

Solicitation Information
August 1, 2014

RFP# 7548911

**TITLE: EARLY CHILDHOOD MENTAL HEALTH CONSULTING (ECMHC)
INTERVENTION SUPPORTS**

Submission Deadline: Friday, August 29, 2014 at 2:00 PM (ET)

PRE-BID/ PROPOSAL CONFERENCE: NO

Questions concerning this solicitation must be received by the Division of Purchases at gail.walsh@purchasing.ri.gov no later than **Tuesday, August 12, 2014 at 5:00 PM (ET)**. Questions should be submitted in a *Microsoft Word attachment*. Please reference the RFP# on all correspondence. Questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information.

SURETY REQUIRED: NO

BOND REQUIRED: NO

Gail Walsh
Chief Buyer

Applicants must register on-line at the State Purchasing Website at www.purchasing.ri.gov

Note to Applicants:

Offers received without the entire completed four-page RIVIP Generated Bidder Certification Form attached may result in disqualification.

THIS PAGE IS NOT A BIDDER CERTIFICATION FORM

REQUEST for PROPOSALS
Early Childhood Mental Health Consultation: Intervention Supports
Grant

The Rhode Island Department of Administration, Division of Purchases, on behalf of the Rhode Island Department of Education (RIDE) is requesting proposals from qualified vendors to develop and implement Early Childhood Mental Health Consultation (ECMHC) Intervention Supports, in accordance with the terms of this solicitation and the State's General Conditions of Purchase, which may be obtained at the Rhode Island Division of Purchases Home Page at www.purchasing.ri.gov.

This is a Request for Proposals, not an Invitation for Bid. Responses will be evaluated on the basis of the relative merits of the proposal, in addition to price; there will be no public opening and reading of responses received by the Division of Purchases pursuant to this Request, other than to name those offerors who have submitted proposals.

INSTRUCTIONS AND NOTIFICATIONS TO BIDDERS:

Potential offerors are advised to review all sections of this solicitation carefully and to follow instructions completely, as failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from or materially alter the terms, requirements, or scope of work defined by this Request will be rejected as being non-responsive.

All costs associated with developing or submitting a proposal in response to this Request, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.

Proposals are considered to be irrevocable for a period of not less than sixty (60) days following the opening date, and may not be withdrawn, except with the express written permission of the State Purchasing Agent.

All pricing submitted will be considered to be firm and fixed unless otherwise indicated herein.

Proposals misdirected to other State locations or which are otherwise not present in the Division of Purchases at the time of opening for any cause will be determined to be late and will not be considered. PROPOSALS EMAILED OR FAXED TO THE DIVISION OF PURCHASES WILL NOT BE CONSIDERED. The "Official" time clock is in the reception area of the Division of Purchases.

It is intended that an award pursuant to this Request for Proposals will be made to prime contractor(s) who will assume responsibility for all aspects of the work. Joint ventures shall be considered, so long as the contractor's duties and responsibilities are clearly articulated in such form as acceptable to the State. Subcontractors are permitted, provided their use is clearly indicated in the offeror's proposal and the subcontractor(s) to be used are identified in the proposal.

All proposals should include the vendor's FEIN or Social Security number as evidenced by a W9, downloadable from the Division's website at www.purchasing.ri.gov.

In accordance with Title 7, Chapter 1.2 of the General Laws of Rhode Island, no foreign corporation shall have the right to transact business in the state until it shall have procured a Certificate of Authority to do so from the Rhode Island Secretary of State (401-222-3040). *This will be a requirement only of the successful bidder (s).*

Offerors are advised that all materials submitted to the State of Rhode Island for consideration in response to this Request for Proposals will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws, without exception, and will be released for inspection immediately upon request, once an award has been made..

Also, Submitters should be aware of the State's MBE requirements, which addresses the State's goal of ten per cent (10%) participation by MBE's in all State procurements. For further information, contact the State MBE Administrator at (401) 574-8253 or charles.newton@doa.ri.gov. Visit the website <http://www.mbe.ri.gov>.

Interested parties are instructed to peruse the Division of Purchases web site on a regular basis, as additional information relating to this solicitation may be released in the form of an addendum to this RFP.

Equal Employment Opportunity (RIGL 28-5.1)

§ 28-5.1-1 Declaration of policy. – (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent, in employment, public service, grants and financial assistance, and in state licensing and regulation. For further information, contact the Rhode Island Equal Employment Opportunity Office, at 222-3090 or via email raymond.lambert@hr.ri.gov.

RIGL 37-13-3.1 State public works contract apprenticeship requirements. * (a) Notwithstanding any laws to the contrary, all general contractors and subcontractors who perform work on any public works contract awarded by the state after passage of this act and valued at one million dollars (\$1,000,000) or more shall employ apprentices required for the performance of the

awarded contract. The number of apprentices shall comply with the apprentice to journeyman ratio for each trade approved by the apprenticeship council of the department of labor and training.

ARRA SUPPLEMENTAL TERMS AND CONDITIONS

For contracts and sub-awards funded in whole or in part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto, such contracts and sub-awards shall be subject to the Supplemental Terms and Conditions for Contracts and Sub-awards Funded in Whole or in Part by the American Recovery and Reinvestment Act of 2009. Pub.L.No. 111-5 and any amendments thereto located on the Division of Purchases website at www.purchasing.ri.gov.

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REQUEST for PROPOSALS

Early Childhood Mental Health Consultation: Intervention Supports Grant

Section 1: Background and Overview

This request for proposals is to announce the availability of funding for the development and delivery of Early Childhood Mental Health Consultation (ECMHC) Intervention Supports to Rhode Island's early childhood education programs.

"Knowing the ABCs is not enough. To be prepared for school, children also must be excited and curious about learning and confident that they can succeed (motivational qualities). They must be able to understand the feelings of others, control their own feelings and behaviors, and get along with their peers and teachers (socioemotional skills)." – Boyd, Barnett, Bodrova, Leong, & Gomby, 2005

Children's healthy social and emotional development is supported by their participation in high quality preschool programs. When children demonstrate positive social skills and healthy emotional capacities, they engage more successfully in the learning opportunities present within a high quality preschool program.

Yet even in high quality early childhood education programs, children demonstrate challenging behaviors that negatively impact their cognitive learning and development. Teachers struggle to identify individualized teaching strategies that reduce challenging behaviors as well as teach children how to successfully engage in and learn within an early childhood environment. ECMHC is a promising intervention that has been shown to support early childhood educators in addressing the challenging behaviors that inhibit learning (Gilliam, 2007, Raver et al., 2008). ECMHC has also yielded positive social and emotional outcomes for young children in early childhood settings, including reductions in preschool expulsions (Perry, Brennan, Bradley, & Allen, 2006).

As RI builds early childhood systems which support young children's success in kindergarten and beyond, it makes sense to integrate early childhood mental health consultation services into our system of supports in order to create high quality early childhood education programs and build our early childhood educator competencies in addressing social emotional learning for infants through preschoolers. By doing so, we will promote, prevent and intervene to support the healthy learning and development of all young children.

Definition of Early Childhood Mental Health Consultation in Rhode Island:

The following definitions adopted from the early childhood mental health consultation field best describe Rhode Island's vision of what ECMHC can contribute to RI early childhood education programs, their staff and the children who attend those programs.

An early childhood mental health consultant is a *"professional consultant with mental health expertise who works collaboratively with early care and education staff, programs and families to*

improve their ability to prevent, identify, treat and reduce the impact of mental health problems among children from birth to age six. The consultant works primarily to improve children’s social emotional well-being by building the capacity of early care and education staff, parents and other caregivers to promote mental health, child development and manage challenging behaviors.”

– From ECMHC Summit at FLA University, 2010

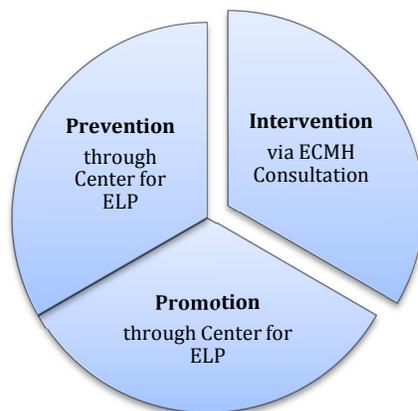
RI ECMH Consultants can specifically educate, train, and “coach” early childhood educators so that they develop the knowledge, skills and competencies to effectively support children’s social and emotional learning and development —whether it be to support the needs of one child or an entire classroom of children.

Although the Consultant may provide some direct services (e.g., observing children, conducting individual assessments, modeling effective practices), these activities are ultimately designed to enhance early childhood educator competence in supporting young children’s social and emotional development. In sum, ECMHC is both a problem-solving and capacity-building intervention focused on the early childhood educator (CSEFEL, Research Synthesis: Early Childhood Mental Health Consultation).

Rhode Island’s Statewide ECMH Consultation: Continuum of Supports

Early childhood mental health consultation recognizes that achieving positive social and emotional outcomes for young children requires a comprehensive approach that spans a continuum of mental health services and supports—from promotion to prevention to intervention (Perry, Kaufmann, & Knitzer, 2007).

The continuum of mental health services and supports – from promotion to prevention to intervention – as described above will be integrated into the developing systems supporting early childhood programs and professionals. The vision for this system is outlined below:



Promotion Activities (All Children)

Child- or Family-Centered Consultation

- Provide families with information on children’s social and emotional development
- Provide tips to families on how to create a home environment that supports healthy social and emotional development

Programmatic Consultation

- Assess strengths and challenges within the early childhood setting/environment
- Support early childhood staff in creating a more pro-social learning environment
- Engage early childhood staff and programs in promoting and encouraging staff wellness

Prevention Activities (Children at Risk for Behavioral Problems)

Child- or Family-Centered Consultation

- Conduct home visits with families and children with identified risks
- Offer families training on effective strategies for addressing challenging behaviors
- Design and help implement targeted supports to meet the needs of a child or children at risk
- Model effective strategies and coach early childhood staff in using them to support a child or children at risk

Programmatic Consultation

- Offer ideas and resources for teaching young children social skills and appropriate behavior
- Guide selection and use of social and emotional screening tools
- Support early childhood staff with classroom management strategies

Intervention (Children Exhibiting Challenging Behavior)

Child- or Family-Centered Consultation

- Provide crisis intervention services for early childhood staff regarding a child’s behavior
- Engage families and staff in developing individualized behavior support plans
- Link child/family to community mental health services and assist with care coordination

Programmatic Consultation

- Support early childhood staff with classroom management strategies
- Train early childhood staff in creating and implementing individualized behavior support plans
- Help early childhood program foster relationships with community services and providers
- Work with early childhood program to develop inclusive policies for working with children with challenging behavior

ECMHC Intervention Supports

Under the Race to the Top – Early Learning Challenge Grant, Rhode Island has developed the Center for Early Learning Professionals (Center for ELP). The mission of the Center is to “give early childhood programs and providers the tools, support, and resources they need to provide high-quality care and education to Rhode Island’s youngest children”. The Center will, in collaboration with qualified professionals from the early childhood mental health field when necessary, provide the resources, expertise, and opportunities needed for early childhood educators to build their capacities and knowledge of how to promote healthy social and emotional development, as well as prevent challenges that can arise for children who are at risk for behavior problems. The resources to support the development and delivery of promotion and prevention activities are included within the Center’s existing budget.

The intervention component of the early childhood mental health consultation continuum will occur onsite at early childhood education programs across the state. Examples of intervention

activities supported through ECMHC are listed below. This solicitation provides the resources for this component of a system of ECMHC.

The successful bidder will deliver ECMHC Intervention services which include:

Child- or Family-Centered Consultation

- Conduct assessment of a child's behavior in context of existing relationships within the early childhood education setting
- Provide crisis intervention services for early childhood staff regarding a child's behavior
- Engage families and staff in developing individualized behavior support plans
- Support early childhood staff with implementing recommended strategies
- Link child/family to community mental health services and assist with care coordination

Programmatic Consultation

- Review current PQI plan and ensure promotion and prevention activities are in place
- Guide program in developing own internal referral process and social emotional/behavioral support team that informs social emotional and appropriate behavior teaching strategies
- Train early childhood staff in creating and implementing individualized behavior support plans
- Help early childhood program foster relationships with community services, providers, and state programs such as RI KidsConnect
- Work with early childhood program to develop inclusive policies for working with children with challenging behavior

The successful bidder will also coordinate and link ECMHC Intervention services with the ECMHC Promotion and Prevention services offered through the Center for Early Learning Professionals. By doing so, the promotion – prevention – intervention continuum of services will be aligned and available for early childhood education programs.

Section 2: Eligible Applicants

Eligible organizations or entities include early childhood mental health providers, community mental health organizations and institutions. Additionally, interested applicants must be able to demonstrate:

- Knowledge of and capacity to incorporate the key components of Rhode Island's early childhood education system into ECMHC. Key components include:
 - Rhode Island Early Learning and Development Standards
 - Rhode Island Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators
 - DCYF Child Care Licensing Regulations
 - BrightStars Quality Rating System
 - RIDE Comprehensive Early Childhood Education Program Approval Standards
- Experience successfully providing ECMHC within early childhood education settings

- Capacity to systematically communicate/collaborate with the Center for Early Learning Professionals related to ECMHC services for early childhood education programs.

RIDE encourages collaborative applications. Joint applications for funds may be submitted. However, in each case the lead agency chief administrative officer who will retain fiduciary and other administrative responsibilities for the grant must be designated and indicated in the application.

Section 3: Scope of Work

Tasks:

1. Hire and supervise qualified early childhood mental health consultants.
2. Develop and implement process of recruiting, prioritizing, enrolling and exiting eligible early childhood education programs.
3. Systematically communicate and/or collaborate with Center for Early Learning Professionals, linking ECMHC Intervention supports with ECMHC promotion and prevention services and supports provided through the Center.
4. Deliver child- or family-centered and programmatic intervention activities within early childhood education programs in RI.
5. Regularly convene a management team, which includes representatives from the Center for Early Learning Professionals and RIDE, to ensure integration of ECMHC Intervention Supports within RI’s early childhood education system.
6. Develop and carry out a plan to evaluate the effectiveness of the provision of ECMHC Intervention Supports at the program, teacher, and child level.

The successful bidder will address all aforementioned components. To ensure, at a minimum, all areas are addressed comprehensively in the technical report the bidder should address all components in the “Technical Proposal Required Elements” section of this RFP.

Deliverables and Timeline

<i>Task</i>	<i>Deliverables</i>	<i>Schedule</i>
#1	List of ECMH consultants and staff, including education and experience	Immediately upon execution of contract - June 2015
#1	Written ECMHC supervision policies and plan	Within two weeks of execution of contract
#2 and #3	Written ECMHC Intervention policies and procedures including but not limited to: ECE program recruitment strategies, processes for prioritizing enrollment of programs, systematic communication with Center for Early Learning Professionals, delivery and evaluation of ECMHC services to eligible early childhood education programs.	Within two weeks of execution of contract

#4	Provide RIDE with required information through narrative and budget reports submitted on a monthly and/or quarterly basis and other informational requests, as needed.	Immediately upon execution of contract - June 2015
#5	Regularly convene management team which includes at minimum, representatives from the Center for Early Learning Professionals and RIDE, to ensure integration of ECMHC Intervention Supports within RI's early childhood education system.	Monthly, immediately upon execution of contract - June 2015
#6	Provide RIDE with ECMHC effectiveness evaluation data and summary report.	Immediately upon execution of contract - June 2015

Section 4: Technical Proposal Required Elements

Assemble your technical proposal as outlined below. The technical proposal may be no longer than 15 single-spaced pages. Margins must be at least 1 inch on all sides.

7. Identify measurable outcomes related to the provision of ECMHC at the program, teacher and child level and plan to determine whether outcomes have been met or not.
8. Identify budget which encompasses all of the above deliverables for specified amount

Experience and Capacity

Describe your organization's capacity and experience as a provider of early childhood mental health consultation services within RI's early childhood education programs. Specifically provide information as it relates to the **intervention level** services of the continuum. Share your understanding of the current needs of the RI early childhood education field as it relates to supporting young children's healthy social emotional development. Describe how your organization has supported early childhood education programs thus far in this goal and provide evidence of positive outcomes from your work. Include information on how you have incorporated the key components of Rhode Island's early childhood education system into your work. Describe how your organization's history of working collaboratively with other early childhood education system components or initiatives supported programs and/or professionals.

ECMHC Intervention Supports Structure

- **Systematic communication/collaboration with the Center for Early Learning Professionals** Describe your plan to systematically communicate and/or collaborate with the Center for Early Learning Professionals which will serve as the provider of ECMHC promotion and prevention services and supports. Explain how this communication and/or collaboration will ensure the provision of a promotion-prevention-intervention continuum of ECMHC services and supports for early childhood education programs. Include regularly scheduled management team meetings with RIDE as part of the system of communication and coordination.
- **Program Recruitment and Enrollment Procedures** Identify and describe the process by which early childhood education programs will be recruited, chosen or prioritized for ECMHC Intervention Supports.

- ***Delivery of ECMHC Intervention services*** Describe your plan for delivery of program- and child-level ECMHC Intervention services and supports for ECE programs. Detail a service approach which includes entering, providing services and supports within and then exiting a program. Define how you would determine type and length of service delivery for a specific program. Additionally, explain how the key components of Rhode Island's early childhood education system (as identified earlier) will be incorporated into the delivery of ECMHC. At minimum include the following array of services:
 - Child- or Family-Centered Consultation
 - Conduct assessment of a child's behavior in context of existing relationships within the early childhood education setting
 - Provide crisis intervention services for early childhood staff regarding a child's behavior
 - Engage families and staff in developing individualized behavior support plans
 - Support early childhood staff with implementing recommended strategies
 - Link child/family to community mental health services and assist with care coordination
 - Programmatic Consultation
 - Review current PQI plan and ensure promotion and prevention activities are in place
 - Guide program in developing own internal referral process and social emotional/behavioral support team that informs social emotional and appropriate behavior teaching strategies
 - Train early childhood staff in creating and implementing individualized behavior support plans
 - Help early childhood program foster relationships with community services and providers
 - Work with early childhood program to develop inclusive policies for working with children with challenging behavior

Staffing Qualifications

Please summarize the background and qualifications of the proposed early childhood mental health consultation staff. Provide evidence that staff is knowledgeable about early childhood education programs and are effective in providing early childhood mental health consultation within that context. Please attach resumes and any appropriate credentials for individuals already on staff. Include detailed job descriptions for positions that will need to be filled. Please note that evidence that all staff meet the specified qualifications will be required prior to final funding approval. Please identify any other individuals, irrespective of funding source, who will regularly support the work under this grant.

Using the table format outlined below, attach a list and description of the titles and roles of all full-time and part-time staff to be paid by the Early Childhood Mental Health Consultation grant.

Position Title	FTE	Name of Staff	List Relevant Credentials

Administrative Supervision and Support

Describe your organization’s system of supervision and support for ECMH consultants, including design of and frequency of supervision sessions. Identify the individual(s) who will be responsible for supervising the early childhood mental health consultants. Describe their qualifications.

Evaluation of ECMHC Effectiveness

Identify measurable outcomes related to the provision of ECMHC Intervention services at the program-, teacher- and child- level and describe your plan to determine and share your findings with RIDE on whether the outcomes are met or not.

Cost Proposal/Budget Narrative

Please describe how the bidder will effectively and efficiently use funding from this grant and from additional sources to achieve the outcomes in the RFP. Provide evidence that costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the proposal.

Section 5: Technical Proposal Review Criteria

A technical review team convened by the Rhode Island Department of Education will review each complete application using the criteria outlined below. Bidders must score at least 50 points.

Category	Points Possible
Experience and Capacity	15
ECMHC Intervention Supports Structure	25
Staffing Qualifications	10
Administrative Supervision and Support	10
Evaluation of ECMHC Effectiveness	10
Cost Proposal/Budget Narrative	30
TOTAL	100

Section 6: Terms of the Contract

The Contract will begin upon issuance of that state purchase order (on or about September 2014) and end June 2015. The scope of the work may be modified by RIDE prior to beginning work on a given task. Subsequent years' activities are dependent on the availability of funding and may be modified by mutual consent. RIDE retains the option of granting a time extension of up to one year with additional funding if available and if the level of work is expanded by mutual written consent.

Section 7: Cost Proposal/Terms of Payment

The Rhode Island Department of Education anticipates making individual grant awards. Awards will not exceed \$130,000 per year. RIDE reserves the right to fund multiple vendors and negotiate budgets based on the number of vendors.

The award process will consist of two stages. An application will be required from all interested bidders. Applications will be reviewed by a technical review committee. If more than one applicant is chosen, the selected applicant(s) will participate in budget planning sessions with RIDE and other entities to be determined by RIDE. During this session, the selected applicant(s) will work with RIDE to develop an appropriate budget for their ECMHC Intervention grant. Once the budget is finalized, RIDE will complete the contracting process with each applicant.

Section 8: Proposal Submission

Questions concerning this solicitation may be e-mailed to the Division of Purchases at gail.walsh@purchasing.ri.gov no later than the date and time indicated on page one of this solicitation. Please reference the RFP number on all correspondence. Questions should be submitted in **Microsoft Word** format. Answers to questions received, if any, will be posted on the Internet as an addendum to this solicitation. It is the responsibility of all interested parties to download this information. If technical assistance is required to download, call the Help Desk at (401) 222-3766 or lynda.moore@doit.ri.gov.

Offerors are encouraged to submit written questions to the Division of Purchases. No other contact with State parties will be permitted. Interested offerors may submit proposals to provide the services covered by this Request on or before the date and time listed on the cover page of this solicitation. Responses received after this date and time, as registered by the official time clock in the reception area of the Division of Purchases will not be considered. Responses (an original plus four (4) copies) should be mailed or hand-delivered in a sealed envelope marked "**RFP #7548911 – Early Childhood Mental Health Consultation Intervention Services Grant**" to:

RI Dept. of Administration
Division of Purchases, 2nd floor
One Capitol Hill
Providence, RI 02908-5855

NOTE: Proposals received after the above-referenced due date and time will not be considered. Proposals misdirected to other State locations or those not presented to the Division of Purchases by the scheduled due date and time will be determined to be late and will not be considered. Proposals faxed, or emailed, to the Division of Purchases will not be considered. The official time clock is in the reception area of the Division of Purchases.

Response Contents

Responses should include the following:

1. A completed and signed four-page R.I.V.I.P generated bidder certification cover sheet downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov.
2. A completed and signed W-9 downloaded from the RI Division of Purchases Internet home page at www.purchasing.ri.gov. **Please attach to original proposal only.**
3. A separate Technical Proposal describing the qualifications and background of the applicant and experience with and for similar projects, and all information described earlier in this solicitation. The Technical Proposal is limited to fifteen (15) pages (excluding any appendices).
4. Curriculum Vitae or Resume for Each Proposed Staff (or job descriptions when staff/faculty are to be hired)
5. A separate, signed and sealed Cost Proposal reflecting the hourly rate, or other fee structure, proposed to complete all of the requirements of this project.

In addition to the multiple hard copies of proposals required, Respondents are requested to provide their proposals in electronic format (CDRom, diskette, or flash drive). Microsoft Word / Excel OR PDF format is preferable. Only 1 electronic copy is requested and it should be placed in the proposal marked "original".

APPENDIX A: BUDGET

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

Expense Category	Estimated Expenditures
	FY 2015
1. Salary and Fringe Benefits	0
2. Consultant	0
3. In-State Travel	0
4. Out-of-State Travel	0
5. Printing	0
6. Office Expense	0
7. Telephone	0
8. Educational Materials	0
9. Equipment	0
10. Rental	0
11. Other	0
12.	0
13.	0
14.	0
15.	0
16.	0
Subtotal	0
Indirect Cost	0
<i>TOTAL</i>	0

It is understood and agreed that the amounts indicated above for the several line items are estimates of expenditures to be incurred by the Contractor on behalf of this Agreement and to be claimed by the Contractor for reimbursement under this Agreement. It is further understood and agreed that actual expenditures may vary from the estimates set forth above and that such variations shall not in themselves be cause for disallowance of reimbursement by RIDE; provided, however, that the Contractor shall notify and obtain the approval of the contract officer, in writing, if expenditures to be claimed for reimbursement in any line item above shall begin to vary significantly from the estimate given above; and provided further that unless permission of the contract officer shall have been obtained in advance, no expenditure shall be claimed by the Contractor for reimbursement by RIDE under this Agreement if such expenditure shall have been incurred in a line item category not listed above. Transfer of funds is permitted between Expense Categories (1) (2) and (3) up to 10% or \$25,000, whichever is less; all other transfers require prior written approval by the Department of Education.

BUDGET DETAIL SHEET (prepare one sheet for each year)

FISCAL YEAR _____

SALARY AND FRINGE BENEFIT DETAIL

NAME	POSITION TITLE	NUMBER OF HOURS	TOTAL SALARY \$	FRINGE BENEFITS \$	HOURLY RATE WITH FRINGE BENEFITS \$	SALARY & FRINGE TOTAL \$
TOTAL REQUEST						

DETAIL OF CONSULTANT

NAME	POSITION TITLE	HOURLY RATE \$	NUMBER OF HOURS	TOTAL COST \$
TOTAL REQUEST				\$

EXPLANATION OF OTHER EXPENSES (i.e. travel, printing, office supplies, educational materials, and equipment)

EXPENSE CATEGORY	DESCRIPTION	COST

APPENDIX B: Joint Application Signature Page

Joint Applications

Joint applications for funds may be submitted. The lead agency chief administrative officer who will retain fiduciary and other administrative responsibilities for the grant must be designated and indicated in the application. The joint application, if funded, will require the signature on the contract of the official authorized to administer the program for each entity.

Enter the information requested for each participating entity.	
INSTITUTION/ORGANIZATION	SIGNATURE OF AUTHORIZED OFFICIAL
Institution of Higher Education/Organization Name	
City	
Institution of Higher Education/Organization Name	
City	
Institution of Higher Education/Organization Name	
City	
Institution of Higher Education/Organization Name	
City	

The authorized official from the lead fiscal agency must sign both this application and the contract.

LEAD FISCAL AGENCY	SIGNATURE OF AUTHORIZED OFFICIAL
Institution of Higher Education/Organization Name	
City	