



Promoting Excellence for All

REQUEST FOR PROPOSAL

**NEW JERSEY GRANT PROGRAM FOR
THE EDUCATION OF LANGUAGE MINORITY STUDENTS**

**FISCAL YEARS
2010-2011**

PROPOSAL APPLICATION DUE FEBRUARY 13, 2009

FISCAL YEARS 2010-2011
EDUCATION OF LANGUAGE MINORITY STUDENTS
GRANT PROGRAM

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CALENDAR OF EVENTS

Release of RFP	November 17, 2008
Intent-to-Apply Forms Due	January 19, 2009
Proposal Due	February 13, 2009
Announcement of Grant Awards	May 2009

EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

Note to Applicants: This notice is a complete application package and contains all of the information, application forms, and instructions needed to apply for an award under this program.

I. Introduction

The State of New Jersey continues to grow as a home for thousands of immigrants from around the world. The number of foreign-born persons increased 25 percent in New Jersey from 967,000 in 1990 to 1,208,000 in 2000.¹ According to data from the 2006 American Community Survey (ACS) of the U.S. Census Bureau, only two states, New York and California, have a greater percentage of foreign-born persons than New Jersey.

The 2006 ACS data also indicated that New Jersey ranks sixth in the percentage of population age five and older who speak a language at home other than English. Based on the information available, the five counties with the highest percentage of non-native speakers between the ages of 18 and 64 who speak English not well or not at all are Hudson (18.1%), Passaic (16%), Union (9.2%), Essex (8.2%), and Bergen (5.4%). See Appendix 1. According to the New Jersey Department of Education for the 2007-2008, there were 279,366 language minority students enrolled in public K-12 schools. Of these students, approximately 22 percent (61,904) are classified as limited English proficient (LEP).

The New Jersey Commission on Higher Education issued a survey in the fall of 2007 to all senior public institutions, community/county colleges, and independent institutions in the state. With responses from 87 percent of these institutions, the results indicated that 14,699 students were enrolled in ESL programs for fall 2005. The overall number of ESL students at New Jersey colleges and universities has increased by 61 percent, from 9,113 students in fall 1994 to 14,699 in fall 2007. (Copy of the findings report is available at http://www.state.nj.us/highereducation/PDFs/ESL_SurveyReportFall07.pdf)

II. Purpose of the Grant Program

This program provides grants for the implementation of educational services to enhance the instruction, learning, and academic achievement of language minority students (LMS) who are New Jersey residents and are enrolled or plan to enroll in academic credit-bearing course work leading to a degree or certificate at in-state colleges and universities.

The Commission recognizes the importance of ensuring access for language minority students to high-quality academic and support programs that will enable them to obtain the knowledge, skills, and abilities needed to succeed in higher education. Moreover, the Commission seeks to promote policies and programs that increase retention for language minority students as well as programs that strengthen institutional diversity.

¹ New Jersey Department of Labor, Division of Labor Market & Demographic Research, Estimates of Foreign-born Population in New Jersey: 2000

III. History of the Grant Program

Since 1987, the State of New Jersey, first through the Department of Higher Education and now through the Commission on Higher Education (CHE), has supported efforts to enhance services to language minority students at colleges and universities within the state. The annual allocation for fiscal 2009 is \$450,000.

In recent years, grant funding has supported a broad range of project activities that assist language minority students; projects have included professional development/training for faculty and adjuncts, creation of new curriculum and courses, establishment of computer/multimedia laboratories, expansion of tutoring and advisement services, and research and design of new testing instruments. Since fiscal 2000 more than 25 different New Jersey institutions have participated in the ELMS Grant Program. The six projects funded for fiscal 2009 will directly serve almost 800 students.

IV. Description of the Grant Program

The Commission's objectives for the two-year grant cycle 2010-11 grant awards are to provide funding for institutions to create or strengthen programs that address the needs of language minority students who are enrolled or plan to enroll in academic credit-bearing course work, i.e., course work leading to a degree or certificate. The Commission expects that these programs will be highly focused, innovative, locally designed projects to develop, expand, or enhance instructional programs and/or services for language minority students. These programs should not be dependent upon a grant to sustain them on a long-term basis; instead, institutions should plan from the outset to absorb the cost of the program by the end of a two-year funding cycle. Consequently, in order to be eligible for funding, all proposals must identify a source(s) of funding to perpetuate the program when the grant expires. Funding for fiscal 2010 and 2011 is contingent upon approval of state appropriations. Applicants for grants must include in their proposal(s) a commitment to submit periodic reports to the Commission on the expenditure of grant funds, program implementation, program accomplishments, and student unit record data on individual program participants.

V. Funding Policies

Available Funds (annually, contingent upon appropriations)	\$450,000
Estimated Range of Awards (annually)	\$50,000 - \$100,000
Funding Period	Fiscal 2010 and 2011
<i>(For 2010, the fiscal year begins July 1, 2009 and ends June 30, 2010 and for 2011 the fiscal year begins July 1, 2010 and ends June 30, 2011)</i>	

This Request for Proposal (RFP) is based on a fiscal 2010 and 2011 annual state appropriation of \$450,000. The program priorities for the competition include curriculum and instruction, student support services, professional development/training, and assessment. For more detailed information about the different program priorities, refer to Section VI on page 3.

The grant program does not specify a limit for the level of funding that can be requested, but applicants should consider the objectives of the ELMS program and the total funding available for qualified institutions across the state. The amounts requested for the first and second year should remain relatively level.

- A. **Eligible Applicants:** All nonprofit, non-rabbinical/theological degree-granting institutions of higher education in New Jersey are eligible to compete for funds. Institutions interested in competing for grant funds must also have responded to the *FY 2007 ESL Survey* distributed by the Commission on Higher Education. Institutions must serve language minority students who are New Jersey residents and are enrolled or plan to enroll in academic credit-bearing course work leading to a degree or certificate. If an institution is recommended for funding, it must be in compliance with Executive Order #117.
- B. **Institutional Support:** For the second year of the grant program, there should be an *increase* in institutional support. Institutions submitting proposals also must identify a source of funding that will enable the institution(s) to continue the proposed program once the state grant expires. Any state grant funds awarded must be used to supplement, not to supplant, other sources of funds.
- C. **Replicability:** The Commission believes that programs that can be replicated readily at other institutions will enable the system as a whole to address more effectively the needs of language minority students in the shortest period of time, maximize benchmarking practices, and minimize duplication of program development or trial-and-error practices.
- D. **Funds Distribution:** Once the Commission approves an award amount for a funded program, a project contract will be issued and sent to the institution. The project is responsible for submitting interim databases as well as an annual report for fiscal 2010 and a final report for fiscal 2011. The reports will contain a summary of activities for the fiscal year including a description, in a specified format, of progress towards achieving project objectives. Failure to submit a satisfactory report and/or database in a timely fashion may result in the suspension of the project from participation in the grant.

Upon receipt of the signed project contract for fiscal 2010, the Commission will advance 75% of the funds awarded for the first fiscal year. The remaining 25% of grant funds will be released upon receipt and satisfactory review of the annual report. Funds for the second year will be distributed in a similar manner.

NOTE: *If there is an indication that the program will not serve as many students as originally proposed, the Commission may take steps to reduce the grant award. Therefore it is critical for proposals to state realistic figures for the number of students to be served.*

VI. Program Priorities

The Commission has identified four program priorities: curriculum and instruction, student support services, professional development/training, and assessment. Projects may be designed to focus on one or a combination of priorities, and the priority(ies) selected should be checked on the *Application Cover Sheet* (Attachment A).

- A. Curriculum and Instruction: Academic programs, including those offered in both the students' native languages and English, which address the diverse special needs of language minority students. Funded awards must reflect the best available research and practice in bilingual or English as a Second Language (ESL) teaching and learning. The ultimate objective is to enable students to acquire sufficient English language proficiency for successful college-level academic work.
- B. Student Support Services: The objective of these services is to maximize student retention and graduation. Projects should have detailed evaluation plans that will measure the effectiveness of services. Support service projects may provide, but are not limited to, activities such as those listed here:
- Bilingual or other specialized functions designed to expedite admissions, financial assistance, and advisement.
 - Bilingual or other specialized activities designed to provide personal, career, and/or intercultural counseling that will assist students in becoming integrated into U. S. society and the U. S. educational system.
 - Mentoring programs involving faculty or peers.
 - Laboratory/tutorial services, counseling, and peer counseling.
 - Other support services designed to meet the purposes of the ELMS program.
- C. Professional Development/Training: Professional development/training activities (e.g., instruction in teaching strategies and uses of technologies for instructional purposes) that will help full-time faculty and adjunct instructors enhance their effectiveness as teachers of students with limited English proficiency. Structured two-year professional development/training programs should be designed to help the faculty of one or more institutions improve their teaching skills. These programs should be open to all full-time and adjunct ESL faculty at the institution(s), and a majority of the ESL faculty must participate.

Projects funded as professional development/training must have as their purpose more than the design and delivery of such offerings. They must also include provisions for the direct application of the content covered to the benefit of ESL students.

Project activities may include, but are not limited to, the following:

- Classes in pedagogy and/or use of technologies for instructional purposes
- Seminars
- Workshop series
- Peer coaching

- D. Assessment: Assessment programs that will develop or improve systems for (1) identification of limited English proficient students in need of ESL instruction, (2) diagnosis of their instructional needs, and (3) viable course placement and exit criteria.

VII. Program Evaluation

The data collection and evaluation component is a valuable tool for program administration and improvement. Information collected will also improve the ability of the state, institution, and/or project to document and disseminate program achievements. The Commission has developed a Microsoft Access database that funded programs are required to use to collect and maintain student data. For professional development/training projects, the Commission may require data on faculty and adjunct participants to be collected and maintained. (The list of the Database Elements is included in the Appendices.)

The program will be responsible for maintaining data on students and assessing service delivery and effectiveness. Procedures for data collection must be built into the program design so that relevant information can be collected from the outset of the program. Data must be collected and analyzed both to monitor progress toward the achievement of program goals and to document the level of success in achieving program goals by the end of each funding cycle.

Evaluation plans must assess the impact of outcomes achieved and include both objective, quantitative indicators of goal achievement (e.g., demographics of enrolled students, numbers of courses students enroll in per semester, student attendance and completion rates, and number of hours students utilize services) and subjective indicators of satisfaction (e.g., questionnaires and workshop ratings). ***Project objectives must have measurable outcomes; the act of providing a service or activity alone is not a sufficient measure of success.*** Programs will need to submit a copy of the database with the annual report. In addition, the Commission may require programs to periodically submit the database.

VIII. Dissemination

Each proposal must include a plan for the dissemination of information about the project's activities and outcomes. The purpose of dissemination is to foster replication of successful practices and inform others of problems encountered. Limited grant support may be used to plan and carry out the dissemination effort. All public events/activities that are part of a grant project, as well as all grant-dissemination activities, should acknowledge the New Jersey Commission on Higher Education as a source of support.

The dissemination effort should be directed primarily at an in-state audience, although out-of-state activities, such as widely circulated papers, articles in regional/national publications, and conference presentations, are also encouraged. Examples of dissemination activities include, but are not limited to, creation of a website about the project, hosting on-site workshops, delivering conference presentations, distributing

project report summaries and project materials to ESL directors/coordinators, and establishing special interest groups.

In addition, programs awarded funding will be required to make presentations at the biennial statewide ESL conference, the Council for the Education of Language Minority Students, and possibly other forums to be determined by Commission staff.

IX. Application Procedures

- A. Institutions interested in applying are also expected to submit an *Intent-to-Apply Form* located in the Appendices. The *Intent-to-Apply Form* is due by January 19, 2009, and may be faxed to the Commission.
- B. **The president of the institution must sign the proposals.** One original and four complete copies of the proposal should be sent to the New Jersey Commission on Higher Education. No facsimile or electronic copies of proposals will be accepted. Any application that does not adhere to the Guidelines for Preparation of the Narrative, including page limit and font size, may be disqualified from the review process.

Information beyond that specified below should not be submitted. Each proposal must contain the following items:

1. *Application Cover Sheet* (Attachment A). Indicate the priority(ies) that the project will address. Provide the number of students that will directly participate in the project as well as the total number of language minority students enrolled at the institution. For a professional development/training project, please include the number of faculty and adjuncts that will participate in training.
2. Proposal Abstract (one-page, 300 words or less, 12-point font).
3. *Table of Contents* (Attachment A-1). Please assemble proposal materials in the order listed for the *Table of Contents*.
4. A narrative not to exceed 30 double-spaced pages in no smaller than 12-point type with one-inch margins, using the topic headings listed and described in Section XI. Guidelines for Preparation of the Narrative.
5. *Student Population Form* (Attachment A-2). Provide an overview of the language minority student population attending the institution and include the source of information, e.g., fall 2008 enrollment.
6. Detailed budgets and budget narratives for fiscal years 2010 and 2011 directly related to the specific activities proposed to accomplish the project's objectives using the appropriate *Budget Summary Forms* (Attachments B-1a and B-1b). The budget narratives (Attachments B-2a and B-2b) should identify the item expense, any calculations used, and the amount of funding

by the grant, institution, and other sources. Refer to Section XII on page 10 for additional information.

7. Fiscal 2010 and fiscal 2011 *Accounting of Personnel Forms* for key staff members working on the grant (Attachments B-3a and B-3b).
8. Fiscal 2010 and fiscal 2011 *Equipment/Software Inventory Forms* (Attachments B-4a and B-4b) if applicable. The total dollar amount should equal the figures on budget lines #11 and #12 of the corresponding *Budget Summary Form*. For each item use the appropriate code, 'a' for equipment and 'b' for software.

X. Review Process

The Commission contracts with qualified out-of-state consultant/reviewers to read, evaluate, and score the proposals. Drawn primarily from two- and four-year institutions of higher education, the consultant/reviewers will represent a broad range of expertise. Two reviewers will evaluate each proposal. The reviewers read independently and then consult as a team before submitting evaluation forms to the Commission. Reviewers will read each application to determine how well the proposed project is designed to develop, improve, reform, or upgrade relevant programs that serve language minority students by enhancing their access to and retention within institutions of higher education.

Each subsection of the RFP's Guidelines for Preparation of the Narrative (Section XI) includes specific criteria to guide the review. The maximum number of points a proposal may receive is 150. To be eligible for funding, a proposal must score a minimum of 100 and receive a positive recommendation from the reviewer.

The Commission will make awards based on the application's total score. Projects will be funded in rank order until the allocation has been exhausted. Reviewer evaluations serve as the sole basis for preparing a rank-order listing of the applications.

XI. Guidelines for Preparation of the Narrative

- A. Extent of Need for the Project (25 points)
 1. A description of the ESL student population at the institution including a completed *ESL Student Population Form* (Attachment A-2) and the number of students who will directly benefit from participation in the project. **If the number of students differs significantly from the number of students reported for the FY 2007 ESL Survey, an explanation is needed.**
 2. A description, supported by empirical data, of the needs that will be addressed by the proposed project and how it will have a positive impact on the ESL student population.
 3. A description of how the applicant has identified those needs.

4. The benefits to be gained by meeting the stated needs within the institution and the potential benefits to be gained through replicating the project at other institutions.

B. Objectives of the Project (25 points)

The Commission evaluates the quality of the applicant's proposed project objectives on the basis of the extent to which they include the following items:

1. A clear description of objectives with measurable outcomes, including but not limited to the following:
 - The number of students (unduplicated headcount) to be served, indicating how the target number was derived. The students selected must be New Jersey residents enrolled or planning to enroll in academic credit-bearing course work leading to a degree or certificate at in-state colleges and universities.
 - Activities to ensure retention and success of student participants.
 - Improvement of the teaching/learning processes for students involved in the project.
 - Activities that reflect sound practice and theory in language acquisition, bilingual and/or ESL teaching/learning.
 - Plan for disseminating information about the project.
 - The project's potential to be replicated at other institutions in the state.
2. Objectives that address the needs identified in the previous section of the proposal and are consistent with the purposes of the ELMS Grant Program.
3. Objectives that address both the immediate outcomes and the long-term benefits of the project to participants, institution, community, and state.

C. Plan of Operation (30 points)

The Commission reviews each application to determine the quality of the plan of operation in each of the following areas:

1. Activities proposed are clearly described and support the achievement of the objectives in the previous section.
2. Elements of each activity are well defined, appropriate for the intended outcomes, and include timelines with start and end dates for activities.
3. Activities planned include a means for assessing accomplishments and successes.
4. Activities planned indicate who will participate and who is responsible for the activities.
5. Plan of management ensures proper and efficient administration of the project, including the organizational placement/supervision of the project,

the time commitment of key project staff, the plans for financial management and student records management.

- D. **Qualifications of Key Personnel (15 points)**
The Commission reviews each application to assess the qualifications of key personnel the applicant plans to use on the project. In this review, the Commission will consider the personnel's (a) experience and training in TESOL, bilingual education, counseling (where appropriate), and fields related to the objectives of the project, and (b) any other qualifications that are relevant to the quality of the project. Please include the following information:
1. Qualifications of the project director (include resume in the appendices of the proposal).
 2. Qualifications of each of the other key personnel involved in the project including but not limited to faculty/adjuncts, counselors, mentors, and/or tutors (include resumes in the appendices of the proposal).
 3. Job descriptions for key personnel and, if appropriate, the plan for staff development and training.
 4. Time that each person designated in the proposal will commit to the project.
- E. **Institutional Commitment (15 points)**
1. Evidence that the institution and/or external sources have committed facilities, equipment, supplies, personnel, and other resources that are necessary to supplement the grant and enhance project services.
 2. Appropriateness of the contribution by the institution and/or external sources.
 3. Evidence that the institution has increased its level of support for the program in the second year of funding.
 4. Evidence that the institution has a plan to continue the activities once the grant funding cycle has ended.
- F. **Budget and Cost Effectiveness (15 points)**
1. Budget is adequate to support the project objectives.
 2. Costs are reasonable in relation to the objectives of the project and the number of students to be served.
 3. Budget request conforms to the budget guidelines within the ELMS Request for Proposal.

4. All supporting documentation (*Budget Summary Forms*, budget narratives, *Accounting of Personnel Time*, and *Equipment/Software Inventory Forms*) is included, and information provided is clear and complete.
- G. Evaluation Plan (25 points)
- The Commission reviews each application to determine the quality of the evaluation plan for the project, assessing the extent to which the plan includes the following components:
1. Data collection and analysis activities and the use of the Microsoft Access database designed by the Commission.
 2. Both qualitative and quantitative data needed to assess the project's achievement of each proposal objective.
 3. The method(s) that will be used in project evaluation and the instruments and means to collect the data.
 4. A timetable for collection, analysis, and reporting of the data.
 5. Plan for using the evaluation information to determine program effectiveness and means for improvement.

XII. Guidelines for Developing a Budget

- A. Budget Line Allocations
- To assist institutions in preparing a proposal for submission under this grant program, the following guidelines will apply. All figures and calculations used must be explained briefly in an accompanying budget narrative.
1. Faculty release time: Reimbursement for faculty release time will be provided on the basis of reduced course work pursuant to the institution's policy on compensation for such work. Reimbursement for release time for persons from within an institution who deliver lectures or other educational services for the project will be provided only if their contribution is the equivalent of one credit or more. Based on the faculty member's responsibility use the appropriate category (administrator/coordinator, instructor, counselor, tutor, and other).
 2. **Faculty fringe benefits associated with release time will not be covered by grant funds.**
 3. Nonfaculty release time: Nonfaculty personnel will be reimbursed in a manner similar to faculty (i.e., according to the existing policy of the institution). New support staff added for the purposes of the grant must have positions that are necessary only for the grant period or that the institution will continue to support. Based on the non-faculty member's

responsibility use the appropriate category (administrator/coordinator, instructor, counselor, tutor, and other).

4. **Nonfaculty fringe benefits associated with release time will not be covered by grant funds.**
5. Clerical/support personnel and wages: Salaries will be considered only in those instances where existing staff will not be adequate. Calculations should be included showing projected workload for the project.
6. **Clerical/support personnel fringe benefits will not be covered by grant funds.**
7. Faculty summer salary: The maximum reimbursement allowed will be calculated on a pro-rated basis. For example, the monthly summer salary for a ten-month position would be calculated at 10% of the previous year's base salary. **Fringe benefits will not be covered by grant funds.**
8. Professional services: For professionals from outside the applicant institution, including visiting lecturers, presenters, consultants, and trainers. Individuals should be identified in the budget narrative by name, institution or affiliation, and proposed activity. The budget narrative should show the calculations used in determining the amounts, including associated expenses such as travel or accommodation.
9. Travel: Project participant travel should be calculated according to prevailing institutional policies and government per diem travel allowances. State guideline for mileage reimbursement is \$.31/mile. (Travel to professional meetings is excluded unless participation in the meeting will *directly* and *significantly* advance the proposed project.)
10. Equipment: Pricing should reflect standard educational and/or volume discounts and should not be based on manufacturer-suggested list prices. Items purchased should be listed on the *Equipment/Software Inventory Forms* (Attachment B-4a and B-4b).
11. Software: Pricing should reflect standard educational and/or volume discounts and should not be based on manufacturer-suggested list prices. Items purchased should be listed on the *Equipment/Software Inventory Forms* (Attachment B-4a and B-4b).
12. Other instructional materials: If justified, library and other materials directly related to the instructional and other objectives of the project may be supported.
13. Dissemination effort: Funding may be requested for dissemination of the project's results in the form of print and nonprint publications and in the

form of in-state faculty and participant presentations. Funding of out-of-state dissemination efforts will also be considered when fully justified.

14. Other: Items in this category must be directly related to the proposed specific activities that will accomplish the project's objectives and must be explained in a supporting budget narrative.

B. Budget Exclusions

The Education of Language Minority Students Grant Program specifically excludes funding for the following purposes:

1. Faculty leave other than release time.
2. Salaries of current employees of a recipient institution except for the percentage of their time spent working on the funded project.
3. Project participants, including the project director, to work on the project on an overload basis.
4. Stipends for faculty attending workshops or conferences.
5. Travel to professional meetings unless the application demonstrates that attendance at a meeting will directly and significantly advance the proposed project. Out-of-country travel is prohibited.
6. Costs for general office administration such as printing, duplication, postage, telephone calls, and/or office supplies; the institution must cover these costs as in-kind contributions. (Funding is available for disseminating the project and providing limited related materials for student use.)
7. Institutional overhead expenses including postage, telephone, fringe benefits, indirect costs, or office supplies. (The institution must cover these costs as in-kind contributions.)
8. Refreshments, lunches, or other comparable ancillary expenses at workshops or conferences for participants.
9. Any funds received under this contract shall not be used to supplant funds normally budgeted for programs or services of the same type.
10. Fringe benefits for any personnel.
11. Basic research of individual scholars or faculty. (Only applied research, i.e., to determine the effectiveness of a program/approach, is eligible for funding.)

12. Grant funds may not be used to cover indirect cost. *However, the budget narrative should indicate what expenses are included in indirect costs listed under institutional commitment.*

XIII. Application and Awards Schedule

Release of RFP	November 17, 2008
Intent-to-Apply Form Due Date	January 19, 2009
Proposal Due Date*	February 13, 2009, by 4:00 p.m.
Announcement of Grant Awards	May 2009

No facsimile or electronic copies of the proposal will be accepted

All applications under this program should be addressed to:

REGULAR MAIL	EXPRESS DELIVERY*
Ms. Iris Duffield New Jersey Commission on Higher Education Post Office Box 542 Trenton, New Jersey 08625-0542	Ms. Iris Duffield New Jersey Commission on Higher Education 20 West State Street – 7 th Floor Trenton, New Jersey 08068

Please note that Priority Mail through the United States Postal Service is **NOT delivered directly to our offices and takes the same amount of time as regular mail.*

A copy of this RFP and all documents in the Appendices are located on the Commission website at www.state.nj.us/highereducation/elmsrfp.html. Additional information relating to the grant program may be obtained by contacting Ms. Iris Duffield at (609) 292-2955 or via email at iduffield@che.state.nj.us.

APPENDICES

Database Elements

Intent-to-Apply Form

Application Cover Sheet (Attachment A)

Table of Contents (Attachment A-1)

ESL Student Population Form (Attachment A-2)

2010 Budget Summary Form (Attachment B-1a)

2010 Budget Narrative (Attachment B-2a)

2011 Budget Summary Form (Attachment B-1b)

2011 Budget Narrative (Attachment B-2b)

2010 Accounting of Personnel Time Form (Attachment B-3a)

2011 Accounting of Personnel Time Form (Attachment B-3b)

2010 Equipment/Software Inventory Form (Attachment B-4a)

2011 Equipment/Software Inventory Form (Attachment B-4b)

2010-2011
EDUCATION OF LANGUAGE MINORITY STUDENT
DATABASE ELEMENTS

STUDENT INFORMATION

<p><i>MANDATORY DATA ELEMENTS:</i></p> <ul style="list-style-type: none"> • Social Security Number* • Name – first, middle, and last • Address – street, city, state, and zip code • Date of Birth • Gender • Ethnicity (as categorized by the US Census) • Language spoken at home • Original date of entry into the program • Total credits earned towards graduation • Total institutional credits earned • Major • GPA • Full-time/part-time status per semester • Credit Load status per semester • Number of ESL courses taken per semester • ESL student status – new or returning 	<p><i>OPTIONAL DATA ELEMENTS:</i></p> <ul style="list-style-type: none"> • Country of origin • Level of education of mother and father • Student Goal • TOEFL date (if applicable) • TOEFL score (if applicable) • Original placement level • SAT scores (if applicable) • ACT scores (if applicable)
<p><i>OTHER DATA ELEMENTS THAT CAN BE CUSTOMIZED FOR INDIVIDUAL PROJECTS:</i></p> <ul style="list-style-type: none"> • Control Group/Test Group results/placement • Assessment instrument results • Pre- and Post-test scores • Usage of project services 	

FACULTY AND ADJUNCT INFORMATION (for Professional Development Projects)

<p><i>MANDATORY DATA ELEMENTS:</i></p> <ul style="list-style-type: none"> • Name – first, middle, and last • Address – street, city, state, and zip code • Affiliation(s) such as college and/or school district • Current job position • Level of educational attainment prior to participation in the project • Classes/Seminars/Training taken as part of the project • Courses/Classes taught and number of students impacted 	<p><i>OPTIONAL DATA ELEMENTS:</i></p> <ul style="list-style-type: none"> • Gender • Date of Birth • Ethnicity (as categorized by the US Census) • Enrollment in a degree program
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**NOTE: Social security number or another recognized unit identifier.*



FOR COMMISSION USE ONLY

Date & Time Received:

Code#:

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

APPLICATION COVER SHEET

Institution _____

Address _____

Project Title _____

Indicate which priority(s) the project will address:

- Curriculum & Instruction Student Support Services
 Professional Development/Training Assessment

Project Director(s): _____

Phone #: _____

Fax #: _____

E-Mail(s): _____

	FY 2010	FY 2011
Grant Request	\$ _____	\$ _____
Institutional Support	\$ _____	\$ _____
Other Funding	\$ _____	\$ _____
TOTAL BUDGET	\$ _____	\$ _____

	FY 2010	FY 2011
Total ESL student enrollment at institution		
Number of students to be served directly by the program		
Total number of ESL faculty/adjuncts at the institution		
Number of faculty/adjuncts that will participate		

I hereby certify that to the best of my knowledge the information contained in this application is accurate.

Project Director

Date

President

Date

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

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FOR
COMMISSION
USE ONLY

Proposal
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<input type="checkbox"/>	1) Original Copy of Proposal Four Copies of Proposal	_____ _____
<input type="checkbox"/>	2) Project Abstract (<i>limit one page, 300 words</i>)	_____
<input type="checkbox"/>	3) Table of Contents (A-1)	_____
<input type="checkbox"/>	4) Project Narrative (<i>max. 30 double-spaced pages, 12-point font, one-inch margins</i>)	_____
<input type="checkbox"/>	Extent of need for the project	_____
<input type="checkbox"/>	Objectives of the project	_____
<input type="checkbox"/>	Plan of operation	_____
<input type="checkbox"/>	Qualifications of key personnel	_____
<input type="checkbox"/>	Institutional commitment	_____
<input type="checkbox"/>	Budget and cost effectiveness	_____
<input type="checkbox"/>	Evaluation plan	_____
<input type="checkbox"/>	Plan to disseminate results	_____
<input type="checkbox"/>	5) ESL Student Population Form (A-2)	_____
<input type="checkbox"/>	6) FY 2010 Budget Summary Form and Budget Narrative (B-1a & B-2a)	_____
<input type="checkbox"/>	7) FY 2011 Budget Summary Form and Budget Narrative (B-2a & B-2b)	_____
<input type="checkbox"/>	8) FY 2010 & FY 2011 Accounting of Personnel Time Forms (B-3a & B-3b)	_____
<input type="checkbox"/>	9) FY 2010 & FY 2011 Equipment/Software Inventory Forms (B-4a & B-4b)	_____
<input type="checkbox"/>	10) Appendices Resumes of Key Personnel _____ _____ _____ _____	_____ _____ _____ _____

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

ESL STUDENT POPULATION

Institution _____

Source of data

Number of students _____

Number of nontraditional students* _____

**Students that are 25 years or older*

Student Credit Load

Full-Time _____

Part-Time _____

Residency

In-County _____

Out-of-County _____

Out-of State _____

Ethnicity (estimated percentage)

Caucasian _____ %

African-American _____ %

Hispanic/Latino _____ %

Asian _____ %

Native American _____ %

Undisclosed _____ %

Other (specify) _____ %

Gender

Female _____

Male _____

**If information differs significantly from the 2007 survey data, an explanation must be included.*

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NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

BUDGET SUMMARY FORM

Institution: _____

Project Title: _____

	Grant Request	Institution Commitment	Other Funding
1. Faculty released time			
a. administrators/coordinators	_____	_____	_____
b. instructors	_____	_____	_____
c. counselors	_____	_____	_____
d. tutors	_____	_____	_____
e. other (specify in narrative)	_____	_____	_____
2. Faculty fringe benefits	N/A	_____	_____
3. Non-faculty release time			
a. administrators/coordinators	_____	_____	_____
b. instructors	_____	_____	_____
c. counselors	_____	_____	_____
d. tutors	_____	_____	_____
e. other (specify in narrative)	_____	_____	_____
4. Nonfaculty fringe benefits	N/A	_____	_____
5. Clerical/support staff salaries	_____	_____	_____
6. Clerical/support staff fringe benefits	N/A	_____	_____
7. Faculty summer salary	_____	_____	_____
8. Professional services*	_____	_____	_____
9. Travel	_____	_____	_____
10. Equipment**	_____	_____	_____
11. Software**	_____	_____	_____
12. Other instructional materials	_____	_____	_____
13. Dissemination effort	_____	_____	_____
14. Other (specify in narrative)	_____	_____	_____
SUBTOTAL	\$ _____	\$ _____	\$ _____
INDIRECT COSTS***	N/A	_____	_____
TOTAL	\$ _____	\$ _____	\$ _____

* For professionals from outside the institution.

** Please use the Equipment/Software Inventory Form.

*** Indicate in the budget narrative what types of expenses are included in the calculations for indirect costs.

NOTE: Every funded line allocation, regardless of funding source, must be described in the budget narrative.

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

BUDGET NARRATIVE

	Budget Line	Description/Calculation	Grant	Institution	Other
1a.	Faculty: administrative/coordinators				
1b.	Faculty: instructors				
1c.	Faculty: counselors				
1d.	Faculty: tutors				
1e.	Faculty: other (specify)				
2.	Faculty fringe benefits		N/A		
3a.	Nonfaculty: administrative/coordinators				
3b.	Nonfaculty: instructors				
3c.	Nonfaculty: counselors				
3d.	Nonfaculty: tutors				
3e.	Nonfaculty: other (specify)				
4.	Nonfaculty fringe benefits		N/A		
5.	Clerical/support staff salaries				
6.	Clerical/support staff fringe benefits		N/A		

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

BUDGET NARRATIVE

	Budget Line	Description/Calculation	Grant	Institution	Other
7.	Faculty summer salary				
8.	Professional services*				
9.	Travel				
10.	Equipment**				
11.	Software**				
12.	Other instructional materials				
13.	Dissemination effort				
14.	Other (specify in narrative)				
SUBTOTAL			\$	\$	\$
INDIRECT COSTS***			N/A		
TOTAL			\$	\$	\$

If applicable, identify Other Funding source(s): _____

* For professionals from outside the institution.

** Information should correspond to figures provided on Equipment/Software Inventory Form.

*** Indicate in the budget narrative the percentage utilized and the expenses included in the calculation.

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

BUDGET SUMMARY FORM

Institution: _____

Project Title: _____

	Grant Request	Institution Commitment	Other Funding
1. Faculty released time			
a. administrators/coordinators	_____	_____	_____
b. instructors	_____	_____	_____
c. counselors	_____	_____	_____
d. tutors	_____	_____	_____
e. other (specify in narrative)	_____	_____	_____
2. Faculty fringe benefits	N/A	_____	_____
3. Non-faculty release time			
a. administrators/coordinators	_____	_____	_____
b. instructors	_____	_____	_____
c. counselors	_____	_____	_____
d. tutors	_____	_____	_____
e. other (specify in narrative)	_____	_____	_____
4. Nonfaculty fringe benefits	N/A	_____	_____
5. Clerical/support staff salaries	_____	_____	_____
6. Clerical/support staff fringe benefits	N/A	_____	_____
7. Faculty summer salary	_____	_____	_____
8. Professional services*	_____	_____	_____
9. Travel	_____	_____	_____
10. Equipment**	_____	_____	_____
11. Software**	_____	_____	_____
12. Other instructional materials	_____	_____	_____
13. Dissemination effort	_____	_____	_____
14. Other (specify in narrative)	_____	_____	_____
SUBTOTAL	\$ _____	\$ _____	\$ _____
INDIRECT COSTS***	N/A	_____	_____
TOTAL	\$ _____	\$ _____	\$ _____

* For professionals from outside the institution.

** Please use the Equipment/Software Inventory Form.

*** Indicate in the budget narrative what types of expenses are included in the calculations for indirect costs.

NOTE: Every funded line allocation, regardless of funding source, must be described in the budget narrative.

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

BUDGET NARRATIVE

2010-	Budget Line	Description/Calculation	Grant	Institution	Other
1a.	Faculty: administrative/coordinators				
1b.	Faculty: instructors				
1c.	Faculty: counselors				
1d.	Faculty: tutors				
1e.	Faculty: other (specify)				
2.	Faculty fringe benefits		N/A		
3a.	Nonfaculty: administrative/coordinators				
3b.	Nonfaculty: instructors				
3c.	Nonfaculty: counselors				
3d.	Nonfaculty: tutors				
3e.	Nonfaculty: other (specify)				
4.	Nonfaculty fringe benefits		N/A		
5.	Clerical/support staff salaries				
6.	Clerical/support staff fringe benefits		N/A		

NJ EDUCATION OF LANGUAGE MINORITY STUDENTS GRANT

BUDGET NARRATIVE

2010- Budget Line	Description/Calculation	Grant	Institution	Other
7.	Faculty summer salary			
8.	Professional services*			
9.	Travel			
10.	Equipment**			
11.	Software**			
12.	Other instructional materials			
13.	Dissemination effort			
14.	Other (specify in narrative)			
SUBTOTAL		\$	\$	\$
INDIRECT COSTS***		N/A		
TOTAL		\$	\$	\$

If applicable, identify Other Funding source(s): _____

* For professionals from outside the institution.

** Information should correspond to figures provided on Equipment/Software Inventory Form.

*** Indicate in the budget narrative the percentage utilized and the expenses included in the calculation.

