# New Jersey Department of Education

# *http://doeintranet/sites/default/files/DOEcomm/images/DOE%20LOGO.jpgNotice of Grant Opportunity*

Engagement of Parents of Students with Disabilities Year 3 of 325-BC49-H03

New Jersey Department of Education

Office of Grants Management

March 2024

# Notice of Grant Opportunity

# Engagement of Parents of Students with Disabilities Year 3 of 3 25-BC49-H03

**Kevin Dehmer**

**Acting Commissioner of Education**

**Kathy Ehling**

**Assistant Commissioner**

**Division of Educational Services**

**Kimberly Murray**

**Director**

**Office of Special Education**

**ALN #84.027A**

**Application Due Date: April 18, 2024**

[**New Jersey Department of Education**](http://www.state.nj.us/education)

**P.O. Box 500**

**Trenton, NJ 08625-0500**

## State Board of Education

|  |  |
| --- | --- |
| **Member** | **County** |
| **Kathy A. Goldenberg, President** | **Burlington** |
| **Andrew J. Mulvihill, Vice President** | **Sussex** |
| **Arcelio Aponte** | **Middlesex** |
| **Mary G. Bennett** | **Essex** |
| **Mary Beth Berry** | **Hunterdon** |
| **Elaine Bobrove** | **Camden** |
| **Fatimah Burnam-Watkins** | **Union** |
| **Ronald K. Butcher** | **Gloucester** |
| **Jack Fornaro** | **Warren** |
| **Nedd James Johnson** | **Salem** |
| **Jeanette Pena** | **Union** |
| **Joseph Ricca, Jr** | **Morris** |
| **Sylvia Sylvia-Cioffi** | **Monmouth** |

**Kevin Dehmer, Acting Commissioner**

**Secretary, State Board of Education**

**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.**

Table of Contents

When responding to this Notice of Grant Opportunity (NGO), applicants must use the Electronic Web Enabled Grant (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.

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.

[New Jersey Department of Education 1](#_Toc533681875)

[State Board of Education 3](#_Toc533681879)

[Table of Contents 3](#_Toc533681880)

[Section 1: Grant Program Information 5](#_Toc533681881)

[1.1 Description of the Grant Program 5](#_Toc533681882)

[1.2 Eligibility to Apply 6](#_Toc533681883)

[1.3 Federal Compliance Requirements (UEI, SAM) 6](#_Toc533681884)

[1.4 Statutory/Regulatory Source and Funding 7](#_Toc533681885)

[1.5 Dissemination of This Notice 7](#_Toc533681886)

[1.6 Technical Assistance 8](#_Toc533681887)

[1.7 Application Submission 8](#_Toc533681888)

[1.8 Reporting Requirements 8](#_Toc533681889)

[1.9 Assessment of Statewide Program Results 9](#_Toc533681890)

[1.10 Reimbursement Requests 10](#_Toc533681891)

[Section 2: Project Guidelines 11](#_Toc533681892)

[2.1 Project Design Considerations 11](#_Toc533681893)

[2.2 Project Requirements 13](#_Toc533681894)

[2.3 Budget Design Considerations 15](#_Toc533681895)

[2.4 Budget Requirements 15](#_Toc533681896)

[Section 3: Completing the Application 17](#_Toc533681897)

[3.1 General Instructions for Applying 17](#_Toc533681898)

[3.2 Review of Applications 17](#_Toc533681899)

[3.3 Application Component Checklist 17](#_Toc533681900)

## Section 1: Grant Program Information

### Description of the Grant Program

This continuation Notice of Grant Opportunity (NGO) for the Engagement of Parents of Students with Disabilities in Schools (EPSD) is offered to continue the grant project that began in 2022. This NGO is a federally funded program developed by the New Jersey Department of Education (NJDOE), Office of Special Education (OSE), focused on enhancing parent/caregiver’s engagement in the education of their students who are referred for or receiving special education services. This three (3) year grant program includes the development of family-school collaborative partnerships, increasing family access to resources, and expanding parent/caregivers’ participation in placement and program decisions and their ability to support academic, behavior, and social-emotional development. The grant program is in direct alignment with New Jersey’s State Plan for Every Student Succeeds Act (ESSA), the New Jersey Tiered System of Supports (NJTSS) initiative, and the State Performance Plan/Annual Performance Report (SPP/APR), all of which strongly encourage increasing parent engagement in schools.

Goal(s) of the program

The goal of the grant program includes supporting and encouraging parents to be involved and engaged in their children’s education as involved parents can lead to more engaged students, which in turn can increase educational achievement. This grant program also supports the following indicators in the New Jersey State Performance Plan; Indicator 8: Increasing Parent Involvement, Indicator 3C: Proficiency for Students with IEPs, Indicator 5: Participation/Time in General Education Settings Least Restrictive Environment as well as, Indicator 9: Disproportionate Representation in Special Education. A meta-analysis conducted by the Harvard Research Project (2005) confirms that parent engagement including holding high expectations for achievement, support of literacy at home, and parent/caregiver participation in school contribute to higher academic achievement for students. The grant program service options support parent/caregiver participation through the implementation of these and other activities that promote their active involvement:

* Providing technical assistance to schools on the development and support of parent groups specifically designed to support families with children identified for special education services and support to schools with an existing parent support group that may need assistance.
* Conducting mini conferences, webinars, meetings and other events to reach families and educators on topics related to the successful inclusion of students with disabilities.
* Providing technical assistance and resources to schools to increase the capacity to engage families in fostering literacy that connects to cultural responsiveness at home.
* Providing technical assistance and resources to schools to increase the capacity to understand and support the academic and/or behavioral interventions that are used in school to support students.

All activities should include dissemination of information to families through various venues such as webinars, trainings, parent nights and website resources with efforts to reach parents with children who are disproportionately represented in special education while communicating in a manner that considers family diversity in culture and language and encourages accessibility.

Outcomes of the program

The grantee in collaboration with the NJDOE OSE team will:

* + Increase the involvement of parent/caregivers with children receiving special education services in the school community through active participation in parent groups as either members or in leadership roles.
	+ Increase the knowledge of parent/caregivers on research-based practices and interventions that support the inclusion of students with disabilities such as parent involvement in the Individualized Education Program, how to foster reading at home, and how to support their student’s access to general education programs.
	+ Increase the access to resources and involvement of parent/caregivers with children receiving special education services in fostering literacy development and reading connected to cultural responsiveness at home.
	+ Increase the number of schools with the capacity to support parents/caregivers of students with disabilities to become involved in the school community and develop knowledge related to research-based practices and interventions to support their children at home with a focus on academic achievement and behavior.

The OSE is offering this three (3) year project which began on July 1, 2022 and ends on June 30, 2025. Funding for year three(3) will be awarded pending the availability of funds and the submission of an approvable continuation application. Only 1 award will be made.

The program periods offered by OSE are as follows:

Year 3 July 1, 2024 - June 30, 2025

The maximum amount for which the applicant can apply for in Year Three (3) is $400,000.

### Eligibility to Apply

The Engagement of Parents of Students with Disabilities in Schools Year 3 NGO is open to only Statewide Parent Advocacy Network, Inc. (SPAN), the successful applicant from Year 1. SPAN is eligible to apply for continuation funding from July 1, 2024 to June 30, 2025. Awards are dependent on meeting the goals and objectives approved in Year 1 and 2 applications.

### 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 and be registered with the federal System for Award Management (SAM), the successor to the federal Central Contractor Registration (CCR) database and is obtained through registration (new or renewal) with the System for Award Management (SAM).

To register with the SAM database, applicants must go to SAM [website](https://www.sam.gov/portal/SAM/).

#### 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.

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

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

### Statutory/Regulatory Source and Funding

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Engagement of Parents of Students with Disabilities in Schools Year 3 Grantis 100percent funded fromIndividuals with Disabilities Education Act, CFDA # 84.027A (FAIN TBD); account 25-100-034-5065-086-H070-6130-D005

Final awards are subject to the availability of **IDEA Part B** funds. Total funds for the third year of this three-year program are $400,000. Level funding is anticipated for year three of this program.

The grantee is expected to complete the goals and objectives laid out in the approved grant application, complete implementation 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 the New Jersey Department of Education (NJDOE) of the grantee’s eligibility for the continuation of grant funding. The Department of Education will remove ineligible, inappropriate or undocumented costs from funding consideration.

Grantees are reminded that the federal funding language, must be prominently displayed on all printed and electronic program materials. All program material must be submitted, reviewed, and approved by the **Office of Special Education** prior to use. Additionally, applicants must ensure that the program, resources, and materials are available on the NJDOE and agency websites (can include but not limited to a link; to assist in ensuring access to program support as well as to promote the marketability and recognition of the program.

The grant period for the third year of this three-year grant is July 1, 2024, to June 30, 2025.

### Dissemination of This Notice

The **Office of Special Education** will make this notice available to eligible applicant listed in section 1.2 based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders and to the county superintendent of the county in which the eligible agency is located.

Additional copies of the NGO are also available on the NJDOE’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) web site or by contacting the Office of Special Education 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) 376-9084.

### Technical Assistance

Technical Assistance will be provided on an as needed basis. Please contact the Program Officer, Dr. Tisha McKenzie, at Tisha.Mckenzie@doe.nj.gov should you have any questions.

### 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 completed application through the online Electronic Web Enabled Grant (EWEG) system access through the NJDOE [Homeroom](http://homeroom.state.nj.us) web page **no later than 4:00 P.M. on** **Thursday, April 18, 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.

Each eligible applicant must have a logon ID and password to access the system. Non-LEA applicants should send an email request for the EWEG help desk. Please allow 24-48 hours for the registration to be completed.

Please direct questions regarding access to EWEG to the EWEG help email account.

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 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 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 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**: **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 specified time will be screened to determine whether they are, in fact, eligible for consideration. The New Jersey Department of Education (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**.

### Reporting Requirements

Grant recipients must submit periodic project and fiscal progress reports. All reports will be submitted through the EWEG system [here](http://homeroom.state.nj.us/) on the dates specified. Reports for this program will be due as follows:

| **Report** | **Reporting Period** | **Due Date** |
| --- | --- | --- |
| 1st Interim | 07/01/24 – 12/31/24 |  01/31/25 |
| 2nd Interim | 07/01/24 – 03/31/25 | 04/30/25 |
|  |  |  |
| Final | 07/01/24 – 06/30/25 | 08/31/25 |

### Assessment of Statewide Program Results

The OSE will analyze the grantees progress and outcome results through review of the online EWEG program progress, interim and final reports. In each interim report, the grant recipient must submit a brief narrative that summarizes the activities conducted during the project period along with:

* A list of total number of active parent support groups, by the school district, for parents/caregivers with children identified for special education services. The list must denote which groups were established during the quarter and which received assistance from the grant project staff. The list must also denote those districts with a high rate of students who are African American and/or Hispanic/Latino and receiving special education services.
* The description of methods by which district or school was identified for support; dates on which meetings with district staff and/or parents were conducted during the reporting period; and a description of any technical assistance and/or activities conducted to support the development of the group.
* Documentation detailing dates of meetings conducted with existing and new groups throughout the grant period and a description of the technical assistance and/or activities designed and implemented for the purpose of continuation and strengthening of the group.
* Copies of documents, presentations, resource lists, and announcements and other documents developed and provided to support to parent groups.
* A list of all literacy activities conducted including a description, date, duration, and summary of outcomes, announcements, sign-in sheets, a summary of evaluation data.
* For all other grant activities, include a summary of the event or log, copies of announcements, presentation materials and a summary of the evaluations, including training for support parents/caregivers and educators.
* For all resources, materials policy procedures curated through this grant a page with this relevant information must be created for/on NJDOE’s website (this page may include but may not be limited to a link to grantees website).

For the final report, include the above for all four quarters as well as a summary of progress toward achieving each of the project goals.

It is important to note that these reports are required to reflect the progress the grant recipient is making toward increasing educational equity for students with disabilities.

### 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 day to submit a budget modification in EWEG is March 31, 2025.

The last day to submit a reimbursement request in EWEG is June 15, 2025.

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

## 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, potential 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.

### Project Design Considerations

The intent of this multi-year grant program is to support parent/caregivers and increase their involvement in the education of their students who are identified for special education services. The program includes the development of family-school collaborative partnerships, the dissemination of information to increase parent awareness, the support to increase family access to resources, and the assistance to expand families’ ability to support their children’s academic, behavioral, and social-emotional development at home.

Targeted Stakeholders

The grantee will target support for parent/caregivers with children, in grades preschool through grade 12, who have been referred for or who are receiving special education services. The applicant must prioritize support activities in districts with schools identified as in need of comprehensive or targeted in coordination with the Office of Comprehensive Support (OCS), NJDOE and approved by the Office of Special Education (OSE) by aligning activities with the development and implementation of annual school plans related to increased engagement of families in school to promote a partnership for the betterment of students with disabilities. In Year 3, the applicant will serve a minimum of an additional 15 schools to work with local parents and educators and develop parent support programs and will continue to provide support for the schools identified and served in the prior years, based on the objectives, goals and outcomes listed. Priority must be given to those districts with schools identified as needing “comprehensive” or “targeted” support as defined by the OCS and approved by the OSE. Applicants can find a list of “comprehensive” and “targeted” schools on the NJDOE web site.

The applicant must also provide, for each year of the grant, provide technical assistance to a minimum of one hundred fifty (150) existing parent groups at various stages of development through the provision of resources, hands on technical assistance and/or training. New Jersey Administrative Code 6A:14-1-2(h) requires all districts to have a parent group and states that, “Each board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.”

Documented attendance and participation in grant sponsored conferences, webinars, school training, and access to resources and other related grant activities should reach a minimum of seven hundred (700) parents, caregivers and/or educators in each grant year.

Required Components

The Year 3 continuation grant application must at a minimum, address following four (4) components:

Component 1: Parent and Community Engagement Activities – Development and Implementation:

* Implement a model program or process for initiation of start-up parent/caregiver groups and the provision of ongoing technical assistance that includes activities such as dissemination of information, recruitment, developing a board, creating bylaws, meeting planning, and agenda development and budget development that will serve as a guide to grantee staff.
* Continue to recruit and train staff to prepare them for provision of the technical assistance for developing, initiating and ongoing sustainability of parent/caregiver organizations.
* Continue to identify and support schools, of those listed as “comprehensive” or “targeted” by the NJDOE, that are without groups that represent parents/caregivers of students who are identified for special education services to provide support in building SEPAGs and assist in developing plans for its continuation.
* Continue to provide technical assistance to districts with schools identified as needing “comprehensive” or “targeted” support by the OCS, NJDOE and approved by the OSE, NJDOE and those with a high rate of students who are African/American or Hispanic/Latino.
* Continue to build parent and district staff knowledge and skills around “creating agreement,” i.e., focusing on shared interests, effective listening, communication and parent-professional collaboration, etc., through initiating contact and connecting with parents to trained for skill development, knowledge enhancement, and building self-confidence and self-efficacy via support in preparing for, participating in, and following up/debriefing from, IEP meetings, curation of relevant resources and tools, and dissemination through the use of multiple media platforms to specifically including the creation of a page with this relevant information on NJDOE’s website (this page may include but may not be limited to a link to grantees website).

Component 2: Increasing Opportunities for the Successful Inclusion of Students with Disabilities in General Education Settings:

* Develop a training for parents/caregivers and educators about educating students with disabilities in general education settings with the appropriate supports and services and how home can partner in student success.
* Develop resources, activities, and strategies to support the successful inclusion of students with disabilities alongside their peers in general education with the appropriate supports and services.

Component 3: Literacy Strategies for Parents. In each year:

* Identify 15 schools in which there is minimal growth and low performance on ELA state assessments for students with disabilities for technical assistance on literacy strategies for parents/caregivers.
* Develop a plan for technical assistance and expertise to increase the capacity of schools and parent leaders for engaging parents/caregivers fostering literacy connected to cultural responsiveness in their children.
* Collaborate with schools to develop a literacy program that provides reading resources connected to cultural responsiveness that parents can utilize to help engage children in reading at home.
* Cross curriculum support – helping parents with ELA/Social Studies, ELA/Math, Math/Science vice versa – connections and potential impacts as well as appropriate supports.

Component 4: Multi-Tiered System of Supports:

* In collaboration with the NJDOE, develop training and methods of dissemination for parents/caregivers on the New Jersey Tiered System of Supports (NJTSS) that provides an overview of the tiers of support and how parents can support their children at home.
* Develop parent/caregiver resources, activities and strategies to reinforce tiered interventions used at school to support students in the home.

Component 5: Development of Universal Resources and Guidance

* The grantee will develop an accessible website to include information, resources and strategies that boost engagement, enhance learning and improve the engagement of parents of students with disabilities. This includes posting updates to the website content on a frequent basis. Website analytics and usage data shared with the NJDOE should reflect users’ easy access to standards-based activities and resources.

### Project Requirements

#### Project Update

The Project Update is a (250- 300 words) summary of the outcomes of Year 1 and Year 2 as well as a summary of Year 3 activities. Do not include information in the update that is not supported elsewhere in the application. The proposed project and outcomes must cover the full third year of the grant period. Do not include information in the abstract that is not supported elsewhere in the application.

Project Description:

Describe in a detailed narrative the progress achieved in year one and two to meet each of the program goals and identify strategies and activities to implement the program in year three. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all program participants. Provide evidence that the project is appropriate for and will successfully address the identified needs of the school.

* Include specific examples of systems, curriculum or design approaches that will be incorporated.
* Include justification for identifying this as an area to improve and the plan to make this transition.
* Include benchmarks for the early, middle, and final stages of the process and how progress will be measured towards these benchmarks.
* Identify who will be responsible for what stages and what level of support they will be given.
* Write clearly and succinctly, focusing on quality and not quantity.
* Ensure that the steps of the Project Activity Plan are well-articulated and logically sequenced in the narrative.

Goals, Objectives, and Indicators:

The goals in the grant project that began during Year 1 and 2 will remain the same for the duration of the three-year grant period. 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 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 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 clearly address identified needs.
* Identify the anticipated outcomes of the project in measurable terms and in relation 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 in order to indicate successful achievement of the objective.
* Make certain to construct measurable indicators of success that directly link to and support project objectives.

Project Activity Plan:

The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. **The Activity Plan is for Year 3 and will be July 1, 2024 – June 30, 2025**. Activities represent the steps that it will take to achieve each identified objective. Also, the activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. Review the Goal(s) 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 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 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 talk 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.

### Budget Design Considerations

The budget submitted in this grant application must include a one-year budget for the grant period from July 1, 2024 to June 30, 2025 and represent the total grant funds for which the applicant is applying in the continuation period. 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 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. 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://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

**The budget submitted as part of the application is for the current Year 3 grant period only.**

The Department of Education 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 pre-award revisions will be limited by the Department of Education 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.

### Budget Requirements

Budget requests should be linked to specific project activities and objectives of the New Jersey Inclusion Project.

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
* Benefit costs are capped at 77.15% ([Max Benefit Cap](https://www.nj.gov/infobank/circular/cir24-11-OMB.pdf))

Eligible costs may include

* Program staff salaries and benefits for staff required to provide technical assistance, support and training to educators and stakeholders.
* Consultant costs necessary for the completion of the scope of work proposed.
* Mileage and toll reimbursement for program staff travel to school sites and professional development activities.
* Instructional materials used during workshops for participants.
* Registration costs and stipends for program staff to attend training and other professional development activities related to providing instructional support, and other topics related to creating equitable learning environments.
* Program related materials and supplies
* Operating costs including rent, utilities, telephone, postage, office supplies and rent for office equipment needed for daily program office activity.
* Indirect costs using the restricted indirect cost rate (please see the discussion on indirect costs below).

Ineligible costs

Funds may not be used for the following costs:

* Costs not supported by the program plan.

##

## Section 3: Completing the Application

### 3.1 General Instructions for Applying

To apply for a grant under this NGO, applicants must applicants must have been funded for year one of this grant and prepare 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](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

### 3.2 Review of Applications

Department staff will review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the 12-month NGO. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 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.

### 3.3 Application Component Checklist

The following components are required (see *Required  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  Column*) to ensure that all required components have been completed in the application.

|  |  |
| --- | --- |
| Required Components in EWEG |  |
| EWEG Tab/Subtab | Check (** ) if included |
| Admin (Contacts, Allocation, Assurance, Board Resolution and FFATA) |  |
| Budget |  |
| Narrative (Update, Project Description, Goals/Objectives/Indicators, Project Activity Plan) |  |