# Notice of Grant Opportunity

**MINORITY TEACHER DEVELOPMENT GRANT**

**YEAR TWO**

**25-TE-16-G03**

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**October 2024**

**ORG/APU #5064-221**

**Application Due Date: November 21, 2024**

**NEW JERSEY DEPARTMENT OF EDUCATION**

**P.O. Box 500**

**Trenton, NJ 08625-0500**

<http://www.nj.gov/education>

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Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG prior to being able to create and submit a grant application in EWEG.

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**SECTION 1: GRANT PROGRAM INFORMATION**

* 1. **MINORITY TEACHER DEVELOPMENT GRANT: DESCRIPTION OF THE GRANT PROGRAM**

***Introduction***

The mission of the New Jersey Department of Education is to support schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high quality education and achieve academic excellence. In committing to providing a first-class education to all students, the Department must also ensure that each student has access to a diverse pool of high-quality educators.

Data collected on NJSMART reflects a need for more diversity amongst our teaching staff. As of 2021, 82% of New Jersey’s teachers were white (NJSMART Staff Submissions (2021-2022), while about 60% of New Jersey’s P-12 students were non-white (New Jersey School Performance Report 2021-2022).

Research has found that a diverse teacher workforce is beneficial to all students, regardless of race (Aragon, 2017). Recruiting a racially diverse teacher workforce is crucial to ensuring that all young people have role models who reflect the nation’s diversity and to meeting the needs of all students (Carver-Thomas, 2018). Further emerging research suggests that a diverse teacher workforce will contribute to closing the achievement gap (U.S. Department of Education, 2016).

***Purpose of this NGO***

The purpose of year two of the Minority Teacher Development grant is to continue to identify effective programs and strategies that school districts, educator preparation programs and supporting organizations may employ to increase the number of minority teachers in New Jersey schools. This NGO will provide funding to eligible organizations that recruit, train, and place new teachers, with special emphasis on minority teachers, in one or more high poverty school districts in the State as defined in section 3 of P.L. 2007, c.260 (C.18A:7F-45). Recipients will continue to identify, substantiate and document effective programs, strategies and resources to increase the placement, and support of minority teachers. This is a two-year grant program. Year one is February 1, 2024 to January 31, 2025. Year two will run February 1, 2025 – January 31, 2026.

***Goals of the*** ***Minority Teacher Development Program***

Grant recipients will identify effective methods of recruiting, placing and retaining high quality, well prepared, minority educators. The goals of this grant program are to:

1. Continue partnerships with at least one high poverty school district to place minority teacher candidates;
2. Continue to increase the number of minority teacher candidates hired into teaching positions; and
3. Continue to identify effective strategies, resources and best practice that can be implemented by school districts, educator preparation programs, and/or other organizations to increase the placement, support and retention of minority teachers.
	1. **ELIGIBILITY TO APPLY**

The Minority Teacher Development continuation grant is only open to Kean University and Rutgers University – New Brunswick, the applicants selected through a competitive process in year one.

A total of up to $500,000 ($250,000 per grant) from State funding will be used to fund continuation activities related to the Minority Teacher Development grant for the period of February 1, 2025 to January 31, 2026 (12 months).

Applicants must upload completed and signed Documentation of Eligibility (Attachment A) and Affirmation of Partnership (Attachment B forms) as part of their year two grant application.

**1.3 FEDERAL COMPLIANCE REQUIREMENTS (UEI, SAM)**

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI) number (which replaces the DUNS number) and is obtained through registration (new or renewal) with the System for Award Management (SAM).

* To register with the SAM database, go to [www.sam.gov](http://www.sam.gov)

Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG prior to the applicant being able to create and submit a discretionary grant application in EWEG.

**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 eighty (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.

The term “federal award” includes federal contracts, sub-contracts, grants, and sub-grants.

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

**1.4 STATUTORY/REGULATORY SOURCE AND FUNDING**

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Minority Teacher Development Program is 100percent funded froma FY25 State appropriation (ORG/APU # 5064-221).

Final awards are subject to the availability ofstatefunds. Total funds for the Minority Teacher Development grant are $500,000. Applicants may apply for one (1) award of $250,000. Up to two awards will be made.

The grantee is expected to complete the goals and objectives laid out in the approved grant application, complete the implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan.

**1.5 DISSEMINATION OF THIS NOTICE**

The Office of Recruitment, Preparation and Certification will make this notice available to the eligible applicants listed in section 1.2 based upon the eligibility statement 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 web site (<http://www.nj.gov/njded/grants/discretionary/>) or by contacting the Office of Office of Recruitment, Preparation and Recognition at the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 376-3446.

**1.6 TECHNICAL ASSISTANCE**

A technical assistance workshop will be held on an as needed basis for year one grantees. Please contact the Office of Recruitment, Preparation and Certification at recruitment@doe.nj.gov for more information.

**1.7 APPLICATION SUBMISSION**

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. The Application Control Center (ACC) must receive the complete application through the online Electronic Web Enabled Grant (EWEG) system at <http://homeroom.state.nj>.us **no later than 4:00 P.M. on Thursday, November 21, 2024. Without exception,** the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application after this deadline.

**Each eligible applicant must have a logon ID and password to access the system**. If your organization does not have access to EWEG, send an email request for the EWEG help desk at eweghelp@doe.nj.gov. Please allow 24-48 hours for the registration to be completed.

Questions regarding access to EWEG may be directed to eweghelp@doe.nj.gov.

**Applicants are advised to plan appropriately** to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. Applicants are advised not to wait until the due date to submit the application online as the 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 submit button is clicked, the application may not be edited, additional information may not be submitted, and the application can no longer be accessed or returned. **Please note** **that the submit button in the EWEG system will disappear as of 4:00 PM on the due date.**

Complete applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The Department of Education 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 by FAX cannot be accepted under any circumstances**

**1.8 REPORTING REQUIREMENTS**

Grant recipients are required to submit periodic progress reports on their project’s implementation. The lead agency is responsible for collecting and reporting information from all partners. Progress reports will be submitted through the EWEG system on a quarterly basis.

In addition to the information required for all progress reports in EWEG, grant recipients are required to submit a narrative report (template will be provided by program office) as an upload as part of each project report that includes the following information:

1. Brief summary of the project’s accomplishments, challenges, and problematic fiscal issues to date, in accordance with the project plan;
2. Report of any modifications to the original plan and the reason for the modifications

All project and evaluation reports are to be submitted through the Electronic Web-Enabled Grant (EWEG) system at <http://homeroom.state.nj.us/> according to the following schedule:

|  |  |  |
| --- | --- | --- |
| **Report**  | **Reporting Period** | **Due Date** (via EWEG) |
| 1st Interim | February 1, 2025 – April 30, 2025 | May 31, 2025 |
| 2nd Interim | February 1, 2025 – July 31, 2025 | August 31, 2025 |
| 3rd Interim | February 1, 2025 – October 31, 2025 | November 30, 2025 |
| Final | February 1, 2025 – January 31, 2026 | March 31, 2026 |

Each interim report narrative is to include specific information on progress towards achieving each measurable goal and objective described in the application. Grantees must demonstrate project progress using data and other evidence identified in the application.

**1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS**

The department is seeking effective practices to increase the number of minority educators teaching in New Jersey public schools. Program results are to provide evidence of success of best practices to recruit, place, and support minority teacher candidates to increase the number of minority teachers in classrooms throughout the state. Please see Section 2.2 for program goals and expectations and Section 2.3.3 for program evaluation requirements.

**1.10 REIMBURSEMENT REQUESTS**

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the grantee has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information.

Only one (1) request may be submitted per month. Grantees must submit their request no later than the 15th of the month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantees’ request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month.

**NOTE:** Payments cannot be processed until the award has been accepted in EWEG.

The last date to submit a budget modification is October 31, 2025.

The last date to submit a reimbursement request is December 15, 2025.

**SECTION 2: PROJECT GUIDELINES**

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 grant program. Before preparing applications, applicants are advised to review Section 1.1, Description of the Grant Program, 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 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their project.

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.

## 2.1 ADDITIONAL BACKGROUND INFORMATION

***Improving Student Outcomes***

Research has shown that recruiting minority teachers can generate important achievement gains among minority students (Dee, T. 2004). Students in elementary school perform better on standardized tests when matched with a same race teacher, and middle school students have a significantly reduced rate of dropping out of school when taught be a same race teacher (Gershenson, Hart, Lindsay and Papageorge, 2017). Studies such as these have made the increased presence of minority teachers in New Jersey classrooms a priority and underlie the goals of this NGO.

***Hiring and Induction Strategies***

Applicants should consider innovative strategies to improve hiring practices in partner schools to support a more diverse workforce. Applicants should also consider how teacher certification programs can support minority candidates throughout the hiring process.

Applicants should describe how they will collaborate with the partner school district to integrate innovative recruitment and hiring practices into existing district policies and procedures to increase the number of minority teachers in the school district. Applicants should also describe how they will share best practices with other school districts, educator preparation programs, and/or organizations.

**2.2 PROJECT DESIGN CONSIDERATIONS**

The Commissioner of Education has established a two-year limited competitive grant program to provide funding to eligible institutions as described in Section 1.2. The programs awarded through this NGO are to identify effective strategies to recruit, employ, and support minority teachers. The intent is to identify strategies and practices that can be implemented throughout the state to increase the number of minority teachers in the workforce to better reflect the student population.

All project designs must be compliant with regulations governing New Jersey Educator Preparation Programs (*N.J.A.C.* 6A:9A) and certification requirements (*N.J.A.C.* 6A:9B) and mentoring and induction requirements (*N.J.A.C.* 6A:9C-5.1 *et seq*.).

***Essential Elements***

Essential elements of a successful application will include:

* Formal partnerships that are well-defined and have consistent communication and collaboration components;
* Effective strategies to support the hiring of minority teacher candidates;
* The establishment of a system of data collection to track candidates who have participated in any of the components of the grantee’s program for the five (5) years following the end date of the grant period. Such systems should collect data on educator preparation program enrollment, program completer and placement data for all candidates, including minority teacher candidates.

***Achievement of Goals***

Project designs must include evaluation plans to assess the achievement of project goals on an ongoing basis. Assessment must include data on success in increasing the number of minority candidates hired to teach in high poverty school districts, evidence of collaboration between the lead agency and the high-poverty school district in identifying and implementing best practices for recruiting, hiring, and supporting minority teaching candidates.

***Program Outcomes***

The project(s) funded by this grant opportunity will provide evidence-based model programs, policies and strategies that will inform Department of Education policies, guidance and support to educator preparation programs and school districts throughout the state aimed at increasing the number of minority teachers in the workforce.

**2.3 PROJECT REQUIREMENTS**

***Implementation within the Designated Timeline***

Unless otherwise noted, all training, support, and other implementation activities for this program are to be conducted during the grant period, February 1, 2025through January 31, 2026. The schedule for required program and fiscal reports is provided in Section 1.8 *Project Requirements.*

**2.3.1PROJECT MANAGEMENT REQUIREMENTS**

 ***Selection of Partners***

As noted in Section 1.2on grant eligibility, the lead agency must form a partnership consisting of, at a minimum, one high-poverty school district. Additional partners will be considered if they support the achievement of program goals. Eligible organizations and school districts are identified in Appendix A. These principal partners and any other additional partnering school districts and agencies must be named in the grant application (see Attachment A).

***Grant Management Partnership Team***

Grant recipients will be expected to form a project management team that includes, at a minimum, the grant lead person from the teacher certification program and at least one administrator from each of the partner districts. The project management team will be responsible for coordinating the project, creating, and implementing a communication plan and ensuring that all aspects of the project requirements are fulfilled.

***Attendance at Quarterly Meetings on Project Implementation***

The NJDOE will host virtual meetings throughout the grant period to support the grant recipient and provide a forum for addressing implementation best practices, challenges, and successes. The grant recipient will be expected to send appropriate representatives to these meetings, which will be held on a quarterly basis.

***Participation in Annual Grant Monitoring Reviews***

In addition to reviewing the quarterly report submissions, the NJDOE will conduct a comprehensive review of program and financial records once during the grant period and conduct at least one meeting to interview a few project participants. The grant recipient will be expected to facilitate this by providing the appropriate documents and arranging the meetings.

***Participation in the Annual Diversifying the Teacher Workforce Convening***

The NJDOE, in co-sponsorship with the New Jersey Association of Colleges for Teacher Education (NJACTE), hosts a Diversifying the Teacher Workforce convening each year. Grantees will be expected to participate and present program findings at this event.

## 2.3.2 PROJECT ACTIVITY REQUIREMENTS

All activities must comply with applicable statutes and regulations as cited in Section 2.2.

All projects awarded this grant will be required to:

* Partner with at least one high-poverty school district;
* Develop programs and strategies that can increase the number of minority teaching candidates that are placed in high-poverty school districts;
* Develop at least one deliverable that identifies the components of a successful set of programs, strategies and best practices to increase the recruitment, hiring, and support of minority teachers that can be used as a resource by school districts, teacher preparation programs and other organizations; and
* Establish a system of data collection to track candidate participation in the program, as described in Section 2.2.

**2.3.3 PROJECT EVALUATION REQUIREMENTS**

Each partnership is required to develop an evaluation and accountability plan to measure the extent to which the activities undertaken during the grant period were successful in meeting this NGO’s broad outcomes and the individual grant project’s specific measurable objectives. The evaluation plan must include:

* Baseline data on current placement and retention of minority teaching candidates;
* Needs assessments to identify appropriate targets for project activities in the school district;
* Indicators to be impacted by the grant programs. Indicators must address:
	+ Recruitment of teachers into educator preparation programs;
	+ The placement of minority teaching candidates in high-needs schools; and
	+ New teacher effectiveness.

**2.4 APPLICATION REQUIREMENTS**

The applicant must provide the following written components as a part of the EWEG application: (1) Abstract; (2) Statement of Need, (3) Project Description; (4) Goals, Objectives and Indicators; (5) Activity Plan; and (6) Organizational Commitment and Capacity.

**2.4.1 PROJECT UPDATE**

The Project Update is a (250-300 words) summary of the proposed Year 2 project’s need, purpose, and projected outcomes, as well as a summary of the Year 1 progress to-date.

**2.4.2 PROJECT DESCRIPTION:**

Describe in a detailed narrative the Year 2 project design and plan for implementing the project. Provide assurance 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 program goals.

Describe the effect the project will have on minority teacher recruitment and placement upon completion. When possible, cite examples of how the approach or different strategies have led to success for other programs.

***Background Information***

Please address the questions below in your narrative for this section:

1. Why do you want to continue your participation in this program?
2. Why do you think your partnership will be effective?
3. What do you currently have in place (programs, systems, personnel, etc.) that will contribute to the success of your project?
4. Identify research that supports your project plan and expected outcomes.

***Project Description***

At a minimum, the project description should address the following elements:

1. Partnership: Describe how you selected your high-poverty school district(s). Identify your key strategies for effective collaboration with your partner(s).
2. Placement: Describe the strategies you will use to support the recruitment, hiring and placement of minority teacher candidates.
3. Project Evaluation: Describe the critical pieces of evidence/data you will use to track and inform project implementation decisions and determine if project goals are being achieved.

**2.4.4 GOALS, OBJECTIVES, AND INDICATORS**

Establish one or more local goal(s) for Year 2 of this two-year program. Using the goals create objectives that are (1) relevant to the selected goal, (2) applicable to grant-funded activities, (3) clearly written and (4) measurable. Objectives should clearly illustrate the plan to achieve the goals. 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 individual 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 in the indicators the measures and instruments to be used, 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 project goals before and after constructing the objectives to ensure that the objectives clearly address the goals of the program.
* Identify the anticipated outcomes of the project in measurable terms and in relation to the goals of the program.
* Define the population to be served.
* Identify the timeline for implementing and completing each objective.
* Identify the level of performance expected to indicate successful achievement of the objective.
* Make certain to construct measurable indicators of success that directly link to and support project objectives.

When developing goals, objectives, and indicators, do not conflate goals and objectives with activities and process measures. Goals should align with the goals of this grant program and identify the intended overall outcomes of this project. Objectives are smaller, more concrete and detailed goals that need to be accomplished to achieve broader project goals. Goals and objectives must have measurable outcomes. Indicators are based on identified needs and should describe what your project will “move the needle” on.

**2.4.5 PROJECT ACTIVITY PLAN**

The Project Activity Plan covers the year two project period. The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. Describe the steps that will be taken to achieve each identified objective. The activities identified in this section serve as the basis for the individual expenditures that are proposed in the budget. Review the Goals and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goals and objectives and the activities.

* State the relevant objective in full in the space provided. Number the Goal 1 and each objective 1.1, 1.2, 1.3, etc.
* Describe all 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 or other evidence that tracks the progress and confirms the completion of each activity.
* 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.
* 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.

**2.5 BUDGET DESIGN CONSIDERATIONS**

Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be 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 handout, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for the implementation of 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. 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, which can be accessed at

[www.nj.gov/education/grants/discretionary/apps/](http://www.nj.gov/education/grants/discretionary/apps/).

The NJDOE will remove from consideration all ineligible costs as listed on page 17, 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 NJDOE through the pre-award revision process. The applicant’s opportunity to make pre-award revisions will be limited by the NJDOE which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

**2.6 BUDGET REQUIREMENTS**

Year two budget requests should be linked to specific project activities and objectives of the Minority Teacher Development grant.

The provisions of N.J.A.C. 6A:23A-7 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies these restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

* No reimbursement for in-state overnight travel (meals and/or lodging)
* No reimbursement for meals on in-state travel
* Mileage reimbursement is capped at $.47/mile

***Allowable Expenses***

Eligible costs may include, *but are not limited to*:

* Grant Staff Positions – A resume, brief job description and rationale for each position proposed to assist in the management and implementation of the grant program must be provided. Please include this information as an upload in the EWEG application. Enter the salary requests using the appropriate budget subtabs in the EWEG form.
* Candidate Support – To provide financial support, such as fees and tuition assistance, to candidates of color in the IHE’s educator preparation program. Can also include fees associated with licensing and certification. Please note that grant funded support must be obligated within the grant funding period.
* Marketing Costs – Costs directly related to efforts to increase the enrollment of candidates of color in the applicant’s educator preparation program.
* Academic Support – Costs associated with assisting candidates of color with coursework and test preparation.
* Stipends - For participating teachers and administrators to attend grant related activities outside of contracted hours (please note that supervisors and curriculum directors may not be compensated through these funds to attend professional development activities).
* Substitute Teachers - Costs related to acquiring substitute teachers for school district teachers participating in grant-related program activities.
* Travel – For program and school district staff to travel to grant related events and activities. Please note the guidelines below per N.J.A.C. 6A:23A-7:
	+ No reimbursement for in-state overnight travel (meals and/or lodging)
	+ No reimbursement for meals on in-state travel
	+ Mileage reimbursement is capped at $.47/mile
	+ Meal expenses are only eligible for project events and activities that must be scheduled over a mealtime.

***Ineligible Expenses***

Funds *may not be used* for the following costs:

* Costs associated with writing the application;
* Supporting the research of individual scholars or faculty members;
* Costs for developing higher education courses related (or unrelated) to grant activities;
* Travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
* Stipends to teachers during regular school contracted days; and
* Costs not directly related to the educational program and that are unsupported by the NGO; and
* Indirect costs.

**SECTION 3: COMPLETING THE APPLICATION**

**3.1 GENERAL INSTRUCTIONS FOR APPLYING**

To apply for a grant under this NGO, applicants must prepare and submit a complete application. The application must be a response to the State’s vision as articulated in Section 1: Grant Program Information of this NGO. It must be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. The applicant may wish to consult additional guidance found in the Pre-award Manual for Discretionary Grants, found at [www.nj.gov/education/grants/discretionary/apps/](http://www.nj.gov/education/grants/discretionary/apps/).

* 1. REVIEW OF APPLICATIONS

Evaluators will use the selection criteria found in Part I: General Information and Guidance of the Pre-award Manual for Discretionary Grants to review the application according to how well the content addresses Sections 1 and 2 in this NGO.

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.

Applications will be reviewed for completeness and accuracy.

3.3 APPLICATION COMPONENT CHECKLIST

The following components are required (see *Required ü Column*) to be included as part of the application. Failure to include a required component may result in the application being removed from consideration for funding. Use the checklist (see *Included ü Column*) to ensure that all required components have been completed in the application.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Required******(ü)*** | ***Location*** | ***EWEG TAB/SUBTAB*** | ***Included******(ü)*** |
| ü | EWEG | Admin (Contacts, Allocation, Assurance, Board Resolution and FFATA) |  |
| ü | EWEG | Budget |  |
| ü | EWEG | Narrative (Update, Description, Goals/Objectives/Indicators, Activity Plan)  |  |
|  |  | The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab: |  |
| ü | NGO | \*Documentation of Eligibility (*Attachment A*) |  |
| ü | NGO | \*Affirmation of Partnership (*Attachment B*)  |  |
|  |  |  |  |

**ATTACHMENT A**

**DOCUMENTATION OF ELIGIBILITY**

**Minority Teacher Development Grant**

**February 1, 2025 – January 31, 2026**

 *(This form must be completed, signed and uploaded in the application using the UPLOAD tab.)*

**LIST OF ELIGIBLE PARTNERS (print or type):**

**Name of Applicant /Lead Agency (Teacher Certification Program)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of High-Poverty School District Principal Partner**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name(s) of Additional Partner Agencies (as applicable)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

By submitting this application, the Lead Agency assures that the partner agencies listed above participated in the preparation and planning of the **Minority Teacher Development Grant**

and will participate in the implementation of the grant and program activities.

**Signature of Applicant/Lead Agency President/CEO Date**

**ATTACHMENT B**

## *AFFIRMATION OF PARTNERSHIP FORM*

**Minority Teacher Development Grant**

1. *(This form must be completed, signed and uploaded in the application for each partner using the UPLOAD tab.)*

## *High-Poverty School District*

## *Other Agency Partner(s)*

**Minority Teacher Development Grant**

**February 1, 2025 – January 31, 2026**

**Instruction to Applicant/Lead Agency:** Please have each **partner** complete a separate copy this form, including the school district principal partner, and any other agencies or school district **partners**. Submit all copies as attachments using the upload tab with the grant application.

**Instruction to Partner Agency:** This document is to be signed by an eligible **partner** and included with the application as evidence of the collaboration between the applicant/lead agency and the eligible **partner** in the Minority Teacher Development Programgrant. The chief school administrator (CSA), Dean, chief executive officer (CEO) or other head of a partnering agency must complete and sign the statement below:

I COMMIT to being a collaborative partner with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the applicant/lead agency and to ensure that my agency acts in full support of the proposed project through the provision of personnel, time, activities, information, data, services, and/or resources necessary to plan, implement, monitor and evaluate the grant project with fidelity.

I AGREE to protect the confidentiality of individual students and/or educators as necessary when providing information to the applicant and the project evaluator to fulfill project requirements.

I CERTIFY that a designated representative, my agency’s grant lead person, will continue to collaborate with the applicant to meet the requirements of this grant opportunity as specified in the grant application.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(**Print Name**) (**CSA/ Dean/CEO/Head** from **Partner** **Agency**)

of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(**Print Name**) (**Partner Agency**)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature** of **CSA/Dean/CEO/Head** from **Partner** **Agency**

 \_\_\_/\_\_\_\_/\_\_\_

Date

**APPENDIX A**

**ELIGIBLE HIGH-POVERTY SCHOOL DISTRICTS**

|  |  |
| --- | --- |
| **County** | **District** |
| ATLANTIC | Absecon City |
| Atlantic City |
| Atlantic County Vocational |
| Atlantic County Special Services Commission |
| Brigantine City |
| Buena Regional |
| Egg Harbor City |
| Egg Harbor Township |
| Galloway Township |
| Greater Egg Harbor Regional  |
| Hamilton Township |
| Hammonton Township |
| Pleasantville City |
| Somers Point City |
| Ventnor City |
| Weymouth Township |
| BERGEN | Bogota Borough  |
| Cliffside Park Borough |
| Elmwood Park |
| Englewood City |
| Fairview Borough |
| Garfield City |
| Hackensack City |
| Little Ferry Borough |
| Lodi Borough |
| Moonachie Borough |
| Palisades Park |
| Teaneck Township |
| BURLINGTON | Beverly City |
| Burlington City |
| Burlington County Vocational |
| Delanco Township |
| Edgewater Park Township |
| Maple Shade Township |
| Mount Holly Township |
| New Hanover Township |
| Palmyra Borough |
| Riverside Township |
| Willingboro Township |
| CAMDEN | Bellmawr Borough |
| Brooklawn Borough |
| Camden City |
| Camden County Vocational |
| Gloucester City |
| Gloucester Township  |
| KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation |
| Camden Prep, Inc. |
| Mastery Schools of Camden, Inc.  |
| Lawnside Borough |
| Lindenwold Borough |
| Magnolia Borough |
| Pennsauken Township |
| Pine Hill Borough |
| Woodlynne Borough |
| CAPE MAY | Cape May City |
| Cape May County Special Services District |
| Lower Cape May Regional |
| Lower Township |
| Middle Township |
| North Wildwood City |
| Wildwood City |
| Woodbine Borough |
| CUMBERLAND | Bridgeton City |
| Commercial Township |
| Cumberland County Vocational |
| Cumberland Regional |
| Deerfield Township |
| Downe Township |
| Maurice River Township |
| Millville City |
| Upper Deerfield Township |
| Vineland City |
| ESSEX | Belleville Township |
| Bloomfield Township |
| East Orange |
| Essex County Educational Services Commission |
| Essex County Vocational-Tech |
| Irvington Township |
| Newark City |
| City of Orange Township |
| West Orange Township |
| GLOUCESTER | Clayton Borough |
| Deptford Township |
| Glassboro |
| National Park Borough |
| Paulsboro Borough |
| Westville Borough |
| Woodbury City |
| HUDSON | Bayonne City |
| East Newark Borough |
| Guttenberg Township |
| Harrison Township |
| Hoboken City |
| Hudson County Vocational |
| Jersey City |
| Kearny Township  |
| North Bergen Township |
| Union City |
| West New York Township |
| HUNTERDON | Hunterdon County Educational Services Commission |
| MERCER | Ewing Township |
| Mercer County Special Services School District |
| Trenton Public School District |
| MIDDLESEX | Carteret Borough |
| Dunellen Borough |
| Jamesburg Borough |
| Middlesex County Vocational |
| New Brunswick City |
| North Brunswick Township |
| Perth Amboy City |
| South Amboy City |
| South River Borough |
| MONMOUTH | Asbury Park City |
| Belmar Borough |
| Bradley Beach Borough |
| Eatontown Borough |
| Freehold Borough |
| Highlands Borough |
| Keansburg Borough |
| Keyport Borough |
| Long Branch City |
| Monmouth-Ocean Educational Services Commission |
| Neptune City |
| Neptune Township |
| Red Bank Borough |
| MORRIS | Dover Township  |
| Wharton Borough |
| OCEAN | Lakehurst Borough |
| Lakewood Township |
| Little Egg Harbor Township |
| Ocean Gate Borough |
| Seaside Heights Borough |
| PASSAIC | Clifton City |
| Haledon Borough |
| Passaic City |
| Northern Region Educational Services Commission |
| Passaic Count Manchester Regional School District  |
| Passaic County Vocational |
| Paterson City |
| Prospect Park Borough |
| SALEM | Elsinboro Township |
| Penns Grove-Carneys Point Regional School District  |
| Salem City |
| SOMERSET | Bound Brook Borough |
| Franklin Township |
| Manville Borough |
| North Plainfield Borough |
| Somerset County Educational Services Commission  |
| South Bound Brook |
| UNION | Elizabeth City |
| Hillside Township |
| Linden City |
| Plainfield City |
| Rahway City |
| Roselle Borough |
| Union County Educational Services Commission |
| WARREN | Phillipsburg Township |
| CHARTERS | Academy Charter High School |
| Academy for Urban Leadership Charter School |
| Achieve Community Charter School |
| Atlantic Community Charter School |
| Beloved Community Charter School |
| Benjamin Banneker Prep Charter School |
| Bergen Arts and Sciences Charter School |
| Bridgeton Public Charter School |
| Burch Charter School of Excellence |
| Camden’s Promise Charter School |
| Charter Tech High School |
| College Achieve Central Charter School |
| College Achieve Greater Asbury Park Charter School |
| College Achieve Paterson Charter School |
| Community Charter School of Paterson |
| Compass Academy Charter School |
| Cresthaven Academy Charter School |
| Discovery Charter School |
| Dr. Lena Edwards Academic Charter School |
| East Orange Community Charter School |
| Empowerment Academy Charter School |
| Environment Community Charter School |
| Foundation Academy Charter School |
| Freedom Prep Charter School |
| Gray Charter School |
| Great Oaks Legacy Charter School |
| Greater Brunswick Charter School |
| Hope Academy Charter School |
| Hope Community Charter School |
| Hudson Arts and Science Charter School |
| International Academy of Atlantic City Charter School |
| International Academy of Trenton Charter School |
| International Charter School  |
| Jersey City Comm. Charter School |
| Jersey City Global Charter School |
| Jersey City Golden Door Charter School |
| John P Holland Charter School |
| Kingdom Charter School of Leadership |
| LEAP Academy University Charter School |
| Link Community Charter School |
| M E T S Charter School |
| Maria L. Varisco-Rogers Charter School |
| Marion P. Thomas Charter School |
| Millville Public Charter School |
| New Horizons Community Charter School |
| Newark Educators Community Charter School |
| North Star Academy Charter School |
| Ocean Academy Charter School |
| Pace Charter School of Hamilton |
| Passaic Arts and Science Charter School |
| Paterson Arts and Science Charter School |
| Paterson CS for Science/Technology |
| Paul Robeson Humanities Charter School |
| Peoples Preparatory Charter School |
| Philip’s Charter School of Paterson |
| Phillip's Academy Charter School |
| Pride Academy Charter School |
| Queen City Academy Charter School |
| Robert Treat Academy Charter School |
| Roseville Community Charter School |
| Soaring Heights Charter School |
| TEAM Academy Charter School |
| The Barack Obama Green Charter High School |
| The Ethical Community Charter School |
| The Red Bank Charter School |
| Trenton Stem-to-Civics Charter School |
| Union County TEAMS Charter School |
| University Academy Charter School |
| University Heights Charter School |
| Village Charter School |
| Vineland Public Charter School |