

*RESEARCH DEVELOPMENT AND
GRANT WRITING WORKSHOP*

*COLLEGE OF ARTS AND HUMANITIES
UNIVERSITY OF MARYLAND*

April 2015

LETTERS OF INQUIRY

University Relations, Office of Corporate and Foundation Relations
Phase II: Letter of Intent/Inquiry Suggested Outline (two-page maximum)

Executive Summary (1 paragraph)

- Include one or two sentences stating the purpose of your query, what makes your project unique and why, the direct impact, and how it will be assessed. Most importantly, state how the project aligns with the target corporation or foundation funding priorities.
- State the amount of the funding needed and provide information on the available institutional support.

Overview of Institution (1 paragraph)

- Identify the University as Maryland's land-grant, flagship institution and a top national research-intensive university. Note the University is the only Research-I, public institution in the Baltimore/D.C. area and provide basic information on the University's mission. Highlight relevant achievements of your college or department.

Statement of Need (2 to 3 paragraphs)

- Describe the problem that your project addresses (include specific data if available)
- Describe audience impacted (if appropriate, include details about age, socioeconomic status, underrepresented status, and geographic location)

Project Description (2 to 3 paragraphs)

- Describe proposed project, services, and who will benefit
- Provide start and completion date for project
- Indicate if project is a pilot or planned expansion
- Describe what is unique and/or innovative about the project
- Highlight opportunities for application beyond the University
- Describe how the project will be sustained after the grant period
- Identify project partners and their respective qualifications and roles

Project Outcomes and Means of Assessment (1 to 2 paragraphs)

- Outline expected results and means of assessment
- Reiterate/discuss potential for replication and/or sustainability

Budget and Financial Management

- Describe how funds will be used to achieve noted goals
- Reiterate how the University will provide resources and support
- Note how grantee will be recognized for support/partnership with the University
- Attach a one-page budget summary sheet

University Relations, Office of Corporate and Foundation Relations
Letter of Intent, SAMPLE ONLY

Date

Ms. Jane Mitchell
Executive Director
ABC Foundation, Inc.
2 East James Street
Baltimore, MD 21202

Dear Ms. Mitchell:

I'm writing on behalf of the University of Maryland, College Park to express interest in funding support for the University of Maryland Incentive Awards Program. The Incentive Awards Program was created in 2000 to address the alarming fact that few students from Baltimore public schools applied to and subsequently matriculated at the University of Maryland in College Park. In response, the University created the Incentive Awards Program to recognize and promote scholarship, leadership, and community responsibility among students from disadvantaged circumstances, and through financial contributions from the University and its partners, make it financially possible for selected students to matriculate at the University.

The program identifies, recruits, and rewards students who have demonstrated uncommon persistence, ingenuity and maturity by maintaining good academic performance in the face of adverse life situations. Students in the program receive full scholarship support, along with the added benefits of a strong, supportive community of advisors, mentors, and administrative staff while attending the University. The scholarship component is only one part of the program, which is also distinguished by its focus on developing character, critical thinking skills and leadership. This "community within a community" is what sustains students and helps to promote a successful college experience.

These same students regularly return to their high schools to serve as role models for younger students—spreading hope throughout their communities. They are the champions who often open the door to learning and opportunity for other would-be scholars and, through their efforts, are inspiring another generation of high-achieving leaders.

With few exceptions, Incentive Awards students are the first in their families to attend college and, in some cases, the first to graduate from high school. They are all poor—many are victims

of abject poverty, and several have been or are currently homeless. Unemployment or underemployment is common and as a result, students have gone without life's basic necessities. Substance abuse is often prevalent in their families, as is incarceration, and many have been physically and emotionally abused.

In light of these obstacles, it is remarkable that they can succeed, especially at an academically competitive institution like the University of Maryland. The one-year retention rate is 97% for Incentive Awards students—higher than that of other students on campus. And, academically, these students keep pace with, or outperform their peers in terms of graduation rate, grade point average, academic discipline, and credits attempted/earned.

The University of Maryland Incentive Awards Program comprises the Baltimore Incentive Awards Program and the Prince George's County Incentive Awards Program. Through the generosity of individuals, foundations, and internal and external partners, the University has been able to provide college degrees to 60 students through the program. This fall, 17 students from both Baltimore and Prince George's counties will join the incoming freshman class.

A gift of \$100,000 from ABC Foundation would help to ensure that the program continues and that these bright, creative, and determined young scholars have access to education opportunities at the University of Maryland College Park that might otherwise be unavailable to them. By partnering with the University to support this program, ABC Foundation would also realize its commitment to higher education and scholarship support, especially to underrepresented, high-need students in Baltimore and Prince George's counties. Additionally, the University would ensure the funds were designated as the ABC Foundation Incentive Awards Scholarship. Together we would make a lasting, positive impact on the lives of these students, their home communities, and in the state.

Thanking you in advance for your attention to this important initiative. I look forward to the opportunity to work with you on the specific details of the program in a formal proposal.

Sincerely,

Carla Andrews-O'Hara
Associate Director, Corporate and Foundation Relations

Sample Letter of Intent

This page contains a sample letter of inquiry for approaching a grant-making foundation.

Your Organization Letterhead

Date

Denis Lowry, Chair
Grants Advisory Council
Charlotte Community Foundation, Inc.
P.O. Box 512047
Punta Gorda, FL 33951-2047

Dear Mr. Lowry:

The (Your Organization) seeks a grant of \$X,XXX from the Charlotte Community Foundation for support of our (special project). We are grateful for the support we received from the Charlotte Community Foundation in XXXX for (description) and think this new proposal may be of comparable interest to your Foundation. We think this project is very much aligned with the Foundation's goals in (field of interest, other funded projects or guideline statement).

Our organization, established in YYYY, is serving the (geographical) community with our services: (List). Recently we were honored by (description) for (accomplishment). (Insert one or two other accomplishments of entire organization.)

The project for which we request funds will make a difference in the lives of (such and such clientele) in the following way: (insert specifics of plan). The project will take X amount of time, X amount of \$\$\$\$ and we expect the following concrete results: [a], [b], and [c].

We have received (grant support, contributions, in-kind, volunteer, volunteer staff help, etc.) in the early stages. Support the first year will come from [a], [b], and [c] and the project will (be complete at that time or supported in the future by [a], [b], and [c]).

We will be glad to submit a full proposal with additional information for your further review.

Sincerely,

(Sign)

Contact information

Name, Title

Address, Phone Number and E-mail Address

SAMPLE PROPOSALS / SECTIONS



DIVISION OF RESEARCH

UM Proposal Library

UM Proposal Library

This site is for UM faculty & staff only - **Limit of 4 items.**

Department of Defense (DOD)

DOD-Wide

- Defense University Research Instrumentation Program (DURIP)
- Defense Advanced Research Projects Agency (DARPA)
- Multidisciplinary University Research Initiative (MURI)

Navy

- Office of Naval Research (ONR) - Young Investigator Program

Department of Energy (DOE)

- Office of Science - Single Investigator proposal

Department of Homeland Security (DHS)

- Center of Excellence proposal

Foundations

- Spencer Foundation
- Longview Foundation

National Institute of Health (NIH)

- R01 grant
- P-30 grant

National Science Foundation (NSF)

- CAREER
- Emerging Frontiers of Research and Innovation (EFRI)
- Engineering Research Center (ERC)
- Information, Integration and Informatics- Contextual Research (III-CXT)
- Integrative Graduate Education and Research Traineeship (IGERT)
- IGERT - Successful Proposal Recommendations
- Materials Research Science and Engineering Centers (MRSEC)
- Nanoscale Science & Engin. Ctr (NSEC)
- Science, Technology, Engineering, and Mathematics (STEM)
- Physics Frontier Center

Proposal Sections

- Broader Impacts
- Campus Overview
- Diversity
- Education and Outreach
- Ethics and Values
- Facilities
- Management

[Request for proposal](#)

Division of Research
University of Maryland
College Park, MD 20742
(301) 405-1000
www.umresearch.umd.edu

CAMPUS OVERVIEW (Sample)

The University of Maryland was founded in 1856 as Maryland Agricultural College. In 1864, it became a land grant college under the federal Morrill Land Grant Act. Today, the University of Maryland system is composed of 11 branches located throughout the state with a total full-time and part-time student enrollment of more than 137,000 students in the 2007-2008 academic year. This includes nearly 99,000 undergraduate and more than 38,000 graduate students.

The University of Maryland, College Park (UMCP) is the university's flagship institution, comprising 13 colleges and schools, including the A. James Clark School of Engineering, the College of Agriculture and Natural Resources, the College of Chemical and Life Sciences, the College of Computer, Mathematical and Physical Sciences, the College of Information Studies, and the School of Public Health. In Fall 2007, UMCP enrolled nearly 26,000 full- and part-time undergraduates and more than 10,000 full- and part-time graduate and professional degree students.

The University of Maryland is a Carnegie Doctoral/Research University/Very High Research Activity, the Carnegie Foundation's highest ranking for universities granting the doctoral degree. In Fiscal Year 2007, the university received \$407 million in grants for sponsored research and training. Of this, nearly \$249 million were in federal research funds, more than one quarter of these research dollars were from the Department of Defense and approximately 17 percent from the National Science Foundation. UMCP ranked 4th nationally in funding from the National Aeronautic and Space Agency (NASA) and was among the top funded universities at the National Institute of Standards and Technology (NIST). The university received an additional \$102 million in grants from non-federal sources, slightly more than half of which came from the State of Maryland. In FY 2007, nearly \$114 million in grants went to the A. James Clark School of Engineering, while more than \$90 million went to the college of Computer, Mathematical & Physical Sciences. The bulk of all research monies received by University of Maryland go to projects in engineering, physics and computer sciences.

U.S. News & World Report ranks the graduate programs of the School of Engineering as the 17th in the United States: within their fields, aerospace engineering ranked 8th, while electrical engineering ranked 14th. In the College of Computer, Mathematical & Physical Sciences, graduate programs in artificial intelligence ranked 9th, systems and applied mathematics both ranked 12th in their fields, plasma physics ranked 2nd, while the atomic, molecular, and optical specialty ranked 5th, and quantum physics ranked 9th.

Four Nobel laureates have been on the university faculty, including John C. Mather, who shared the Nobel Prize in Physics in 2006; Thomas C. Schelling, who shared the Nobel Prize for Economics in 2005; William Phillips, who received the physics prize in 1997 and Juan Ramon Jimenez, who received the Nobel Prize for Literature in 1956. Two university alumni received the Nobel Prize: Raymond Davis, Jr., in physics in 2002 and Herbert Hauptman in chemistry in 1985.

BROADER IMPACTS STATEMENT (Sample)

BROADER IMPACTS: OUTREACH. The undergraduate and high school outreach activities already underway or being developed (see below) serve multiple goals. They address acute minority underrepresentation in cognitive science research at an earlier level (i.e., the PhD application stage is recognized as too late); they provide models of 'problem solving across the curriculum' for high school students. In addition, they will provide IGERT trainees with experience in developing broadly accessible instructional materials and in mentoring students from diverse backgrounds.

BROADER IMPACTS: INTERNATIONAL PARTNERSHIPS. The international partnerships with India, Brazil, Japan, and Germany (see below) play an important role in expanding the reach of interdisciplinary research on language to underrepresented and low-density languages. These partnerships also allow trainees to develop valuable skills in building new connections and working in unfamiliar environments.

BROADER IMPACTS: MULTI-INSTITUTION IMPACT. The goal of sustainable change in the science of language across institutions is supported in a number of ways. (i) Students and faculty from other universities will be invited to IGERT activities, notably the Winter Storm, to provide skills development. (ii) There is high demand for graduates with the hybrid skills provided by this IGERT, especially in SLA, speech pathology, and linguistics departments. Trainees will be well prepared to extend the reach of the IGERT's goals. (iii) The Maryland language community already enjoys high visibility, due to its reorganization of the role of the Linguistics Department and the growth of CASL and the SLA PhD.

St. Luke's Chamber Ensemble

October 23, 2006

Ms. Shirley Lockwood
The Gladys Krieble Delmas Foundation
521 Fifth Avenue, Suite 1612
New York, NY 10175-1699

Dear Shirley,

It is with great pleasure that I submit the enclosed proposal requesting a renewed and increased grant of \$20,000 in support of the St. Luke's Chamber Ensemble's *Notable Women* festival that is being presented under the auspices of our series *Second Helpings* in June 2007. The increase in funding would help defray the extra costs of the ambitious artistic scope of this year's project, including the involvement of more composers, and new marketing initiatives such as online streaming of the concerts.

St. Luke's and its Composer-in-Residence, Joan Tower, will present a special six-concert festival celebrating the lives and work of a number of notable American women composers of the 20th and 21st centuries. The festival will be hosted at the Chelsea Museum of Art and at the galleries of DIA:Beacon in Beacon, NY. This year's project will include a greater array of events surrounding the performances including symposiums, panel discussions and educational events including integration with our Young Composers Development Program. The festival also boasts three St. Luke's commissions, one selected and funded by a composition contest hosted by the BMI Foundation.

This new music series has offered countless American composers the rare opportunity to hear their new or recently composed works played by world-class musicians, and we are very grateful for the Gladys Krieble Delmas Foundation's continued support.

The accompanying proposal describes in greater detail the nature and scope of this exciting venture. Please do not hesitate to contact me should you need additional information.

Thank you for your consideration.

Warm regards,

Marianne C. Lockwood
President and Executive Director

St. Luke's Chamber Ensemble

A Request to The Gladys Krieble Delmas Foundation

October 20, 2006

- I. Summary
- II. Our Cultural Mission
- III. *Second Helpings* and the *Notable Women Festival*
- IV. Community Outreach and Developing Audiences
- V. Commissioning New Works
- VI. Joan Tower and Festival Personnel
- VII. Conclusion

I. Summary

St. Luke's Chamber Ensemble requests a renewed and increased grant of \$20,000 from the Gladys Krieble Delmas Foundation to support a six-concert festival called *Notable Women* that will celebrate the life and work of American women composers of the 20th and 21st centuries. Additional funding would support an increase in artist fees, composer participation fees, and special audience development and education initiatives. The festival will be presented under the auspices of St. Luke's *Second Helpings* series in June 2007 at the Chelsea Art Museum in Manhattan and the galleries at Dia:Beacon in Beacon, NY and will be curated and hosted by Joan Tower, St. Luke's Composer-in-Residence.

Second Helpings is a showcase for contemporary music with a special emphasis on repeat performances of recently written works, as well as premiere performances of newly commissioned works by young American composers. Previous support from the Delmas Foundation has also supported this series.

II. Our Cultural Mission

Since its inception, St. Luke's has challenged the accepted definition of a traditional symphonic orchestra, preferring instead to be a chamber orchestra that explores a wide range of repertoire. Through an innovative strategy involving artistic collaborations, alternative forms of presentation and educational outreach within New York City, St. Luke's maximizes its artistic and financial resources in the service of its audience.

St. Luke's is a gathering of artists dedicated to bringing the beauty of music and the enlightened communication unique to music to as broad an audience as possible.

Our artists are committed to making classical music vital and relevant for 21st century audiences. The music we present and the various soloists and conductors with whom we collaborate are specifically chosen to illustrate

the unique strengths of our musicians who are virtuosi and among the most versatile performing artists in New York City.

In its design and implementation the *Notable Women* festival embodies many of St. Luke's overarching artistic goals including: 1) to perform, at the highest standard, a wide variety of classical music to as broad an audience as possible, 2) to have at the heart of its programming a commitment to presenting and championing excellent new works as well as nurturing the talent of new and established compositional voices, 3) to involve musicians as fully as possible in the artistic decision making process, and 4) to provide excellent and aesthetically-rich experiences in the performing arts to children in New York City's public schools and particularly to those who are underserved in the arts.

III. *Second Helpings and the Notable Women Festival*

Second Helpings: Although St. Luke's is perhaps best known for its Carnegie Hall subscription series that showcases masterpieces of the classical repertoire, it is also one of New York's most highly respected new music advocates. Throughout its history, it has maintained a very active commissioning program and has premiered and recorded more than 100 new works by leading contemporary composers. Moreover, as an ensemble celebrated equally for its performances of standard repertoire, St. Luke's successfully bridges the gap between new music enthusiasts and the wider classical audience.

In 1993, St. Luke's established its annual *Second Helpings* series. As its name implies, the series presents repeat performances of recently written works and premiere performances of new works, many commissioned by St. Luke's. *Second Helpings* showcases the virtuosity of the St. Luke's Chamber Ensemble and champions composers and their work. The series also addresses the difficulties surrounding the presentation and acceptance of new work through experimentation with concert setting and format. The series attempts to enlarge and diversify the audience for new works, as well as extending the reach of St. Luke's artistic reputation. And, as a final and perhaps more ambitious goal, *Second Helpings* explores the gap between the audiences for contemporary music and contemporary art, and stimulates thinking about audience development.

The series has had a number of homes, all in contemporary art galleries. Currently, the series consists of three Saturday afternoon concerts, held at the Chelsea Museum of Art, and three repeat performances in the galleries of DIA:Beacon in Beacon, NY. 2005 was the first year that the series was performed outside of New York City, and the galleries of DIA:Beacon proved a most hospitable venue. The performances drew new audiences and explored new synergies between the music and surrounding art.

A key element in the series is the involvement of world-renowned composers. Over the past few years, the series has featured Peter Schickele, Michael Torke, Bright Sheng, Ingram Marshall, George Tsontakis, Ellen Taaffe Zwilich, and, of course, Joan Tower in the performances and discussions. The series also serves the needs of younger, emerging composers by offering an extended opportunity to work with a highly professional group of musicians, and also by providing an archival tape for each and every composer – an essential tool for their professional

development. For anyone interested in becoming immersed in contemporary art and new music, *Second Helpings* offers a welcome opportunity to participate in discussions between the performers and composers. Few new music series in New York City offer such diverse experiences and encourage this amount of participation from their audiences.

Notable Women is a direct outgrowth of *Second Helpings*. The festival will build on the artistic strengths of *Second Helpings*, but will also provide greater opportunities for audience development and community engagement through a more concentrated marketing and media campaign and the integration of St. Luke's education activities.

Notable Women is a 6-concert festival of music by American women composers of the 20th and 21st centuries. The festival will consist of 6 performances; 2 commissions (including one resulting from a composition competition in collaboration with the BMI Foundation); pre- and post-concert events, lectures, and symposiums; educational and community engagement programs including St. Luke's residency at middle school M.S. 131 in Chinatown, its Young Composers Development Program, and its Chamber Music in the Schools Program; the creation of a media campaign to engage new audiences; and the production and dissemination of high quality program materials that will celebrate and document the work of these artists. Concerts will take place at the Chelsea Museum of Art in Manhattan and at Dia:Beacon in the Hudson Valley in June 2007. WQXR is St. Luke's media partner for 2006-07. The station will assist with marketing and is considering broadcast possibilities.

Exact program details are still being finalized but all listed composers are committed to participating in the festival. Preliminary programs are as follows:

- 1) A "Pioneers" program of music by early 20th century female composers including Amy Beach, Ruth Crawford Seeger, Rebecca Clarke, and Miriam Gideon and complimented by a St. Luke's commission (composer to be announced).
- 2) A "Groundbreakers" program of music from the second half of the 20th century including works by Joan Tower, Tania Leon, Libby Larsen, and Jennifer Higdon.
- 3) A "Cutting-Edge" concert of more recent avant-garde compositions including works by Julia Wolfe, Pamela Z, Eve Beglarian, Erin Watson, and Joan La Barbara and the winner of the St. Luke's/BMI women's composer competition.

These core activities will be augmented by a symposium on women's music and post-concert receptions attended by the composers. A pre-festival symposium will feature panelists including Adrienne Fried Block, co-director of the Project for the Study of Women in Music at the City University of New York; Judith Tick, a music historian specializing in women's history and American music at Northeastern University; Stephanie Jensen-Moulton, a Ph.D. Candidate in Musicology at the City University of New York's Graduate Center; and Ellie Hisama, director of the Institute for Studies in American Music at Brooklyn College.

A longtime feature of St. Luke's presentation of new music has been the enthusiastic participation of composers who will all introduce their work and attend the lively gatherings that

follow each performance. St. Luke's will also experiment with the format of these post-concert events to include greater participation by the musicians.

IV. Community Outreach and Developing Audiences

We estimate the audience for the *Notable Women* festival to be approximately 1,500 people (excluding possible broadcast audiences). The impact of the project will be felt in different ways by the various audience groups that we have identified. These are: traditional classical and new music fans, art-loving urbanites, a more rural group at Dia, the Asian community that surrounds M.S. 131, and children that participate in St. Luke's Arts Education Program. These groups will be served by a number of tailored project activities including performances, lectures, pre- and post-concert events and receptions, in-school performances, and a public presentation at M.S. 131.

Our presenting partners, Chelsea Art Museum and Dia:Beacon provide considerable in-kind support for St. Luke's concerts. Both galleries donate performance space and market the performances to their members through mailings, e-blasts and special promotions. Next year, Dia:Beacon is considering expanding these efforts to include free tours for concert-goers as well as having Dia artists speak at performances.

St. Luke's current strategic priorities in marketing are to widen its audience base to include populations outside of New York City, younger audiences, and those for whom affordability of attendance is an issue. The project speaks to these challenges in the following ways: 1) St. Luke's is in its second season at Dia:Beacon in Beacon, NY, giving St. Luke's the opportunity to introduce a new audience to its performances and, most particularly, to new work. 2) The distinctive setting of the Chelsea Art Museum and Dia:Beacon have already introduced a younger audience to St. Luke's, many of whom have become e-patrons. 3) The modest ticket price includes admission to the galleries and has attracted a wider variety of audience members. The informal setting and concert presentation also creates a welcoming and unconventional environment for people who are often put off by the formality of classical concerts. 4) The involvement of M.S. 131 in Chinatown provides St. Luke's with new ways to market the project to the predominantly Asian school community.

St. Luke's is also exploring ways to promote the music from the Festival on the web. Plans include streaming all of the concerts for the duration of the Festival, and offering selected pieces for download. In addition to the marketing strategies described above, St. Luke's will also integrate the festival with three key components of its Arts Education Program: 1) St. Luke's residency at M.S. 131, 2) St. Luke's Chamber Music in the Schools program, and 3) St. Luke's Young Composers Development Program.

Preparation for the festival at M.S. 131 will begin at the start of the 2007 spring semester. St. Luke's currently works in three classes at M.S. 131 in the 6th, 7th and 8th grade including special needs classes. Teaching artist Colin McGrath will visit the school weekly in the spring of 2007 and will help the children to create their own compositions. Students will attend the concerts at the Chelsea Art Museum and will present their own work in a public concert at the school. M.S. 131 is also a host school for St. Luke's Chamber Music in the Schools program. In 2007 this

program (performed in several schools all over the city in May) will include one of the commissions from the *Notable Women* festival.

St. Luke's Young Composers Development Program is a highly successful after-school program for young composers designed and operated by Dr. Daniel Bernard Roumain, St. Luke's Assistant Composer in Residence. Each year the young composers attend concerts, meet with Dr. Roumain and other noted composers after school, and prepare compositions for a culminating summer performance by members of the St. Luke's Chamber Ensemble. In previous years, the Program has served a modest number of students selected by Dr. Roumain in consultation with St. Luke's Director of Artistic Planning. This year, the program will expand to include students from St. Luke's partner schools, M.S.131, P.S.153 and I.S. 218 and several of St. Luke's Teaching Artists will join the faculty for the Program. The year culminates with a public concert of the young composers' work performed by St. Luke's musicians. Last year's performance took place at the newly-renovated Gatehouse in Upper Manhattan, and featured work by students aged 11-13 from I.S. 218. This year, the concluding performance will be hosted by M.S. 131 in Chinatown during their Arts Week celebrations in May.

V. Commissioning New Works

A strong secondary mission of *Second Helpings* and the *Notable Women* festival is to provide a performance venue for St. Luke's commissioning program. As part of the festival, St. Luke's will commission three new works. One of these commissions will be selected and funded in collaboration with the BMI Foundation which will host a national competition for women composers. BMI's marketing of the competition will add greatly to the reach and visibility of the festival. Erin Watson is also being commissioned for the festival and the final commission will be announced later this fall. In return for their participation, composers commissioned by St. Luke's receive the following:

- A commissioning fee;
- A public performance by the members of the St. Luke's Chamber Ensemble;
- A long and thorough rehearsal period providing numerous opportunities for the composer and performers to collaborate and refine the new work(s);
- Face-to-face contact with audience members in a supportive and congenial performance environment;
- Professionally produced archival tape recordings; and
- The full weight of St. Luke's annual marketing and promotion activities.

VI. Joan Tower and Festival Personnel

Joan Tower, St. Luke's Composer-in-Residence. St. Luke's *Second Helpings* series is organized and curated by the Ensemble's Composer-in-Residence, Joan Tower and in 2007 Joan will curate the *Notable Women* festival. St. Luke's musicians and artistic staff nominated Ms. Tower to this position in 1999 and her term, which was scheduled to end after the 2003-2004 season was immediately renewed—a testament to Tower's success at capturing the essence of new music in this dynamic setting. Ms. Tower's relationship with St. Luke's ensures that her unique artistic vision will be realized by an exemplary musical ensemble. In return, St. Luke's benefits from Ms.

Tower's international reputation. Her vision for the series is based in her belief that we live in a time when "classical music" represents a vast range of styles—tonal, serial, neo-romantic, post-modern, etc. *Second Helpings* is an ideal showcase for this *artistic pluralism* and Tower is a master at comparing and contrasting these works.

Daniel Bernard Roumain, St. Luke's Assistant Composer-in-Residence. Dr. Roumain will design and implement St. Luke's Young Composers Development Program in 2007, provide curatorial assistance to Ms. Tower, and will also be involved as a teaching artist at M.S. 131. Dr. Roumain (aka DBR) is one of the few composers to have danced alongside Bill T. Jones, played with Philip Glass, and jammed with Cassandra Wilson. DBR's hip-hop/classical style of music has been embraced by orchestras, chamber ensembles, and mainstream pop, rock, and jazz musicians worldwide.

Elizabeth Ostrow, St. Luke's Director of Artistic Planning. Ms. Ostrow will produce the festival. Prior to coming to St. Luke's in 1996, she served as artistic administrator for the New York Philharmonic and vice president of artists and repertoire with both the Angel/FEMI label and New World Records. She has made over 100 recordings, including four Grammy award-winning discs, and over 40 world premiere recordings of American repertoire.

Liz Norman, St. Luke's Director of Education. Ms. Norman will coordinate the educational component of the project including activities at M.S. 131, and the Young Composers Development Program. Ms. Norman began her work in arts education in 1994, becoming a teaching artist for the New York City Opera High School Partnership Program. In collaboration with teachers at Martin Luther King, Jr. High School, Ms. Norman helped to build an arts-integration workshop model that has won financial support and industry recognition from major institutions including the Annenberg Foundation/Center for Arts Education, and NYSCA Empire State Partnerships. In 2002-2003, she was Project Arts Staff Developer and Instructional Specialist with the NYC Department of Education, Manhattan High School Superintendent's Office.

VII. Conclusion

With the generous support of the Gladys Kriebel Delmas Foundation, St. Luke's *Notable Women* will provide a superb showcase for music by 20th and 21st century American women composers. In 2007, two commissions and at least seven recently created works will be presented in high-quality performances. The proposed festival is important because it will effectively represent and celebrate America's women composers, provide access to high-quality performing arts for underserved communities and will illuminate the process of musical creation for people of all walks of life.

**Orchestra of St. Luke's
Proposal to the Gladys Kriebel Delmas Foundation**

**Notable Women 2007
Project Budget**

EXPENSE

Salaries, Wages and Benefits Inc:	\$ 40,590
Composer in Residence @ 100%	
Asst. Composer in Residence @ 100%	
Director of Artistic Planning @ 5%	
Production Personnel @ 5%	
Artist/Other Fees	
Musician Fees (inc. cartage, pension, FICA)	96,243
Commissioning Fees	7,000
Composers Travel	5,200
Symposium Honoraria	2,000
Symposium Travel	2,400
Rehearsal Hall Rental	3,000
Performance Hall Rental	750
Instrument Rental	6,600
Music	2,500
Direct Marketing Costs	12,650
Transportation	6,124
Archival Recordings	6,500
Administrative Costs and Overhead	34,835
TOTAL EXPENSE	226,392

INCOME

<i>Earned Revenue</i>	
Ticket Income	7,500
<i>Contributed Revenue</i>	
Ann and Gordon Getty Foundation	6,000
Argosy Fund for Contemporary Music	25,000
BMI Foundation#	7,500
Mary Flagler Cary Charitable Trust#	10,000
The Copland Fund for Contemporary Music*	7,500
Jerome Foundation	6,000
Meet the Composer	2,500
National Endowment for the Arts*	15,000
New York State Music Fund#	85,000
WT Grant Foundation	5,000
Individual Contributions	29,392
Request from the Delmas Foundation	20,000
TOTAL INCOME	\$ 226,392

* = pending, # = received

4/16/2008

Regional Community Health Grant Proposal

Organization Name: Beth Health Care Foundation Inc.

City, State: Newark, NJ

Web Site: www.newarkbethfoundation.org

Organization Type: Hospital

Project Title: Depression In Seniors -- Are You at Risk?

Total Request Amount: \$29,898.00

Project Status: New

Project Focus: Depression - Racial and Ethnic Populations

Annual Operating Budget: \$3,774,500

Full time employees: 2785

Part time employees: 281

Volunteer Base: 250

Aetna Involvement:

Contact Information Categories

Title: Director, Vice President of Development

Name: Holly Gauthier

Office Phone: (973) 926-7018

E-mail: hgauthiar@sbhcs.com

Title: Development Director

Name: Amy Engel

Office Phone: 973-926-4398

E-mail: aengel@sbhcs.com

Request ID: 1837414
Organization ID: 1948246
Proposal Type: Regional Grant Program
1 of 6

Regional Community Health Grant Proposal

Background & Mission Statement: Newark Beth Israel Medical Center (NBIMC), a 673-bed regional care, community-based tertiary teaching hospital in Newark, NJ, is Newark's busiest hospital. Founded in 1901 with a mission to serve all, NBIMC is well known and respected throughout Newark and Essex County for providing high quality health care regardless of a patient's income or insurance status. NBIMC places special emphasis on community outreach and education to help reduce the significant health disparities affecting the Greater Newark community. Our community outreach and education program for seniors is offered through NBIMC's Center for Geriatric Health Care, our outpatient center which provides primary health care services and access to specialty care.

Organization diversity: 86% of NBIMC's 24,691 patients discharged are of minority background, which is reflective of the community we serve. 69% are Black/African American; 12% are Latino; 5% are other minority populations. NBIMC staff, which is extremely diverse, undergoes cultural sensitivity training. The staff is sensitive to the needs of our multicultural patient population and provides all patients with the same high level of care no matter their race or ethnicity. In fact, Core Measures studies have demonstrated that patients are receiving the standardized care prescribed by the study parameters while they are inpatients regardless of their ethnic background. As the Spanish speaking population grows in the greater Newark area, so too does the number of Spanish speaking patients. All consent forms are now available in Spanish and NBIMC's registration process is available in Spanish. For many programs, education materials are being prepared in both English and Spanish. Additionally, many education and support programs are available in Spanish, such as Pancreas and Renal Transplant groups and programs and community education programs on breast health. The diversity of NBIMC's staff enhances the hospital's ability to provide culturally competent and sensitive care. Of the hospital's 3,046 employees, the ethnic breakdown is 43% African American; 24% Caucasian; 23% Asian; 9% Hispanic and 1% Other. In addition to these efforts within the hospital, we have many different community outreach and education programs focused on preventive health for our underserved community. Our Senior Wellness Action Team program staff, which works with a senior population that is 90% minority or higher, is 75% African American and 25% Caucasian.

Statement of need: Funding from Aetna will allow us to add a new education segment, Depression in Seniors, to our highly effective community outreach, education, and screening program for seniors called Senior Wellness Action Team (SWAT). Reaching more than 3,000 seniors in 30 different locations throughout the greater Newark area, SWAT not only helps seniors to understand the importance and benefits of health prevention and wellness, it helps them to become more knowledgeable consumers, to advocate for themselves and to seek preventive care. The SWAT program conducts an education and screening program on depression, however dedicated financial resources will enable us to increase our depression screening and education programs from one per year at each site to two programs a year at each site. In addition, we would like to conduct depression education programs for those who work with seniors on a daily basis, including managers and social workers of the senior housing sites and senior centers; for caretakers and family members; and for medical residents and physicians. Often unrecognized, undiagnosed and untreated, depressed seniors experience more falls, increased heart disease, anxiety, irritability, memory impairment, decreased appetite and weight loss or weight gain; sleep disturbances; reduced energy and fatigue; lack of attention to personal care; social withdrawal and more. Depression can result in a poor quality of life and increased morbidity and mortality.

Project Summary: SWAT is a grant-supported program which reaches 3,000 low-income, minority seniors at 30 different locations including senior housing, churches and community centers throughout the greater Newark area. With an emphasis on preventive health, SWAT reduces unnecessary hospital admissions and ER visits. Led by a nurse educator with assistance from senior "ambassadors" -- fellow seniors who are trusted liaisons that help facilitate the programs -- SWAT provides interactive educational programs and screenings which promote health, wellness and socialization. Programs include arthritis, depression, hypertension, diabetes, exercise, fall prevention, healthful diets, stroke prevention, stress management, and more. We also conduct screenings for depression, diabetes, memory loss and hypertension and make appropriate referrals. We need to enhance our program on depression to heighten awareness and emphasize its seriousness. For seniors we will conduct 2 programs a week to provide each site with 2 programs a year (up from 1/year now). The program will have an educational and screening component, an open discussion and refreshments. Topics will include Symptoms of Depression in the Older Person; Ways to Treat Depression; Talking to Your Doctor about Depression. We will also administer the Geriatric Depression Scale Assessment tool and refer high scoring seniors for further evaluation to their physicians or to the Center for Geriatric Healthcare at NBIMC where they can receive medical management by a geriatrician and counseling with a geropsychologist. We will follow up with seniors throughout this continuum. For family members and caretakers we will provide monthly educational programs (none are offered now); for building and senior center managers we will provide quarterly Lunch and Learn education programs; for medical residents and physicians we will conduct 2 Grand Rounds education programs.

Goal #1: Educate seniors on the signs and symptoms of depression, and what to do if they suspect they are depressed or if they believe a friend or neighbor is depressed.

Objective(s): Create an atmosphere of openness and remove perceived stigma of depression. Provide each of 30 sites with a 2

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Regional Community Health Grant Proposal

hour program on Depression and Seniors that includes a talk by the nurse educator, a visual presentation, refreshments, an open discussion, assessment with the Geriatric Depression Scale and referrals for further evaluation. Our objective is to conduct this program at each site twice a year for a total of 60 programs. An average of 20-30 seniors will attend each program.

Evaluation Plan: Conduct pre and post program knowledge surveys to participants;
Track number of seniors attending each program; number who participate in Geriatric Depression Scale assessment and number who are referred for further evaluation. Phone and letter follow up for those who screen positive.

Goal #2: Educate building managers and social workers and senior center managers about depression in seniors, from Recognition through Treatment.

Objective(s): Conduct quarterly education programs on Depression and Seniors during Lunch and Learn sessions at multiple program sites.

Evaluation Plan: Conduct pre and post program knowledge surveys to participants;
Track number of attendees; Track number of referrals for further evaluation.

Goal #3: Educate primary care and emergency room physicians and medical residents on the signs of depression in seniors and current treatment modalities.

Objective(s): Conduct two grand rounds programs. Presenters to include geropsychologist and/or geropsychiatrist, geriatrician and social worker. Conduct one program in first half of grant year and attract 25 or more doctors; conduct second program toward end of grant year and attract more than 35 doctors.

Evaluation Plan: Track attendance at each program;
Conduct post-program knowledge survey;
Track number of referrals for depression evaluation resulting from programs.

Goal #4: Educate family, caretakers and significant others regarding depression recognition via educational programs.

Objective(s): Hold monthly meetings at local libraries. Meetings will have an educational presentation and open discussion. Anticipate 10-20 participants per meeting.

Evaluation Plan: Track attendance at each meeting. Phone and letter follow up to attendees. Referrals to community evaluation resources (including Center for Geriatric Healthcare) for seniors who need help.

Project Plan - See Attachment: Project_Plan_Regional template 2007 app.doc
Project_Plan_Regional template 2007 app.doc

Key Implementation Strategy: The Senior wellness Action Team program, the community outreach and education program offered by the Center for Geriatric Health Care, will be the mechanism through which we will provide this comprehensive education program on Depression in Seniors. SWAT is a well established community program that enjoys a reputation for providing quality educational programs. This grant will allow us to enhance our current senior programs and develop new programs for family members, caretakers, building managers, and physicians. Programs will be offered at SWAT sites community wide and at the hospital.

Key collaborators: With leadership, involvement and support from the medical team at The Center for Geriatric Health Care at Newark Beth Israel Medical Center, SWAT effectively collaborates with senior housing buildings (Grace West Senior Buildings, Donald Tucker Complex, Nelle Grier and more); churches (Bethany Baptist Church, St. Phillips Cathedral, and more); senior community centers (Liberty Senior Center, 1199 Pension Fund Retirees and more) throughout the greater Newark area. We plan to expand to local libraries as well which we believe will be attractive locations for the monthly family/caretaker programs.

Project Replication and Results Dissemination: Having the structure and network like SWAT, where we take our medical

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Regional Community Health Grant Proposal

expertise out into the community to benefit seniors, will enable us to conduct this program for seniors, family members, community individuals, health professionals, and others. This program will be highly replicable in other communities where there is an established senior program with community sites and a sponsoring organization like our hospital and our geriatric program. We can disseminate results of this program in several ways. We can write articles and press releases and submit them for publication in professional and consumer newsletters and magazines. We can publish articles in Saint Barnabas Health Care System publications for physicians, nurses and employees. We can also share our findings in local and statewide conferences and programs on senior health.

Additional Information: Census projections for Essex County indicate that the 65+ age group is expected to grow from 96,683 (2003 estimate) to 101,365 (2008 projection).

The Chief of Geriatrics, Dr. Theresa Redling, was named "Gerontologist of the Year" in 2006 by the New Jersey Society of Aging and was listed as a "Top Doc" by New Jersey Monthly Magazine. Dr. Redling oversees SWAT and frequently conducts talks with seniors at SWAT programs and throughout the community. Our other geriatricians do as well. Dr. Canales conducts talks in Spanish for our Spanish speaking seniors.

The Spanish speaking population in our community is growing rapidly – in Essex County it is estimated that more than 29% of the population is of Latino background compared with the state where 13% is of Latino background. Ideally we will hire a bilingual registered nurse for the nurse educator position to better accommodate this large minority population.

Board of Directors Template - See Attachment: BOD_Template.doc

Project Budget - See Attachment: Copy of Budget_Template_Regional.xls

Budget justification: Key Staff Salaries: \$16,000 for a nurse educator one day a week and \$4,680 for a Senior Ambassador one day a week. This essential team will develop, coordinate and implement the programs.
 Consultant Fees: \$500 for honorariums for speakers for the 2 Grand Rounds programs.
 Printing and Publications: \$2,500 for reproducing and mailing program announcements and participant handouts.
 Meeting expenses: \$3,500 is requested -- \$2,000 for quarterly Lunch and Learn programs for building managers on basis of 4 programs X \$500 each (30 participants). Also, \$1,200 for snacks for senior programs -- \$20 per program X 60 programs.
 Indirect costs estimated at 10% for grant management.

Partial award impact: In the event that we receive less funding than requested, we will provide fewer educational programs to seniors, physicians, family members, building managers and caretakers, which may result in less impact on these audiences.

Region: Northeast

States served: Northern New Jersey

County served: Essex

Ethnicity: Hispanic/Latino - 20% Not Hispanic/Latino - 80%

Race: Black or African American - 75% White - 5%
 Other - 20%

Gender: Female - 70% Male - 30%

Age: Seniors (55+) - 100%

Secondary Population: Those who care for or work with seniors in our community, including family members, building managers,

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Regional Community Health Grant Proposal

end caretakers, will become much more aware of the problem of depression in the elderly and be able to identify the warning signs and assist seniors in obtaining help.

Acknowledgement/Communications: We will be pleased to acknowledge Aetna's support in the following ways:

Recognition on any printed materials produced and disseminated;
Recognition in our senior health newsletter, NewsLine, which is disseminated to 13,000 seniors throughout Essex county on a bi-monthly basis;
Recognition on the Newark Beth Israel Medical Center Foundation's website;
Dissemination of press release to local media.

Previous Funding: The Newark Beth Israel Medical Center Foundation received a grant of \$5,000 in 2004 toward NBIMC's Head Start Oral Health Program for pre-schoolers.

Impact Report(s) for Prior Funding - See Attachment: BOD_Template.doc

Additional documents:

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**Project Budget
Organization Information**

Organization Name: Newark Beth Israel Medical Center Foundation
Project Title: Depression in Seniors -- Are You at Risk?

Budget Details

		Total Project Costs	Aetna Request
A.	Personnel Costs		
	Key Staff Salaries: ⁽¹⁾	\$20,680	\$20,680
	Key Staff Benefits: ⁽¹⁾	\$4,963	\$0
	Consultant Fees:	<u>\$500</u>	<u>\$500</u>
	Personnel Costs:	\$26,143	\$21,180
B.	Operating Costs		
	Facilities:	\$0	\$0
	Equipment:	\$0	\$0
	Office Supplies:	\$1,000	\$0
	Printing and Publication:	\$2,500	\$2,500
	Travel and Transportation:	\$0	\$0
	Event & Meeting Expenses:	\$3,500	\$3,500
	Other:	<u>\$0</u>	<u>\$0</u>
	Operating Costs:	\$7,000	\$6,000
C.	Indirect Costs⁽²⁾	\$3,300	\$2,718
D.	Total Project Cost		
	Total:	\$36,443	\$29,898

E. Other Funding Sources

List other funding sources, including all health care benefits/health insurance firms for the program. Please note--these funders support SWAT, not the Depression program.

	Amount Requested	Amount Received
Funding Source		
Healthcare Foundation of NJ	\$45,000	\$45,000
Wachovia	\$10,000	\$10,000
Eisai, Inc	\$15,000	\$5,000
Sovereign Bank	<u>\$5,000</u>	<u>\$0</u>
Total:	\$75,000	\$60,000

(1) Key staff salaries and benefits should also include those that are listed under "Project Details" in this application.

(2) Indirect costs should not exceed 15%. Indirect costs are overhead expenses that relate to overall operations and shared among projects and/or functions incurred by the applicant organization. Examples include executive oversight, accounting, grants management, legal expenses, utilities and facilities maintenance. Indirect costs should not include those items listed in Part A and Part B.

*Please use the "Budget Justification" section in the application to provide specific details concerning the budget line items.

LOGIC MODEL DEVELOPMENT

Logic Model Template for ATE Projects & Centers

Created by Lori Wingate • Evaluate | www.evaluate-ate.org

All parts of this document are editable/deletable. To import the final version into another program, (1) Select All, (2) Copy, and (3) Paste into the destination file.

For additional guidance on developing logic models, see:

University of Wisconsin-Extension's Logic Model Resources: <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

W.K. Kellogg Foundation's Logic Model Development Guide: <http://www.wkkf.org/~media/475A9C21974D416C90877A268DF38A15.ashx>

Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
What resources will be used to support the project?	What are the main things the project will do/provide?	How many and what sort of observable/tangible results will be achieved?	What will occur as a direct result of the activities & outputs? (typically, changes in knowledge, skills, attitudes)	What results should follow from the initial outcomes? (typically, changes in behavior, policies, practice)	What results should follow from the initial outcomes (typically, changes in broader conditions)
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Examples:

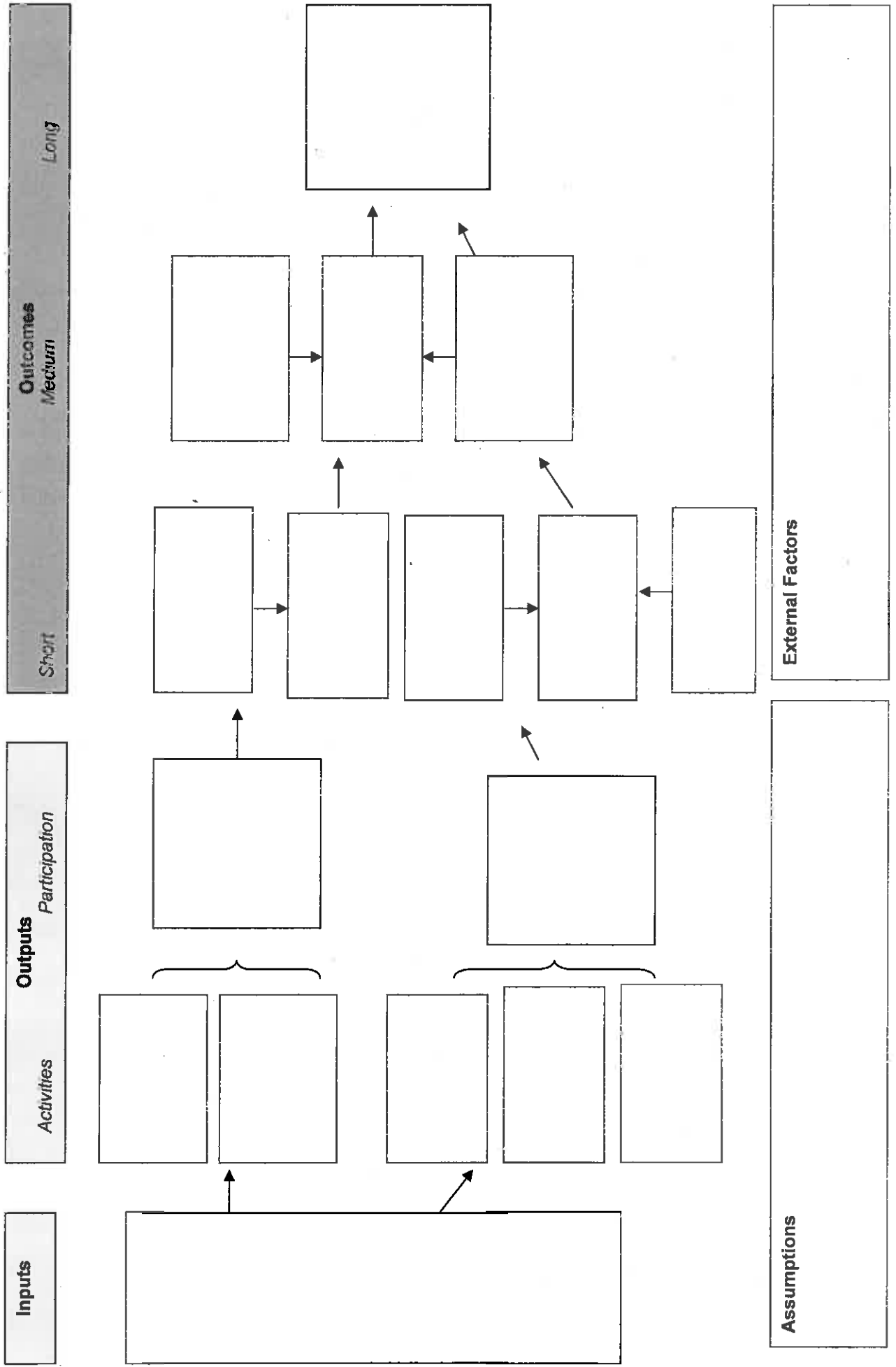
- NSF funding
- Faculty
- Advisory panel
- Industry partners
- In-kind contributions
- ATE resource centers
- Establish regional partnerships
- Develop curriculum
- Conduct workshops
- Provide research/field experiences
- Hold conference
- Establish articulation agreement
- People engaged (students, faculty, industry partners)
- Curriculum materials developed
- Policies created
- Publications issued
- Certification standards established
- High school students have increased awareness of technical career opportunities
- Faculty improve their pedagogical skills
- More students enter workforce with 2^{1st} century skills
- Improved retention
- More effective classroom instruction
- Increased number of job placements in technical fields
- Increased employer satisfaction
- Increased regional economic vitality
- Increased diversity in the technical workforce
- A more highly skilled and adaptable workforce

Program: _____ (name) _____ Logic Model

Situation: _____

Inputs	Activities	Outputs	Outcomes – Impact		
			Short	Medium	Long
Assumptions			External Factors		

Program: _____ (name) _____ Logic Model (uses text boxes: add/change boxes and arrows as needed)
Situation: _____



BUDGET

UNIVERSITY OF MARYLAND GUIDELINES

Budgeting FAQs

1. Does ARHU have guidance on what percent of my salary equates to one course buyout? 10% has been used in the past, but I know that other departments/Colleges use higher figures (e.g., 11%, 13%, etc.).
When we do a true buyout, the college norm is usually 10%. That is based somewhat on the concept that a faculty member in ARHU spends 40% of their time teaching, 40% research, and 20% service/admin. However, when you are factoring your effort on a grant, it is not based on a commodity like "one course", but rather on your 'effort'. If you are going to spend 10% of your effort on the research, then 10% of your salary would be charged to it. If it's 20% of your effort, then that is the correct %. It is not tied to a course release, although you may be granted a release by your chair. Remember if any of your salary is charged to a research grant, then you will need to complete an effort report where you attest that the % of salary charged to the grant is an accurate representation of your actual effort during that time period.
2. Are course buyouts the only option for budgeting my time into proposals during the academic year?
Again, the amount of effort/time spent on a grant is the determination, not the course buyout. If 40% of your time is supposedly spent on research, then working on a sponsored grant doesn't automatically mean that you get a course release.
3. What are the parameters for budgeting in my time during the winter and summer? In other words, what is the maximum amount of my time I can be compensated during the winter and summer?
During winter term, you are still employed by the university as a 9 month faculty member. You can be compensated with an overload if you teach a Winter Term course. Doing work on a research grant during the winter would not count as an overload. In the summer, you can be paid up to 33% of your 9-month salary if charged to a research grant; 30% if just summer pay from a state account. The 33% would imply that you spent every day of the summer period working 100% on the grant – probably not realistic so the amount may be a little lower.
4. How many overloads can I have in a semester/academic year? Can I have course overloads (i.e., teach a course) and/or research overloads (i.e., bring in funding that buys me out of 3 courses, but since my teaching load is two courses, receive a research overload for the third "course")?
The general rule of thumb is that a faculty member can get 2 overloads during a calendar year – there are exceptions but that is the normal practice. If you teach in the summer and do work on a research grant, and the total comes up to more than the 33%, that would be considered an overload.
5. What is the maximum number of courses I can buy a graduate student out of in the semester?
You don't necessarily 'buy out' a graduate student's courses. If a GA is hired to work on a research grant – as many are on the campus – they function as a Research Assistant, rather than a Teaching Assistant. If the GA's time is split teaching 1 course and doing research the rest of the time – and they normally teach two courses – then 50% of their salary would be charged to the grant.
6. What is the maximum amount I can compensate graduate students' for their time on research projects during the winter and summer?

It depends on how the student is hired. If he/she is a 9.5 month GA, he/she is already compensated during the winter. If they do overload work, for example teach during Winter Term, there are defined rates based on their GA status. During the summer, a 9.5 month GA is paid at an hourly rate – to be determined by the department based on their GA scales. If the student is a 12 month GA, then he/she is already being paid for summer work.

7. How do I calculate overhead for myself during the academic year, winter term, and summer? How do I calculate overhead for my graduate students during the academic year, winter term, and summer?

If you are referring to the campus F&A (Facilities and Administrative rate) that is applied to most grants, the standard on-campus rate is 52% for on-campus activities. There are other rates based on off-campus research or the type of research. Some granting agencies/sponsors limit the amount of overhead that can be charged. The F&A rate is consistent across the year – doesn't change based on AY, winter or summer. There is also the issue of Fringe Benefits – and how they are calculated. See the ORA website and chart to guide you through the fringe benefits choices.

Budget Check List

The following is a listing of possible costs chargeable to a sponsored project. It may be useful in avoiding costly omissions when preparing proposal budgets.

Salaries*

- Faculty:
 - academic year
 - calendar year
 - summer months
- Other Professional Research Staff
- Technicians
- Graduate Research Assistants
- Hourly Personnel

Fringe Benefits (see benefits breakdown)

Equipment

- Non-expendable equipment
- Accessories
- Freight
- Installation
- Consultants
- Fees
- Travel

Supplies and Expendable Equipment

- Questionnaire forms
- Animals and animal maintenance supplies
- Chemicals
- Glassware
- Electronic components
- Brochures and announcements
- Audio & video tapes
- Film and film processing supplies

Travel

- Domestic and foreign
- Field work
- Conferences
- Subsistence costs

- Transportation

Publications

Sub-Contracts

Other Direct Costs

- Space rental
- Equipment rental
- Alterations & renovations
- Human subjects or informant fees
- Service contracts (e.g. equipment maintenance, photographic services)
- Communications
- Animal care
- Stipends for participants
- Vehicle lease or purchase

Facilities and Administrative (F&A) Costs

- On-campus research (52%), On-campus Instruction (56%)
- Off-campus adjacent (27.5%), or Off-campus remote (26%)

Cost Sharing

Cost-sharing should be included only where absolutely required by the Federal agency. It is never to be assumed to be a voluntary or gratuitous gesture.

*Anticipate and include budget adjustments for salary increases in all budgets that are longer than one year or that span University fiscal years.

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Employee Benefits

When preparing a sponsored project proposal budget, calculations for the sponsor's contribution to employee fringe benefits should be computed using the following information. UMCP does not have a "fringe benefit rate" and Grant/Contract accounts will be charged actual amounts. Any deficit occurring as a result of underestimating these benefits must be covered by transfers from other budget categories in the Grant/Contract.

Retirement

Teacher's Retirement or Pension System: 15.47% x annual base salary
Employee's Retirement or Pension System: 15.53% x annual base salary
Optional Retirement Plans: 7.25% x annual base salary

Social Security Tax

Contributions are based on the calendar year salary (Calendar yr. 2014).

6.2% of the first \$117,000 (Maximum employer contribution per employee for Social Security is \$7,254).

Medicare Tax

1.45% x base salary.

Unemployment Insurance Premium

0.28% of salary.

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Health Benefits Estimates

There are currently many options available for health insurance benefits. Where possible, actual UMCP costs should be computed for each employee enrolled. The plan selected by each employee can be determined from the health insurance card issued to the employee or by contacting the Personnel Benefits Office (x55654). Where it is not possible to determine the actual costs, one should budget for the highest option.

Health Benefit Costs (Employer Subsidy Portion) as of January 1, 2014*:

	Monthly***	Annually**
Employee Only	\$736 - \$862	\$8832 - \$10344
w/ one family member	\$1291 - \$1629	\$15492 - \$19548
w/ two or more family members	\$1717 - \$2049	\$20604 - \$24588

* Costs represent those incurred by the University and include health, dental and prescription plans and disability insurance (rounded to nearest whole dollar).

** These totals are also applicable to 9- or 9.5-month appointments.

*** Includes FY'14 Surcharge-54.57%; Surcharge is 27.29% if employee is enrolled in 'Optional Retirement Plans' Retirement program; 0% if not in a retirement/pension program (e.g. GA's)

Tuition Remission Estimates (FY'2014)

• Full-time Permanent Employees

• Undergraduate

- September 2014 - May 2015: No more than 2 courses, not to exceed 8 credit hours per semester at \$317 per credit hour.
- Summer 2014: Not to exceed 8 credits for all summer sessions at \$317 per credit hour
- Winter 2015: Not to exceed 4 credit hours for all winter sessions

• Graduate

- September 2014 - May 2015: No more than 2 courses, not to exceed 8 credits per semester at \$602 per credit hour
- Summer 2014: Not to exceed 8 credits for all summer sessions at \$573 per credit hour
- Summer 2015: Not to exceed 8 credits for all summer sessions at \$602 per credit hour

• Part-time Permanent Employees - proportional to percentage of service (must be at least 50%)

- Proportional to percentage of service (must be at least 50%)
- Full-time Graduate Assistants: Up to 10 credits in the spring and fall academic semesters, up to 4 credits in winter at \$802 per credit hour
- Graduate students with a 9.5 month appointment must have a summer appointment to be eligible for a total of 4 credits in the summer sessions.
- Graduate students with a 12 month appointment are eligible for 8 credits in summer sessions.

• Part-time Graduate Assistants

- 5 credit hours in the spring and fall academic semesters and 2 credits in winter term.
- Part-time Graduate assistants with a 9.5 month appointment must have a summer appointment to be eligible for 4 summer credits.
- Part-time Graduate assistants with a 12 month appointment are eligible for 4 summer credits.

See Board of Regents Policy VII-4.10(A) and University Human Resources (link: <http://uhr.umd.edu/benefits/tuition-remission/>).

As not every fringe benefit is available to every employee classification, reference the chart below to determine applicability for the different groups. The last column contains a formula for projecting a reasonable estimate.

Type of Employee	State Retirement/ Pension	Optional Retirement	Health Insurance	Social Security	Unemployment	Estimate may be computed by using:
Faculty 9, 9.5, or 12 mos.	X		X	X	X	23.46% x (Salary) + Health Ins. + Tuition
Faculty 9, 9.5, or 12 mos.		X	X	X	X	15.18% x (Salary) + Health Ins. + Tuition
Summer Salary 9, 9.5, or 12 mos. Faculty				X	X	7.93% x (salary) + Health Ins. + Tuition
Permanent Non-Exempt > 50%	X		X	X	X	23.4% x (Salary) + Health Ins. + Tuition
Exempt ≥ 50% (Option e)	X		X	X	X	23.4% x (Salary) + Health Ins. + Tuition
Exempt ≥ 50% (Option b)		X	X	X	X	15.18% x (Salary) + Health Ins. and Tuition
Permanent Part-Time ≥ 50%	X		X	X	X	23.4% x (Salary) + Health Ins. + Tuition
Permanent Part-Time < 50%				X	X	7.93% x Salary
Research Grad Assistants 9.5 or 12 mos.			X			Health Ins. + Tuition
Research Grad Assistants Summer Only						None
Undergraduate including Summer if attending classes						None

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Graduate Stipends

Memo: [Stipend Levels for Graduate Assistants and Fellows for FY 2014 - REVISED](#)

The FY2014 USM Compensation Guidelines include a three-percent Cost of Living Adjustment (COLA) to be made on January 1, 2014 for regular faculty, staff and graduate assistants and a minimum one-percent Merit increase to be made on April 1, 2014. The FY14 minimum stipends for Step I Graduate Assistantships, whether on state or research accounts, are given below, together with additional guidelines. **The COLA and Merit adjustments apply to all graduate assistant stipend levels, which should be increased by a minimum of 4%. It does not apply to fellowship stipend levels.** Please ensure that your stipend levels and practices will be in compliance effective January 1, 2014.

Graduate Assistantship Stipends

- All graduate assistants fall into one of three steps. Step I is for first-year graduate assistants only; Step II is for second-year assistants, as well as those students, new or continuing, holding a master's degree; and Step III is for doctoral students officially advanced to candidacy. Students should be placed in the appropriate step.
- The Graduate School sets a minimum stipend level for Step I. Each unit is to ensure that its Step I stipend level is equal to or higher than the minimum specified below.
- Stipend levels have no caps at any step, and should differ between steps.
- All graduate assistants at a particular step, in a particular unit, should receive the same stipend amount regardless of their payment history.

Minimum Stipends for Step I Graduate Assistantships are as follows:

	Full	Half
9-month Assistantship	\$14,850	\$7,425.00
9.5-month Assistantship	\$15,675	\$7,837.50
12-month Assistantship	\$19,799	\$9,899.50

Note: Teaching Assistants must be offered 9.5- or 12-month assistantships due to responsibilities after the last day of classes; TAs may not be offered 9-month assistantships.

Graduate Fellowship Stipends: 9-Month and 12-Month

- The Graduate School sets minimum stipend levels, specified below, for fellowships to qualify for tuition remission. For details, see: www.gradschool.umd.edu/prospective_students/general_fellowship.html (link is external).
- Fellowship stipend levels have no caps.
- Guidelines for University and Dean's Fellowship increments apply.
- No work requirements can be attached to graduate fellowships.

Minimum Stipends for Graduate Fellowships are as follows:

9 month Fellowships		12 month Fellowships	
Full	Half	Full	Half
\$15,000	\$7,500	\$20,000	\$10,000

International Students on Assistantships or Fellowships

International students offered 9- or 9.5-month assistantships or fellowships must show proof of private financial resources for the remainder of the year or must be provided additional support for that period. In either case, the total 12-month amount must equal or exceed the amount required by U.S. Citizenship and Immigration Services to obtain an immigration visa. For further information, contact International Education Services (IES) at ex. 4-7740.

For further information regarding stipend guidelines, or for other assistance, please contact [Patricia Woodwell](#) (link sends e-mail), Director, Administrative Services (x50814) or [Barbara Ferguson](#) (link sends e-mail), Fellowship Coordinator (x50371).

SAMPLE BUDGET (MODEL)

	CATEGORY	AMOUNT
A.	SALARIES & WAGES	
1.	Principal Investigator(s) Name ____ % effort, 9½ months; 10 months; 12 months ____ % effort, Summer *	\$XX,XXX \$XX,XXX
2.	Co - PI(s) ____ % effort, 12 months	\$XX,XXX
3.	Research Assistant(s)	\$XX,XXX
4.	Others:	
a.	Name(s); Position Title(s); (\$xx/month)	\$XX,XXX
b.	Name(s); Position Title(s); (\$xx.xx/hour)	\$XX,XXX
	TOTAL: SALARIES & WAGES	\$XX,XXX
B.	STAFF BENEFITS	\$XX,XXX
C.	TOTAL: SALARIES & WAGES AND STAFF BENEFITS (A + B)	\$XX,XXX
D.	CONSULTANTS (List by name)	
1.	Fee	\$XX,XXX
2.	Travel and per diem costs	\$XX,XXX
	TOTAL: CONSULTANTS	\$XX,XXX
E.	PERMANENT EQUIPMENT <i>- Itemize, include name and model no.</i>	\$XX,XXX
	TOTAL: EQUIPMENT	\$XX,XXX
F.	EXPENDABLE SUPPLIES AND EQUIPMENT (Includes animals) <i>- Itemize (as much as reasonable)</i>	\$XX,XXX
G.	TRAVEL	
1.	Domestic <i>- Itemize:</i>	\$XX,XXX
2.	Foreign <i>Destination and estimated cost for each instance of travel</i>	\$XX,XXX
	TOTAL: TRAVEL	\$XX,XXX
H.	PUBLICATION COSTS	\$XX,XXX
I.	COMPUTER COSTS	\$XX,XXX
J.	OTHER DIRECT COSTS <i>- Itemize - (Examples include graphics, photography, audiovisual, postage, long distance phone charges, rental equipment, conference costs, services, etc.)</i>	\$XX,XXX
K.	SUBCONTRACTS - List names and attach budget details	\$XX,XXX
L.	TOTAL DIRECT COSTS	\$XX,XXX
M.	FACILITIES AND ADMINISTRATIVE (F&A) COSTS (formerly "Indirect Costs")	\$XX,XXX
N.	TOTAL COSTS	\$XX,XXX

Attach Budget Justification

*Summer Effort applicable ONLY to 9½ month or 10 month faculty

ORA ROUTING FORM AND INSTRUCTIONS

This routing form has been updated on 22 August 2012. It supersedes ALL previous versions.



Office of Research Administration
INTERNAL ROUTING FORM FOR PROPOSALS

www.umresearch.umd.edu/ORAA

- yes no Response to stimulus funding (ARRA) opportunity.
- yes no Electronic Submission (e.g. Grants.gov).
- yes no Proposal contains draft technical narrative or other provisional material. Budget and cost sharing MUST be final with routed proposal.
- yes no Pre-proposal submission.

Please complete this form, including signatures by Principal Investigator (PIs), Co-Principal Investigator(s), Department Chairperson/Director of administering unit, and Dean; send it and one copy of the proposal to ORA. Allow six (6) working days prior to the deadline for processing within ORA. Call 301-405-6269 for assistance.

1. **Proposal Title:** _____

2a. **Start Date:** _____ (mm/dd/yyyy) b. **End Date:** _____ (mm/dd/yyyy)

3. **Proposal/Application Type:**
 New Renewal Continuation Supplement Revision Resubmission
 If not new: Related Proposal Number: _____ Related FRS Number: _____

4. **Activity Type:**
 Research Training/Instruction Fellowship IGPA Service/Other Sponsored Activity
 Basic Applied Development Clinical Trial

5. **Sponsor:** _____
 a. Contact Name and Address
 Name _____ Address _____
 Phone _____
 Email _____
 URL _____

b. PI plans to submit concurrently to: _____

c. **Prime sponsor:** Are flow-through funds used? yes no
 If yes, prime sponsor's name: _____

d. Catalog of Federal Domestic Assistance Number (CFDA): _____

6. **Deadline** Date for Proposal: _____ Postmarked Receipt/Delivered
 Announcement/Guidelines/RFP attached No unique guidelines apply
 URL for Announcement, etc _____

7. Submission Instructions: Electronic Submission, system: _____
 Department to pick-up the proposal: Name _____ Ext. _____

8a. Departmental contact for budget questions: Name _____ Email _____ Ext. _____
 b. PI contact for other questions Name _____ Email _____ Ext. _____
 c. If multiple departments are involved, name of administering department: _____

9. Principal Investigator/Co-Principal Investigator(s) **NOTE:** All accounts created for any award resulting from this proposal will follow the credit split information listed below.

PI	Name: _____		% Credit for Project:
	College: _____	Department: _____	% Credit for Investigator:
	College: _____	Department: _____	% Credit for Investigator:
			Unit Total for Investigator: 100%
Co-PI	Name: _____		% Credit for Project:
	College: _____	Department: _____	% Credit for Investigator:
	College: _____	Department: _____	% Credit for Investigator:
			Unit Total for Investigator: 100%

For additional Co-Investigators or other Project Personnel, attach the Supplemental Staff form, available at www.umresearch.umd.edu/ORAA/form/um_oraa_forms.html.

ORA Use
 Proposal Development # _____ Institute Proposal # _____

10. Budget

	Initial Period	Total Period
Requested Start Date		
Requested End Date		
Total Direct Cost		
Total Indirect Cost (F&A)		
Total Cost	\$0.00	\$0.00

- 11a. Facilities & Administrative Cost Rate(s) _____ % Base: MTDC TDC Other(only when 0% F&A)
 b. Is this other than the on-campus rate? yes no Why? Off-campus Written Sponsor Policy Waiver Requested
 c. If any portion of the project is off campus, where?

Note: An off-campus project is defined as one which, for 3 or more continuous months, does not make use of facilities or space supported by the University of Maryland. Off campus "adjacent" sites are within a 50 mile radius of College Park. Off campus "remote" sites are beyond that. Projects are designated as on campus unless 25% or more of the project direct costs meet the off campus definition. If a proposal has both on and off campus components, the budget needs to be apportioned appropriately.

12. **Cost-sharing:** yes no Total UM Contribution \$ _____ Total non-UM Contribution \$ _____
 NOTE: If cost-sharing is included, must provide, as a supplement to this routing form, a document detailing the contributions and authorizing signature(s). See cost sharing policy: www.president.umd.edu/policies/iv400a.html.

13. **Subcontracts:** Is part of the project to be subcontracted to another organization? yes no
 If YES, subcontractor's name: _____
 Subcontractor's proposal (statement of work, budget, budget justification) endorsed by its authorized official must accompany the proposal.

14. Are there **additional resources** (such as space, operating or equipment funds, utility service) required to conduct this project over and above those already budgeted for or approved by your department? yes no
 If yes, please list.

15. Does this proposal budget include **administrative support costs** such as administrative/clerical salary and/or office supplies/communications costs? yes no If yes, proposal budget **must** include explicit justification of these costs in accordance with UMCP Policy VIII-10.40(A).

16. Does the proposal include a **tuition or fee waiver** on academic year, winter term, or summer programs? yes no
 If yes, documentation of approval from the Office of the Provost, Dean for Undergraduate Studies, or Office of Summer & Winter Terms must be provided with the proposal.

17. Does this project offer **courses for credit**? yes no
 If yes, have they been approved by Academic Affairs? yes no List courses: _____

18. Have all **inventions or patents** been previously reported? yes no not applicable; no patents to report

19. Are human embryonic **stem cells** used? If so, list the registration numbers of the cell lines. yes no

20. Is the PI currently serving, or previously served, as the PI/Co-PI on a Federally funded project? yes no

21. Is this proposal a full application related to the submission of a **preliminary proposal**? yes no
 Preliminary proposal number: _____

Export Control: http://www.umresearch.umd.edu/ORAA/export_control_guidance/

- 22a. Has the topic of export control come up in any forms with this proposal? yes no
 22b. Will your project require collaboration with any foreign entity? yes no
 22c. Will your project involve the shipment of equipment outside of the US? yes no
 22d. Is the PI participating in this project as an employee of a foreign organization? yes no

If yes to any of the above, please provide additional documentation with the following information: full name of foreign collaborator(s), country or countries of citizenship, affiliation (e.g. employer). Use additional pages as necessary.

Indicate whether your project contains the following:

23. yes no

Will this research pose a real or potential **impact on the environment**?

If yes and an exemption has been authorized by the granting agency, please explain or attach explanation.

If no exemption has been authorized by the granting agency, please explain the environmental impacts and assessment studies to be performed or attach explanation.

24 a. yes no

Human subjects: Will this research include using Human Subjects?

24 b. If yes, has an IRB application been submitted to the IRB office?

yes Please provide the title used on the IRB application and the IRB protocol approval number.

no An IRB application has not been submitted for this project, but will be if this project is awarded. Submit one copy of the proposal protocol form to the IRB office. For more information, contact the IRB office at lrb@umd.edu.

25 a. yes no

Animal subjects: Will this research include using vertebrate animals?

25 b. If yes, has an IACUC protocol approval number been assigned?

yes Please provide the title used in the IACUC application and the IACUC protocol approval number.

no An IACUC application has not yet been submitted for this project. For more information, contact the IACUC Coordinator at x55037 or iacuc-office@umd.edu

26 a. yes no

Radioactive materials: Will radioactive materials or ionizing radiation producing devices be used in this research? Includes x-ray units, electron microscopes, and particle accelerators; non-ionizing radiation producing devices such as lasers, IR, UV, or other optical emitting devices; and/or microwaves, RF, or electromagnetic sources of radiation.

26 b. If yes, will these devices be ionizing and/or non-ionizing radiation producing?

Maryland Department of the Environment (MDE) requires radiation safety training and an approved authorization prior to the use of such devices. Call DES, x53960, for assistance.

27. yes no

Genetically engineered organisms: Will genetically engineered organisms be used or produced in this research? If yes, please explain.

28. yes no

Biological materials: Will this research use biological materials? e.g. recombinant DNA or RNA, human pathogens, toxins, or blood, unfixed tissue, or primary cell culture derived from humans or non-human primates. Call DES, x53960, for assistance.

29. yes no

Select Agent Toxins: Will this research require the use of one or more of the following select agent toxins: e.g. Abrin, Botulinum neurotoxins, Clostridium perfringens epsilon toxin, Conotoxin, Diacetoxyscirpenol (DAS), Ricin, Saxitoxin, Shigatoxin, Shiga-like ribosome inactivating proteins, Staphylococcal enterotoxins, T-2 toxin, Tetrodotoxin? Call DES, x53960, for assistance.

30. yes no

Highly toxic gases: Will this research use highly toxic/reactive gases (e.g. arsine, hydrogen cyanide, cyanogens, silane, fluorine, etc.)? Call DES, x53960, for assistance.

31. yes no

Scientific diving: Will this project require SCUBA diving? Call DES, x53960, for assistance.

32. yes no

Boats used in Research: Does project require use of boats? If boats are required for this research, checking yes to this box indicates that you are familiar with the Dive Safety and Boating Manual. Call DES, x53960, for assistance.

33. yes no

Chemicals: Will this project require the use of chemicals? If this project includes the use of chemicals, a Chemical Hygiene Plan and training is required. Call DES, x53960, for assistance.

All required forms are available on ORA's website: http://www.umresearch.umd.edu/ORAA/form/um_ora_forms.html

Approved protocols are required in order for accounts to be set up for awards which include human subjects, animal subjects, ionizing radioactive materials, biological materials, select agent toxins, and scientific diving.

34. **Abstract** (150 words or less) required.

35a. Yes No **Conflict of Interest:** Is there a real or potential conflict of interest in connection with this work involving a University of Maryland employee, as defined by the University of Maryland Policies and Procedures II-3.10(A) or II-3.10(B)? If yes, a disclosure form must be completed and submitted in accordance with these procedures. For more information on COI refer to <http://www.umresearch.umd.edu/IRB/RCOportal.html>

35b. Yes No **PHS Mandatory Disclosure: PHS Sponsor:** Is this proposal to a PHS sponsor or PHS prime sponsor?

35c. Yes No If yes to 35b, have all individuals responsible for the design, conduct, or reporting of the research completed the IRBNet **Financial Conflict of Interest** in accordance with the University of Maryland Policies and Procedures on Financial Conflicts of Interest in Public Health Service Funded Research II-3.10(C)?

For more information on FCOI refer to: <http://www.umresearch.umd.edu/IRB/RCOportal.html>

36a. Yes No Will this project require the use of another party's **proprietary** (restricted) information or materials?

36b. Yes No If yes to 36a, will such information be subject to a nondisclosure agreement or any other agreement authorizing a sponsor or other party to withhold from publication information provided to UM?

36c. Yes No Will this project involve any other restrictions on the ability of the PI, Co-PI and/or other UM researchers to publish the results of their research or information provided to them or UM?

If yes to any of the above, attach copies of any proposed NDA and/or any other agreement containing any restriction on publication or dissemination of proprietary information or research results.

37. If proposal contains draft technical or other provisional materials and the PI will be responsible for submitting the proposal, PI is responsible for ensuring a copy of the final proposal as submitted to sponsor is provided simultaneously to ORA. All budget and cost sharing commitments must be finalized before the proposal is routed.

38. PI's signature below affirms that no changes in scope, budget, or institutional commitments will be made in the final proposal without first contacting ORA.

39. PI's & Co-PI's signatures below affirm:

- a) that the information submitted within the proposal is true, complete, and accurate to the best of the PI's & Co-PI's knowledge;
- b) that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties;
- c) that PIs & Co-PIs agree to accept responsibility for the conduct of the project and to provide required progress reports if the project is awarded as a result of the proposal.

Note: Proposal cover page must have space for signature of the University's authorized signature authority (Office of Research Administration) when sponsor's form does not provide for this.

ORA reserves the right to withdraw from consideration any proposal that was received less than two full business days prior to its submission due date and which was received by ORA without sponsor solicitation guidelines.

40. Your signature below indicates approval of this proposal and concurrence with the statements on this form. **Endorsements must include PI, Co-PI(s), administering department/unit and appropriate college listed in 8C of this form.**

The administering department/unit is responsible for obtaining concurrence from all participating units, where a joint appointment exists or where key personnel are listed that reside outside the administering department/unit, prior to proposal submission. By signing this routing form, the Department Chairperson/Director of the administering department/unit, or designee, attests that this concurrence has been received. Appropriate signatures must be obtained on lines a), b), and c) before sending to ORA.

a) Principal Investigator/Co-Principal Investigator(s)

Date _____

Date _____

Date _____

b) Department Chairperson or Director

Date _____

Date _____

c) Dean

Date _____

Date _____

d) Division of Research/ORA

Date _____

Remarks (ORA USE ONLY)

Reviewed by:

Date

LINE-BY-LINE INSTRUCTIONS FOR COMPLETING UMCP INTERNAL ROUTING FORM FOR PROPOSALS
(Revised 11/2011)

A completed routing form is required for all proposals for external support of research, training or service projects. Forms can be obtained from ORAA's website at
http://www.umresearch.umd.edu/ORAA/form/um_oraa_forms.html

(See Proposal Handbook for information on processing proposals. For information call 301-405-6269)

1. **Proposal title** Include the full title of the proposal. This title will be used on our transmittal letter to the sponsor and statistical reports.
2. **Enter Start Date and End Date** The period should cover all budget periods included in the proposed budget.
3. **Select the Proposal Application/Type.** Enter the UM Proposal Number or related FRS number if this is not a new application.
New: An application that is being submitted for funding for the first time.
Renewal: An application for funding of a project in which previous years of funding for the project have elapsed; competing for funding for additional funding to continue original project. Include FRS number of current project.
Continuation: A non-competing application for additional funding within the previously approved funding period. Include FRS number of current project.
Supplement: Request for additional funds for a current award to expand the scope of work. Include FRS number of current project.
Revision: An application that proposes a significant change in an existing award; change in scope of work, etc. Include FRS number of current project.
Resubmission: An application in which a previous application was submitted, reviewed, but not funded and is being resubmitted for new consideration. Include Related Proposal number.
4. **Select the appropriate Activity Type.**
Research: project directed towards increasing knowledge
Basic Research: systematic study directed toward fuller knowledge or understanding of the fundamental aspects of phenomena and of observable facts without specific applications towards processes or products in mind
Applied Research: research assessing and using some part of accumulated theories, knowledge, methods, and techniques for a specific driven purpose
Development Research: systematic application of knowledge or understanding, directed toward the production of useful materials, devices, and systems or methods including design, development, and improvement of prototype and new processes to meet specific requirements
Clinical Trial: research studying the effectiveness of a particular device/therapy/drug with humans
Training/Instruction: projects which incorporates teaching as its main objective.
Fellowship: projects which provide a stipend to faculty or students in support of their undirected research or advanced study.
IGPA: Intergovernmental Personnel Assignments of personnel on temporary assignment to federal agencies.
Service/Other: projects which involve the performance of work other than instruction/training and research. Examples of such projects are health and community service projects.
5. **Sponsor**
 - a. Sponsor is the organization awarding the funds directly to UMCP. For joint proposals where the collaborating organization is submitting the proposal to the federal government, our sponsor is the collaborating organization (University XYZ or Company Q), not the government agency.

Proposals to be submitted to an organization through the University of Maryland College Park Foundation (UMCPF) should show UMCPF as our sponsor. ALWAYS include the sponsor's complete mailing address. A transmittal letter is generated by ORAA and will be included with proposal. List the Contact Name, phone, e-mail, and URL of the sponsor.

- b. PI plans to submit **concurrently** to: List any other sponsors to whom this proposal will be submitted. Please note that each proposal to a different sponsor must be routed separately.
 - c. **Prime sponsor** Federal flow through funds are involved when UMCP is a subcontractor under a federally funded project to our sponsor. Please identify the prime federal source for funding the proposal.
 - d. Catalog of Federal Domestic Assistance Number (CFDA#) is assigned by the federal government to certain programs. It may be included in the program announcement and/or application provided to you by the federal government. It can also be obtained by contacting the federal agency or by locating it online at www.cfda.gov. The University must report this information to the federal government. Please list as appropriate.
6. **Deadline:** Any published deadline dates for proposals should be entered here. This is to be used for published deadlines only. Be sure to attach RFP and/or proposal guidelines and deadline information. In the absence of such documentation, ORAA will assume that any deadline shown is not a mandatory date, but one of convenience. Mark deadline as postmarked or receipt/delivered as appropriate.
 7. **Submission Instructions:** If the proposal is to be submitted to an electronic system, include the name of the system. Otherwise, list the contact name and phone of the individual in the department who should be notified when the proposal is ready to be picked up and mailed to the sponsor.
 8. List the person ORAA is to **contact** regarding proposal budget and administrative questions; list the PI ORAA is to contact for other questions. If more than one department/unit is involved, name the department that will be administering this project. This will be the department identified in the financial accounting system to receive financial records for this project.
 9. For each **Project Investigator/Co-Principal Investigator(s)** list the name, department, and the percent of credit for this project. Each investigator must have an appointment with UMCP. For each investigator, list the one or more departments among which his/her credit will be split. For each individual investigator, the total of the credit distributed among departments must equal 100%. See the example below.

9. Principal Investigator/Co-Principal Investigator(s)			NOTE: All accounts created for any award resulting from this proposal will follow the credit split information listed below.
PI	Name: PI Name		% Credit for Project: 75
	College: ENGR	Department: Mechanical Engineering	% Credit for Investigator: 75
	College: CLFS	Department: Biology	% Credit for Investigator: 25
			Unit Total for Investigator: 100%
Co-PI	Name: Co-PI		% Credit for Project: 25
	College: AGNR	Department: Animal & Avian Sciences	% Credit for Investigator: 60
	College: ENGR	Department: Aerospace	% Credit for Investigator: 40
			Unit Total for Investigator: 100%
For additional Co-PIs or other Project Personnel, attach the Supplemental Staff form, available at www.umresearch.umd.edu/ORAA/form/um_oraa_forms.html .			
ORAA Use			

In the above example, the credit for the project is split between the PI (75%) and one Co-PI (25%). The percent credit for the project adds up to 100%.

The PI is assigned to multiple departments. So his/her credit must be distributed among them. In this case, 75% of the credit will go to Mechanical Engineering, and 25% to Biology. The unit total for the PI adds to 100%. The same is true for the Co-PI. The credit is split 60%/40% between Animal & Avian Sciences and Aerospace Engineering. If the PI or Co-PI is assigned to only one department, 100% of his/her credit will go that one department.

10. **Budget.** Fill in all spaces. Funding information is for this proposal only.
11. Indicate **Facilities and Administration Cost** rate used. Provide explanation for all rates used other than the standard on-campus rate.
12. **Cost Sharing:** Indicate if any funds from either campus department units or third parties are included in the budget for this project. The documentation on details of contributions other than PI effort is required before the proposal can be processed for official UMCP signature.
13. Indicate whether or not a part of this project is to be **subcontracted**. (The term subcontractor, as used here, refers to an entity that will perform a substantive technical portion of the project. This does not include consultants or contractual services.) The subcontractor's proposal, signed by its authorizing official, must be included as part of the proposal to the sponsor.
14. Other than funds requested in proposal, if **additional resources** are needed for this project, ORAA will require documentation of agreements with internal or external officials indicating how those resources will be provided.
15. If proposal includes **administrative support costs**, the proposal budget must include explicit justification for these costs. See UMCP Policy VIII-10.40(A) for more information.
16. Fill in as appropriate.
17. Fill in as appropriate.
18. Complete for previous sponsored research projects.
19. List registration of human embryonic **stem cell** lines if their use is proposed in this project.
20. Fill in as appropriate.
21. Indicate proposal number from **preliminary proposal** if it was routed through ORAA.
22. Indicate if and how **export control** is related to this proposal. Fill in as appropriate, providing additional information or documentation as required.
- 23-32. Self explanatory. Contact information provided on Routing Form for assistance as needed.
33. Provide an abstract of proposal objectives and expected outcomes. Information may be used in ORAA publications.
34. If there is a real or potential conflict of interest in connection with this proposal, a disclosure form must be completed and submitted.
- 35-39 Self Explanatory.

40. Signatures:

ORA requires that the PI and all Co-PIs endorse the Routing Form. ORA also requires that administering department and college endorse the Routing Form. ORA does not require that the non-administering departments and colleges endorse the form as it is the responsibility of the administering department to obtain concurrence from all participating units prior to submission. By signing the routing form, the Department Chair/Director is attesting that this concurrence from all involved departments has been received by the administering department.