# New Jersey Department of Education

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

New Jersey Department of Education

Office of Grants Management

December 2020

Application Due Date: January 19, 2021

# Notice of Grant Opportunity

# Early College Model Program

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Acting Commissioner of Education**

**21-PT03-G06**

**Erskine Glover
State Director
Office of Career Readiness**

***December 2020***

**ORG/APU 5063-350**

**Application Due Date: January 19, 2021**

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

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Trenton, NJ 08625-0500

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## Section 1: Grant Program Information

### 1.1 Description of the Grant Program

Students who participate in early college high school programs have a significant head start on postsecondary success. They accelerate academically and economically through extensive college and career guidance, academic support systems, and deep program immersion. Believing that educational equity for all students with a strong focus on postsecondary success can only be achieved through quality educational programming, the New Jersey Department of Education (NJDOE) supports an existing Early College Model Program to support students on their path to postsecondary success. The existing Early College Model Program will be evaluated to determine programmatic strengths, weaknesses, and successes to assist the NJDOE in developing a new model early college program framework.

As stated in, “The State of Innovation: Building a Stronger and Fairer Economy in New Jersey,”[[1]](#footnote-1) Governor Murphy is committed to the next generation of leaders, workers, and community members. This commitment can be realized by building on-ramps to affordable higher education and closing achievement gaps between and amongst communities. These efforts are essential to the creation of a stronger, fairer New Jersey and can only be achieved if a New Jersey high school diploma is a statement of assurance that a public high school student is on a pathway to postsecondary success.

The Every Student Succeeds Act (ESSA) defines Early College High School as, “partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family.''[[2]](#footnote-2)

According to Caesar Mickens, in an article published for Jobs for The Future[[3]](#footnote-3), early college programs provide several benefits that lead to student success:

1. Teachers/professors have high expectations, which is the positive messaging students need to help them thrive and achieve;
2. The associated experiences build confidence that leads to continued academic and career success;
3. A cohort of peers with similar goals provides important inspiration;
4. The strong focus on real-world jobs, career options, and connections between classroom and career encourages engagement; and
5. Support from academic advisors, teachers, peers and a challenging environment build resilience.

In addition, the College & Career Readiness & Success Center (CCRSC) states that early college high school is an evidence-based practice that improves student outcomes in high school and postsecondary education, especially for first-generation students, economically disadvantaged students, English learners and students in minority racial groups.[[4]](#footnote-4)

The Early College Model Program NGO intends to enhance an existing early college high school program serving students in a municipality designated as a [New Jersey Opportunity Zone](https://nj.gov/governor/njopportunityzones/municipalities/index.shtml). The goal is to support schools provision of services and early college programs to students in underrepresented subgroups, which will include increasing career and college advisement on Department of Labor and Workforce Development’s (NJDLWD) identified industries of focus.

The goal of the New Jersey Early College Model Program NGO is to empower a diverse group of underserved high school students, specifically those at risk of not completing postsecondary education, with access to an intellectually engaging educational experience, affording them the opportunity to reach their full potential by earning a high school diploma and associate degree, along with supportive career and college counseling, while in high school.

#### ****1.1.1 Expected Outcomes of the Grant Program****

1. Increase the opportunity for students to attain a postsecondary degree during high school;
2. Enhance support services to foster a strong academic foundation for students, developing on-ramps to postsecondary success;
3. Develop expertise to create a statewide Early College Model Framework; and
4. Prepare students for college and career through a comprehensive advisement program aligned with college and career goals specifically emphasizing career pathways related to
NJDLWD-identified industries of focus.

#### 1.1.2 Populations to be Served

The Early College Model Program is a single-year grant program created to serve students in a comprehensive school district in grades 9-12.

#### 1.1.3 Grant Period Start and End Dates

The expected grant start date April 1, 2021, and the end date is scheduled for August 31, 2022.

#### 1.1.4 Funding Amount

A total of up to $200,000 from state funding will be used to fund the Early College Model Program NGO.

Eligible Districts may apply for a total budget of up to $200,000.

NJDOE intends to award one grant to the highest scoring application.

### 1.2 Eligibility to Apply

The Early College Program NGO is a limited competitive grant that is open to comprehensive school districts located within a New Jersey Opportunity Zone that have an established partnership of at least five (5) years with a four-year institution of higher education (IHE) that is currently providing an Early College Model Program in their district. The district and the current IHE partner must be willing to work together to achieve the NGO’s stated goal and expected outcomes stated in Section 1.1 by enhancing the existing program to provide expanded opportunity, access and supports.

In order for a school district to be eligible for the NGO, the following criteria must be satisfied:

* The comprehensive school district must be located in a municipality designated as a New Jersey Opportunity Zone;
* According to the most recent school district data, the percentage of students in grades 9-12 who are considered economically disadvantaged must be a minimum of 50 percent;
* The district must be currently operating an early college program with an accredited four-year IHE;
* To demonstrate Early College Model Program mastery, the partnership between the school district and IHE must be in existence for at least 5 years;
* The early college program must not charge students or families tuition;
* Students must complete the early college program and earn their Associate of Arts degree within four years (grades 9-12 program); and
* Students must receive extensive college and career counseling.

In order to establish eligibility, the local education agency (LEA) applying for the grant must complete, sign, and upload as part of the EWEG application, the following documentation:

1. Documentation of Eligibility Form, [Appendix I](#_Appendix_I:_Documentation); and
2. The two Affirmation of Partnership Forms, [Appendix II](#_Appendix_II:_Affirmation).

### 1.3 Federal Compliance Requirements (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Data Universal Numbering System (DUNS) number and be registered with the federal System for Award Management (SAM), the successor to the federal Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available for free to all entities required to register under FFATA.

* To obtain a DUNS number, applicants must go to the Dun & Bradstreet [website](http://fedgov.dnb.com/webform/).
* To register with the SAM database, applicants must go to SAM [website](https://www.sam.gov/portal/SAM/).

Applicants are required to submit their DUNS number and expiration date of their SAM registration as part of the EWEG application using the appropriate EWEG tab (i.e. Contacts) and must certify that they will ensure their registration will remain active for the entire grant period.

Applicants also must print the “Entity Overview” page from their [SAM](https://www.sam.gov/portal/SAM/) profile (which displays their DUNS number and street address with ZIP+4 code), and upload a scan of the page using the Upload tab in the grant application.

### 1.4 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 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 most highly compensated officers of the applicant as part of the grant application.

This information is to be entered using the appropriate EWEG tab (i.e. Contacts). 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.

### 1.5 Statutory/Regulatory Source and Funding

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Early College Model Programis 100percent funded by the FY21 New Jersey State Appropriations Act. ORG/APU # 5063-350.

Final awards are subject to the availability ofFY21 State funds. Total funds for Early College Model Program are $200,000. If balances are available, or if additional funds become available during the fiscal year, the next highest scoring application(s) above 70 points and that meet the intent of the NGO may become eligible for the award.

The grantee is expected to complete the goal 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 NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration.

**The project period is April 1, 2021 through August 31, 2022.**

### 1.6 Dissemination of This Notice

The Office of Career Readiness will make this notice available to eligible applicants listed in section 1.2 based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website or by contacting the Office of Career Readiness at the New Jersey Department of Education, Riverview Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, New Jersey 08625-0500; telephone
(609) 376-9067; fax (609) 984-5347.

### 1.7 Technical Assistance

The Technical Assistance Workshop will be held via webinar on **December 15, 2020** at **2:00 p.m**.Preregistration is required by December 11, 2020. Please register [online](https://homeroom5.doe.state.nj.us/events/). Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration.

### 1.8 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, willnot 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 EWEG system access through the NJDOE [Homeroom](http://homeroom.state.nj.us) webpage **no later than 4:00 P.M. on Tuesday, January 19, 2021**. 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. LEA applicants should contact their district’s Web (Homeroom) Administrator, who will complete the registration. 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 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.**

### 1.9 Reporting Requirements

Grant recipients must submit periodic project and fiscal progress reports. All reports will be submitted through the EWEG system. Reports for this program will be due as follows:

| **Report**  | **Reporting Period** | **Due Date** |
| --- | --- | --- |
| 1st Interim | April 1, 2021 – September 30, 2021 | October 31, 2021 |
| 2nd Interim | April 1, 2021 – February 28, 2022 | March 31, 2022 |
| Final | April 1, 2021 – August 31, 2022 | September 30, 2022 |

### 1.10 Assessment of Statewide Program Results

Over the seventeen-month grant period, the Office of Career Readiness will require ongoing reporting and data submission from the grantee in order to monitor the grantee’s progress toward meeting the statewide goal, objectives and outcomes of the grant. Assessments will be in the form of desk audits of periodic interim project and fiscal reports as well as onsite monitoring visits.

### 1.11 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 request may be submitted per month. Grantees must submit their request no later than the 10th 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 is May 31, 2022.

The last day to submit a reimbursement request in EWEG is August 15, 2022.

## Section 2: Project Guidelines

The intent of this section is to provide the applicant with the framework within which to plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing an application, 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. The information contained in Section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be 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 Project Design Considerations

Applicants will find within this section what is required when they design a local program that is consistent with the State goal.

When crafting the grant application, applicants should create a local goal that is consistent with the State goal and develop attainable objectives that are supportive of the State goal and local goal, which will lead to achievable grant outcomes.

The State goal is “to empower a diverse group of underserved high school students, specifically those at risk of not completing postsecondary education, with access to an intellectually engaging educational experience, affording them with the opportunity to reach their full potential by earning a high school diploma and associate degree, supportive of career and college counseling, while in high school.”

When developing objectives and indicators, districts should keep in mind the following:

* **Indicators of** **High-Quality Partnerships** – The applicant and IHE will work together to enhance the partnerships of their current Early College Model Program. How will partners re-assess their roles in designing, implementing and supporting the Early College Model Program and what metrics will be used to measure the improved programming?
* **College and Career Counseling** – The Early College Model Program includes college and career counseling targeting NJDLWD industries of focus. How will the Early College Model Program improve counseling to students to continue their education in focus industries and what data will be provided to demonstrate the success of the improved supports?
* **Student Support** – Early College Model Programs are academically challenging endeavors for high students. The student success model should meet the unique needs of students and lead to the attainment of a high school diploma and a no-cost associate degree. How will the applicant and the IHE partner improve the academic, social and emotional supports to students and how will the improvement be measured?
* **Administrative Vision and Commitment** – Successful programs require the leadership and support of district and building-level administration and are essential to the development and implementation of high-quality partnerships. What changes will district and building level administrators make to improve their support of and vision for the program and how will they measure the success of these changes over time?
* **Communication Plan** - A well-developed program mission, vision and communication plan that is shared with all stakeholders is critical to program improvement. How will stakeholders, including teachers, staff, community partners, board of education members, and diverse groups of parents and students, be made aware of the program and the opportunities for all students to participate? How will the program ensure equitable access and how will it measure the success of improved communications?

### 2.2 Project Requirements

#### Project Abstract

The Project Abstract is a 250 to 300 word summary of the proposed project’s need, purpose, and projected outcomes. The proposed project and outcomes must cover the full grant period. Do not include information in the abstract that is not supported elsewhere in the application.

Statement of Need: 20 Points

The Statement of Need identifies the local conditions and/or needs that justify the project proposed in the application. A “need” in this context is defined as the difference between the current status and the outcomes and/or standard(s) that the school would like to achieve.

* Identify the state, regional or local needs that the applicant will attempt to address through implementation of the Early College Model Program NGO:
	+ Discuss the needs of the student population;
	+ Discuss how the district will address areas of improvement by analyzing data collected in a gap analysis; and
	+ Discuss other factors or conditions that the grant will address;
* Identify and discuss the data considered in the district’s decision to enhance the early college partnership focusing on goals, objectives, and outcomes of their early college program with their existing IHE partner;
* Describe the target population to be served, including the grade levels and ages of the children to be served;
* Describe the programming that will take place to enable all students to meet the New Jersey student achievement standards and address student learning needs;
* Provide documentation to substantiate the stated conditions and/or needs. Documentation may include, but is not limited to, demographics, test data, descriptions of target population(s), student data, personnel data and research; and
* Do not attempt to address problems that are beyond the scope of the grant program.

Project Description: 25 points

Describe in a detailed narrative, the complete single 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 the identified needs of the school. Describe the effect the project will have on the school upon completion. When possible, cite examples of how the approach or different strategies have led to success for other schools.

Provide sufficient detail to demonstrate that the strategies or activities to be implemented are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Describe the effect the project will have on the participating students and partners upon completion.

* Describe the existing partnership with the early college IHE partner and state for how long the partnership has existed;
* Describe how the early college program operated in the past and what will be done differently in the future as a result of the grant;
* Describe how this grant program will enhance the student experience in your school;
* Include specific examples of systems, curriculum, or design approaches that will be incorporated into the early college program as a result of this grant;
* Include benchmarks for the early, middle and final stages of enhancing the existing early college program 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;
* Address how the district will cover all ongoing/recurring costs after the 17-month grant period ends;
* Include plans to cover expenses for staffing, supplies, ongoing professional development, postsecondary tuition costs, and other continuing costs, as applicable beyond the grand period; and
* Estimate the number of students who will be served by the program, how the district will ensure equitable access to all students and how the district will meet the needs of all students.

Goals, Objectives and Indicators: 10 Points

Districts applying for the Early College Model Program NGO will develop one local goal consistent with the State goal and create measurable and well-developed local objectives aligned to the grant’s goals and outcomes. Using the goal(s), 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 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 or not to refine an aspect of the project to ensure overall success.

* Review the Statement of Need before and after constructing the objectives to ensure that the objectives 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; and
* Make certain to construct measurable indicators of success that directly link to and support project objectives.

Project Activity Plan: 15 Points

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

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

Organizational Commitment and Capacity: 20 Points

After identifying the conditions and/or needs and the plan to address them, next describe the applicant organization and its capacity to take on the project. Explain why the project being proposed is important to the school. Describe the commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project.

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

* Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation;
* Describe the district’s and its partner’s capacity to successfully carry out the Early College Model Program project;
* Describe the commitment to addressing the conditions and/or needs identified in the Statement of Need;
* Describe the organizational support that exists within the district and partner for implementing the proposed project;
* Discuss the building and administrative commitment to support the Early College Model Program; and
* Identify the current Early College Model Program and discuss the program’s success, challenges, and discuss any modifications necessary to accommodate for capacity building.

### 2.3 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 NGO 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.state.nj.us/education/grants/discretionary/apps/PreAwardManual.pdf).

**The budget submitted as part of the application is for the current 17-month grant period only.**

The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. The actual amount awarded will be contingent upon the applicant’s ability to provide support for its proposed budget upon application and ultimately will be determined by the Department of Education through the pre-award revision process. The applicant’s opportunity to make pre-award revisions (PARs) 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.

### 2.4 Budget Requirements: 10 Points

Budget requests should be linked to specific project activities and objectives of the Early College Model Program.

**The applicant will upload an affirmation of partnership form as a requirement of the NGO. If the partnership determines appropriate, the IHE partner may be considered a sub-recipient. The district will complete the entire budget of up to $200,000 in EWEG *and* will clearly state the amount of funding going to each partner on the affirmation of partnership form which will be signed by both the school district and IHE and uploaded into the grant application in EWEG using the Upload tab.**

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 $.35/mile

**Eligible costs may include**

Funds to support the Early College Model Program and partnership may be used for the following (all costs are expected to support expanding the partnership):

* Salaries to support the Early College Model Program
* Associated fringe benefits
* Purchased services used to directly support the program
* Materials and supplies
* Travel related to the program
* Other costs that directly relate to the operation of the program
* Administrative costs are not to exceed 5 percent of the total budget

**Ineligible costs**

Funds may not be used for the following costs:

* Indirect costs
* Costs not supported by the program plan

## Section 3: Completing the Application

### 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](https://www.state.nj.us/education/grants/discretionary/apps/PreAwardManual.pdf).

### Review of Applications

Each application will be reviewed by a panel of three readers. Evaluators will use the selection criteria found in Part I: General Information and Guidance of the Pre-award Manual for Discretionary Grants to review and rate 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 also be reviewed for completeness and accuracy. The following point values apply to the evaluation of applications received in response to this NGO. The total point value is 100.

| **Application Component** | **Point Value** |
| --- | --- |
| **Statement of Need**  | 20 |
| **Project Description**  | 25 |
| **Goals, Objectives and Indicators**  | 10 |
| **Project Activity Plan**  | 15 |
| **Organizational Commitment and Capacity**  | 20 |
| **Budget**  | 10 |

All applications must score a minimum of 70 points out of 100 and meet the intent of the NGO to be considered eligible for funding.

If an application has been selected for PARs, the successful applicant will be notified by the EWEG system via email. Only the personnel listed on the contact page will receive a notification. The successful applicant will be required to initiate the PAR process by accessing the EWEG system, creating an amendment for the application and submitting the amendment through EWEG to the NJDOE. You will not be able to make changes on any of the application pages at this time. Questions on how to submit an amendment should be directed to the EWEG help desk.

### 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 Components in EWEG |  |
| **EWEG Tab/Subtab** | **Check (ü ) if included** |
| Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM) |  |
| Budget |  |
| Narrative (Abstract, Need, Description, Goals/Objectives/Indicators, Activity Plan, Organizational Commitment & Capacity) |  |

| Required Components to Upload in EWEG  |  |
| --- | --- |
| **Component** | **Check (ü ) if included** |
| “Entity Overview” page from the applicant’s [SAM](http://www.sam.gov) profile. |  |
| Documentation of Eligibility Form: Appendix I |  |
| Signed Affirmation of Partnership Forms with Budget Amounts: Appendix II |  |

## Appendix I: Documentation of Eligibility Form

**Early College Model Program**

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

**Name of Applicant /School District:**

**Name of Institution of Higher Education (IHE) Partner:**

By submitting this application, the Lead Agency (school district) assures that the partner agency listed above participated in the preparation and planning of the **Early College Model Program** grant application, certifies that the application meets all eligibility criteria, and all partners will participate in the implementation of the grant and program activities.

**Signature of School District Lead Administrator Date**

## Appendix II: Affirmation of Partnership Forms

The application must be accompanied by signed Partnership Agreement Forms for each required partner:

Required

1. School district/Local Educational Agency (LEA)
2. Postsecondary Institution of Higher Education (IHE)

**Early College Model Program**

**Partnership Form**

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

List of Partners (print or type):

**Name of Applicant /School District:**

**Budget Amount allocated to School District:**

**Name of Institution of Higher Education (IHE) Partner:**

**Budget Amount allocated to IHE Partner (sub-recipient):**

By submitting this application, the Lead Agency assures that the agencies listed above have been selected as partners and consulted about their partnership role in the **Early College Model Program** grant and will participate in the implementation of the grant and program activities.

**Signature of Superintendent:**

**Date:**

**Signature of IHE President:**

**Date:**

**Institution of Higher Education (IHE) Partnership Form**

**Early College Model Program**

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

IHE Partner

**Instruction to Applicant:** Please have the IHE partnercomplete a separate copy of this form, including the LEA principal partner, and any other agencies or LEA partners**.**

**Instruction to IHE Partner:** This document is to be signed by an eligible partner and included with the application as evidence of the collaboration between the applicant and the eligible partner in the **Early College Model Program** grant. The IHE President must complete and sign the statement below:

I **commit** to be 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** **of** **IHE President:**

**Print Name of IHE:**

**Signature of** **IHE President:**

**Date (mm/dd/yyyy):**

1. Murphy, Philip. “THE STATE OF INNOVATION: BUILDING A STRONGER AND FAIRER ECONOMY IN NEW JERSEY.” *www.njeda.com*, 2018, www.njeda.com/pdfs/StrongerAndFairerNewJerseyEconomyReport.aspx. [↑](#footnote-ref-1)
2. Every Student Succeeds Act. Title VIII Section 8002.Definitions. <http://www.everystudentsucceedsact.org/title-vlll> [↑](#footnote-ref-2)
3. Mickens, Caesar. “Top 5 Benefits of Early College That Support Academic Success.” *JFF*, 14 Oct. 2014, [www.jff.org/points-of-view/top-5-benefits-early-college-support-academic-success/](http://www.jff.org/points-of-view/top-5-benefits-early-college-support-academic-success/). [↑](#footnote-ref-3)
4. American Institutes for Research. “Evidence-Based Practices to Support College and Career Readiness in High School Early-College High School.” *College and Career Readiness and Success Center*, 2019, ccrscenter.org/sites/default/files/EvidenceBasedPractices\_EarlyCollegeHS.pdf. [↑](#footnote-ref-4)