

Rhode Island Comprehensive Literacy Grant

Application Guidance



RIDE Rhode Island
Department
of Education

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Rhode Island Comprehensive Literacy Grant

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Background of Work

As the nation's smallest state, Rhode Island (RI) educates approximately 143,000 students PK-12 in 60 local educational agencies (LEAs); 37 traditional school districts, 19 charter schools, and 4 state-operated schools. Within these institutions, 47% are classified as low-income, 15% are receiving special education services or are differently-abled, and 9% are English Language Learners (ELLs) or Multilingual Learners (MLLs). Rhode Island has an estimated 850 licensed childcare providers, including early learning programs, family child care homes and public preschools that can service over 21,000 children, birth through age 5. Over 780 of these programs participate in Bright Stars, Rhode Island's Quality Rating System (QRIS), with 103 achieving High-Quality Rating Status. Rhode Island's early learning providers serve approximately 3,061 students ages 3-5 in Pre-Kindergarten (Pre-K) and Head Start programs, 1,400 children with disabilities, including behavioral health needs, in inclusive preschool settings, and has 12,217 slots for preschool children in center and home-based childcare programs.

RI strives to build an educational system that holds high expectations for all students, regardless of income or background; is responsive to students' individual needs; and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators.¹

Governor Gina Raimondo and the Rhode Island Department of Elementary and Secondary Education (RIDE) are deeply committed to ensuring literacy proficiency for ALL students. When evaluating critical literacy needs in Rhode Island, we identified specific gaps or weaknesses in three different areas (1) High-quality curriculum and instruction, (2) Supports and interventions for all students, and (3) Family and community engagement in literacy. RI's proposed Comprehensive Literacy State Development (CLSD) project has three main goals to be accomplished by the end of the five-year grant timeframe:

1. Every grantee will be using a **high-quality curriculum** expertly to deliver coherent and aligned instruction to all students
2. Every grantee will use **evidence-based strategies and programs to support struggling readers** in order to narrow the achievement gap for our target populations in a cycle of continuous improvement
3. Every participating **family** will feel welcomed and able to support their students' literacy development

In order to achieve these three goals and track our progress throughout the grant period, RIDE developed several objectives for each subgroup of the grant; (A) Birth to Pre-K, (B) Kindergarten to Grade 5, and (C) Grades 6 - 12. Every grantee will be required to collect baseline and annual data for each of these objectives:

Birth to Pre-K Objectives:

- Increase the percentage of students with access to high-quality curriculum, as defined in Comprehensive Early Childhood Education Standards (CECE) and/or Bright Stars QRIS
- Increase the number of programs utilizing Teaching Strategies Gold (TSG) to monitor student progress
- Increase the number of families participating in Pre-K evidence-based literacy activities

K – Grade 5 Objectives:

- Increase the percentage of all students with access to high-quality curriculum
- Increase the percentage of teachers reporting engagement with sustained and focused Professional Learning to support curriculum implementation

¹ Rhode Island Strategic Plan for K-12 Education, 2015

- Improve the outcomes for students in targeted populations by increasing the number of students whose needs can be met in Tier 1 and Tier 2 services, improve literacy interventions at Tier 3, and increase outcomes for MLLs on ACCESS and RICAS assessments
- Increase the number of families engaged with their student's Personal Literacy Plan (PLP)

Grades 6 – 12 Objectives:

- Increase the percentage of all students with access to high-quality curriculum
- Increase the percentage of teachers reporting engagement with sustained and focused Professional Learning to support curriculum implementation
- Increase the number of students who are engaged in evidence-based literacy instruction and intervention
- Increase the number of families engaged with their student's Individual Learning Plan (ILP)

Through the CLSD project we will achieve the following outcomes by the end of the five year grant period:

- 40% increase in the number of 4-year-old children who achieve the benchmark in oral language skills on the Teaching Strategies Gold (TSG) assessment
- 37% increase in the number of 5th grade students who meet or exceed literacy proficiency on RICAS
- 47% increase in the number of 8th grade students who meet or exceed literacy proficiency on RICAS
- 25% increase in the number of high school students who meet or exceed literacy proficiency on SAT
- Decrease the gap in achievement for differently-abled, low income, and MLL students at grades 3, 5, and 8 by 50%

Scope of Work and Requirements

Needs Analysis

Each applicant will conduct a local needs analysis to identify literacy achievement gaps and to guide the development of their Literacy Plan, which includes their vision for Literacy Success and articulates a strategy to improve students' literacy achievement.

Applicants must complete the Rhode Island Literacy Needs Assessment.

The Needs Analysis results must be attached to the grant application and referenced within the proposed Scope of Work.

Literacy Plan

Based on the RIDE Literacy Plan Tool, the applicant will construct a LEA or program Literacy Plan, as appropriate, focusing on all or any of the following grade spans: birth to Pre-K, K-5, or 6-12. The Literacy plan will address the gaps discovered in the Needs Analysis, with a focus on how this plan will enable them to reach high-need populations. The Literacy Plan must be submitted to RIDE in August 2020.

The Literacy Plan must be aligned to the Draft Rhode Island Literacy Blueprint. The Rhode Island Department of Education's Draft Literacy Blueprint articulates the expectations within districts for students' literacy success. These principles ensure students, educators, districts, and school committees all work together to build a cohesive educational experience for developing and expanding students' literacy in Rhode Island. To support the development of a system that achieves the expectations set forth in the Draft Literacy Blueprint, [The Rhode Island Department of Education Comprehensive Literacy Guidance](#) provides research and theory for literacy instruction along with practical information and resources to guide instruction and assessment.

The following principles of the Literacy Blueprint will drive the achievement of our Literacy vision:

1. Systemic Planning and Infrastructure for Literacy Success
2. High-Quality Curriculum & Instruction
3. Supports for Students' Literacy Success
4. Engagement with Community and Families as Partners in Literacy Success
5. Comprehensive Assessment System
6. Sustained Professional Learning

All applications must address each of the Level One Response Activities for every grade span included within the application, as described below. Based on their Needs Analysis and Literacy Plan, applicants may select options of Level Two Response Activities for the grade spans within their application.

See Table One for a summary of Level One and Level Two response activities by grade span.

Level One Activities: High-Quality Curriculum and Instruction

All activities for Level One support the planning, development, implementation, and Professional Learning of proven literacy instruction. Applicants must demonstrate they already conduct all Level 1 Activities if they do not apply for funding for these activities.

Level Two Activities

Level Two Activities are comprised of two categories: supports for all students and family and community engagement. Supports for all students will address literacy interventions for differently-abled students, MLLs, and/or students in foster care. Whereas, family and community engagement will support evidence-based family engagement in literacy activities and supports for students.

Applicants must apply for funding in Level Two for activities that are aligned with the findings of their needs assessment and analysis.

Birth to PK: Level One and Level Two Activities

Level One Activities (All Required)

[Purchase a High-Quality Pre-K Curriculum](#)

All applicants will implement a high-quality early childhood curriculum from a RIDE endorsed list of high-quality ECE curricula. Currently, this list includes:

- Creative Curriculum 5th and 6th editions
- High Scope
- Boston Public Schools (Pre-K only)

If applicants do not already use one of the endorsed curriculums, they must purchase one of the endorsed curriculums and may apply for funding to support the purchase.

[Provide Professional Learning \(PL\) to Implement High-Quality Curriculum](#)

Applicants must use the funding to provide high-quality Professional Learning, with a focus of on-site coaching, for teachers to implement the High-Quality Curriculum.

[Evaluate Progress with Teaching Strategies Gold \(TSG\)](#)

Applicants must apply to purchase TSG and train their early childhood workforce in the use and implementation of TSG, if not already purchased within the local budget.

- RIDE has an agreement with the vendor for \$12.95 per student. Applicants should budget the cost of assessing all students who will be impacted by the work of the grant, if not already purchased at the local level.

- RIDE will work with grantees to coordinate training. Applicants should not include the cost of training in their proposed budget; however, it should include, as appropriate, funding for stipends/substitutes for 2 days of training in FY 2021 and 1 day of training in FY2022 for educators.

Level Two Activities: Supports for all Students and Family Engagement (select one or more)

Multi-tiered System of Support

Provide Professional Learning and additional staff capacity to implement a Tiered Intervention model with Tier 1 (universal support), Tier 2 (targeted support), and Tier 3 (intensive supports) as defined by Response to Intervention in ECE.

Implement Itinerant Special Education Model

Applicants may apply for funding to transition their LEA to the itinerant model with Professional Learning, increased capacity on an interim basis, and/or other transition needs as defined in their application.

Building System Partnerships

Applicants may apply to develop and implement evidence-based family engagement in literacy (e.g., Parents as Teachers [PAT], Family Fun Activities, and Reach Out and Read) based upon their Needs Analysis.

Transition to Kindergarten Programs

Applicants may seek funding to enhance transition plans for supporting families as their children prepare for Kindergarten. Transition plan activities include practices supported by the Harvard Family Research project:

1. Engaging in storytelling, puzzles, games, and songs
2. Emphasizing a “growth mindset” to learning
3. Building relationships and demonstrating acceptance of anxiety in transitions
4. Ensuring home routines support expectations for Kindergarten
5. Engaging children in out-of-school activities to ensure continuous learning

Kindergarten - Grade 5 Level One and Level Two Activities

Level One Activities (All Required)

Purchase a High-Quality Curriculum

For the purposes of the RI CLSD Grant, High-Quality ELA/Literacy Curriculum is defined as receiving a green rating within all three gateways of the EdReports’ Quality Standards Review.

Option 1: Applicants who have selected High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to support the procurement of High-Quality ELA/Literacy Curriculum. The High-Quality Curriculum materials must meet the expectation that all three gateways of EdReports' Quality Standards have met the green standard. The High-Quality Curriculum materials purchased must align with the Needs Analysis and be incorporated into the Literacy Plan.

Applicants may apply for funds to vet their High-Quality ELA/Literacy Curriculum for additional criteria beyond the EdReports' gateways (e.g., Culturally Responsive-Sustaining Education [CRSE], Multilingual Learners [MLLs], Differently-Abled Students, Foundational Skills).

Option 2: Applicants who need to select High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to complete a review process for selecting and procuring a High-Quality ELA/Literacy Curriculum. The review process must consider their Needs Analysis, implications for their Literacy Plan, and provide assurance that the selected curriculum will be implemented throughout all schools within the LEA.

Applicants may apply for funds to vet their High-Quality ELA/Literacy Curriculum for additional criteria beyond the EdReports' gateways (e.g., Culturally Responsive-Sustaining Education [CRSE], Multilingual Learners [MLLs], Differently-Abled Students, Foundational Skills).

Applicants may also include within their application, funds to procure the selected High-Quality ELA/Literacy Curriculum.

Option 3: Applicants who need to select High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to participate in RIDE's EdReports Cohort. Cohort participants will conduct a supported review, selection, and development of an implementation plan for their selected High-Quality ELA/Literacy Curriculum. Within this process, the applicant must consider their Needs Analysis, implications for their Literacy Plan, and provide assurance that the selected curriculum will be implemented throughout all schools within the LEA.

- If an applicant elects to participate within the RIDE EdReports Cohort, it will also provide support for planning and budgeting.
 - Cohort Expectations:
 - A team of 6 comprised of central leadership, principals, coaches, MLL/ELL specialists, and teachers attend 6 full days of training throughout the school year (LEA is responsible for substitute costs).
 - This team also is required to meet monthly, either during the school day with substitutes provided or after school to support the Cohort work (LEA is responsible for substitute/afterschool costs).
 - If you have questions about the EdReports Cohort, please contact Jodi.Clark@ride.ri.gov for further information.

Applicants may apply for funds to vet their High-Quality ELA/Literacy Curriculum for additional criteria beyond EdReports' gateways (e.g., Culturally Responsive-Sustaining Education [CRSE], Multilingual Learners [MLLs], Differently-Abled Students, Foundational Skills).

Applicants may also include within their application, funds to support procurement of the High-Quality ELA/Literacy Curriculum.

Provide Professional Learning for High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to support the planning and implementation of their High-Quality ELA/Literacy Curriculum (e.g., increase educator expertise and implementation quality, continuous improvement protocols). Professional Learning must be sustained, embedded, and aligned to the specific curriculum to ensure maximum impact for educators and students. Ongoing training will support teachers in delivering instruction with quality and expertise; whereas, for principals, specialized support personnel, and other LEA personnel, their training will focus on how to support, develop, administer, and/or evaluate the implementation of the High-Quality ELA/Literacy Curriculum.

- For those LEAs who have purchased or are looking to purchase EL Education’s curriculum for grades K-5, RIDE has a [Master Price Agreement](#) for Professional Learning to support the implementation of this curriculum.
- For those LEAs who have purchased or are looking to purchase American Reading Company curriculum for grade K-5, RIDE has a [Master Price Agreement](#) for both the product and professional learning to support implementation.

Engage Professional Learning Specialists to Support Instructional Delivery

Applicants may apply to engage professional learning specialists to work with educators, such as Reading Coaches and MLL Specialists. Professional learning specialists may provide supports to educators to improve their coaching and/or supports to students to build sustainable local expertise and communities of practice.

Level Two Activities (Select one or more)

All selected Level Two Activities should be reflective of the applicant’s Needs Analysis.

Multi-tiered System of Supports (MTSS) Trainings

Applicants may apply for funding to conduct ongoing, embedded, on-site coaching and training to build the tiered intervention frameworks that include educator practices, systems-level support for implementers and data-based decision making across all grades at the school level. Frameworks will be developed that ensure consistency across grade levels, classrooms, and educators.

Intensive Intervention (Tier III) and Data-based Individualization (DBI) Training

Applicants may apply for funding to engage in training that will equip educators with skills and methods to systematically intensify interventions for students who have not responded to prior intervention.

Culturally Responsive Teaching

Applicants may apply for funding for targeted, high-quality professional learning that develops cultural competence, culturally responsive approaches to literacy teaching, and supports schools in attaining culturally responsive literacy materials. The trainings and materials should reflect the cultures of the populations served within the schools and provide an understanding of other cultures throughout the world.

Supports for MLL Students

Applicants may apply for funds to provide ongoing, embedded, sustained Professional Learning for educators in the practices articulated within the [Evidence-Based Practices for English Learners](#).

Facilitate Transitions to Kindergarten

Applicants may apply for funding to implement evidence-based literacy transition plans which include a focus on facilitating preschools to kindergarten hand-offs, engaging families, and ensuring school readiness for Kindergarten students (e.g., conducting teacher home visits, convening summer orientation programs).

Supports for Dyslexia and Other Scientifically-Based Literacy Training

Applicants may apply for funds to support:

- A. *Screening Consultation*: Applicants may apply for funds to receive expert consultation on the use of screeners for students who are differently-abled and how to use the data from the screeners to best inform instructional decisions and practices.
- B. *Intensive Interventionist Training*: Applicants may apply for funds to ensure at least one specialist (i.e., Reading Specialist, Speech Language Pathologist or Special Educator) at each school is certified or undergoing certification in Orton-Gillingham or a similar International Dyslexia Association accredited training program.
- C. *Structured Literacy™ Training*: Applicants may apply for funding to provide high-quality professional learning in Structured Literacy™.
- D. *Dyslexia Endorsement*: Applicants may apply for funding to provide high-quality professional learning and/or coursework at institutions of higher education for educators to earn a dyslexia endorsement from RIDE.
- E. *LETRS Training*: Applicants may apply for funds to provide stipends and/or substitute costs for educators' and principals' participation and completion of the LETRS training. The LETRS training includes 10 days of in-person training and approximately 64 hours of online modules and portfolios.

Partner with Community-Based Organizations to Deliver Evening/Weekend Literacy Instruction

Applicants may apply for funds to build partnerships focused on literacy with community-based organizations (e.g., local libraries, children's museums) to extend literacy learning beyond the school day and to engage families. Funding may support the development and implementation of an integrated set of structured activities for families to build literacy skills and practices at home, as well as, embed literacy into community settings, such as laundromats, grocery stores, barber-shops, and health centers.

Parent/Child Homework Sessions

Applicants may apply for funds to develop family homework sessions that will build parents' literacy knowledge, engage parents with school activities, and demonstrate the importance and fun of their children's literacy development.

Literacy Libraries

Applicants may apply for funds to purchase books for students to access independently that are culturally responsive, reflect the lived experiences of students, and are available in multiple languages. Funding may also support the distribution management of books to students and families (e.g., online library, book bags to transport books to and from school).

Build Protocols and Tools for Engaging Families with Personal Literacy Plans (PLP)

Applicants may apply for funds to develop and implement protocols and build tools to engage families within the PLP process, ensure ongoing communication and engagement, and connect families with targeted, evidence-based strategies to support their individual student's literacy development.

Grades 6-12 Level One and Level Two Activities

Level One Activities (All Required)

Purchase a High-Quality Curriculum

For the purposes of the RI CLSD Grant, High-Quality ELA/Literacy Curriculum is defined as receiving a green rating within all three gateways of the EdReports' Quality Standards Review.

Option 1: Applicants who have selected High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to support the procurement of High-Quality ELA/Literacy Curriculum. The High-Quality Curriculum materials must meet the expectation that all three gateways of EdReports' Quality Standards have met the green standard. The High-Quality Curriculum materials purchased must align with the Needs Analysis and be incorporated into the Literacy Plan.

Applicants may apply for funds to vet their High-Quality ELA/Literacy Curriculum for additional criteria beyond the EdReports' gateways (e.g., Culturally Responsive-Sustaining Education [CRSE], Multilingual Learners [MLLs], Differently-Abled Students, Foundational Skills).

Option 2: Applicants who need to select High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to complete a review process for selecting and procuring a High-Quality ELA/Literacy Curriculum. The review process must consider their Needs Analysis, implications for their Literacy Plan, and provide assurance that the selected curriculum will be implemented throughout all schools within the LEA.

Applicants may apply for funds to vet their High-Quality ELA/Literacy Curriculum for additional criteria beyond EdReports' gateways (e.g., Culturally Responsive-Sustaining Education [CRSE], Multilingual Learners [MLLs], Differently-Abled Students, Foundational Skills).

Applicants may also include within their application, funds to procure the selected High-Quality ELA/Literacy Curriculum.

Option 3: Applicants who need to select High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to participate in RIDE's EdReports Cohort. Cohort participants will conduct a supported review, selection, and development of an implementation plan for their selected High-Quality ELA/Literacy Curriculum. Within this process, the applicant must consider their Needs Analysis, implications for their Literacy Plan, and provide assurance that the selected curriculum will be implemented throughout all schools within the LEA.

If an applicant elects to participate within the RIDE EdReports Cohort, it will also provide support for planning and budgeting.

- Cohort Expectations:
 - A team of 6 comprised of central leadership, principals, coaches, MLL/ELL specialists, and teachers attend 6 full days of training throughout the school year (LEA is responsible for substitute costs).

- This team also is required to meet monthly, either during the school day with substitutes provided or after school to support the Cohort work (LEA is responsible for substitute/afterschool costs).
- If you have questions about the EdReports Cohort, please contact Jodi.Clark@ride.ri.gov for further information.

Applicants may apply for funds to vet their High-Quality ELA/Literacy Curriculum for additional criteria beyond EdReports' gateways (e.g., Culturally Responsive-Sustaining Education [CRSE], Multilingual Learners [MLLs], Differently-abled Students, Foundational Skills).

Applicants may also include within their application, funds to support procurement of the High-Quality ELA/Literacy Curriculum.

Provide Professional Learning for High-Quality ELA/Literacy Curriculum

Applicants may apply for funds to support the planning and implementation of their High-Quality ELA/Literacy Curriculum (e.g., increase educator expertise and implementation quality, continuous improvement protocols). Professional Learning must be sustained, embedded, and aligned to the specific curriculum to ensure maximum impact for educators and students. Ongoing training will support teachers in delivering instruction with quality and expertise; whereas, for principals, specialized support personnel, and other LEA personnel, their training will focus on how to support, develop, administer, and/or evaluate the implementation of the High-Quality ELA/Literacy Curriculum.

- For those LEAs who have purchased or are looking to purchase EL Education's curriculum for grades 6-12, RIDE has a [Master Price Agreement](#) for Professional Learning to support the implementation of this curriculum
- For those LEAs who have purchased or are looking to purchase American Reading Company curriculum for grade 6-12, RIDE has a [Master Price Agreement](#) for both the product and professional learning to support implementation.

Engage Professional Learning Specialists to Support Instructional Delivery

Applicants may apply to engage professional learning specialists to work with educators, such as Reading Coaches and MLL Specialists. Professional learning specialists may provide supports to educators to improve their coaching and/or supports to students to build sustainable local expertise and communities of practice.

Assess Quality of Comprehensive Literacy Instruction as a Component of a Well-rounded Education

Principals, district-level staff, and instructional leaders need to have a holistic, well-balanced approach to education. Applicants may seek funds, if needed, to provide time and training for personnel to plan how comprehensive literacy instruction integrates with all disciplines, attends to MLLs and the domain areas, as well as, to evaluate programming and the sufficiency of staffing for students requiring intensive intervention to ensure that they have a well-rounded education.

Provide Time and Professional Learning for Educators to Meet to Plan Evidence-based Literacy Instruction to be Delivered as a Component of a Well-rounded Education

Applicants may apply for funds to ensure that teaching and instruction is consistent and of high-quality across all educators, including time for educators to work together, to learn, and to articulate a succinct plan. In addition, literacy instructional leads must have opportunities to share best practices with educators within all subject areas to ensure that students' learning experiences are grounded in evidence-based literacy instruction across all domains.

Level Two Activities (select one or more)

All selected Level Two Activities should be reflective of the applicant's Needs Analysis

Multi-tiered System of Supports (MTSS) Trainings

Applicants may apply for funding to conduct ongoing, embedded, on-site coaching and training to build the tiered intervention frameworks that include educator practices, systems-level support for implementers and data-based decision making across all grades at the school level. Frameworks will be developed that ensure consistency across grade levels, classrooms, and educators.

Intensive Intervention (Tier III) and Data-based Individualization (DBI) Training

Applicants may apply for funding to engage in training that will equip educators with skills and methods to systematically intensify interventions for students who have not responded to prior intervention.

Culturally Responsive Teaching

Applicants may apply for funding for targeted, high-quality Professional Learning that develops cultural competence, culturally responsive approaches to literacy teaching, and supports schools in attaining culturally responsive literacy materials. The trainings and materials should reflect the cultures of the populations served within the schools and provide an understanding of other cultures throughout the world.

Supports for MLL Students

Applicants may apply for funds to provide ongoing, embedded, sustained Professional Learning for educators in the practices articulated within the [Evidence-Based Practices for English Learners](#).

Support Transitions into Grade 6

Applicants may apply for funds to support transitions by conducting evidence-based, targeted transition supports for students entering middle school. Activities may include, but are not limited to summer orientation programs, family engagement, individual instruction and remediation over the summer, and mentorship programs.

Support Transitions from Middle School to High School

Applicants may seek funds to develop and implement evidence-based literacy transition plans with a focus on facilitating hand-offs, engaging families, and ensuring continuity for individual students entering high school. These facilitated hand-offs could include on-site orientations, meetings between middle school and high school educators, family conferences, summer learning/reading programming, or other evidence-based activities to support continuous, uninterrupted instruction.

Partner with Community-Based Organizations to Deliver Literacy Instruction

Applicants may apply for funds to build partnerships with out-of-school learning organizations to deliver activities and programming that support students' literacy achievement. Funding may be utilized for identifying, selecting, developing, and implementing these aligned activities in partnership with the school/LEA.

Build Protocols and Tools for Engaging Families with Individual Learning Plans (ILP)

Applicants may apply for funds to develop and implement procedures and protocols to engage families with their student’s ILP to ensure ongoing communication and engagement, and connect families with targeted, evidence-based strategies to support literacy achievement.

The table below provides a summary of the Level One Activities required for each age/grade span and the Level Two Activities, which applicants may apply for funds to support one or more activities.

Activity	Birth - Pre-K	K-5	6-12
1- High-Quality Curriculum Adoption	REQUIRED	REQUIRED	REQUIRED
1- Provide Professional Learning on HQCM	REQUIRED	REQUIRED	REQUIRED
1- Evaluate Progress with TSG	REQUIRED		
1- Engage professional learning specialists to support instruction		REQUIRED	REQUIRED
1- Integration of literacy within all disciplines			REQUIRED
1- Time/Professional Learning to plan about evidence-based literacy instruction			REQUIRED
2- Multi-Tiered System of Supports (MTSS)	CHOICE	CHOICE	CHOICE
2- Implement the Itinerant Model	CHOICE		
2- Building System Partnerships	CHOICE		
2- Transition to Kindergarten		CHOICE	
2- Intensive Intervention (Tier 3) and Data-Based Individualization (DBI) training		CHOICE	CHOICE
2- Culturally Responsive-Sustaining Education		CHOICE	CHOICE
2- Supports for Multilingual Learners		CHOICE	CHOICE
2- Supports for students with Dyslexia and/or scientifically-based literacy training		CHOICE	

2- Partner with community-based organizations for evening/weekend adult literacy instruction		CHOICE	
2- Transition to middle or high school			CHOICE
2- Parent/child homework supports		CHOICE	
2- Literacy libraries		CHOICE	
2- Partner with community-based organizations for out- of- school literacy instruction		CHOICE	CHOICE
2- Protocols and tools for engaging families with ILPs and/or PLPs		CHOICE	CHOICE

Application Requirements

Applicants must submit all 7 components of the application. The Application includes the following components:

Application Information

Complete the required sections which include: Applicant Name, Contact Information, Age/Grade Spans of the application, and Impact Study Participation.

If an LEA is applying for a K-5 grant, they may opt in to a national CLSD Impact Study. The U.S. Department of Education is conducting a national evaluation of CLSD to understand the implementation of the program and its impact on student literacy. On behalf of the U.S. Department of Education, the American Institutes for Research (AIR) invites LEAs interested in applying for CLSD funding to participate in the impact study. Each LEA participating in the evaluation will pick which schools receive CLSD funding as usual, but the timing of funding for the participating elementary schools will be determined by random assignment (i.e., a lottery). About half of the LEA's participating elementary schools will receive CLSD funding immediately and half will receive it after 2 years. The lottery ensures that differences in outcomes can be attributed to CLSD funding and not to features of the schools or their decisions to participate. LEAs with four or more elementary schools are best positioned to participate in the impact study. Participating districts will receive up to \$15,000 per participating elementary school.

For additional information about the impact study, please see the study webpage at:

https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp

You may also contact: Dr. Eleanor Fulbeck at efulbeck@air.org or 650.350.9045 or

Dr. Jessica Heppen at jheppen@air.org or 202.403.5488 for further information regarding the CLSD Impact Study.

Needs Analysis Results Summary (2-3 pages)

Provide a summary of the methodology and results of the needs analysis. Include the data collected and methods of analysis and interpretation. Data visualization, as well as, text are welcomed. Please attach a copy of the completed Needs Assessment.

All CLSD Awardees will draft and publish a Literacy Action Plan which articulates a clear vision for Literacy Success for all students based on analysis of achievement data and scientific reading research. Additionally, the Literacy Action Plan must align and coordinate fiscal and human resources to ensure that the Literacy Action Plan is effectively implemented and evaluated for effectiveness. All CLSD Awardees will have until 4:00 p.m. on August 5, 2020, to submit their Literacy Action Plan to RIDE.

Scope of Work

Referencing completed Needs Analysis directly, with citations, articulate the expectations and implementation of the required Level One Activities and the selected Level Two Activities.

Work Plan

Complete a work plan for the proposed grant activities. Please be sure to include the following:

- Month by month plan for Year One of work including all activities, deliverables, staff, and dates through September 2020.
- Quarterly plan of work for Year Two through Year Four, including all high-level activities, staff, and dates.

Demonstrated Capacity

Using concrete examples, explain how the work will be supported, and by whom, during the funded period of time. Specifically, who will be involved, their capacity and leadership and how they were selected by the program/district and/or community. Identify the key project staff for the grant including the project lead, project manager, team staff, and support staff. Include staff qualifications and skills that determined their placement on the project. Indicate the FTE percentage for each staff member allocated to this project.

Leadership and Stakeholder Commitment

Demonstrate leadership and stakeholder sign on for participation of grant activities including monitoring and evaluation. LEA/Program leader and principal commitment and signatures are required at the time of application. Upon award, all CLSD awardees must provide sign on for at least 80% of the targeted educators for grant activities within the schools and grade level(s) awarded.

Budget and Budget Narrative

A budget must be submitted by fiscal year and include all activities for all five grant years.

Budget proposals have the following parameters:

- Up to 50% of the total request may be to procure High-Quality ELA/Literacy Curriculum.
- Up to 5% of the budget may be used to procure supplies and consumables.
- Applicants may budget for indirect costs based on their approved restricted rate.
- Grant funds may not be used for:
 - Hardware, software, or cloud technology purchases, except when software or services are included in or are the delivery platform for the High-Quality ELA/Literacy Curriculum.
 - Staff salaries, benefits or related compensation.
 - Conferences or out-of-state travel (minimal in-state travel is allowable)
- Substitute costs or stipends for training or professional learning community time is allowable.
- The Budget must be submitted using the approved template only. Other templates will not be accepted.

A budget narrative must be provided for each cost category in the proposed budget. The narrative must provide an explanation of how grant funds and any other local or federal funds will be used; include a rationale for how the funds are reasonable and sufficient to achieve the grant outcomes.

Evaluation and Selection

Criteria

All applicants should submit an Intent to Apply. Interested applicants should identify the age/grade span(s) in which they intend to submit an application. Although submitting an Intent to Apply is not required, RIDE strongly encourages LEAs to provide this information. RIDE will use this information to inform additional guidance for applicants. Please complete the [Intent to Apply](#) by **January 24, 2020**.

Applications are due **February 26, 2020 by 4:00 p.m.** Applicants must complete all sections of the application. Incomplete applications will not be considered. Applications may be submitted by hand to Sherry Germain or electronically to clsd@ride.ri.gov. Electronic and hard copies must have all appropriate signatures to be considered complete.

Allocation Rules

Seventy-five percent of funds are prioritized for the 11 communities in Rhode Island that have the highest proportion of low-income students in the state: Central Falls, Cranston, East Providence, Johnston, Newport, North Providence, Pawtucket, Providence, Warwick, West Warwick, and Woonsocket. Included within this prioritized group are Charter, state schools, and community-based organizations for whom the majority of their students reside in these 11 communities. The remaining 25% of funds will be available for the other RI communities.

Funding is further prioritized by age/grade span:

- \$3,000,000 for Birth to Pre -Kindergarten
- \$8,000,000 for Kindergarten to Grade 5
- \$8,000,000 for Grade 6-12

The table below provides the estimated number of grant awards and maximum grant award for LEAs or community-based organizations that serve students in 11 high priority communities.

	Total Funding	Estimated Number of Grants	Maximum Grant Award
Birth to Pre -Kindergarten	\$ 2,250,000	9-16	\$250,000
Kindergarten to Grade 5	\$ 6,000,000	6-8	\$1,000,000
Grades 6-12	\$ 6,000,000	6-8	\$1,000,000

The table below provides the estimated number of grant awards and maximum grant award for LEAs or community-based organizations that serve students not included within the 11 high priority communities.

	Total Funding	Estimated Number of Grants	Maximum Grant Award
Birth to Pre-Kindergarten	\$750,000	4-6	\$200,000
Kindergarten to Grade 5	\$2,000,000	4-5	\$500,000
Grades 6-12	\$2,000,000	4-5	\$500,000

RIDE reserves the right to fund all, partial, or to exceed grant requests based on application quality, number of applicants, or other factors.

Evaluation Rubric

<p>Needs Assessment (15 points)</p>	<p>5 points: Includes only the data collected with minimal analysis and/or interpretation. OR data analysis/methodology is inconclusive or flawed. Data visualization is missing or flawed.</p>	<p>10 points: Includes all data collected and methodology with some analysis or partial interpretation. Results incompletely outline literacy needs for chosen grade span, population, or other group.</p>	<p>15 points: Includes all data collected and complete methodology. Analysis is complete. Visualizations, if included, are clear and provide meaning. Results clearly outline literacy needs for age/grade span, population, or other group in an actionable way.</p>
<p>Scope of Work (35 pts total)</p>	<p>5 points: Incomplete Executive Summary. Narrative is missing or insufficient in at least two parts: major milestones and goals, connection between work and needs analysis, all proposed activities, schools and grades, number and role of educators, and data collection plan. Narrative has no clarity or connection amongst parts.</p>	<p>20 points: Provides Executive Summary, with citations. Narrative is missing or insufficient in at least one part: major milestones and goals, connection between work and needs analysis, all proposed activities, schools and grades, number and role of educators, and data collection plan. Narrative lacks clarity or cohesiveness among and between parts of the scope of work.</p>	<p>35 points: Complete Executive Summary, with citations. Narrative includes all parts: major milestones and goals, connection between work and needs analysis, all proposed activities, schools and grades, number and role of educators, and data collection plan. Narrative is clear, actionable, and represents work that will have an impact on student achievement. Connections are made between and among parts of the plan to represent a cohesive, multi-year strategic plan.</p>
<p>Work Plan (15 points)</p>	<p>5 points Year One or Years Two-Five are incomplete or missing large sections. Work plan does not directly address the scope of work and is missing key dates, staff, or deliverables.</p>	<p>10 points: Year One plan includes month by month plan of most activities, deliverables, staff, and dates. Years Two-Five plans include quarterly plans with some high level activities, staff, and monthly dates. Work plan inconsistently addresses the scope of work and maybe missing key dates, staff, or deliverables.</p>	<p>15 points Year One plan includes month by month plan of all detailed activities, deliverables, staff, and dates. Years Two-Five plans include quarterly plans with high level activities, staff, and monthly dates. Work plan is tightly linked to the scope of work, outlines, and all necessary activities.</p>
<p>Demonstrated Capacity (15 points)</p>	<p>5 points Key project staff: project lead, project manager, team staff, and support staff are identified, duties outlined, FTE stated, selection process, and funding for position. No examples are used to demonstrate capacity. Project staff have few of the qualifications necessary for the project and may not have enough allocated funding and time.</p>	<p>10 points: Key project staff: project lead, project manager, team staff, and support staff are identified, duties outlined, FTE stated, selection process, and funding for position. No examples are used to demonstrate capacity. Project staff have most of the qualifications necessary for the project and have enough allocated funding and time for implementation.</p>	<p>15 points: Key project staff: project lead, project manager, team staff, and support staff are identified, duties outlined, FTE stated, selection process, and funding for position. Concrete examples are used to demonstrate a capacity for work, including historically successful projects. Project staff have qualifications necessary for the project and have enough allocated funding and time to ensure successful implementation.</p>
<p>Signature Page (5 points)</p>		<p>5 points: Includes all signatures, including Superintendent/Head of School, Project Lead, participating principal(s), and all participating educators.</p>	
<p>Budget and Budget Narrative (15 points)</p>	<p>5 points: It is unclear from the budget and/or budget narrative how the grant funds will be spent. There is little or no rationale for how the funds are reasonable and sufficient to achieve the grant outcomes. Little or no other funding sources have been leveraged.</p>		<p>15 points: Budget and budget narrative provides a clear explanation of how grant funds and other funds will be used, including a solid rationale for how the funds are reasonable and sufficient to achieve the grant outcomes. Identified opportunities to leverage other funding sources, such as other state, federal, or local funding.</p>

Submission Guidelines

RIDE will conduct a webinar for any questions on **January 21, 2021, at 10:00 a.m.** All questions regarding the grant must be submitted to clsd@ride.ri.gov by **February 5, 2020**. RIDE will post the questions and answers on **February 10, 2020**. All documents will be posted on the [RIDE CLSD website](#).

Applications are due **February 26, 2020, by 4:00pm**. Applications may be submitted by hand to RIDE care of Sherry Germain or electronically to clsd@ride.ri.gov. Electronic and hard copies must have all appropriate signatures and required components to be considered complete.



Rhode Island Comprehensive Literacy Grant Application

Important Dates

January 21, 2021, at 10:00am: RIDE Comprehensive Literacy Grant Application Webinar

February 5, 2020: All questions regarding the grant submitted to CLSD@ride.ri.gov

February 10, 2020: RIDE will post the questions and answers on [RIDE CLSD website](#).

February 26, 2020, by 4:00pm: Applications are due. Applications may be submitted by hand to RIDE care of Sherry Germain or electronically to CLSD@ride.ri.gov . Electronic and hard copies must have all appropriate signatures and required components to be considered complete.



Rhode Island Comprehensive Literacy Grant Application

1 Application Information

LEA/Program Name:

Application Grade/Age Span:

Please check the box indicating the age/grade span for this grant application. Separate applications must be submitted for each age/grade span application.

- Birth to Pre–Kindergarten
- Kindergarten to Grade 5
- Grades 6-12

Grant Application Contact Information

Primary Contact	
Title	
Mailing Address	
Phone	
Fax	
Email	

CLSD Impact Study Participation

Please indicate your LEA's willingness to participate in the CLSD Impact Study by checking the appropriate box. If we are selected to receive a CLSD grant:

Our LEA **will participate** in the CLSD Impact Study and receive up to \$15,000 for each participating elementary school. **The elementary schools we will include in the impact study are:**

1. Name of Elementary School 1 _____
2. Name of Elementary School 2 _____
3. Name of Elementary School 3 _____
4. Name of Elementary School 4 _____
5. continue as needed _____

Our LEA will **not commit to participating** in the CLSD Impact Study.

2 Needs Analysis Summary (suggested 2-3 pages)

Please write a summary of the methodology and results of the Needs Analysis. Include the data collected and methods of analysis and interpretation. Data visualization, as well as text, are welcomed. Please attach a copy of the completed Literacy Needs Assessment within the application.

3 Scope of Work (2-3 pages)

Referencing completed Needs Analysis directly, with citations, articulate the expectations and implementation of the required Level One Activities and the selected Level Two Activities. Include:

- Major milestones and goals
- Connection between the work and the Needs Analysis
- All proposed Level One and Level Two Activities
- Schools and grades to be impacted by the work
- Number of and role of educators involved in the proposed work
- Plan for data collection and sharing data with RIDE

4 Work Plan

- Month by month plan for Year One of work
- Quarterly plan of work for Years 2 -4
- Include all **high level** activities, staff, and monthly dates.
- Include all detailed activities, deliverables, staff and dates.

NOTE: Table below is an example. Add/subtract rows as necessary or use other table that meets above requirements.

Deliverable	Date	Person/People Responsible

5 Demonstrated Capacity

Explain, using concrete examples, how the work will be supported, and by whom, during the funded period of time. Specifically, who will be involved, their capacity and leadership and how they were selected by the program/district and/or community. Identify the key project staff for the grant including project lead, project manager, team staff, and support staff. Indicate the FTE for each that will be allocated to this project.

7 Budget and Budget Narrative

Budget Narrative: For each cost category within the proposed budget, provide an explanation of how grant funds and any other local or federal funds will be used; include a rationale for how the funds are reasonable and sufficient to achieve the grant outcomes. Please include a cost basis for each category that resembles a mathematical equation when possible.

The LEA/Community-Based Organization estimates that its budget for work to be performed under this Agreement is as follows:

Expense Category	Estimated Expenditures					
	FY20	FY21	FY22	FY23	FY24	Total
1. Salaries	0	0	0	0	0	0
2. Fringe Benefits (52000)	0	0	0	0	0	0
3. Professional and Technical Services (53000)	0	0	0	0	0	0
4. Property Services (Facility Rental/Maintenance) (54000)	0	0	0	0	0	0
5. Other Purchased Services (55000)	0	0	0	0	0	0
6. Supplies and Materials (56000)	0	0	0	0	0	0
7. Property and Equipment (57000)	0	0	0	0	0	0
8. Indirect Costs (60000)	0	0	0	0	0	0
Subtotal	0	0	0	0	0	0
Indirect Cost *	0	0	0	0	0	0
TOTAL	0	0	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 LEA on behalf of this Agreement and to be claimed by the LEA 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 LEA shall notify the grant 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 LEA 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*

BUDGET DETAIL SHEET *

FISCAL YEAR 2020

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

NAME	POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
TOTAL				

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

PROPERTY SERVICES (54000)

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Travel		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		
Program Supplies		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

Total \$

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

** 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.

BUDGET DETAIL SHEET *

FISCAL YEAR 2021

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

NAME	POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
TOTAL				

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

PROPERTY SERVICES (54000)

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Travel		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		
Program Supplies		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

Total \$

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

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BUDGET DETAIL SHEET *

FISCAL YEAR 2022

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

NAME	POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
TOTAL				

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

PROPERTY SERVICES (54000)

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Travel		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		
Program Supplies		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

Total \$

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

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BUDGET DETAIL SHEET *

FISCAL YEAR 2023

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

NAME	POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
TOTAL				

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

PROPERTY SERVICES (54000)

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Travel		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		
Program Supplies		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

Total \$

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

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BUDGET DETAIL SHEET *

FISCAL YEAR 2024

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

NAME	POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
TOTAL				

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

PROPERTY SERVICES (54000)

EXPENSE CATEGORY	DESCRIPTION	TOTAL
Building Rent/Lease/Mortgage		
Building Maintenance		
Telephone/Internet Services		
TOTAL		

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Travel		
Property Insurance		
TOTAL		\$

SUPPLIES AND MATERIALS (56000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		
Program Supplies		
Subscriptions and Dues		
Utilities (Gas, Oil, Electricity)		
TOTAL		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		
Equipment		
TOTAL		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
TOTAL		\$

Total \$

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

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

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