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| Establishing Advanced Placement African American Studies Grant  24-AA04-H02  Program Term Date: April 1, 2024 - December 31, 2024  Application Due Date: Tuesday, February 13, 2024 no later than 4:00 P.M. |
| Angelica Allen-McMillan, Ed.D  Commissioner of Education  Jorden Schiff, Ed.D  Assistant Commissioner  FY2024  24-100-034-5063-368  New Jersey Department of Education  P.O. Box 500 ● Trenton, NJ 08625-0500 |

The following are requirements and instructions on the New Jersey Department of Education (NJDOE) Notice of Grant Opportunity (NGO). Instructions on how to gain access to the application and how to complete the application in the Electronic Web-enable Grant (EWEG) system are available in [the Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/).

When responding to this Notice of Grant Opportunity (NGO), applicants must use the Electronic Web-Enabled Grant System (EWEG) online application system on the New Jersey Department of Education’s [Homeroom](http://homeroom.state.nj.us/) webpage. Please refer to the NJDOE’s [Discretionary Grants](http://www.nj.gov/education/grants/discretionary) web page for the NGO and (click on available grants) for information on when the EWEG application will be online. The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG system access through the NJDOE Homeroom web page on the due date of the application, no later than 4:00 P.M. Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate for funding consideration, an application after this deadline.

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It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

# Grant Program Information

## Purpose of the NGO

In adherence to Governor Murphy’s Fiscal Year 2024 State Budget, $300,000 has been allocated to support local educational agencies (LEAs) to establish a section(s) of the Advanced Placement – African American Studies (AP AAS) course. This competitive grant coincides with The College Board’s recent announcement to expand the current Advanced Placement (AP) course options to include African American Studies. In an effort to support a successful launch of the AP AAS course in New Jersey, this grant program will award up to thirty $10,000 awards to provide LEAs the necessary funding for, but not limited to:

* + - 1. Teacher training;
      2. Purchasing of high-quality resources and materials;
      3. Providing enrichment opportunities to students; and
      4. Covering testing fees for students (Spring ’24).

**I.1.2. Expected Outcomes of the Grant Program**

​As part of the NGO application process, LEAs will submit plans outlining how the anticipated funds will help realize the larger vision for this grant, which aims to yield, at a minimum:

1. 30 teachers across the state formally trained to teach AP AAS;
2. 30 high schools to offer, at minimum, one section of AP AAS in the Fall of ’24; and
3. Approximately 300-600 students enrolled in AP AAS for the Fall ’24 school year.

**I.1.3. Eligibility to Apply**

All LEAs serving students in grades 9-12 in New Jersey are eligible for funding if they currently participate in the AP AAS pilot program or intend to open a section of AP AAS in the 2024-2025 school year.

**Application Type: Limited Competitive\***

**Target Audience:** Local Education Agency (LEA),   
 Community-Based Nonprofit Organization (CBO), or   
 Institutes of Higher Education (IHE)  
Other\*:**All LEAs serving students in grades 9-12 in New Jersey are eligible for funding if they currently participate in the AP AAS pilot program or intend to open a section of AP AAS in the 2024-2025 school year.**

Federal Compliance Requirements - Unique Entity Identifier (UEI) Registrations

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity identifier (UEI). As part of the government-wide initiative, NJDOE will join other Federal agencies and transition from the use of the Dun and Bradstreet Data Universal Numbering System (DUNS) to the new UEI for all grant recipients and applicant organizations. UEIs are the primary means of entity identification for Federal awards and are required in accordance with 2 CFR Part 25. The UEI number is administered by the Federal Government in SAM.gov (System for Award Management).

FFATA Executive Compensation Disclosure Criteria:

In the preceding fiscal year if an applicant:

* Received at least $25,000,000 in annual gross revenues from federal awards; and
* If at least eight (80) percent of the applicant’s annual gross revenues came from federal awards; the applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered into the Award Management SAM Application in EWEG and updated on a yearly basis.

## Award Management SAM Application

Prior to applying for a grant application, all Local Education Agency (LEA), Community-Based Nonprofit Organization (CBO), or Institutes of Higher Education (IHE) must create a profile in the NJDOE EWEG’s AWARD Management SAM application to include the district’s UEI information:

Key steps/actions:

* + - 1. Create and submit the AWARD Management SAM application in EWEG if your entity has applied for or has received other grants from the NJDOE.
      2. When completing the AWARD Management SAM application, entities must enter an active SAM UEI and upload a copy of its SAM Entity Overview page. Applicants must ensure their address has the correct zip plus four in their address and both the SAM.GOV and the LEA Central Contacts in EWEG must match to be compliant with FFATA reporting.
      3. To renew an existing SAM UEI or apply for a SAM UEI, entities must go through [www.sam.gov](http://www.sam.gov/).

Failure to complete or update the AWARD Management SAM application in EWEG will prevent the applicant from viewing, creating, and submitting applications in the EWEG system.

**No award will be made to an applicant, not in compliance with FFATA.**

## Dissemination of This Notice

The Office of the Assistant Commissioner will make this notice available to eligible applicants listed in section I.1. based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders, and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website or by contacting the Office of the Assistant Commissioner at the New Jersey Department of Education, 100 River View Plaza, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone 609-376-3885.

## Access to the EWEG Application

Each eligible applicant must have a login ID and password to access the system. LEA applicants should contact their district’s Web (Homeroom) Administrator, who will complete the registration. Non-LEA applicants should send an email request for the [EWEG Help](mailto:eweghelp@doe.state.nj.us). Please allow 24-48 hours for the registration to be completed.

The NJDOE advises applicants to plan appropriately to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 48 hours before the due date to determine any errors that might prevent the submission of the application. Applicants are advised not to wait until the due date to submit the application online as the EWEG system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once the application is complete and has passed a clean consistency check with no error messages, the applicant may submit the application by clicking the Submit button and wait for the EWEG system message indicating the application was submitted. The application status will update in the GMS Select page to “Submitted for Review” along with the date the application was submitted.

**IMPORTANT:** Once the application has been submitted via EWEG, the application will not be returned to the applicant for editing, nor can additional information or missing documentation be submitted to the department for application review consideration. **Please Note: The submit button in the EWEG system will disappear as of 4:00 PM on the due date**. Please refer to the [Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/) for instructions on how to work in EWEG.

## Application Submission

The Application Control Center (ACC) must receive the completed application through the online EWEG system access through the NJDOE [Homeroom](http://homeroom.state.nj.us) web page **no later than 4:00 P.M. on Tuesday, February 13, 2024.** Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate for funding consideration, an application after this deadline.

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications. The responsibility for a timely submission resides with the applicant.

Completed applications are those that include all elements listed in [Section II.5.](#_Application_Component_Required), Application Component Required Uploads checklist. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. NJDOE reserves the right to reject any application, not in conformance with the requirements of this NGO.

**Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted via FAX will not be accepted under any circumstances.**

## Application Review Criteria

To be considered for funding, all grant applications complete a two-tiered review. First, the application will be reviewed and scored by a panel of three evaluators. The evaluators will only use the information provided in the EWEG grant application under the Narrative Tabs which include the Need, Project Description, Project Activity Plan, Goals/Objectives – Indicators and Activity Plan, Commitment and Capacity, the Budget Tabs, and all required documentation uploaded as noted in [Section II.5](#_Application_Component_Required). In addition to how well the content addresses [Section II.4.](#_Project_Design_Considerations_1), the evaluators will also review the NGO application for completeness and accuracy.

The second review is done by the Program Office responsible for administering the program. The Program office reviews the application as noted in section 1.1 Eligibility to Apply in the NGO, and [Section II.4.](#_Project_Design_Considerations_1), Project Design Components. The NJDOE reserves the right to reject any application, not in conformance with the requirements and intent of this NGO. The total point value for the NGO is 100 points. If noted in the NGO, bonus points will only be added if the grant application scores 70 points or greater and meet the intent of the Notice of Grant Opportunity (NGO).

Once scored, applications will be awarded based on rank order from highest to lowest score until grant allocated funds are exhausted.

## Grantee Award Notifications

Applicants will be notified via the EWEG system to the emails listed in the Contacts Tab and a list will be posted under the link to the NGO located in the NJDOE, Office of Grants Management, Grant Opportunities webpage.

In addition to the notifications mentioned above, the status will change on the EWEG GMS page from “Submitted for Review” to one of the following:

* Preliminary Approved – For applicants awarded the grant funds by scoring 70 points or greater and meeting the eligibility criteria, where funds are available. Approved Applications will be notified via EWEG with instructions on how to proceed with the Pre-Award process. In addition, instructions on how to initiate the Pre-Award process can be found in the [Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/).
* No Award – For those remaining applicants where either the applicant scored the 70-point or greater and met the eligibility criteria, but funding was exhausted; and those applicants not meeting the 70-point threshold, and/or the intent of the NGO listed in [Section II.4.](#_Project_Design_Considerations_1), Program Design Consideration.

## Open Public Records

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003, or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process and will be available to members of the public upon request.

# Completing the Application

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this NGO. Before preparing applications, potential applicants are advised to review Section I, Grant Program Information, of this NGO to ensure a full understanding of the State’s vision and purpose for offering the program. Additionally, the information contained in Section III, Grantee Agreement Requirements will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their project.

## General Instructions for Applying

To apply for a grant under this NGO, applicants must prepare and submit a complete application by the deadline. The following components in their related EWEG Tabs in the application are required to be completed:

Admin Tab – Contacts, Allocation, Assurance, Board Resolution,   
Narrative Tab – Abstract, Project Description, Need, Goals & Objectives, Project Activity Plan, Organizational Commitment & Capacity

Budget Tab – All related subtabs.

Upload Tab – The required documents to be included in the application as stated in the NGO.

The application must be a response to the State’s vision as articulated in Section I Grant Program Information of this NGO. It must be planned, designed, and developed in accordance with the program framework articulated in Section II, Completing the Application of this NGO. The applicant may wish to consult additional guidance found in the [[Pre-Award Manual for Discretionary Grants](https://www.nj.gov/education/grants/discretionary/apps/)](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

## Application Technical Assistance Session

**Friday, January 19, 2024**

**TEAMs Virtual Meeting:** <https://homeroom5.doe.state.nj.us/events/?p=a>

## Grant Deliverables

Expected outcomes should align with the intent of the NGO, as noted in Section I.1., Purpose of the NGO, and Section II.4., Project Design Considerations. Grant recipients are required to adhere to the reporting schedule detailed in Section III., Grant Agreement, and Program Requirements.

The Program will offer LEAs the necessary funding for their teachers to become formally trained to teach AP AAS, support purchasing of materials and, but not limited to, supplementing any associated testing fees for students.

The larger goal of this grant program is to provide funding to LEAs to support their efforts in opening a section of the new AP AAS course. Therefore, at the maturity of this grant we anticipate:

1. at minimum, one teacher from each grantee district will be formally trained in AP AAS,
2. at minimum one section of AP AAS will be offered in Fall of ’24 per grantee district, and
3. Approximately 300-600 students will be enrolled in AP AAS for the Fall ’24 school year statewide.

Additionally, with successful implementation, we also anticipate observing the following outcomes:

* + - 1. Heightened interest in African American studies, AP and beyond;
      2. Increased student access to AP AAS and other AP programs;
         1. Increased in enrollment of students, specifically Black/African American students, due to the inclusivity of the discipline and course content;
      3. Increased number of educators formally trained in AP AAS and other AP programs;
         1. Increased representation of teachers of color, specifically Black/African American teachers, trained in AP, due to the inclusivity of the discipline and course content;
      4. The development and or expansion of general education AAS content integration K-12;
      5. Active improvement of LEAs AP recommendation and recruitment practices/processes;
      6. The continuation and expansion of AP AAS course section availability;
      7. The appetite to advocate for more diverse AP coursework; and
      8. Boost the number of students academically prepared academically for studies post-secondary.

## Project Design Considerations

The State goal is to expand access and opportunity for students to participate in a new Advanced Placement course, which will further their academic readiness for postsecondary studies. This grant program will provide the initial funding to LEAs to support their addition of the AP AAS to their current AP course menu. When developing objectives and indicators to support their local goal(s), LEAs should keep the following in mind:

**Effective Curricular Programming:**

* + How will the LEA support the projected program expansion after receiving the award?
  + What current curricula support and/or compliment students and teachers’ foundational knowledge of African American Studies?

**Teacher Participation and Support:**

* How will the district select/recruit a teacher to participate in the training program?
  + Consider the experience(s) of the teacher.
* ​How will the district evaluate a teachers record of commitment, aptitude and or appreciation for African American Studies as it relates to being selected to participate in the program?
* What artifacts, if any, can a teacher provide to demonstrate to their record of commitment, aptitude and or appreciation for African American Studies as it relates to being selected to participate in the program?
* ​How will the district sustain and support new AP AAS teachers through ongoing training/workshops/professional development/mentoring opportunities after the grant period has ended?
* What is the capacity of the district to train additional teachers around AP, specifically AP AAS, beyond the grant period?

**Course Selection and Scheduling:**

* ​What scheduling changes will the district make to accommodate the new class?
* How many sections of the course will the teacher(s) teach?

**Providing Access to Advanced Placement African American Studies:**

* ​How will the opening of AP AAS be promoted to teachers? Specifically, the grant opportunity and the commitment of the school district to a successful opening.
* How will the opening of AP AAS be promoted to families?
  + Consider what time of year is optimal.
  + Consider when to promote (i.e., which grade span of parents). Ex: All rising 10th grade parents
  + Consider multiple points of entry to increase awareness and recruitment.
  + Consider language accessibility.
  + Consider time accessibility.
  + Consider interest in AP (AP AAS).
  + Consider background knowledge about AP (AP AAS).
* How will the opening of AP AAS be promoted to students?
  + Consider what time of year is optimal.
  + Consider in which grade will students be introduced to the course option (e.g., All rising 10th graders)
  + Consider multiple points of entry to increase awareness and recruitment.
  + Consider language accessibility.
  + Consider time accessibility.
  + Consider interest in AP (AP AAS).
  + Consider previous background knowledge about AP (AP AAS).
* What strategies will the district employ to ensure not a singular subgroup of teachers, families, and or students is not over or under targeted during the recruitment process?
* What is the current, or past, recruitment/recommendation process for AP?
  + Is it effective? Mostly subjective? Mostly objective?
* What rubric, if any, is used or has been developed to ensure an equitable, and data driven recruitment/recommendation process?
  + If there is no rubric, how will the district evaluate, recruit, and recommend students to AP, specifically AP AAS, in an equitable, inclusive way?

**Student Support:**

* + ​AP classes are academically challenging endeavors for all students; what does a student success model look like, and how does it meet the unique needs of all students?
  + How will students be supported if they experience cognitive dissonance or moments of internal or external cultural and societal tensions?
  + What additional support can be extended to students (e.g., peer or guidance group)?

**College and Career Counseling:**

* + ​Participation in AP/IB classes represents college preparation and readiness. How will school counselors communicate the district's AP/IB programming to students and families?
  + Has the district made efforts to establish reciprocity with local colleges and universities, promoting those which accept the AP AAS course as its equivalent (e.g., Introduction to African American Studies)?
  + Does the district have the capacity to highlight the career paths and benefits related to obtaining a minor or Bachelor's degree in the African American Studies to students and families?

**Resources:**

* + The College Board: Advanced Placement® (AP) – The College Board ([https://ap.collegeboard.org](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fap.collegeboard.org.mcas.ms%3FMcasTsid%3D15600&McasCSRF=b18dfc2f50b67c756a6f9a4dfd935a37cf59b4f203fe22b1d32997f91e84dd2b))

**The following point values apply to the evaluation of applications received in response to this NGO:**

**Project Abstract *(250-300 words)*** The Project Abstract is a summary of the proposed project’s need, purpose, and projected outcomes. The proposed project and outcomes must cover the full multi-year/single-year grant period. Do not include information in the abstract that is not supported elsewhere in the application.

**Needs [20]** – The​ Statement of Need identifies the local conditions and/or needs that justify the project proposed in the application. A "need" is defined in this context as the difference between the current status and the outcomes and/or standard(s) that the district would like to achieve.

1. Identify the state, regional, or local need(s) that the LEA will address by offering the AP AAS course in their district;
   1. Explain any related goals of the overall school community, and how this grant program will support meeting those goals;
   2. Discuss any data considered in the district's decision to offer the AP AAS course as it relates to school-wide goals, objectives, and outcomes;
2. Demonstrate the school community’s past commitment to providing a contemporary, diverse, and inclusive course menu, specifically as it relates to course offerings across the History or Social Studies Department.
   1. Or discuss why the district is unable to demonstrate a commitment to a contemporary, diverse, and inclusive course menu, and why this is now an objective.
      1. Documentation may include but is not limited to, copy of past course offerings, school-based projects that cultivate acceptance and understanding of multi-perspectives, school-wide initiatives that support diversity and inclusion, professional development offerings around diversity or letters of commitment from students/staff etc.
3. Describe why the district finds AP AAS to be a necessary and important addition to the current AP course roster. This response should speak to, but is not limited to, the following:
   1. Describe the current status AP programming at the district (i.e., current course offerings).
      1. Describe how the current offerings reflect or can be improved to reflect the district’s commitment to providing multiple perspectives and diversity in social studies coursework, and across disciplines. How will this grant program support or sustain these efforts?
   2. Describe the current status and history of history course options in the district.
      1. Describe how the current offers reflect or can be improved to reflect the district’s commitment to providing multiple perspectives and diversity in social studies coursework, and across disciplines. How will this program support or sustain these efforts?
4. Provide documentation to substantiate the stated conditions and/or needs. Documentation may include but is not limited to, demographics, test data, student or staff course request surveys, student data, personnel data, and research.
5. Do not attempt to address problems beyond the grant program's scope.

**Project Description [30]** –

Describe the project design and plan for implementing the project within the grant period in a detailed narrative. Assure that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the identified needs of the students within schools and/or districts.

1. **Culture –** 
   1. Describe how the grantee will ensure the school community at a large is conducive to offering and opening AP AAS.
      1. Describe the current culture of the school as it pertains to diversity, equity, and inclusion.
         1. Documentation may include but is not limited to feedback forms etc.
      2. Explain how African American or African history, language, culture, contributions, experiences, etc. have been highlighted in years past. Alternatively, describe how opening a section of AP AAS can increase the school’s capacity to do the aforementioned
      3. Provide evidence of the incorporation of the Amistad Legislation, i.e., African American Studies Standards implementation.
      4. Demonstrate interest in opening and offering a section of AP AAS from students, staff, and or families.
         1. Or, if interest cannot be captured, explain the larger positive impact offering this course may have on the school community.
            1. Documentation may include but is not limited to feedback forms etc.
      5. Describe how students, staff, and families will be supported if dissonance, tension, or controversy occurs during, but not limited to, the planning, training, and implementation stages of this course, and after the maturity of the grant period.
2. **Establishing the Course –** 
   1. In adherence to The College Board onboarding protocol, describe how the district will open the AP AAS course.
      1. Explain the district will complete the necessary steps to open this new course.
         1. Include how the district will gain necessary approvals to open the course.
         2. Include how the district will perform the class audit.
         3. Include how the district will fund, order, and disperse the required and discretionary resources and materials to students, and teachers.
            1. *Please note that* [*according to The College Board, the anticipated cost to purchase materials,*](https://apcentral.collegeboard.org/about-ap/start-expand-ap-program/start/consider-costs) *i.e. the corresponding textbooks and reading materials can range from $1,250 - $3,600.*
         4. Include how the district may encourage students to take the AP AAS Exam
      2. Include a detailed timeline according to The College Board protocol.
3. **Family and Stakeholder Engagement –** 
   1. Describe how the district will promote AP AAS to families and other stakeholders.
      1. Reflect and describe any barriers that impact family’s awareness of AP and specifically AP AAS.
         1. If applicable, describe how the district will remove any existing barriers to ensure equitable and inclusive participation and promotion of AP and specifically AP AAS.
      2. Describe how families and other stakeholders will be made aware of the new AP AAS course option.
         1. Include the target audiance and rationale.
         2. Include how many opportunities will be given for families and other stakeholders to learn about AP AAS and a rationale.
4. **Teacher Selection and Training –** 
   1. Describe the selection and training processes of the teacher who will be teaching AP AAS in Fall 2024.
      1. *Applicants that identify a* ***certified social studies (history) teacher*** *who can demonstrate a significant understanding and/or deep interest in African American studies are preferred. Applicants that to commit to providing the selected teacher with formal training through The College Board, in AP AAS and, at minimum, one “Achieving Equity in AP” Workshop, equaling to no less than 15 hours of training total are preferred.*
      2. Describe the district’s current AP teacher selection process.
         1. If applicable, describe current or future procedural shifts that encourage diversity of AP teaching staff.
         2. If different than what was stated above, describe the selection process for the teacher who will be involved in the program;
      3. *Provide the demographics of teachers currently teaching AP (for data collection purposes only)*
      4. Describe the selected teachers’ credentials and experience;
      5. Provide the Professional Development Plan (PDP) for the teacher selected to participate in the AP AAS Establishment Program; and
         1. If applicable, provide a resume/CV or personal statement of the selected teacher to demonstrate their understanding and, or deep commitment to teaching AP AAS, and/or the discipline in general.
      6. Estimate when the teacher will receive training, how often, and by which provider.
      7. Estimate the number of teachers who will participate in the grant program, including plans to cover expenses for training/workshops/professional development/consultant fees, non-instructional salaries, transportation fees, and other grant-related costs;
         1. [*According to the College Board, the average cost for teacher training*](https://apcentral.collegeboard.org/about-ap/start-expand-ap-program/start/consider-costs) *in the area of History ranges from $400-$1,400. Applicants that plan to allocate no more than $2,000 for training and related costs to be considerate of other budgetary expenses will be preferred. Applicants that plan to prioritize the training of one teacher are preferred.*
5. **Scheduling –** 
   1. Describe the capacity the district has to open a section of AP AAS with fidelity and for sustainability.
      1. Describe how many sections of AP AAS will open at the start of the 2024 school year.
         1. Detail how many periods of AP AAS the teacher will teach, including but not limited to, the length of time per each period.
      2. If not already offered, will a general education African American course be opened to cultivate interest and an understanding of African American Studies? Explain why or why not.
6. **Student Success –** 
   1. Describe how students will be recruited, recommended, selected, supported, and incentivized to participate in AP AAS.
      1. Describe how and when students will be made aware of the anticipated offering of AP AAS.
         1. Include the target population and rationale (i.e. grade level, prerequisites, Etc.)
            1. *Please note that The College Board recommends this course for 10th grade and above.*
            2. *Applicants that can demonstrate an understanding of the recruitment process being inclusive and efforts to ensure AP AAS is encouraged and valuable to all students exclusive of preconceived interest or demographics are preferred.*
         2. Include the anticipated number of students who will be a part of this program’s class(es).
      2. Describe the selection process for students who will be selected for AP AAS.
         1. How will preparedness be measured?
      3. Provide evidence of an inclusive and objective recommendation process.
         1. This may include, but not limited to, a rubric or recommendation template
      4. AP classes are academically challenging endeavors for all students; describe what additional supports are in place to ensure students are successful (Student Success Model).
         1. Describe any additional supports that will be put into practice to support students
         2. Describe how will students be supported if they experience cognitive dissonance or moments of internal or external cultural and societal tensions
      5. Describe the plan to incentivize students to take the AP AAS exam, Spring 2025.
         1. If applicable, how will student testing fees be supplemented?
            1. *Please note, those LEAs involved in pilot year cohort ‘23 can use these grant funds to offset student’s out of pockets costs. (Test Spring ’24)*
      6. Describe the districts goals for course participation and projected growth in Fall 2025.
7. **Sustainability –** 
   1. Explain if the district currently offers any general education and/or Honors African American Studies courses, or other Ethnic Studies courses (i.e. Latin American Studies etc.)
      1. If no such course(s) are open, please describe in great detail how the district plans to address building a cultivating interest and a preparedness for AP AAS through opening a general education, and/or honors, African American Studies course.
         1. If applicable, how will remaining grant funds be utilized to establish a general education and/or honors, African American Studies Course.
   2. Describe the district’s plan to cultivate interest and preparedness around African American Studies content (K-12)
      1. *Preferred grantees will demonstrate a plan to allocate funds to, but is not limited to:*
         1. *Resources for K-9.*
         2. *Field trips for K-9.*
         3. *District-wide initiatives.*
   3. Describe the district’s plan to provide enrichment opportunities to increase the AP AAS students interest, preparedness, and engagement with AP African American studies.
      1. *Preferred grantees will demonstrate allocating funds to, but is not limited to:*
         1. *Class field trips.*
         2. *Assemblies and Guest Speakers.*
         3. *College Visits.*
         4. *Subscriptions etc.*
   4. Describe the district’s plans to continue offering AP AAS once the grant term ends.
      1. Include how the district will fund AP AAS post the end of the grant term.
      2. Include how the district will fund professional development opportunities to the selected teacher, as well as any additional teachers, interested in teaching AP AAS.

**Goals/Objectives/Indicators [20]** –

LEAs applying for the Advanced Placement - African American Studies Course Establishment NGO will develop one localschool and/or district Professional Development Plan (PDP) goal that aligns with the State goal and grant outcomes. Using the goal(s), create objectives that are:

* + relevant to the selected goal,
  + applicable to grant-funded activities,
  + clearly written, and
  + measurable.

Objectives should clearly illustrate the plan to achieve the goal(s). They must be achievable and realistic while identifying the "who, what, and when"of the proposed Project. Objectives must be results-oriented and clearly identify what the Project is intended to accomplish. They must contain quantitative information, benchmark(s), and how progress will be measured. Objectives should also link directly to the stated needs and provide a time frame for completion.​

Applications must also include a plan to evaluate the project's success in achieving its goal and objectives. Indicators of success must be established for each project objective. In constructing the indicators, describe the methods that will be used to evaluate the progress toward achievement of the goal and objectives, as well as the overall grant project outcomes. Also, describe the measures and instruments to be used in the indicators, the individuals responsible for developing and conducting the evaluation, and how results will be used to improve project outcomes. Well-constructed indicators of success will help establish a clear understanding of responsibilities and a system of accountability for the Project. They will also help to determine whether or not to refine an aspect of the Project to ensure overall success.

* Review the Statement of Need before and after constructing the objectives to ensure that the objectives address identified needs;
* Identify the anticipated outcomes of the Project in measurable terms and relating to the stated needs;
* Define the population to be served;
* Identify the timeline for implementing and completing each objective;
* Identify the level of performance expected to indicate the achievement of the objective; and
* Make certain to construct measurable indicators of success that directly link to and support project objectives.

**Project Activity Plan 10** –

The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. The Activity Plan is for the current grant period. Activities represent the steps that it will take to achieve each identified objective. Also, the activities identified in this section serve as the basis for the individual expenditures being proposed in the budget. Review the Goal and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

* State the relevant objective in full in the space provided. Number Goal 1 and each objective 1.1, 1.2, 1.3, etc.;
* Describe all of the tasks and activities planned for the accomplishment of each goal and objective;
* List all the activities in chronological order;
* Space the activities appropriately across all report periods of the grant project;
* Identify the staff directly responsible for the implementation of the activity. If the individual conducting the activity is not referenced appropriately on the Project Activity Plan, it may not be possible to determine an allocation of the requested cost, and costs may be disallowed;
* List the documentation that tracks the progress and confirms the completion of each activity, such as agenda, minutes, curriculum, etc.;
* In the Report Period Column on the Project Activity Plan, indicate with a checkmark the period in which the activity will be implemented. If the activity is ongoing or recurring, place a checkmark in the boxes under each period in which the activity will take place; and
* Do not list the project director or other person with general oversight authority for the Project as the "person responsible" for carrying out all activities.

**Commitment and Capacity [10]** –

After identifying the conditions and/or needs describe the LEA's organization and capacity to take on the project. Explain why the project is proposed and why it is important to the school. Describe the commitment to addressing the identified conditions and/or needs, including the organizational support for implementing the proposed project.

Explain any experience the organization has had in implementing similar projects and the outcomes of those projects. What worked, what did not, and why? Explain how previous experiences will ensure the successful implementation of the proposed project. If the organization or staff members have not implemented similar projects, explain why the proposed project will be successful.

1. Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation;
2. Describe the district's capacity to carry out the project successfully;
3. Describe the commitment to addressing the conditions and/or needs identified in the Statement of Need;
4. Describe the organizational support that exists within the district and partner for implementing the proposed project;
5. Discuss the administrative commitment to support the project; and
6. If applicable, identify current AP or Ethnic Studies courses and discuss the district's successes, challenges, and any modifications necessary for expansion.
7. Do not attempt to address problems beyond the grant program's scope.

**Budget [10] –**

Once the objectives that will guide the work of the grant have been prioritized, develop the budget details necessary to carry out each activity.

The applicant's budget must be well-considered, necessary for the implementation of the Project, remain within the funding parameters contained in this NGO, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for implementing each project activity.

The applicant must provide a direct link for each cost to the goal, objectives, and activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and details sufficient to support each proposed cost.

Guidance on constructing a grant budget may be found in the [Pre-award Manual for Discretionary Grants](https://mcas-proxyweb.mcas.ms/certificate-checker?login=false&originalUrl=https%3A%2F%2Fwww.state.nj.us.mcas.ms%2Feducation%2Fgrants%2Fdiscretionary%2Fapps%2FPreAwardManual.pdf%3FMcasTsid%3D15600&McasCSRF=e5af744633f159cbaa6a7e358608f763108ab086952ba887637b1615d25b8d0d).

## Allowable Uses and Eligible Activities

Eligible activities include:

* **Professional Development Opportunities**: Costs associated with LEA staff participation in professional development opportunities, virtually or in person, hosted by the College Board in AP AAS and, or “Achieving Equity in AP”.
* **Instructional Materials**: Costs associated with obtaining instructional materials, and other resources for teaching and learning purposes.
* **Evaluation strategies**: Costs for paying or off-setting student testing fees **(Spring ’24 Only)**
* **Student Support:** Cost associated with student recruitment, success, and engagement.
  + Including but not limited to:
    - Additional high-quality materials;
    - Field trips;
    - Guest speakers;
    - Historically Black Colleges and University (HBCU’s) college visits; and/or
    - K-12 Initiatives.

## Sub-granting Funds

Not

## **NonPublic Participation**

## Apportionment of Grant Funds

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. Final awards are subject to the availability offunds. Total funds available are $300,000. This is 100% percent funded from FY 24 State appropriations. The project period is April 1, 2024-December 30, 2024.

All grant funds are subject to a 60-day liquidation period at the end of the grant term. At this time, a final expenditure report will be due to close out the grant award.

LEAs may apply up to $10,000, this is based on the goal to equally fund LEAs across the three regions of the state according to the chart below (Figure 1). It is anticipated that ten (10) awards will be made in rank order in each region for a total of 30 awards.

Applicants must accumulate a score of 70 or higher to qualify for funding consideration. Applications will be selected according to the highest total score and distributed evenly across the three regions. Any remaining funds will be used to fund awards in rank order regardless of region.

Figure 1 Funding Distribution According to School District Region

|  |  |  |
| --- | --- | --- |
| **Total Budget: $300,000** |  |  |
| **Northern Region** | **Central Region** | **Southern Region** |
| Allocation: $100,000 | Allocation: $100,000 | Allocation: $100,000 |
| 10 LEAs scoring ≥ 70% | 10 LEAs scoring ≥ 70% | 10 LEAs scoring ≥ 70% |

Grants funds are to be used solely for the costs associated in implementing the grant program. Click on the links below to view the current rates:

[Max Administrative Cap](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd41a10959e1acab/section-200.417): [Max 10%] [NJ Travel Reimbursement Rate](https://www.nj.gov/infobank/circular/cir23-02-OMB.pdf): $0.47 cents per mile

[Max Benefit Cap](https://www.nj.gov/infobank/circular/cir24-11-OMB.pdf) Composite Rate: 77.15% [Max Indirect Costs Cap %:](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd93f2a98b1f6455/section-200.414) 0

Please refer to section II.10 of the NGO for information regarding the allowability, inclusion of and/or restriction(s) to indirect costs in a grant budget.

Indirect costs may be requested in the budget from applicants that either 1) have a current federally negotiated indirect cost rate agreement; or 2) have never received a federally negotiated indirect cost rate agreement. The actual indirect cost rate that may be used in budgeting is a de minimis rate, which is subject to the requirements of the grant program. If indirect costs are requested, care must be taken to ensure that costs that would be considered indirect costs are not included in the budget as a direct cost. Additional guidance for indirect costs can be found in the [Pre-Award Manual for Discretionary Grants.](https://www.nj.gov/education/grants/discretionary/apps/)

The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. The actual amount awarded will be contingent upon the applicant’s ability to provide support for its proposed budget upon application and ultimately will be determined by the Department of Education through the pre-award revision process. The applicant’s opportunity to make PAR will be limited by the NJDOE, which is not responsible either to provide repeated opportunities for revisions or to permit the reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

## Eligible Costs

Use the [Quick Reference for Commonly Requested Costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](http://www.nj.gov/education/finance/fp/af/coa/coa1718.pdf) to locate the appropriate budget costs codes.

Please note that the passage of N.J.A.C 6A:23A-7 places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

* **Non-Instructional Salaries/Stipends**: Costs associated with paying a salary or stipend for a district staff member beyond contract hours to attend an AP AAS workshop, training, professional development, or other activity associated with the NGO. Costs must be consistent with the current district bargaining agreement.
* **Professional Development/Workshop Fees**: Fees incurred for activities that contribute to the professional occupational growth and competence of the AP AAS instructional staff.
* **Transportation Fees**: Mileage fees incurred for a staff member to travel to an AP AAS workshop, professional development session, etc. Mileage is capped at $.47 per mile.

## Ineligible Costs

The NJDOE will not reimburse grantees or sub-grantees for ineligible costs. Ineligible costs include:

* **Meals/Food are ineligible**
* Outside of grant term: Costs incurred outside of the grant term.
* Existing staff: Salaries and/or benefits for existing staff are not eligible unless they are assigned program responsibilities depicted in the staffing chart (see Section II.10.).
* Routine operating/admin costs: Costs for the routine operation of or administration of the organization are not eligible except when part of the approved budget (see section b of the grant/loan agreement).
* No benefit: Costs incurred for salaries, services or media which do not benefit the end user of the grant program.
* Not reasonable or necessary: Costs which are not reasonable or necessary to carry out the grant.
* Outside of target area: The purpose of the grant is to provide statewide coverage; therefore, any activities undertaken outside of a Grantee’s DHSS designated territory must have prior NJDOE approval before costs are incurred.
* Poorly Documented/Undocumented: Costs that are not supported by adequate documentation.
* Off Message: Costs for media that are prohibited or off message.
* Curriculum Development or Expansion of Curriculum unless specified by the grant program as an eligible activity.
* Indirect costs
* Supplanting: Costs for salaries, services, or media which are covered under other federal, state funding.

# Grant Agreement and Program Requirements

Once the application for funding is approved in the PAR process, the EWEG grant application will convert to a Grant Agreement between the applicant and the NJDOE ([OMB Circular 07-05-OMB](https://www.nj.gov/infobank/circular/cir0705b.pdf)). The grantee is expected to complete the goals and objectives laid out in the approved application and is expected to complete the activities established in its grant agreement and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by NJDOE of the grantee’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration. To view and download the complete grant agreement documents, including attachments A and B of the grant agreement, click [here](https://www.nj.gov/education/grants/discretionary/management/docs/attacha_b.pdf). To locate the appropriate budget costs codes, go to the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) web page.

## Mandatory Orientation and Training

The grantee will be required to attend a program orientation. The NJDOE staff will acquaint the grantee with the general program information, and requirements of the program, including grant management, mandated staffing, policies and procedures, and compliance with applicable state and federal program regulations.

## Reporting Requirements

Grantees will be required to submit reports on activities according to the program report schedule in [Section III.5. Reporting Periods](#_Reporting_Periods). The grantee will ensure that all reports are uploaded to EWEG by the due dates. Failure to deliver the reports by due dates may result in the Grantee achieving an unsatisfactory rating and may result in the stop of all NJDOE program payments.

## Interim Activity Reports

These reports are to be delivered to NJDOE via electronic format uploaded or within the EWEG system. Reports submitted by other means will not be accepted and will be considered late if not uploaded by the due date listed in [Section III.5. Reporting Periods](#_Reporting_Periods). This report tracks actual progress in meeting benchmarks and documenting measurable outcomes from the program activities listed in the application. Specific instructions for completing each report are found in this [link](https://www.nj.gov/education/grants/discretionary/management/docs/INSTRUCTIONS%20FOR%20SUBMITTING%20PERS-REPORTS.pdf).

Additionally, the Department would request the following before, or on each report deadline:

* Updated Budget Sheet;
* Feedback surveys (staff, families, students); and
* Progress Report (referring back to project plan)
  + Relevant documentation that demonstrates progress made during the implementation process (i.e., rubric for student selection, if one didn’t exist before).

## Fiscal Reimbursement and Fiscal Interim Report Requirements

**Reimbursement Request:** The grantee shall request monthly, by the 15th of every month, reimbursement payment from the NJDOE. The grantee will complete a reimbursement request through the EWEG payment system. Reimbursement requests will be shut down 30 days before the end of the grant period. Any payments due to the grantee will be paid all remaining grant funds in the Final Expenditure Report. Specific instructions for completing this report are found at this [link](https://njdoe.mtwgms.org/NJDOEGmsWeb/HelpFiles/New_Reimbursement_Request_Instructions.pdf).

Requests may begin once the contract has been fully approved and executed by the NJDOE. All programs are reimbursement-only programs. Grantees will be reimbursed based on the grantee’s actual expenditures. Grantees must submit payment requests not later than the 15th of the month, via the EWEG system, to receive a payment, the following month. The reimbursements are closed 30 days before the end of the grant term. Funds owed to the grantee will be captured in the Final Expenditure Report.

In making disbursements to any third party with whom the Grantee may contract to undertake the Project, the Grantee shall ensure that disbursements are made upon delivery of satisfactory work product and in accordance with the Department’s program policies.

**Fiscal Interim Reports:** These reports are due as stated in [Section III.5. Reporting Periods](https://doe365-my.sharepoint.com/personal/lnietos_doe_nj_gov/Documents/Draft%20forms/Draft%20NGO%202023.docx#_Reporting_Periods). with the interim activity report. In this report, the grantee will report on actual expenditures incurred during their reporting period and reconcile the expenditures reported in the interim report should match what has been paid to the district during the reporting period.

**Final Expenditure Reports:** This is the same report as the Interim Report, except that this report generates a final payment to the grantee upon selecting the “final report radial button.”

## **Reporting Periods**

Reimbursement requests are due by the 15th of every month.

**The reporting periods are as follow**

|  |  |  |
| --- | --- | --- |
| Report Number: | Reporting periods: | Dates Due: |
| Report 1 | April 1, 2024 – June 30, 2024 | 7/31/2024 |
| Report 2 | April 1, 2024 – August 31, 2024 | 9/30/2024 |
| Report 3 | April 1, 2024 – October 31, 2024 | 11/30/2024 |
| Final Report\* | April 1, 2024 – December 31, 2024 | 2/28/2025 |
|  | \*Includes 60-day liquidation period. |  |

## Monitoring

The NJDOE Program Managers will schedule on-site monitoring visits with the Program Coordinator during the term of the Program contract to review program performance and fiscal documentation. These visits may be a comprehensive program assessment, or they may be oriented toward a review of performance in specific areas. In either case, Program staff shall cooperate with Program Managers and provide them with files and other information as requested.

## Acceptable Documentation for Grant Monitoring

Full and detailed documentation for grant expenditures shall be retained at the organization’s level for monitoring purposes. This shall include the expenditures of the Grantee and all sub-grantees.

* + 1. **Activity Reports**

These reports consist of documentation and/or evidence of educational, outreach events, and program activities. This can be in the form of a properly completed programmatic Activity Report uploaded into EWEG or emailed to the program officer detailing events and activities. Sample documentation includes flyers, attendance sheets, and newspaper clippings. Documentation should be retained with the grantee for monitoring purposes unless otherwise specified by the program office.

* + 1. **Reimbursements**

**Staffing** – All timesheets and payroll records for any salaries paid using funds must be retained by the Grantee for both monitoring and reimbursement purposes. If staff is assigned part-time to the grant, a cost allocation sheet should accompany the reimbursement request.

**Travel** – Mileage records must include the date of travel, the point of origin and its designation (home/office), the sites visited, the purpose of the travel, and the ending location. Commutation must be subtracted from the mileage claimed. The travel reimbursement rate is $0.47 cents per mile. Receipts for parking and tolls must be retained.

**Mailings** – Receipts for postage and other materials and services associated with photocopying, printing, and distribution of materials. Cost allocation based upon agency budget may be acceptable. Please review with the NJDOE representative.

**Training** – Receipts for payment of training providers, course materials, venue, proof of attendance, and copies of any certificates awarded.

**Other costs** – Receipts, invoices, and purchase orders with enough detail to determine that the expenditure is an eligible cost under the grant program.

## Grant Amendments

All requests for amendments must be submitted at a minimum of 90 days before the end date of the grant agreement via the EWEG system.

Amendment modification forms are available [here](https://www.nj.gov/education/grants/discretionary/management/). Amendment modifications are initiated and submitted through the EWEG system to be uploaded into the Upload Tab in the grant application. Instructions on how to initiate the amendment are available in [the Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/). Use the [Quick Reference for Commonly Requested Costs](http://www.nj.gov/education/grants/discretionary/apps/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) to locate the appropriate budget costs codes.

Amendments are required if the following situations occur:

* Changes to the program activity and request for no-cost time extension;
* Budget transfers greater than ten percent of the total approved budget into a previously approved line item;
* Changes to 200-320 Purchased Professional Education Services (subgrantee costs) previously approved in the budget;
* Budget transfer to a line not previously approved in the budget;
* Equipment: Grantees are limited to the specific equipment items listed in the final approved grant application budget. To comply with federal requirements, all equipment purchases require prior NJDOE approval. You can pay more or less than the approved amount, but the approved equipment item cannot be changed without permission (i.e., no additions, deletions, or substitutions to the approved equipment list);
* Changes to Indirect Costs.

**IMPORTANT NOTE**: The subgrantee is subject to the same terms and conditions as the grantee and is responsible to you (the lead agency) for the agreed-upon scope of work (approved goals, objectives, and activities), and the expenditure of subgrant funds. Any changes (program or fiscal) requested by a subgrantee must be reviewed by the grantee. If NJDOE requires sub-grantee amendment approval and you support the changes, forward the requested changes to the NJ NJDOE Program Office for review. As the grantee, you do not have the authority to approve any changes in their project activities, any budget variances, or without prior approval by the NJDOE.

## Suspension/Cancellation of Grant/Loan Agreement and/or Reduction in Funding

The Department reserves the right to suspend and/or cancel this Grant Agreement for nonperformance of any of the Grant/Loan Agreement provisions. Failure by the Grantee to comply with agreement stipulations, standards, or conditions may give the Department cause to suspend this agreement and withhold further payments, prohibit additional obligations, or project funds pending corrective action, and disallow all or part of the cost associated with the noncompliance, terminate this agreement, or take other remedies that may be legally available.

Formal written notice of suspension/cancellation of Grant Agreement and/or reduction in funding will be provided to the grantee in advance of the adverse action to be taken together with recommendations to correct deficiencies. Grantees that correct deficiencies in accordance with guidance provided in the written notice shall be reinstated.

## Grant Close Out

The Grantee shall provide all documentation necessary to close out this agreement within 60 days of the grant agreement’s ending date. If performance is ahead of schedule, the documentation should be submitted within 60 days of the conclusion of grant activities. Documentation will include the Final Report referenced in paragraph III.5.

## Federal Requirements

Not Applicable