCHASED SERVICES DETAIL**

NAME	POSITION TITLE	HOURS	HOURLY RATE \$	TOTAL \$
TOTAL REQUEST				\$

**OTHER EXPENDITURES DETAIL**

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Supplies and Materials		
Travel ***		
Printing		
Office Expense		
Other: <i>(describe)</i>		
Indirect Cost		
Total		\$

\* Please include a detail budget sheet for each state fiscal year (July 1<sup>st</sup> – June 30<sup>th</sup>)

\*\* Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.

\*\*\* Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at [www.gsa.gov/perdiem](http://www.gsa.gov/perdiem).

|