



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Building Teacher Leadership Capacity to Support Beginning Teachers

NGO# 15-ER13-C03
Technical Assistance Session

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New Jersey Department of Education, TLE Division
4/27/15

Agenda

Overview of the grant program

Eligibility rules, funding formula and awards process

Program requirements

Completing the application

Questions

Elective session: EWEG System

Introductory Information

- Three-year discretionary grant
- Improving Teacher Quality Partnership (ITQP), Title II, Part A, Subpart 3 of the *No Child Left Behind* Act (2001)
 - Focus on scientifically-based professional development for educators as a means of improving student academic performance
 - Specific grant criteria which include higher education partnerships (IHEs) with high-need LEAs
- Grant award goes to IHE as the lead agency
- NGO contains essential information
- Applicants must use the Electronic Web-Enabled Grant (EWEG) online application system to submit



Purpose of Grant Program

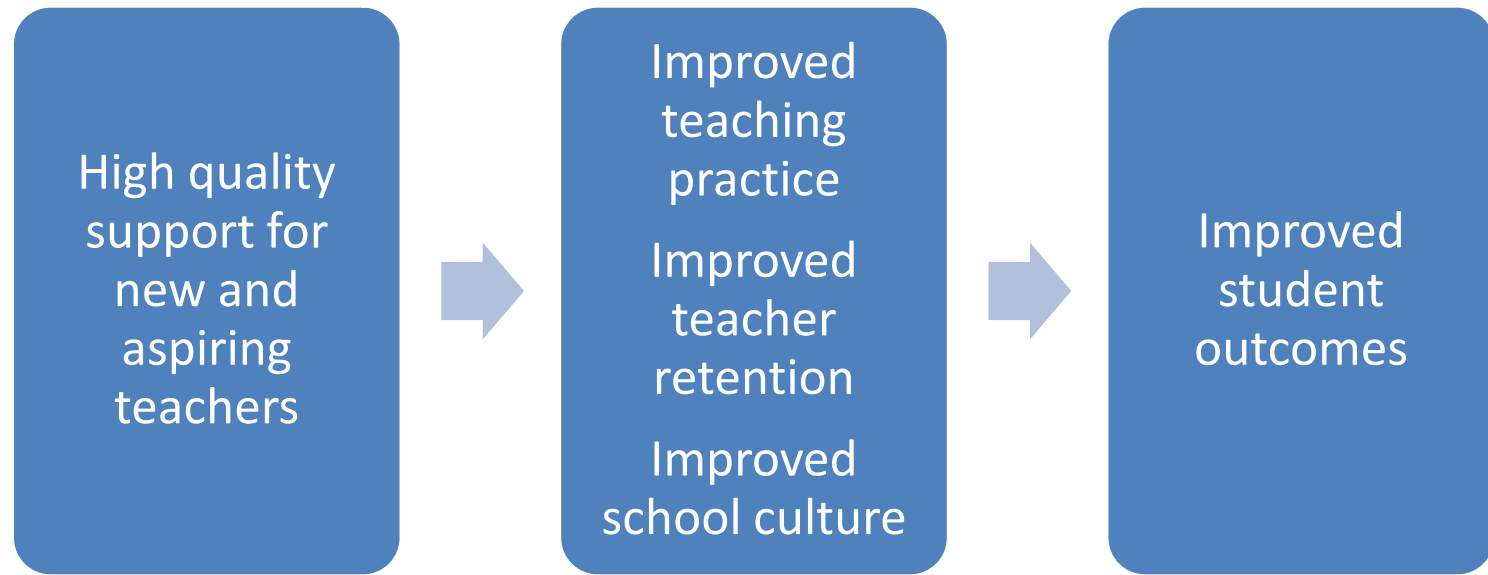
To improve support for beginning teachers

= Pre-service (student) teachers + in-service provisional teachers

Because:

- Initial years of teaching are a critical developmental period
- Initial experiences impact teachers' decisions to stay or leave (ROI)
- Aligns with other federal and state initiatives to strengthen teacher preparation, improve teacher effectiveness, and enhance equity in the distribution of effective teachers across the state
- Opportunity to develop models to inform state policy and district practices

Theory of Action





Goals for Year One

- To develop a high quality professional learning system to prepare teacher leaders to serve as:
 - Cooperating teachers for student teachers
 - State-required mentors for provisional teachers
 - Supporters of other teachers who need assistance
- To train an initial group of teacher leaders
- To provide professional learning opportunities to district and school leaders, including School Improvement Panel (SciP) members, to increase leadership capacity to organize their systems to be supportive of beginning teachers
- To examine and upgrade district mentoring programs and practices

Benefits to Successful Applicants

- Three years of financial support contingent upon:
 - Federal funding availability
 - Meeting and completing program requirements in previous years
- Opportunities for support and collaboration through periodic grantee meetings organized by NJDOE
- Opportunities to share results with broader audience through collaboration with Commission on Higher Education
- Opportunities to improve educator skills to enhance student learning



Key Dates

- May 1 – notification of intent to apply (optional)
 - From IHE lead agency only
 - To alfie.obornik@doe.state.nj.us
- **June 4** – applications due no later than 4:00 p.m.
- Week of June 8 – Pre-screening for eligibility
- June 15 - July 13– Applications reviewed and scored
- July 20 – Award verification/transmittal
- July 20 - August 10 – Preaward revision process
- Program calendar (depending on federal funding)
 - Year 1 award: September 1, 2015 - July 31, 2016
 - Year 2 award: August 1, 2016 - July 31, 2017
 - Year 3 award: August 1, 2017 - June 31, 2018

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Who Can Apply?

- Partnerships are at the heart of this grant opportunity
- Principal partners must be:
 1. Institution of Higher Education (IHE) and its unit/division that prepares teachers and principals
 2. School of arts and sciences (typically within IHE)
 3. High-need Local Education Agency (LEA)
- IHE is lead agency for the grant & submits application
- Only one high-need LEA may be a principal partner
- Secondary partners provide multiple options:
 1. Other LEAs, either high-need or non-high-need
 2. Other IHEs
 3. Non-public schools if the LEA in their geographical area is participating
 4. Nonprofit organizations
 5. Professional associations
 6. Other educational organizations
 7. Business or industry

Definition of Eligible IHE (NGO Appendix B)

- Admits as regular students only persons having a certificate of graduation from a school providing secondary instruction, or recognized equivalent of such certificate
- Is legally authorized within state to provide post-secondary education
- Provides an educational program for which the IHE awards a bachelor's degree or provides not less than a 2-year program acceptable for full credit toward such
- Is a public or non-profit institution
- Holds national accreditation or pre-accreditation status
- Has unit(s) that are responsible for state-approved programs leading to NJ state certification for teachers and principals
- **Eligible IHEs are listed in Appendix C**

Definition of School of Arts and Sciences Partner (NGO Appendix B)

- Organizational unit of an IHE
- Academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach



Definition of Eligible High-Need LEA (NGO Appendix B)

- Two criteria, both of which must be met

STUDENT NEED



An LEA that serves not fewer than 10,000 children from families with incomes below the poverty line

OR

An LEA from which not fewer than 20% of children come from families with incomes below the poverty line

AND

TEACHER PREPARATION STATUS



An LEA in which there is a high percentage of teachers NOT teaching in the academic subjects or grade levels for which they were trained

OR

An LEA in which there is a high percentage of teachers with emergency, provisional or temporary certification or licensing

- **Eligible LEAs (including charter schools) are listed in Appendix D**



Federal Compliance Considerations

- All grant recipients must have a valid DUNS number (unique business i.d. number)
- All grant recipients must be registered with the federal System for Award Management (SAM) database (successor to Central Contractor Registration (CCR) database)
- See NGO Section 1.3 for information on how to obtain DUNS no. and register with SAM
- Applicants must provide DUNS and SAM information when applying through EWEG
- Any partnership receiving both a subgrant from this program and a separate award through the *Partnership Program for Improving Teacher Preparation* must coordinate activities under the two awards.



Award Process

- Competitive grant process
- Applications will be reviewed by 3-person reader panel (two within NJDOE and one external)
- Readers score applications according to the point values assigned to each section of the application (NGO Section 3.2)
- Application score must receive at least 65/100 points to be considered eligible for an award
- Selection process seeks to distribute awards across state
 - 3 geographic regions: north, central, south (NGO, Section 1.4)
 - Location of IHE lead agency determines region (IHEs can partner with LEAs in any region)
 - First 3 awards will be made in rank order of the application's score by regional location
 - Additional awards will be made in rank order regardless of region

Funding Availability and Reimbursement Process

- Year One = \$1.2 million
- Approximately 6 awards in Year One
- Grantees eligible for continued awards providing they've fulfilled the requirements in previous years
- Year Two = \$1.2 million (anticipated)
- Year Three = dependent on federal allocations
- Awards based on allowable costs detailed in NGO sections 2.5 and 2.6
- Payment of funds is made through a reimbursement system
 - Request for reimbursement made through EWEG system
 - Requests may begin once the contract has been fully executed and processed by NJDOE
 - **Reimbursement requests must be made every month**
 - See NGO Section 1.10 for more information on timing for requests



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Program requirements: Project management and project activities

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Project Management Requirements (IHE)

- Implement activities according to project plan
- Select required partners and name and affirm them in the grant application (NGO Attachments A and B)
- Form a project management team to be named in the application (NGO Attachment C), including, at minimum:
 - Grant lead person from each principal partner
 - Grant lead person from any other partnering groups forming the collaborative team
- Attend quarterly grantee meetings hosted by NJDOE
- Fulfill requirements for grant monitoring reviews
 - Provide appropriate documents
 - Arrange school site visits

Role of Project Management Team

- Project management team is coordinated by grant lead person from IHE lead agency
- Management team collaborates to coordinate planning and implementation of the project across all partners and:
 - Agrees on project activities and timelines
 - Assists with necessary communications
 - Ensures requirements are met
 - Documents the project activities
 - Compiles information for quarterly reports
 - Supports the project evaluation process

Non-Public School Participation Requirements

- Applicants must offer services to eligible educators who work in nonpublic schools that
 - Are located within the communities or geographic boundaries of the applicant's LEA partners – high-need or additional
 - Have needs which can be met through participation in the project
- Inclusion of nonpublic school participants must be integrated into the project plan and provide benefits of a similar nature (e.g., teachers receive same professional development opportunities)
 - Grant funds may not be used to pay for substitute teachers in nonpublic schools
- See NGO Appendix E for more information



Project Evaluation Requirements

- External evaluation required to assess the success of your project in meeting the NGO's broad goals and the specific measurable objectives you identified
- Collaboration with other grantees to secure an external evaluator is permitted
- Basic requirements for the evaluation:
 - Use of multiple data collection methods
 - Data collection sustained across full duration of grant implementation period
 - Include descriptive, formative and summative data
 - Include evidence of impacts as well as implementation
- Quarterly reporting of evaluation activities and data
 - Reports become key documentation for potential federal grant monitoring activities
 - Reports will be used in determining funding eligibility for Years Two and Three

Reporting Requirements

- Quarterly progress reports submitted through EWEG
- Project activity, fiscal and evaluation reports
- Additional narrative report detailing:
 - Brief summary of accomplishments, challenges and problematic fiscal issues to date
 - Status of non-public participation, if applicable
 - Any modifications to the original project plan and the rationale for such
- Reporting schedule found in NGO Section 1.8
- Final project report will include plan for the next year
- Final evaluation report will include evaluation plan for the next year



Elements of “High Quality Support” for Beginning Teachers

Comprehensive district mentoring program and vision

Rigorous selection of mentors

Effective mentor training

Focus of support on CAI

Support linked to district evaluation instrument

Collaborative team support of new teacher

Time and resources for job-embedded supports
(observation, feedback, data analysis, 1-1 meetings)

Effective use of ScIPs

District and IHE partnerships for teacher preparation

Procedures for assessing effectiveness of support



Improved system capacity for meeting needs of new and aspiring teachers (and eventually for all teachers needing support)



Project Activities: Three Year Cycle

YEAR ONE

- Develop mentor training program and delivery system (including online options)
- Identify and train first teacher leader cohort
- Provide professional learning opportunities for school leaders
- Review district support systems for pre-service and novice teachers
- Draft data collection instruments and procedures to assess effectiveness

YEAR TWO

- Use prepared teacher leaders to provide support
- Provide ongoing support to prepared teacher leaders who are serving in mentoring, coaching and cooperative teaching roles (mentoring the mentors)
- Implement the revised district support systems
- Train second cohort of teacher leaders, involving cohort one
- Pilot test data collection procedures and refine

YEAR THREE

- Continue to implement revised support mechanisms
- Fully implement data collection procedures
- Develop guidance and training materials that can be used broadly
- Provide ongoing coaching support to teacher leaders trained in Years 1 and 2
- Develop plan to sustain beginning teacher support policies and procedures



Key Project Activity Areas in Year One

- Collaboratively design and implement a high-quality mentor training program for an initial cohort of 10 teacher leaders
- Collaboratively design and implement high-quality professional learning opportunities for district and school leaders to increase their capacity to organize their systems to be supportive of pre-service and novice teachers
 - Reviewing district policies, programs and procedures and targeting elements for change in subsequent years of the grant
 - Keeping focus on both pre-service and provisional teachers
- Develop data collection instruments and procedures that districts can use to assess the effectiveness of their beginning teacher supports
 - Data collection activities can be tested and refined in subsequent years



Mentor Training Program Considerations

- Training must be completed before end of Year One (July 31, 2016)
- Selection of teacher leader cohort to be trained
 - Minimum of 10 teachers per project
 - Minimum of 2 participating teachers per school
 - Please consider including teachers of special needs populations
 - Teacher participants must have had summative rating of “effective” or “highly effective” on 2013-14 performance evaluations and same on teaching practice component of their 2014-15 performance evaluations
 - Adhere to additional criteria for mentors in state regulations as well as local requirements

Considerations for Work with District & School Leaders

- Possible areas for targeted review and revision
 - Current district mentoring program and its effectiveness
 - Status of ScIPs and their role in supporting mentoring program
 - Processes for selecting, preparing and supporting mentors, including cooperating teachers
 - New teacher hires and their preparation pathways
 - District policies and procedures related to hosting clinical experiences for pre-service teachers and relationships with teacher preparation programs
 - Procedures used to communicate expectations for effective teaching
 - Process for capturing work of mentor and cooperating teachers in professional development plans and annual performance evaluations
 - Procedures for assessing effectiveness of mentoring program
- Leadership, including supervisors & curriculum directors, may not be compensated for attendance at PD activities

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Application Components (Details in NGO Section 2.4)

- Abstract (no more than 500 words – 0 points)
- Project description (40 points total)
 - Background information (10 points)
 - Project description (30 points)
- Goals, objectives, indicators (20 points)
- Year One project activity plan (10 points)
- Organizational commitment and capacity (20 points)
- Budget (10 points)



Things to Keep in Mind

- Each component of the application has specific questions or items which have been included because of their importance to this grant program
- Respond completely and succinctly to each question or item – that’s what the reviewers will be looking for
- Be sure to add other information to your application narrative if you haven’t already addressed it as part of your answers to the included questions
- Your goals, objectives and indicators will inform your evaluation plan
- As much as possible make your objectives results-oriented and your indicators measurable

A Few Guidelines about Budgets

- Supplement not supplant rule
 - Grant funds may not be used to replace existing efforts of the organization
 - Grant funds may not be used to pay for anything that a school district would normally be required to pay for with either local funds or state aid
 - Grant funds may not be used to pay for activities and services currently provided or statutorily required
 - Grant funds may be used to fund activities or services that represent an expansion or enhancement of normally provided services
- Special rule component of NCLB Title II Part A
 - No single partner in your project may use more than 50% of the award for its own benefit
 - Focus not on who received the funds but who benefited from them
- Allowable and unallowable expenditures listed in NGO, section 2.6

A Few Guidelines about Applying through EWEG

- Allow sufficient time to enter your application into the EWEG system and upload the necessary documents
- The submit button goes away at 4 p.m. on June 4, even if you are in the process of entering information
- You do not have to enter the full application in one sitting – you may save work and return
- Tip: Create text documents in Notepad (or use .txt file) if you want to copy and paste them into the EWEG text box
- NGO Section 3.3 provides a checklist for all the required components of the application including where to find the forms:
 - in EWEG under certain tabs/subtabs
 - provided in the NGO for upload, or
 - provided by the applicant for upload
- All applications become a matter of public record

Resources

Office of Grants Management web page:

<http://www.state.nj.us/education/grants/>

Discretionary grants list for NGO ; additional information

EWEG online application system: <http://homeroom.state.nj.us/>

EWEG help desk: eweghelp@doe.state.nj.us

Mentoring regulations:

<http://www.state.nj.us/education/profdev/mentor/>

For DUNS number: <http://fedgov.dnb.com/webform/>

To register with SAM database: www.sam.gov

Program Info:

Program director, Cathy Pine, cathy.pine@doe.state.nj.us

Admin. asst., Alfie Obornik, alfie.obornik@doe.state.nj.us

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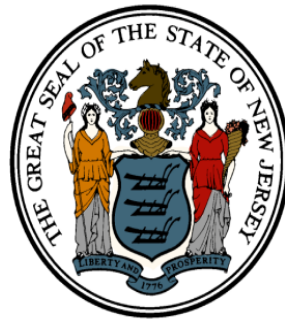
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The Electronic Web – Enabled Grant (EWEG) system



Open Public Records Act P.L. 2001, c. 404: All applications for discretionary grant funds will become matters of public record.

Federal Fiscal Accountability Transparency Act (FFATA)

- Applicants are required to provide their DUNS number and certify that they are registered with the SAM database
 - To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
 - To register with the SAM database, go to www.sam.gov
- No award will be made to an applicant not in compliance with FFATA.


First Steps

1. If you don't already have a log in account.
 - Request an account: eweghelp@doe.state.nj.us
 - There will be a delay between the time of the set up and the activation
2. Open the Homeroom site to log in.
<http://homeroom.state.nj.us/>


Tabs

- Overview
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- Narrative
- Nonpublic
- Budget
- Upload
- Assurances
- Board Approval
- Submit
- Special Conditions
- Application History
- Page Review Status
- Comments

Overview



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



EWEG
Electronic Web-Enabled Grant System

Applicant: [REDACTED]

Application: 2011-2012 IMPACT - 00-00-[REDACTED]

Cycle: Original Application

[Click to Return to D](#)
[Click to Return to Applic](#)
[Click to Return to Menu Lis](#)

The application has been submitted. No more updates will be saved for the application.
This page has been marked Final by the state agency. You must contact the agency to have it unlocked if legitimate changes are needed.

Overview	Contacts	Allocations	Narrative	Nonpublic	Budget	Upload	Assurances	Board Approval	Submit	Special Conditions	Application History	Page Review Status
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IMPROVING PARTNERSHIPS AND ACTIVE COLLABORATION FOR TEACHING (IMPACT) GRANTS (YEAR 3/3) (NGO #12-ER08-G03)

OVERVIEW

Purpose:

The Improving Partnerships and Active Collaboration for Teaching (IMPACT) Year 3 grant project is designed to offer opportunities to eligible partnerships among institutions of higher education (IHEs), high-need local education agencies (LEAs) and Education Technology Training Centers (ETTCs) to conduct professional development and other activities that will bring results as outlined in the Notice of Grant Opportunity (NGO) document.

The overarching goal is to raise student academic achievement in targeted core content areas based on the needs of each participating LEA.

This application is for Year 3 of the 3-year program. In Year 3, the grant partners are to build upon the work completed in Year 2 related to alignment of the curriculum to the 2009 New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core Standards for Mathematics. Partners will also use the search engine created in Year 2 that contains digital resources, lesson plans, sample assessments and engaging student activities for use in their classrooms and for turnkey training of district staff. Also in Year 3, the IHE is expected to continue the

Narrative/Description

The application has been submitted. No more updates will be saved for the application.

This page has been marked Final by the state agency. You must contact the agency to have it unlocked if legitimate changes are needed.

Overview	Contacts	Allocations	Narrative	Nonpublic	Budget	Upload	Assurances	Board Approval	Submit	Special Conditions	Application History	Page Review Status
Project Update		Project Description			Goals-Objectives					Project Activity Plan		
PD-Page1							PD-Page2					

IMPROVING PARTNERSHIPS AND ACTIVE COLLABORATION FOR TEACHING (IMPACT) GRANTS (YEAR 3/3) (NGO #12-ER08-G03)

PROJECT DESCRIPTION - Page 1

Project Description: Describe the proposed program. Refer to section 2.2.1.c of the Notice of Grant Opportunity document for specific requirements. (7,500 character maximum, including spaces. This is approximately 3 pages of text per field.)

1. Describe how the applicant will ensure that all the partners in the partnership will be actively involved in the implementation of the project, as well as how partnership activities will be coordinated.

2. Provide information about the strategies that will be used to ensure consistent teacher participation throughout Year 3.

3. Explain the process for ongoing collaboration with the partner nonpublic schools and the strategies that will be used to meet the needs of the nonpublic school teachers in relation to

This illustrates the multi-tiered levels of tabs.

Upload

The application has been submitted. No more updates will be saved for the application.
This page has been marked Final by the state agency. You must contact the agency to have it unlocked if legitimate changes are needed.

Overview	Contacts	Allocations	Narrative	Nonpublic	Budget	Upload	Assurances	Board Approval	Submit	Special Conditions	Application History
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Document Upload

Upload Instructions: Please use PDF, Word and Excel files only. (Example: Articulation.pdf, Articulation.doc or Articulation.xls) NOTE: Word and Excel files need to be saved as a 2003 or lower document. NJDOE reviewers are not able to view Office 2007 documents (ex: Articulation.docx). Click on the BROWSE link and attach the appropriate file by high document name and clicking the OPEN button. Then click the UPLOAD button. Complete these steps for each file that must be uploaded.

Please Note: The Notice of Grant Opportunity document requires the following documents to be uploaded with the electronic application:

- 1.) Nonpublic Equitable Participation Summary and Affirmation of Consultation form (Appendix C of the NGO)
- 2.) Statement of Assurance Regarding Special Rule form (Appendix E)
- 3.) LEA Partner Documentation of Collaboration (Appendix B)
- 4.) Documentation of Federal Compliance (DUNS/CCR) Information Form (Appendix D)
- 5.) Student Release Form (Appendix F)
- 6.) Professional Development Provider and Consultant Quotes of anticipated services - Upload the documents in .pdf or WORD format only
- 7.) List of Titles and Descriptions of the Professional Development Opportunities Completed in Years 1 and 2, with date for high-qualified status, signed by principal - Upload the documents in .pdf or WORD format only
- 8.) List of Titles and Descriptions of Anticipated Professional Development Opportunities for Year 3 - Upload the documents in .pdf or WORD format only
- 9.) Articulation Agreement between lead agent and each partner, including the nonpublic partner(s) - Upload the documents in .pdf or WORD format only

RutgersCMSCEBoardresolution.pdf
RutgersCMSCEIMPACT3partnershipform.dot
RUTGERSCMSCEIMPACTNONPUBLICFOR Copy.pdf
RutgersCMSCEIMPACTspecialrule.pdf
RutgersCMSCEIMPACTYear3consultantquotes.doc
RutgersCMSCEIMPACTYear3courses.doc
RutgersCMSCErevisedYear3IMPACTarticulation.pdf
RutgersCMSCEYear3CCRDUNSform.pdf
RutgersCMSCEYear2CourseDesc.pdf

Be sure to name files logically. i.e Name of applicant followed by description

Submission

- The Application Control Center (ACC) must receive the complete application through the EWEG system at <http://homerroom.state.nj.us/> **NO LATER THAN 4:00 P.M.**

- **The submit button will disappear!**

