# New Jersey Department of Education

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

New Jersey Department of Education

Office of Grants Management

January 2021

# Notice of Grant Opportunity

# STEM Dual Enrollment (P-TECH) Program 21-PT04-G06

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**ORG/APU 5063-350**

**Application Due Date: February 2, 2021**

[**New Jersey Department of Education**](http://www.state.nj.us/education) **P.O. Box 500  
Trenton, NJ 08625-0500**

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## Section 1: Grant Program Information

### 1.1 Description of the Grant Program

The State goal of the STEM Dual Enrollment (P-TECH) Program is to, “provide access and opportunity for underrepresented students in New Jersey’s comprehensive high schools to an education in an in-demand STEM career pathway. By participating in a grades 9-14 industry-driven high-quality dual enrollment early college program, students will have the opportunity to earn a high school diploma, a postsecondary degree and gain valuable employability skills.”

In 2018, The State of New Jersey began a new era in college and career readiness for underrepresented students in comprehensive schools by creating the *STEM Dual Enrollment and Early College High School Pilot Program* (P-TECH) initiative. This current grant opportunity represents the continuation of the second cohort of this initiative, ensuring that New Jersey is providing access and opportunity for all students to pursue a career in an in-demand STEM career pathway.

This grant opportunity will provide a “comprehensive” high school – traditional high schools that offer career and technical education programs – with financial support and program development expertise to develop and implement a [P-TECH 9-14 model](http://www.ptech.org/) program. This model, which was developed in partnership with IBM and the City University of New York, will be delivered through an academy approach. It aims to strengthen students’ [technical, academic](http://www.ptech.org/) and employability skills in a STEM pathway while they attain a secondary diploma and earn a no-cost postsecondary degree.

Funded by the 2021 State Appropriations Act, the STEM Dual Enrollment (P-TECH) Program will challenge students through relevant and rigorous course work and workplace exposure, while seamlessly blending secondary and postsecondary degree attainment. Under this model, high school is extended to grades 9-14 with the desired outcome of students graduating with a high school diploma and a two-year postsecondary degree (Associate Degree). The coursework is aligned to industry needs, and provides workplace opportunities and internship experiences leading to hiring preference commitments from industry partners.

According to a review of research by the What Works Clearinghouse[[1]](#footnote-1), similar dual enrollment programs have been found to have positive effects on measures of student success, such as:

* Improved general academic achievement in high school;
* Increased high school graduation rates;
* Increased college enrollment rates; and
* Increased likelihood of degree attainment in college.

The STEM Dual Enrollment (P-TECH) Program will incorporate a high-quality career and technical education (CTE) program of study as part of its design model. High-quality CTE, with its focus on both real-world skills and credential attainment, has been shown to have positive impacts on students’ employment outcomes, including increased earnings, particularly for low-income and high-risk students.[[2]](#footnote-2)

By utilizing the IBM P-TECH 9-14 model, students will have the ability to earn a no-cost postsecondary degree while enrolled in high school, seamlessly connecting secondary and postsecondary institutions. The STEM Dual Enrollment (P-TECH) Program will provide an opportunity for students to advance in their selected career pathway by integrating vital industry-specific skills without compromising the value of higher education. Through this program, schools serve as a gateway for students to move fluidly from secondary education to higher education and on to a career. In order to meet the rigorous requirements to implement the P-TECH model, districts will use the planning expertise and guidance provided by IBM, NJDOE, and STEM Dual Enrollment (P-TECH) Cohort 1 districts. The selected grantee will form high-quality partnerships with institutions of higher education (IHE) and one or more industry partners in a sector focused on the STEM workforce to build a high-functioning steering committee that will guide the planning, development and implementation of the program.

#### 1.1.1 Expected outcomes of the Grant Program:

1. Increase the number of students participating in high-quality STEM career and technical education (CTE) programs;
2. Increase the number of students attaining a postsecondary degree during high school in a STEM career pathway;
3. Create a community of experienced and knowledgeable STEM career pathway educators, industry and postsecondary partners
4. Build model P-TECH programs statewide;
5. Prepare students through work-based learning opportunities with the skills, knowledge and personal attributes that will make them successful in their careers; and
6. Increase the number of STEM partnerships contributing to the expertise, resources and support of CTE.

### 1.2 Eligibility to Apply

This limited grant program is open only to the Trenton Public School District (the applicant) which applied and was selected through a competitive process to receive an award for FY20 STEM Dual Enrollment NGO, number 20-PT01-G06, but, did not receive a final award due to the State fiscal emergency resulting from the COVID-19 public health emergency.

A total of up to $200,000 from State funding will be used to fund planning and implementation activities related to the STEM Dual Enrollment (P-TECH) Program NGO for the grant period of April 1, 2021 through August 31, 2022 (17 months).

### 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 P-TECH Program grantis 100percent funded fromState funds.   
ORG/APU 5063-350.

Final awards are subject to the availability of State funds. Total funds for the awarded grantee of the   
STEM Dual Enrollment (P-TECH) Program grant are $200,000.

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 NJDOE of the grantee’s eligibility. 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 the 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 Career Readiness at the NJDOE, (609) 376-9067 or by fax (609) 376-3902.

### 1.7 Technical Assistance

Technical assistance for this continuation application will be provided on an as needed basis. Contact the Office of Career Readiness at [CTE@doe.nj.gov](mailto:CTE@doe.nj.gov) for more information.

### 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) web page **no later than 4:00 P.M. on February 2, 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.

The eligible applicant must have a logon ID and password to access the system. They should contact their district’s Web (Homeroom) Administrator, who will complete the registration. Please allow 24 to 48 hours for the registration to be completed.

Please direct questions regarding access to EWEG to the [EWEG help](mailto:eweghelp@doe.nj.gov) email account.

The NJDOE advises the applicant to plan appropriately to allow time to address any technical challenges that may occur. Additionally, the applicant should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. The applicant is 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.**

A complete application includes all elements listed in Section 3.3, Application Component Checklist of this notice. An application received by the due date and specified time will be screened to determine whether it is, 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 are required to submit periodic project and fiscal progress reports throughout the grant. Fiscal payments, programmatic and budget reports will be submitted through EWEG system. Required reports for preparation and implementation of the grant are as follows:

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

### 1.10 Assessment of Statewide Program Results

Over the 17-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 in meeting the State goal of the STEM Dual Enrollment (P-TECH) Program, 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.

To measure achievement of this grant program’s expected outcomes (section 1.1.1), the NJDOE will request the grantee submit detailed program data and information in their final report including but not limited to:

* A sustainability plan for the program;
* A reflection of student and programmatic outcomes for the program;
* Recommendations on how to design, implement and continue to support the P-TECH model;
* Recommendations on how to facilitate high-quality partnerships with industry and higher education partners in support of STEM early college model programs;
* Recommendations on CTE and STEM teacher recruitment, training and retention including professional development and recommendations for contextual learning, interdisciplinary teaching and building of professional learning communities;
* Recommendations on how to improve career exploration and preparation of students inclusive of middle grades; and
* Submission of STEM Dual Enrollment (P-TECH) Program student enrollment data inclusive of special populations as defined by *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) Legislation.

### 1.11 Evaluation of Grant Program

* Completion of Required Activities as stated on the Program Activity Plan;
* Participation in district site visits, completion of NJDOE surveys/feedback forms, and presentations; and
* Submission of required reports during the grant period reporting timeline and monthly requests for budgetary reimbursements.

Reports, monitoring visits and participation by all required participants in NJDOE sponsored project events and supports will be used to evaluate the progress of the grant programs. Additional assessments, reports, surveys, and evaluations may be requested on an as needed basis.

### 1.12 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 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.

It is expected that the grantee will submit reimbursement requests on a monthly basis. Only one request may be submitted per month. The grantee 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 is May 31,2022.

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

## 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 an application, the applicant is advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state’s goal and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their project.

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

### 2.1 Project Design Considerations

The applicant will find within this section what is required when they design a local program that is consistent with the State goal. Along with the State goal, while crafting the grant application, the applicant should create attainable objectives and indicators that are supportive of the goal which lead to achievable grant outcomes.

The Office of Career Readiness developed further information and resources to be used in the grant application which will assist the district in the design and implementation of the program in support of the State goal and objectives. The applicant should consider the following when developing the grant application:

**P-TECH 9-14 Model Programs**

According to the [P-TECH website](https://www.ptech.org/how-it-works/the-model/), “In a P-TECH school, students earn a high school diploma, an industry-recognized associate degree, and gain relevant work experience in a growing field. The schools create a seamless program for students to acquire the academic, technical, and workplace skills that employers need.

P-TECH is a partnership among K-12, community college and industry, each making long-term commitments and contributing their best expertise to provide students with rigorous and hands-on academic, technical and workplace experiences.

The unique culture of a P-TECH school is built upon high expectations for students and a belief that all students can earn their college degree. Students see themselves as “college students” and “on a career pathway” from the moment they begin 9th grade. The model integrates high school and college coursework, enabling students to begin college courses as soon as they are ready. Students also participate in a range of workplace opportunities that include mentoring, site visits and paid internships — all designed to support students’ academic and professional growth.

P-TECH includes urban, rural and suburban schools and encompasses a range of STEM fields, including information technology (IT), advanced manufacturing, healthcare and finance. What defines P-TECH schools is a set of six key tenets” which include, public-private partnership, six-year integrated program, workplace learning, open enrollment, cost-free associate degree, first in-line for jobs.

**NJDOE and IBM-Sponsored Technical Assistance and Professional Development**

The successful applicant will engage in technical assistance and professional development provided by NJDOE and IBM in the form of virtual and in-person workshops. The successful applicant should ensure that personnel and representatives commit to having teams made up of district personnel, industry partners and higher education partners participate in planned professional development sessions throughout the grant period.

Training will be provided by a variety of experts including NJDOE staff, related state and/or federal agency staff, educational consultants, industry partners, and postsecondary institutions. Topics that will be addressed in the NJDOE professional development workshop series will be aligned to the required activities of the grant program such as, developing a program scope and sequence, career and technical education, student recruitment, program branding, workplace learning, developing a positive culture and climate, summer bridge programs and more.

The applicant must develop a Professional Development Plan as a required activity of the NGO. When developing the Professional Development Plan, the applicant should analyze their current professional development offerings, gaps in professional development, and use grant funds to provide targeted professional development. Questions to ask are:

* How will the needs of professional development be determined (survey, steering committee recommendations)?
* Will teachers need specific training on equipment or curriculum?
* Will the teachers participate in externships at industry?
* Will administrators/teachers attend professional conferences related to the program?
* Is a consultant needed to provide targeted Professional Development?

**Career and Technical Education (CTE) Programs**

At least one CTE program in a STEM-related pathway must be included in the scope and sequence of the P-TECH model program. CTE programs are a component of a career pathways system. CTE is defined in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)[[3]](#footnote-3) as,

“Organized educational activities that-

* Offer a sequence of courses that-
  + Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupation, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
  + Provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and
  + May include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;
* Include competency-based work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;
* To the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and
* May include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).”

**High-Quality Partnerships**

Private/public partnerships are the foundation of a P-TECH school and are essential in designing and implementing the P-TECH 9-14 program. The successful applicant will form a high-quality partnership with at least one industry partner focused on the STEM workforce and at least one postsecondary institution. Identified industry and postsecondary institution partners must be within approximately 20 miles of the high school where the program will be implemented. The comprehensive high school district and partners each have unique responsibilities and roles in designing, implementing and supporting the STEM Dual Enrollment (P-TECH) Program. For more information on the roles and responsibilities of partners, visit the P-TECH partner informational [webpage](http://www.ptech.org/how-it-works/partners/).

**Work-based Learning (WBL)/Workplace Learning**

Under Perkins V, WBL, formerly known as Structured Learning Experiences (SLE), means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.[[4]](#footnote-4) They are designed as rigorous activities, integrated into the curriculum, that provide students with opportunities to demonstrate and apply a high level of academic, and/or technical skills, used to further develop their personal, academic and career goals. Types of WBL include, job shadowing, school-based enterprises, service learning, cooperative education, internships, apprenticeships, and volunteering.

Further resources can be found on the NJDOE [SLE resource webpage](file:///\\DOEFS1\Office\Sharedapps\STEM%20Dual%20Enrollment%20and%20Early%20College%20High%20School\Cohort%202%20grant%20development\Structured%20Learning%20Experiences).

According to the P-TECH model, workplace learning is essential to the success of the program. Workplace mentors work together with students to develop their technical skills and employability skills. Their involvement provides students with an understanding of how their coursework, field experiences, and “real world” expectations of the workplace are connected. These mentorship connections serve as a motivation and support mechanism that lead to greater student success.

Implementing workplace learning class(es) in high school reinforces skills such as oral communication, self-promotion, interviewing and resume writing. These skills should be offered to students through the curriculum in a logical sequence and reinforced with business mentors either on-site or through mentorship visits.

According to [ptech.org](http://www.ptech.org/how-it-works/the-model/workplace-learning/), workplace experiences from industry partners include a range of activities that go from exposure to application and include:

* [Workplace Learning Curriculum](http://www.ptech.org/wp-content/uploads/2018/10/Workplace_Learning_Curriculum.pdf)
* Worksite visits
* Guest speakers
* Mentoring
* Job shadowing
* Skills-based, paid internships and apprenticeships

**Administrative Vision and Commitment**

A successful STEM Dual Enrollment (P-TECH) Program requires strong leadership and support from district and building-level administration. A well-developed program mission, vision and communication plan will be created to educate all stakeholders about the program. Stakeholders include but are not limited to, teachers, staff, industry partners, board of education, parents, students, community organizations, higher education institutions and other community members. Administrators communicate with stakeholders through various forms of outreach such as in-person forums, emails, steering committee meetings, board of education meeting presentations, newsletters, and other mediums of communication.

District and building-level commitment and leadership is essential to the development and implementation of high-quality partnerships, STEM-focused pathways in in-demand occupations, educational program design (scope and sequence), professional development for instructional staff, and the culture and climate of the school. Detailed program design is essential to the success of a STEM Dual Enrollment (P-TECH) Program and should incorporate the mastery of academic college readiness with the skills and competencies identified from industry partner(s) and postsecondary institutions(s). The student success model should be flexible to allow for competency-based completion, meeting the unique needs of students, leading to the accomplishment of a high school diploma and a no-cost postsecondary degree. District and building-level administration must have an innovative mindset who are flexible to change with a dedication to providing positive outcomes for underserved/underrepresented students.

District and building level administrators must ensure student learning supports are incorporated into the instructional model. Supports must include modifications of building procedures and scheduling practices to provide for effective execution of the P-TECH model. Some activities include, academic tutoring and mastery, mandatory summer bridge programs, student attainment of industry-valued credentials, technical skills, workplace learning experiences and postsecondary degrees. Schools will need to proactively consider designing daily school schedules to provide opportunities to teachers for co-curricular planning and interdisciplinary instruction or opportunities for students to earn credits toward graduation beyond seat-time in a secondary classroom.

### 2.2 Project Requirements

The applicant will find within this section the requirements that must be addressed by the grant applicant in the project update, project description, goals and objectives, and in the project activity plan. All planning and design should be in support of the State goal, objectives and indicators identified in Section 2.2.3.

#### 2.2.1 Project Update

The project update is a recap of the project from the original FY20 grant application and includes the project’s future need, purpose and projected outcomes. The activities that were accomplished since the initial grant submission in FY20 should be addressed as well as the next steps the applicant will take regarding program implementation, professional development, student recruitment and retention activities, and program sustainability as well as activity plan actions.

2.2.2 Project Description

Describe in a detailed narrative the complete project design for the entire 17-month grant period of the project. Provide evidence that the project is appropriate for and will successfully address the issues identified in the Statement of Need identified in the original FY20 grant application and lead to the accomplishment of the grant outcomes, district objectives and alignment with the State’s goal.

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. 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 participating students and partners upon completion. Include the following:

**Vision**

* Using data to support your description, include a broad narrative on how STEM Dual Enrollment (P-TECH) Program will be used to address student/district needs and improve student outcomes at the school; and
* Describe how this program will enhance the student experience in your school.

**Implementation**

* Identify and discuss plans to meet required implementation activities and district goals identified in this grant application;
* State the connection between the district-developed goals described in “Goals, Objectives, and Indicators” and an increase in student learning and outcomes; and
* Estimate the number of students who are currently enrolled in the program, how the district will ensure open and equitable access to all students, and how the district will meet the needs (learning supports, social emotional, etc.) of all students.

**Sustainability**

* 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, transportation, and other continuing costs, as applicable;
* 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; and
* Ensure that the steps of the Project Activity Plan are well-articulated and logically sequenced in the narrative.

#### 2.2.3 Goal, Objectives and Indicators

The grant applicant must implement the five (or more) measurable and well-developed local objectives aligned to the State goal and outcomes that were submitted in the original FY20 grant application. These objectives and indicators should include the required implementation activities that clearly outline how the objectives will be realized and what supports the district will require to achieve the stated objectives. Within this section, districts should also indicate the evidence/documentation that will demonstrate how the objectives will be accomplished.

Using the State goal, the district should ensure the objectives are:

1. relevant to the goal
2. applicable to grant-funded activities
3. clearly written
4. measurable

Objectives must clearly illustrate the plan to achieve the grant goal, and 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.

This application must also include a plan to evaluate the project’s success in achieving its State 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 State 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 from the FY20 application 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.
* Construct measurable indicators of success that directly link to and support project objectives.

### 2.3 Required Activities of the Grant Program

The grant period is a 17-month grant period that extends from April 1, 2021 through August 31, 2022. A successful program that is developed using this grant funding must be sustainable past the end of the grant period and accomplish the following:

1. Establish a P-TECH Steering Committee to engage in the planning process implementation and management of the P-TECH program. This committee will develop a vision statement and action plan and will include the following members:
   1. Central Administrator (i.e., Superintendent, Assistant Superintendent or Director of Curriculum)
   2. Building Level Administrator (i.e., Principal or Vice Principal)
   3. Guidance Director (i.e., School Counseling Lead)
   4. Curriculum Lead (i.e., Supervisor of Instruction)
   5. Teaching Lead (i.e., Lead Instructor for STEM pathway)
   6. Parent/Community Partner
   7. Industry Partner
   8. Postsecondary/Institution of Higher Education Partner
   9. Student Representative (if applicable)
2. Develop and implement a Student Recruitment Plan to attract a diverse range of students into the program including students from special populations student groups;
3. Develop and implement a Staffing Plan, which includes, identifying a Program Director and the recruitment and hiring of appropriate staff to support the P-TECH program;
4. Develop and implement a Stakeholder Communication Plan to educate the community, parents, students, local businesses, board of education and other stakeholders about the   
   P-TECH program;
5. Develop a board-approved P-TECH Course Scope and Sequence and Curriculum, that includes:
   1. Pedagogical Approach:
      1. Experiential learning;
      2. Contextual learning
   2. Integrated technology
   3. Individualized career exploration and planning
   4. New Jersey Student Learning Standards
   5. Postsecondary dual enrollment agreement;
6. Develop a Workplace Learning Plan which includes a multi-tiered approach to work-based learning from job shadowing opportunities to youth apprenticeships;
7. Create a Transportation Plan to transport P-TECH students to activities such as but not limited to, attending college courses and Work-Based Learning experiences;
8. Submit a STEM CTE program of study application to the NJDOE by May 1, 2021 or, already have an approved STEM CTE program in place that will be used to support the P-TECH program;
9. Initiate the P-TECH program September 2021 with the first cohort of students or, if the applicant already has the first cohort in place, begin the second cohort of students by September 2021;
10. Create a Culture of Learning for the P-TECH program by initiating student learning communities that includes an emphasis on social emotional development, transformative learning, student engagement, creativity and innovation, valued mentorships, leadership development and perpetual learning;
11. Create and implement a Professional Development Plan for the P-TECH program participating teachers and staff. Attend in-person and virtual professional development workshops sponsored by NJDOE, district targeted professional development, and other related conferences and workshops by the district planning team;
12. Develop and implement a Student Support Plan to assist students with academic, technical and employability learning supports;
13. Provide opportunities for student leadership through participation in Career and Technical Student Organizations (CTSOs) and other STEM related student organizations and associations;
14. Provide comprehensive career counseling, exploration and planning in the STEM industry to all P-TECH students; and
15. Develop and submit to the NJDOE, a Sustainability Plan for continuing the STEM Dual Enrollment (P-TECH) Program beyond the grant period.

#### 2.3.1 Project Activity Plan

The Project Activity Plan follows the goal and objectives that were listed in the previous section. **The Project Activity Plan is for the current grant period**. Activities represent the steps necessary to achieve each identified objective. Additionally, the activities 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, 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 the State goal and each 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.

In addition, Required Activities listed in Section 2.3 should be included in the Project Activity Plan.

### 2.4 Budget Considerations

The budget submitted in this grant application must include a budget for the entire grant period of   
April 1, 2021 to August 31, 2022.

**Budgetary items will represent the school district’s total grant funds up to $200,000.**

Once the objectives and activities that will guide the work 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 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 NJDOE through the pre-award revision process. The applicant’s opportunity to make pre-award revisions will be limited by the NJDOE which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

#### 2.4.1 Budget Requirements

Budget requests should be linked to specific project activities and objectives of the STEM Dual Enrollment (P-TECH) Program.

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; and
* Mileage reimbursement is capped at $.35/mile.

Eligible costs may include but are not limited to:

Curriculum Development:

* Costs associated with research and development of a STEM program scope and sequence as well as a complete curriculum package for the STEM Dual Enrollment (P-TECH) Program.

Program Planning:

* Costs associated with the preparation and planning of the STEM Dual Enrollment (P-TECH) Program.

Professional Development:

Non-instructional Stipends:

* Stipends for STEM Dual Enrollment (P-TECH) Program faculty and staff to attend professional development directly related to the STEM Dual Enrollment (P-TECH) Program.

Consultants:

* Consultants may be hired to support the STEM Dual Enrollment (P-TECH) Program by providing professional development in key areas such as project-based learning, school culture and climate, literacy in CTE, Math in CTE, special populations, Universal Design for Learning, student learning supports, and other related topics approved by the NJDOE.

Instructional Stipends:

* **Stipends for instructional duties that are over and above the faculty/staff member’s contracted duties such as a Career and Technical Student Organization (CTSO) program advisor, summer bridge program instructor, and other related instructional duties to be paid consistent with district contractual rates.**

Classroom Supplies and/or Equipment:

* Supplies and equipment may be purchased to support the STEM Dual Enrollment (P-TECH) Program with the exception of items for personal use and ownership.

Travel:

* Travel for faculty and staff in support of the grant program will be paid at $0. 35/mile plus tolls and parking. Out-of-state travel requests must be submitted to the NJDOE for approval and all hotel costs will be paid at the federal per diem rate. In-state overnight travel (meals and/or lodging) are non-allowable. Meals during in-state travel are also non-allowable.

Salaries and Fringe Benefits:

* Salaries and fringe benefits to support the program may be allowable through the grant but, must be approved by the NJDOE on a case-by-case basis.

Costs for activities not identified above must be approved on a case-by-case basis by the NJDOE.

**Ineligible costs**

Funds may not be used for the following costs:

* Indirect costs;
* Entertainment; and
* Other costs determined on a case-by-case basis.

## Section 3: Completing the Application

### General Instructions for Applying

To apply for a grant under this NGO, the applicant must have, met all eligibility criteria and was selected to receive an award for FY20 STEM Dual Enrollment Grant. The application must be a response to the State’s goal 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 Application

NJDOE staff will review the application on the basis of quality and comprehensiveness, including how well the content addresses the requirements of this NGO. The application will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 2.

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.

### 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 DUNS-SAM) |  |
| Budget |  |
| Narrative (Project Update, Project Description, Goals/Objectives/Indicators, and Project Activity Plan) |  |

| Required Components to Upload in EWEG |  |
| --- | --- |
| The following items must be scanned and uploaded as part of the EWEG application using the UPLOAD tab: | Check (** ) if included |
| “Entity Overview” page from the applicant’s [SAM](http://www.sam.gov) profile |  |
| Appendix I: Statement of Commitment Form |  |
| Appendix II: Affirmation of Partnership Forms |  |
| 1. LEA Partnership Form 2. Affirmation of STEM Industry Partnership Form 3. Affirmation of Postsecondary Partnership Form |  |

## Appendix I: Statement of Commitment Form

**STEM Dual Enrollment (P-TECH) Program**

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

**Purpose:**

This Statement of Commitment describes the responsibilities of the applicant for the STEM Dual Enrollment (P-TECH) Program. Please indicate your acceptance of these responsibilities by signing the document.

**I will:**

Implement the STEM Dual Enrollment (P-TECH) Program with fidelity as indicated on the agreed upon final approved application.

Please refer to Grant Application for specific details of the grant’s program requirements.

**Signature of Superintendent:**

**Date:**

The signed commitment form must accompany the application.

## Appendix II: Affirmation of Partnership Forms

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

**Required**

1. LEA Partnership Form
2. Affirmation of STEM Industry Partnership Form
3. Affirmation of Postsecondary Partnership Form

**Optional**

Other stakeholders applicable to this program.

**STEM Dual Enrollment (P-TECH) Program**

**LEA Partnership Form**

To be completed by the Local Education Agency.

(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:**

**Name of STEM Industry Partner:**

**Name of Postsecondary Partner:**

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

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 **STEM Dual Enrollment (P-TECH) Program** and will participate in the implementation of the grant and program activities.

**Signature of Superintendent:**

**Date:**

**Affirmation of STEM Industry Partnership Form**

**STEM Dual Enrollment (P-TECH) Program**

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

**STEM Industry Partner**

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

**Instruction to Partner Agency:** This document is to be signed by an eligible partner and included with the application as evidence of the collaboration between the applicant and the eligible partner in the STEM Dual Enrollments grant. The President, chief executive officer (CEO) or other head of a partnering agency 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 **CEO/Head** from Partner Agency:

**Print Name** of Partner Agency:

**Signature** of **CEO/Head** from Partner Agency:

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

**Affirmation of Postsecondary Partnership Form**

**STEM Dual Enrollment (P-TECH) Program**

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

**STEM Institution of Higher Education Partner**

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

**Instruction to Partner Agency:** This document is to be signed by an eligible partner and included with the application as evidence of the collaboration between the applicant and the eligible partner in the STEM Dual Enrollments grant. The IHE Dean/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 Dean**/**President from IHE**:**

**Print Name** of IHE:

**Signature** of Dean**/**Presidentfrom IHE**:**

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

1. What Works Clearinghouse (2017). WWC intervention report, Dual Enrollment. Washington, D. C. : Institute of Education Sciences. Retrieved on August 31, 2018 from <https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.Pdf> [↑](#footnote-ref-1)
2. Kemple, J. & Willner, C. J. (2008). Career academies: Long-term impacts on labor market outcomes, educational attainment, and transitions to adulthood. New York: MDRC. [↑](#footnote-ref-2)
3. Congress, 115th. “[PUBLIC LAW 115–224](https://www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf).” *Congress.gov*, 31 July 2018, www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf. [↑](#footnote-ref-3)
4. Congress, 115th. “[PUBLIC LAW 115–224](https://www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf).” *Congress.gov*, 31 July 2018, www.congress.gov/115/plaws/publ224/PLAW-115publ224.pdf. [↑](#footnote-ref-4)