



# Mathematics and Science Partnership Program

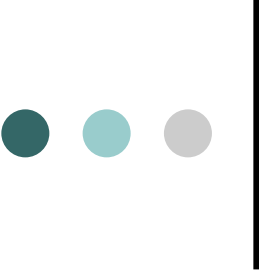
## Technical Assistance Workshop



**Mike Heinz**, Program Officer,  
New Jersey Department of Education

**Tracy Roberts**, Caliber and Associates

**Dave Carbone, Ph.D.** Grants Management  
New Jersey Department of Education



# Funding Source

**TITLE II, PART B OF THE NO CHILD LEFT BEHIND  
ACT OF 2001 (NCLB)**

**The MSP Grants Program is 100% federally funded under  
Title II Part B of NCLB**

**Awards are contingent upon future funding awards from the  
United States Department of Education**



## Goals and Objectives:

- Improve teachers' subject content knowledge, pedagogical skills, and classroom practices;
- Increase student achievement in mathematics and science;
- Increase numbers of highly qualified teachers in mathematics and science;
- Increase student content knowledge that is aligned to the teacher professional development activities;
- Provide evidence of increased teacher content knowledge through the use of technology integration in mathematics and science; and
- Reduce the attrition rate of novice mathematics, science, special education, and elementary grades content area specialists in grades 3-8.



## As a result of this program, partnerships will:

- improve the academic achievement of students in mathematics and science;
- improve teachers' subject content knowledge, skills and classroom practices;
- provide follow-up activities, such as curriculum alignment, distance learning, and activities that train teachers to utilize technology in the classroom;
- increase the number of highly qualified teachers in mathematics and science; and
- include learning opportunities that are aligned to the Professional Standards for Teachers as they are defined in N.J.A.C. 6A:9-3.3 and correlated to the New Jersey Core Curriculum content Standards.



# Eligibility to apply

Limited competitive grant program. Eligible applicants **must** consist of the following partners:

1. **Applicant/Lead Agency** – An institution of higher education with an engineering, mathematics, or science department.
2. **A “high need” LEA** – For the purposes of this grant, high need LEA is defined as
  - a) those schools with LEAs with at least 20% of children from families with incomes below the poverty line and/ or
  - b) schools who have not met AYP in mathematics for a minimum of four years.



## Eligibility to apply

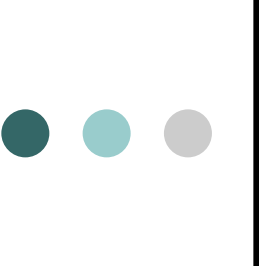
Limited competitive grant program. Eligible applicants may contain of the following partners:

- Additional LEAs, another engineering, mathematics, science, or teacher training department of an IHE, public charter schools, public or private schools, or a consortium of such schools;
- a business;
- a nonprofit or for-profit organization with demonstrated effectiveness in improving the quality of mathematics and science teachers; and
- a federal, state, or local agency with demonstrated effectiveness in improving the quality of mathematics and science teachers. Examples of these organizations include, but are not limited to NASA, NOAA, USGS, and NJ Department of Environmental Protection.



# Nonpublic Schools

To ensure equitable participation, the applicant must assess, address and evaluate the needs of nonpublic school students and teachers; spend an equal amount of funds per student to provide services; provide nonpublic school students and teachers with an opportunity to participate in activities equivalent to the opportunity provided public school students and teachers; and offer services that are secular, neutral and non-ideological.



In designing a three-year comprehensive plan, applicants are required to address the following important characteristics:

- Focus on content knowledge;
- Emphasize active learning;
- Promote coherence of professional development;
- Collective participation among teachers; and
- Sufficient program duration and frequency to facilitate change in practice;



# Required Activities

- ✓ Annually conduct a summer institute for a period of not less than 2 weeks (10 days/80 hours);
- ✓ Provides for follow-up training during the academic year that is conducted in the LEA for a period of not less than 3 consecutive or nonconsecutive days (3 days/24 hours). Follow-up training must be based on the New Jersey Professional Development Standards for Teachers N.J.A.C. 6A:9-15.2;
- ✓ Include, as a component, a program that provides direct interaction between Grade 3-8 teachers of mathematics and/or science and higher education mathematics, science, and/or engineering faculty;
- ✓ Includes as a component, training on how to meaningfully integrate technology into mathematics and science classrooms;



# Required Activities

- ✓ Include as a component a program that develops and supports novice mathematics, science and special education content area specialists in grades 3-8;
- ✓ Includes a description of a capstone project to be completed by participants that will lead to the implementation of learning into their practice;
- ✓ Provides an electronic resource for teachers and project partners to efficiently communicate, collaborate, and disseminate information; and
- ✓ Includes a specific plan of collaboration with the MSP external evaluation contractor;



# Awards

Year One of Three (July 1, 2007 – June 30, 2008)

- Award approximately **\$4,050,000** in MSP Competitive Sub-Grants
- A total of **six** awards will be made **two** per region; a maximum request of **\$675,000**.
  - If there are no proposals from a particular region or proposals from a particular region do not meet the requirements of the NGO, awards will be made to the next highest scoring proposal or proposals regardless of region.



# Awards

The NJDOE has established a three-year project of federal funds, as follows:

- **Year One of Three**, July 1, 2007 to June 30, 2008;
- **Year Two of Three**, July 1, 2008 to June 30, 2009; and
- **Year Three of Three** July 1, 2009 to June 30, 2010.

Years Two and Three awards are contingent upon successful completion of funded program goals and objectives.



# Regions of New Jersey

<b>Northern Region</b>	<b>Central Region</b>	<b>Southern Region</b>
<ul style="list-style-type: none"><li>•Bergen County</li><li>•Essex County</li><li>•Hudson County</li><li>•Morris County</li><li>•Passaic County</li><li>•Sussex County</li><li>•Warren County</li></ul>	<ul style="list-style-type: none"><li>•Hunterdon County</li><li>•Mercer County</li><li>•Middlesex County</li><li>•Monmouth County</li><li>•Somerset County</li><li>•Union County</li></ul>	<ul style="list-style-type: none"><li>•Atlantic County</li><li>•Burlington County</li><li>•Camden County</li><li>•Cape May County</li><li>•Cumberland County</li><li>•Gloucester County</li><li>•Ocean County</li><li>•Salem County</li></ul>



# Project Application Requirements

- Statement of Need
- Project Description
- Goals, Objectives, and Indicators
- Scientifically Based Research
- Project Activity Plan
  - Professional Development
  - Organizational Commitment and Capacity
    - Organizational chart of individuals involved in the project
- Evaluation Plan



# Application Submission

1. **NGO must be used in combination with DGA to prepare application**
2. **Complete All Required Forms**
3. **Application Component Checklist**
4. **Submit Original and 4 Copies –No Faxes**
5. **Application Due Date**

**4:00 PM, Thursday January 18, 2007**

<i>Required (Y)</i>	<i>Location</i>	<i>Form</i>	<i>Included (Y)</i>
√	NGO	Application Title Page	
√	NGO	Documentation of Eligibility	
√	NGO	Documentation of Collaboration	
√	DGA	Board Resolution to Apply	
√	DGA	Statement of Assurances	
√	DGA	Project Abstract	
√	DGA	Statement of Need	
√	DGA	Project Description	
√	DGA	Goals, Objectives and Indicators	
√	DGA	Project Activity Plan	
√	DGA	Organizational Commitment and Capacity	
√	DGA*	Budget Form A: Full-Time and Part-Time Salaries	
√	DGA*	Budget Form B: Personal Services – Employee Benefits	
√	DGA*	Budget Form C: Purchased Professional and Technical Services	
√	DGA*	Budget Form D: Supplies and Materials	
√	DGA*	Budget Form E: Equipment	
√	DGA*	Budget Form F: Other Costs	
√	DGA*	Subgrant Budget Summary	
√	DGA	Application for Funds – Budget Summary	
√	DGA	Documentation of Nonpublic School Participation	
√	NGO	Nonpublic Equitable Participation Summary and Affirmation of Consultation form	

\* Budget forms are required when applicable costs are requested.



# Reporting Requirements

<u>Report</u>	<u>Reporting Period</u>	<u>Due Date</u>	<u>Submit To</u>
<b>1<sup>st</sup> Interim</b>	<b>7/1/07 – 9/30/07</b>	<b>10/15/07</b>	<b>Application Control Center</b>
<b>2<sup>nd</sup> Interim</b>	<b>7/1/07 – 12/31/07</b>	<b>01/15/08</b>	<b>Application Control Center</b>
<b>3<sup>rd</sup> Interim</b>	<b>7/1/07– 3/31/08</b>	<b>04/15/08</b>	<b>Application Control Center</b>
<b>Final</b>	<b>7/1/07 – 6/30/08</b>	<b>09/30//08</b>	<b>Application Control Center</b>
<b>Annual Project Report</b>	<b>7/1/07 – 6/30/08</b>	<b>08/28/08</b>	<b>Program Officer who forwards all project reports to the USED</b>



Overview of  
New Jersey  
Math/Science Partnership  
Evaluation Design

**Tracy Roberts**, Caliber and  
Associates



# Presentation Overview

- Evaluation team members and perspective
- NJ MSP project goals and evaluation research questions
- Proposed data collection types, sources and frequency
- Evaluation training
- Evaluation reporting



<b>Team Member</b>	<b>Role</b>	<b>Affiliation</b>
Tracy Roberts	Evaluation Director	Caliber/ICF
Pat DeVito	Principal Investigator, Assessment Development	AEC
Terry Clark	Management/ Design of Data Collection	ERG
Colin Mably	Training & Technical Assistance	AEC
Boris Rachev	Analysis & Report Development	Caliber/ICF



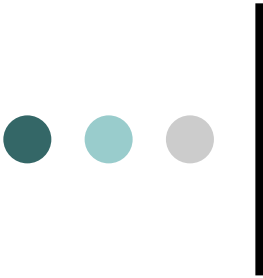
## Evaluation Team Principles

- Evaluation is a collaborative effort.
- Evaluation is a tool for program improvement.
- Evaluation must balance the needs of rigor with the needs of practitioners for immediate use.
- Program context is important for evaluation.



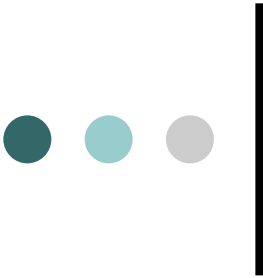
# NJ MSP Evaluation Research Questions

- What is the effect of the NJ MSP on student achievement and the learning environment?
- Is there a correlation between student achievement and teachers who are credentialed in their content area?
- Does teacher subject matter coursework positively relate to student achievement?
- Which PD strategies enhance teacher content knowledge?
- To what extent are course(s) of study integrated into higher education programs?

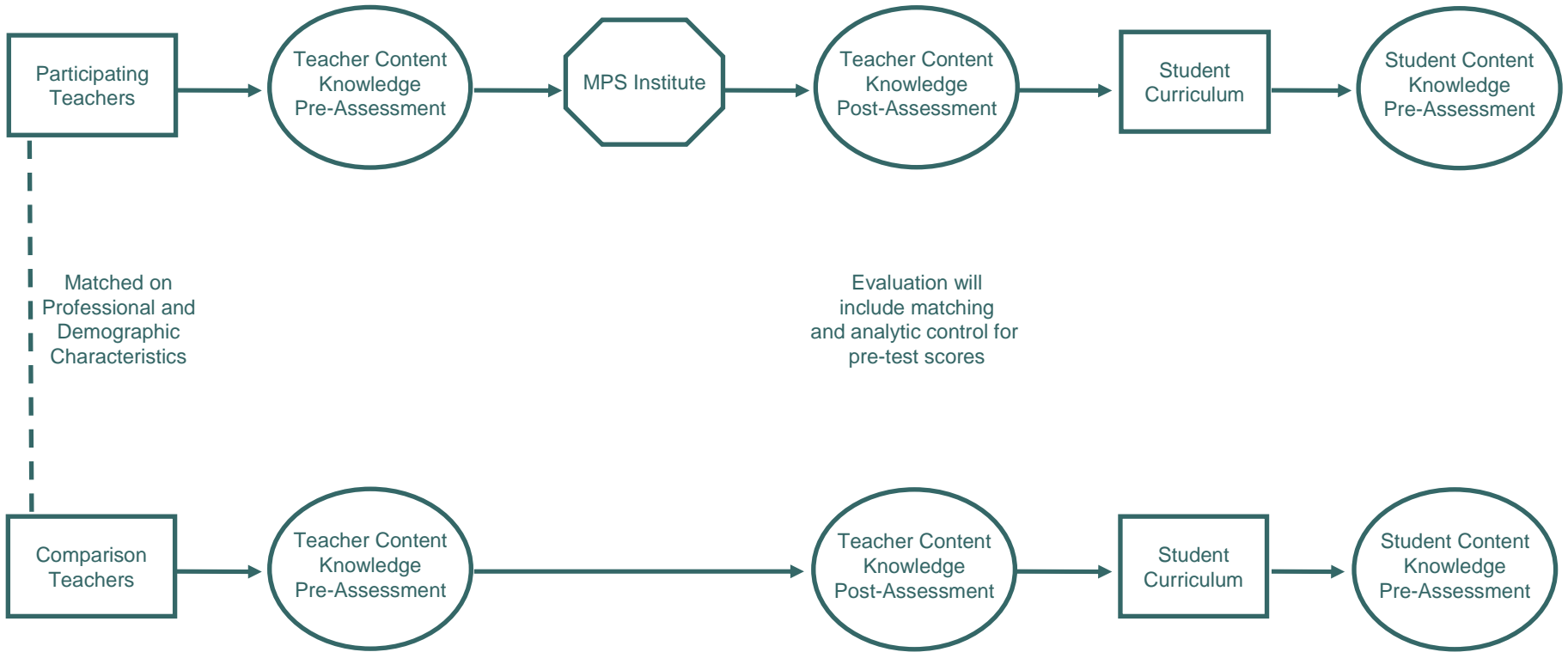


## NJ MSP DATA COLLECTION

Data	Frequency Per Year	Lead
Teacher Assessments ○ Participating and Comparison	Twice	Lead Agencies & Evaluation Team
Student Assessments ○ Participating and Comparison	Twice	Lead Agencies & Evaluation Team
Teacher Background Survey ○ Participating and Comparison	Once	Lead Agencies & Evaluation Team
PD Observations ○ Participating	TBD	Evaluation Team



# NJ MSP Assessment Design





## Participating Teacher Assessments

- Assessments will be administered on first and last day of institute.
- Assessments must reflect the intent and instructional focus of the institute (i.e., content and pedagogy).
- Assessments must have known psychometric properties.
- Evaluation team will assist with the identification of existing assessment instruments.



## Comparison Teacher Assessments

- Teachers who did **not** receive professional development should be assessed with same instruments (including background instruments) and at approximately same intervals.
- Comparison teachers should be similar to participating teachers in relevant characteristics (e.g., courses taught, number of years teaching, educational attainment, certification).



## Student Assessments

- Student sample of participating teachers should be pre- and post-assessed during school year.
- Student sample of comparison teachers should be pre- and post-assessed during school year.
- Items for assessment instruments should be developed from sources with established technical quality indicators (e.g. NAEP).



## Teacher Background Survey

Collect information in domains that include:

- Demographics
- Credentials
- Prior and concurrent professional development
- Use of standards for instruction
- Instructional practices



# Professional Development Observations

- Incorporate participant observation techniques
- Focus on the relationships among training content, implementation, and teacher and student achievement
- Arrange schedule with each Lead Agency



# Professional Development Observations

- Select randomly six of the 12 institutes and document them, or
- Document one institute per agency, but be sure there are three math and three science in the observed set.



# Evaluation Training

Two Types:

- Lead Agency staff
- Participating teachers



## Evaluation Training

Lead Agency Staff training will focus on:

- Evaluation questions
- Timelines
- Methodology (data collection, analysis, and reporting activities)
- Responsibilities (evaluation team and Lead Agency)
- Communication and information sharing
- Processes and procedures



# Evaluation Training

Participating teacher training will focus on:

- Role of evaluation
- Uses of evaluation data
- Confidentiality/trust
- Processes and procedures



## Evaluation Reporting

- Project Profile Reports
- Interim Reports
- Annual Reports
- Comprehensive Reports



# Constructing the Budget

Dave Carbone Ph.D.

New Jersey Department of Education  
Office of Grants Management



# Contents



The Program Connection



Completing the Budget Detail Forms



General Guidelines



Sample Forms



Special Forms



Important Reminders



## The Program Connection

Goals, Objectives, Indicators and Activities  
provide the program foundation for the  
Budget.



# The Program Connection

For each Goal, Objectives must be developed.

An objective:

- contains a behavior and a standard,
- is stated as an expected outcome,
- starts with a verb that specifies definite, observable and measurable behavior.



# The Program Connection

**Indicators** describe methods that you will use to evaluate the progress toward achievement of the goals and objectives, as well as the overall grant project outcomes.

Indicators include:

- the measures and instrumentation to be used,
- who will develop and conduct the evaluation, and
- how results will be used.



# The Program Connection

Project activities show all steps to be taken to achieve the objective.

Activities include:

- all personnel involved,
- documentation to verify the accomplishment of the activity, and
- a completion timeline.

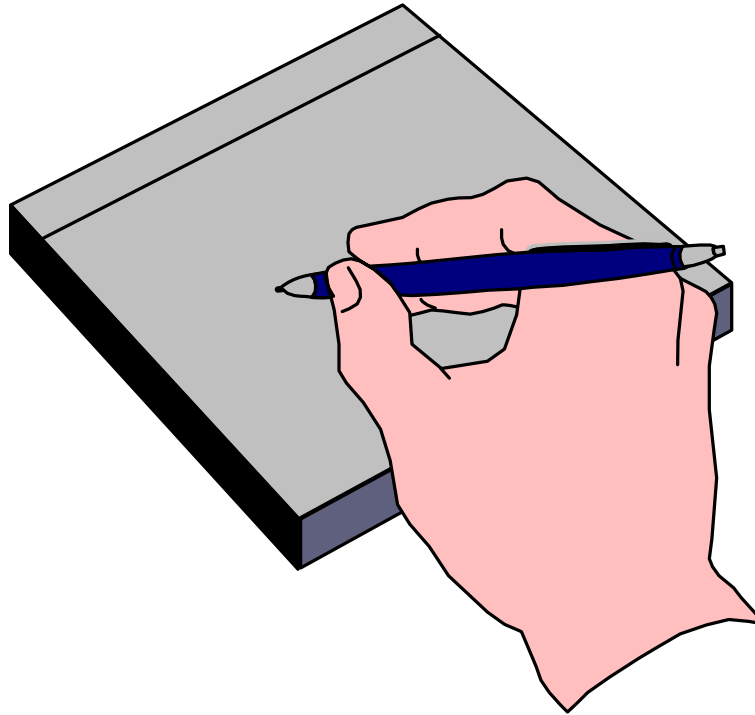
- ● ● | The Program Connection

Goals, objectives, indicators and activities are the

*DIRECT LINK*



# Completing the Budget Detail Forms





# Completing the Forms

- Generally speaking, all requested costs must be considered allowable in accordance with the following criteria:



# Completing the Forms

All costs must:

- **reflect resources necessary** and be directly **allocable (linked)** to the project plan (goals, objectives and activities);
- have a **cost basis** to support the identification of the amount (*i.e., quantity x unit cost = total request*);
- **be administratively efficient**;
- **be reasonable** for the performance of the project;

more...



# Completing the Forms

- **conform to any limitations or exclusions** as set forth in the NGO, program regulations, and/or OMB cost principles;
- **be treated in a consistent manner** by the grantee as an item of cost, regardless of the source of funds involved;
- **be categorized** in accordance with Generally Accepted Accounting Principles (GAAP); and
- **not be included** as an item of cost in any other federally funded program (no double funding!).



# Completing the Forms

The budget detail forms are designed to link project activities to requested costs and to provide the cost basis for each estimated cost.

**The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget**



# General Guidelines

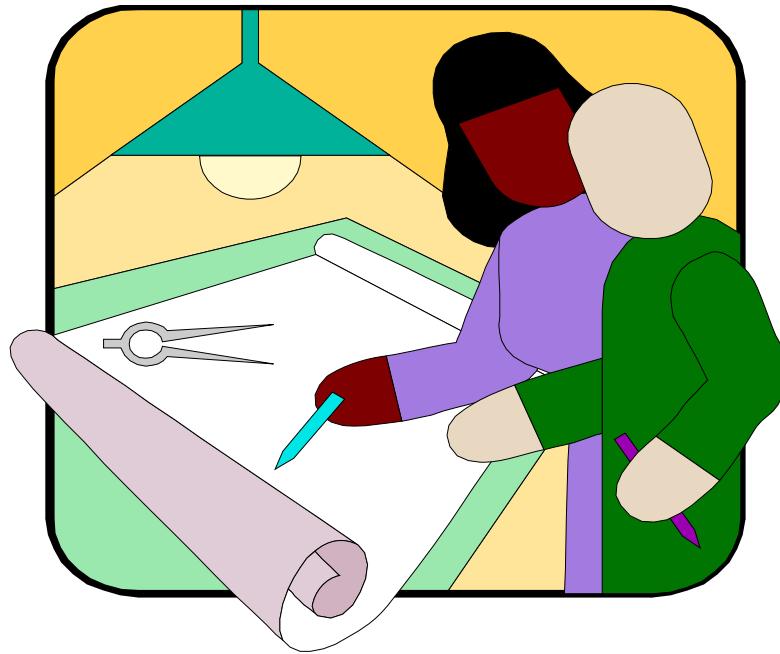
- Complete all identifying information.
- Complete all columns on each form.
- Show on the budget detail forms the cost basis for each proposed expenditure.
- Provide an itemized list when required.

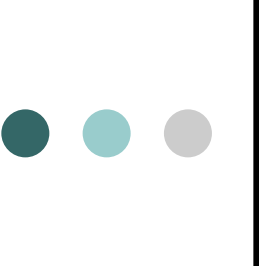


# General Guidelines

- Check all calculations for accuracy.
- Show all entries in whole dollars only.
- Link each proposed expenditure to the Project Activity Plan.

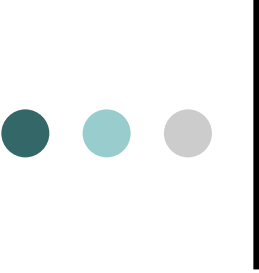
# Sample Forms





# Form A - Salaries

- Full-time or part-time staff members employed by the lead (applicant) agency should be entered on Budget Detail Form A.
- Additional compensation is also requested on Form A.
- Split staff by function/object code if they perform instructional AND support functions.
- The sample shows several cost calculation methods. (*see sample*)



# Sample - Form A

## BUDGET DETAIL FORM A

*Personal Services - Salaries  
Function & Object Codes 100-100 and 200-100*

Date: November 16, 2000

NGO TITLE: Math for Talented Students	<input type="checkbox"/> <b><u>Check box if this is a subgrantee form and identify Subgrantee below.</u></b>
APPLICANT (LEAD) AGENCY: Bakersfield Public Schools	SUBGRANTEE:

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application package* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total For <b>part-time</b> positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
1.3.2, 1.3.4 & 5	100-100	Teacher/C. Mathius for talented math class	\$42,000/yr. x 100% time on grant = \$42,000	\$21,000
1.1.4, 1.3.2, 2.1	100-100	Professional Development Compensation - 12 math teachers attend Summer in-service on talented math training	12 teachers x 10 hours per teacher x \$25/hour = \$3,000	\$3,000
2.1.1 - 2.1.5	200-100	Project Director/P. Dee	\$50,000/yr. x 25% of time on grant = \$12,500	\$12,500
2.1.1 - 2.1.5	200-100	Secretary/vacant	\$15/hour x 150 hours = \$2,250	\$1,500



# Form B - Personal Benefits

- Fringe benefits for all full-time and part-time employees of the agency whose salaries will be wholly or partially funded by the grant are entered on Budget Detail Form B.
- Benefits “match” the salary requested from the grant. (Only grant funded salaries can receive grant funded benefits.)
- Special Considerations:



# Form B - Personal Benefits

## FICA/TPAF

✓ 7.65% has already been entered in the “FICA” column. This percentage includes both Social Security (6.20%) and Medicare (1.45%).

✓ For grant projects funded with **federal funds**, you **must** charge to the grant FICA and Teacher Pension and Annuity Fund (TPAF) benefits calculated on the base salary for any employee of a Local Education Agency (LEA) who holds a New Jersey teaching certificate, if grant funds are requested for the employee’s salary.



# Form B - Personal Benefits

✓ For grant projects funded with **state funds**, you may **not** charge to the grant FICA or TPAF benefits calculated on the base salary for any employee of an LEA who holds a New Jersey teaching certificate.

✓ For grant projects funded with both **state and federal funds**, you **must** use the federal funds for FICA and TPAF costs for all full-time employees whose salaries are fully or partially funded with federal funds and who hold New Jersey teaching certificates unless otherwise instructed in the *NGO*.

# Sample - Form B

**BUDGET DETAIL FORM B**  
*Personal Services – Employee Benefits*  
*Function & Object Code 200-200*

Date: November 16, 2000

NGO TITLE: Math for Talented Students

**Check box if this is a subgrantee form and identify subgrantee below.**

APPLICANT (LEAD) AGENCY: Bakersfield Public Schools

SUBGRANTEE:

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* package for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA <u>7.65%</u>	TPAF <u>5%</u>	PERS -----%	WRKR'S COMP <u>0.81%</u>	UNEMPLY. <u>0.25%</u>	DISABIL. <u>0.10%</u>	HEALTH <u>Varies</u>	OTHER SPECIFY: <u>Dental - Fixed \$120</u>	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Teacher/C. Mathius	\$21,000	1,606	1,050	-0-	170	52	21	1,500	60	21.2%	\$4,459
Professional Development 12 teachers	\$3,000	229			24	7				8.6%	\$260
Project Director/ P. Dee	\$12,500	956	625	-0-	101	31	12	750	30	20%	\$2,505
Secretary/vacant	\$1,500	114			12	3				8.6%	\$129



## Form C - Purchased Professional and Technical Services

- Use Budget Detail Form C for consultant costs. Consultants are non-employees of the applicant who are paid to perform services on an hourly, daily or flat-fee basis.
- Do not include subgrants on Form C, only consultants.

**NOTE:** If a “flat fee” is used as the cost basis, you must identify the specific products or services to be provided for that fee and an approximate number of hours or days the consultant will spend on the project.

# Sample - Form C

## BUDGET DETAIL FORM C

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: November 16, 2000

NGO TITLE: Math for Talented Students

**Check box if this is a subgrantee form and identify subgrantee below.**

APPLICANT (LEAD) AGENCY: Bakersfield Public Schools

SUBGRANTEE:

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* package for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
1.1.4	200-300	Consultant to conduct in-service for talented math teachers on using technology to align talented math curriculum to NJ CCCS	\$315 per day	6 days	\$1,890



## Form D - Supplies and Materials

- Use Budget Detail Form D for classroom/instructional supplies and materials, non-instructional supplies and materials, and textbooks.
- Identify the supplies to be purchased, the cost per unit and the quantity.
- Do not include equipment on Form D.
- **NOTE:** In some cases, it may be acceptable for you to identify only the types of supplies to be purchased, rather than provide an itemized list of the supplies. However, for all entries, you must provide as much detail as necessary for the DOE to accurately determine the **necessity** for the proposed expenditure. (*see sample*)

# Sample - Form D

## **BUDGET DETAIL FORM D**

*Supplies and Materials*

*Function & Object Codes 100-600 and 200-600*

Date: November 16, 2000

NGO TITLE: **Math for Talented Students**

**Check box if this is a subgrantee form and identify subgrantee below.**

APPLICANT (LEAD) AGENCY: **Bakersfield Public Schools**

SUBGRANTEE:

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* package for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
1.3.5	100-600	Instructional supplies for talented math students (notebooks, pencils, erasers, calculators)	\$6/student	100 students	\$600
1.3.5 - 1.3.10	100-600	Math workbooks for talented math students	\$10/book	100	\$1,000
1.3.5 - 1.3.10	100-600	Math textbooks for talented math students	\$25/book	100	\$2,500
1.5 all activities	100-600	Math software for 20 math lab computers	\$89/computer	20	\$1,780
2.4	200-600	General office supplies such as photocopier paper(\$50),envelopes (\$20), and file folders (\$20)	varies	varies	\$200



## Definition of Equipment

- 1. It retains its original shape, appearance and character with use;*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;*
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it;*
- 4. Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year;*
- 5. The unit cost is more than \$2,000. (NOTE - effective July 1, 2001, the unit cost has changed from \$500 to \$2,000.)**



## Form E - Equipment

- Use Budget Detail Form E for instructional and non-instructional equipment only.
- Provide a clear description in the “Item Description” column of the item to be purchased (*e.g.*, the number of video conferencing systems, along with any peripherals that are included).
- Do not name specific brands or vendors.
- “Bundles” or “Packages” are allowable if purchased from a single vendor. Include a complete description.



## Form E - Equipment

- Include in the “Item Description” column, information on how and by whom the equipment will be used (*e.g.*, for student instructional use in computer lab). (*see sample*)





## Form F - Other Costs

- Use Budget Detail Form F for all Function & Object Codes which are not entered on Budget Detail Forms A through E.
- Staff travel - identify the staff member who will be traveling and the purpose for which the travel will be undertaken.



## Form F - Other Costs

### **SPECIAL CONSIDERATIONS**

- **Purchased Property Services**

For all rentals (property, vehicles, equipment) please be aware that you may be requested to provide a copy of a lease agreement or a written quote from the prospective lessor. However, it isn't necessary to provide this documentation as part of your proposed budget.



## Form F - Other Costs

### **SPECIAL CONSIDERATIONS**

**Restricted Indirect Costs:** Restricted Indirect Costs are allowable with documentation of a federally approved indirect cost rate. Eight percent of the modified total direct cost for the project (total direct costs minus equipment and sub grants) is the maximum restricted, indirect cost rate allowed.



## Form F - Other Costs

- Indirect cost rates must be approved and documented. (NJDOE approves LEA rates, non-LEAs should contact their federal cognizant agency)

# Sample - Form F

## BUDGET DETAIL FORM F

Date: November 16, 2000

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings  
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

NGO TITLE: **Math for Talented Students**

**Check box if this is a subgrantee form and identify subgrantee below.**

APPLICANT (LEAD) AGENCY: **Bakersfield Public Schools**

SUBGRANTEE:

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* package for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT
7.3.1	100-800	<b>Full day field trip to math/science museum:</b> Admission: 100 students @ \$2 each = \$200	\$200
	200-500	One-day transportation to museum - two (2) buses @ \$100/day/bus = \$200	\$200
5.5.5	200-500	<b>National Math Teachers Convention in Atlanta, Georgia:</b> Registration: 2 staff @ \$100 each = \$200	\$200
	200-580	Round-trip airfare from Newark: 2 staff @ \$150 each = \$300	\$300
	200-580	Hotel: 3 nights/room x 1 room x \$75/night	\$225
	200-580	Meals: 2 staff x 3 days/staff x \$40/day	\$240



## Subgrants

- The same set of budget detail forms is used for the applicant (lead) agency as for each subgrant agency where subgrant agreements are a necessary part of the budget.
- Subgrant budget detail instructions are the same as lead (applicant) agency instructions.



## Subgrants

- There is a space on each form to identify a specific subgrant agency. (*see highlighted section on sample*)
- Remember to check the NGO for Subgrant requirements.



# Sample Subgrant Form A

## BUDGET DETAIL FORM A

*Personal Services - Salaries*

*Function & Object Codes 100-100 and 200-100*

Date: November 16, 2000

NGO TITLE: Math for Talented Students

Check box if this is a subgrantee form and identify subgrantee below.

APPLICANT (LEAD) AGENCY: Bakersfield Public Schools

SUBGRANTEE: Moline Central

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Standard Application Package* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION	
			For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total	GRANT REQUEST AMOUNT
1.3.2, 1.3.4	100-100	Teacher/Vacant for talented math class	\$39,000/yr. x 33.33% of time on grant = \$13,000	\$13,000
1.1.4, 1.3.2, 2.1	100-100	Professional Development Compensation - 4 math teachers attend Summer in-service talented math training	4 teachers x 10 hours per teacher x \$25/hour = \$1,000	\$1,000



## Subgrant Budget Summary

- Complete this form after all subgrant budget detail forms are completed.
- Each column represents individual subgrant agency requested funds. (*see sample*)
- If required by the NGO, complete the Administrative Cost Summary Column and Matching box.

# Sample - Subgrant Budget Summary

NOTE: Complete this form only when  
Requesting subgrants as part of the budget

NJ DEPARTMENT OF EDUCATION  
**SUBGRANT BUDGET SUMMARY**

Applicant (Lead) Agency: Bakersfield Public Schools  
Agency Code: 01 / 2345

CO/Lead

NGO Title: Math for Talented Students  
01 - A B 01 - C 23

NGO#:

BUDGET CATEGORY	FUNCTION & OBJECT CODE	Subgrantee: <u>Moline Central</u>	Subgrantee: _____	Subgrantee: _____	Subgrantee: _____	Subgrantee: _____	TOTAL <i>Sum of all subgrant columns</i>	ADMIN. COST SUMMARY
<b>INSTRUCTION</b>								
Personal Services - Salaries	100-100	14,000					14,000	
Purchased Prof. & Tech Svcs.	100-300							
Other Purchased Services	100-500							
Supplies and Materials	100-600							
Other Objects	100-800							
<b>SUBTOTAL - INSTRUCTION</b>		14,000					14,000	
<b>SUPPORT SERVICES</b>								
Personal Services - Salaries	200-100							
Personal Svcs. - Emp. Benefits	200-200	3,409					3,409	
Purchased Prof. & Tech Svcs.	200-300							
Subgrant Cost Summary	200-320							
Purchased Property Svcs	200-400							
Other Purchased Services	200-500							
Travel	200-580							
Supplies and Materials	200-600							
Other Objects	200-800							
Indirect Costs	200-860							
<b>SUBTOTAL - SUPPORT SERVICES</b>		3,409					3,409	
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>								
Buildings	400-720							
Instructional Equipment	400-731							
Non-Instructional Equipment	400-732							
<b>SUBTOTAL - FACILITIES</b>								
<b>TOTAL COST</b>		17,409					17,409	

TOTAL AMOUNT OF SUBGRANTEE MATCHING FUNDS COMMITTED TO THIS PROJECT\*:

\$0



## Budget Summary Form

- Summary of all planned expenditures.
- Prepare this form after ALL budget detail forms are completed.
- Use 200-320 for total subgrant expenditures.
- Business Administrator/Fiscal Officer signature required.
- Complete the Administrative Costs Summary Column and Matching Fund Box only if required by the NGO.

**NJ DEPARTMENT OF EDUCATION  
APPLICATION FOR FUNDS - BUDGET SUMMARY**

Applicant (Lead) Agency: Bakersfield Public Schools

CO/Lead Agency Code: 0 1 / 2 3 4 5

NGO Title: Math for Talented Students

NGO#: 01 - A B 0 1 - C 2 3

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED			TOTAL Sum of columns 1-3 (Column 4)	ADMIN. COST SUMMARY (Column 5)
		STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	OTHER FUNDS (Column 3)		
<b>INSTRUCTION</b>						
Personal Services - Salaries	100-100		24,000			
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600		6,080			
Other Objects	100-800		200			
<b>SUBTOTAL - INSTRUCTION</b>			30,280			
<b>SUPPORT SERVICES</b>						
Personal Services - Salaries	200-100		14,000			1,500
Personal Services - Employee Benefits	200-200		7,353			129
Purchased Professional & Technical Services	200-300		1,890			
Subgrant Cost Summary	200-320		17,409			
Purchased Property Services	200-400					
Other Purchased Services	200-500		400			
Travel	200-580		765			
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
<b>SUBTOTAL - SUPPORT SERVICES</b>			\$41,817			\$1,629
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>						
Buildings	400-720					
Instructional Equipment	400-731		27,903			
Non-Instructional Equipment	400-732					
<b>SUBTOTAL - FACILITIES</b>			\$27,903			
<b>TOTAL COST</b>			100,000			\$1,629

**TOTAL AMOUNT OF MATCHING FUNDS COMMITTED TO THIS PROJECT\*:**

\$21,750

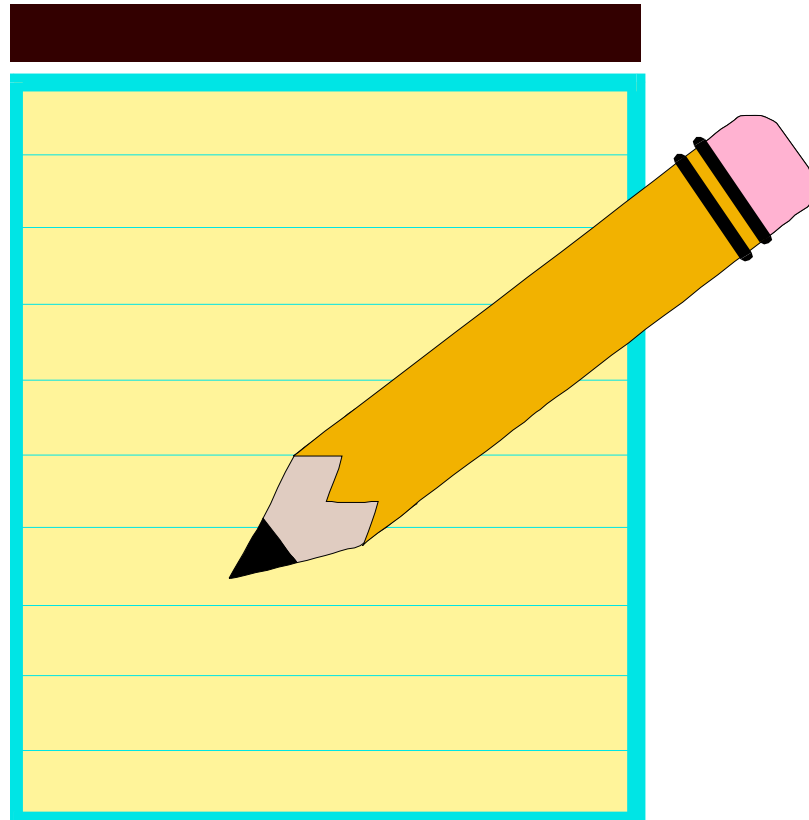
*\*Complete only when there is a matching funds requirement in the NGO.*

10/00  
Business Administrator/Chief Fiscal Officer

Date

final -

# Special Forms





## Important Reminders

- Use the DGA with the NGO to complete all required forms.
- Include enough information to justify the request.
- Check all calculations.
- Show all amounts in whole dollars.
- Link EACH proposed expenditure to the Program Activity Plan, goals and objectives.



## Questions and Answers

- If your question is not answered during this TA session, please complete the **MSP Question Form** and return it to Mike Heinz. Your questions will become part of an online FAQ document located at the NJDOE website.