

New Jersey Department of Education



**Division of Academics and Performance
Expanding Access to Computer Science
Education: Professional Learning**

November 20, 2020

21-CZ05-G07



Welcome



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Questions?



Please direct questions regarding application or access to EWEG to eweghelp@doe.nj.gov

Please direct programmatic questions to academics@doe.nj.gov

Answers to questions will be posted on or before November 30, 2020 on the NJDOE Computer Science webpage.

21-CZ05-G07



Background and Overview



In November 2019, Governor Murphy unveiled the [State plan](#) to support and expand Computer Science (CS) education in New Jersey. The State plan highlights the Department of Education's (NJDOE) commitment to promote equitable access to high-quality CS education for all K–12 students.

Ensuring that each student has access to high-quality computer science educators is a requirement for fulfilling this commitment.



Purpose of the Program



This grant program is designed to expand access and opportunities for educators to participate in high-quality professional learning experiences in CS education by establishing programs at New Jersey-based Institutions of Higher Education (IHE) to achieve the following outcome:

- Establish a network of CS hubs at geographically diverse New Jersey-based IHEs to provide high-quality professional learning opportunities to K–12 educators at all stages of their careers and promote the expansion of CS education at partner school districts.

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Goals of the Program



The plan and structures developed by grant applicants will satisfy the following program goals:

- Increase the number of well-prepared, high-quality educators to teach CS;
- Expand equitable access to high-quality CS education for all K–12 students;
- Provide resources to schools and school districts to assist in expanding CS education across grades K–12 in the classroom or through extra-curricular activities.



Overview



Key initiatives outlined in the State plan include:

- Providing educators at all stages of their careers, including pre-service and in-service teachers and school leaders, with access to differentiated and sustained professional learning;
- Defining and developing computer science teacher preparation programs;
- Extending the NJDOE's capacity to support CS education by building and leveraging key partnerships with stakeholders.



Eligibility to Apply (1 of 3)



- Limited competitive grant program is open to two-year and four-year New Jersey-based IHEs.
- Eligible IHEs must apply on behalf of a partnership that includes a minimum of three New Jersey school districts. The partnership must include at least one eligible LEA that receives Title I funds. (Appendix A)
- The partnership with three school districts, an eligibility requirement, is intended as evidence of the applicant's ability to engage schools and school districts.
- It is expected that each hub will service a much higher number of schools and school districts during the grant period.

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Eligibility to Apply (2 of 3)



- An eligible IHE will serve as the lead agency of the partnership and may submit only one (1) application.
- The location of the IHE will determine the regional designation.
- It is expected that the partnering LEAs will be located in the same region as the IHE.
- Partner LEA may only participate in one (1) application.
- Applicants must upload completed and signed Documentation of Eligibility (Attachment A) and Affirmation of Partnership (Attachment B) forms as part of their EWEG grant application.

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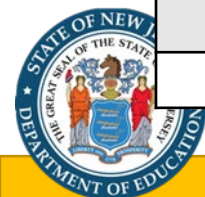
Eligibility to Apply (3 of 3)



The NJDOE expects to make three awards provided there are enough applications with a passing score.

The NJDOE will ensure that at least one award is made in each region in rank order, provided there are enough applications with a passing score in each region.

Norther Region	Central Region	Southern Region
Bergen	Hunterdon	Atlantic
Essex	Mercer	Burlington
Hudson	Middlesex	Camden
Morris	Monmouth	Cape May
Passaic	Union	Cumberland
Sussex	Somerset	Gloucester
Warren		Ocean
		Salem



Regulatory Source & Funding



Final awards are subject to the availability of state funds. Total funds for the Expanding Access to Computer Science Professional Learning program are \$799,995. 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 award.

Applicants may apply for up to \$266,665 each

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



Reporting Periods



Grant recipients must submit periodic project and fiscal progress reports. All reports will be submitted through the online Electronic Web Enabled Grant system.

Reports for this program will be due as follows:

Report	Reporting Period	Due Date
1 st Interim	April 1, 2021–June 30, 2021	July 31, 2021
2 nd Interim	April 1, 2021–September 30, 2021	October 31, 2021
3 rd Interim	April 1, 2021–December 31, 2021	January 31, 2022
4 th Interim	April 1, 2021–March 31, 2022	April 30, 2022
5 th Interim	April 1, 2021–June 30, 2022	August 30, 2022
Final	April 1, 2021–August 31, 2022	September 30, 2022



Assessment of Program (1 of 2)



Data driven program evaluation

Examples:

- Completion of Required Implementation Activities as stated on the Project Activity Plan.
- Submission of required reports during the grant period reporting timeline and monthly requests for budgetary reimbursements.
- Submission of a narrative of the project's accomplishments, challenges and problematic fiscal issues, in accordance with the project plan.

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Assessment of Program (2 of 2)



Data driven program evaluation

Examples continued:

- The number and type of Computer Science (CS) professional learning opportunities/events offered to educators;
- The number of educators and school districts in attendance at professional learning events;
- The number of school districts implementing or improving computer science programs as a result of attending professional learning;

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Application Submission



- Applicants must submit a complete application through the online Electronic Web Enabled Grant (EWEG) system.
- The application narrative must be a response to the state's purpose and goals of the program and address outcomes of the program.
- The application must be planned, designed and developed in accordance with the framework articulated in the grant application.
- The application proposal narrative must be well thought out and clearly and succinctly written.



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.

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2.1 Design Considerations



Essential Elements Examples:

Review section 2 for full list

- CS hubs funded through the grant program will participate in a CS state-wide professional learning network and partner with the NJDOE in support of CS education.
- CS hubs are expected to collaborate with the NJDOE and the other CS hubs by sharing resources and information to promote professional learning and assist school districts in implementing CS initiatives that meet the needs of diverse learners.

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2.1 Design Considerations (1 of 4)



Essential Elements Examples:

Review section 2 for full list

- “Professional learning provided must include trainings that address instruction consistent with the 2020 New Jersey Student Learning Standards for Computer Science in K–2, 3–5, 6–8, and high school. Provisions for providing professional learning in each grade band is required;”



2.1 Design Considerations (2 of 4)



Essential Elements Examples:

Review section 2 for full list

- Description of the professional learning experiences to be offered such as, but not limited to targeting elementary, middle, and high school teachers and school/district leadership; building community support through stakeholder engagement; designing CS programs for girls and students of color; and developing family CS nights.

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2.1 Design Considerations (3 of 4)



Essential Elements Examples:

Review section 2 for full list

Detailed plan describing activities leading to:

- “Participating teachers from partner LEAs to engage in NJDOE led CS working groups. The recommendation must include one teacher from each of the following grade bands: K–2, 3–5, 6–8, 9–12. Proposals may include stipends for teachers that serve in these leadership roles”

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Optional Element (5 bonus)



Competitive advantage will be given to CS hub proposals that include a clear and measurable plan for incorporating the following optional elements:

- Collaboration between IHE CS and education faculty to infuse elements of CS professional learning into existing teacher preparation programs across the disciplines. Plans for disseminating information and outcomes must be included in proposal.
- Please note that competitive advantage points cannot be used to reach the 70-point threshold.

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*Faculty Collaboration form (Attachment C)



Statement of Need (5 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.

Examples:

- Describe the current levels of student access to K–12 CS education in the partner school districts;
- Describe the target population to be served, including the grade levels and ages of the students to be served;

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Project Description 1 (35 points)



Describe in a detailed narrative the complete 17-month 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 schools, school districts, educators and students served.



Project Description 2 (35 points)



Describe the effect the project will have on the school, school district, educators and students upon completion. When possible, cite examples of how the approach or different strategies have led to success for other schools, districts, educators, and students.

Examples:

- 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;

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Goals, Objectives and Indicators (20 points) (1 of 4)

IHEs will develop one or more measurable and well-developed local goal and corresponding objectives aligned to the grant's purpose, outcomes and required implementation activities.

- IHEs should identify what evidence will demonstrate that the goals have been accomplished.
- IHE should identify the anticipated outcomes of the project in measurable terms and in relation to the stated need from the previous section.





Goals, Objectives and Indicators (20 points) (2 of 4)

- Objectives must be (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





Goals, Objectives and Indicators (20 points) (3 of 4)

- 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.



Goals, Objectives and Indicators (20 points) (4 of 4)



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.
- Describe in the indicators the measures and instruments to be used, the individuals responsible for developing and conducting the evaluation.



Activity Plan (20 points) (1 of 2)



The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section.

- The Activity Plan is for the entire 17-month grant period. Activities represent the steps that it will take to achieve each identified objective.
- The activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget.



Activity Plan (20 points) (2 of 2)



Review the Goal(s) and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

Examples:

- State the relevant objective in full in the space provided. Number the Goal 1 and each objective 1.1, 1.2, 1.3, etc.;
- Describe all the tasks and activities planned for the accomplishment of each goal and objective.
- List all the activities in chronological order;

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Organizational Commitment and Capacity (15 points) (1 of 2)

- Describe the applicant IHE and its capacity to take on the project. Explain why the project being proposed is important to the applicant IHE.
- Describe the commitment to addressing the conditions and/or needs identified, including the organizational support among all parties that exists within the lead agency and the partners 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.

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Organizational Commitment and Capacity (15 points) (2 of 2)

- 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?
- If the organization or members of the staff have not implemented similar projects, explain why the proposed project will be successful. Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation.



2.3 Budget 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 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.



Budget Requirements 1 (5 points)



Budget requests should be linked to specific project activities and objectives of the Expanding Access to Computer Science: Professional Learning grant 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.



Budget Requirements 2 (5 points)



Eligible costs may include:

- **Grant Staff Positions** – A resume, brief job description and rationale for each position proposed to assist in the management and implementation of the grant program must be provided. Enter the salary requests using the appropriate budget subtabs in the EWEG form
- **Marketing Costs** – Costs directly related to efforts to recruit districts, teachers or students.
- Administrative costs – Limited to 10%.
- **Stipends** - For participating educators to attend grant related activities outside of contracted hours (please note that supervisors and curriculum directors may not be compensated through these funds to attend professional development activities).
- **Substitute Teachers** - Costs related to acquiring substitute teachers for LEA teachers participating in grant-related program activities.
- **Travel** – For program and LEA staff to travel to grant related events and activities.

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Budget Requirements 3 (5 points)



Ineligible costs:

- Costs associated with writing the application.
- Supporting the research of individual scholars or faculty members.
- Travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project.
- Stipends to teachers during regular school contracted days.
- Costs not directly related to the educational program and that are unsupported by the NGO.
- Indirect costs.
- Teacher salaries.
- Entertainment.



3.2 Application Review



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.

Application Component	Point Value
Statement of Need	5
Project Description	35
Goals, Objectives and Indicators	20
Project Activity Plan (17-months)	20
Organizational Commitment and Capacity	15
Budget (17-months)	5
Competitive Advantage (Optional Element, Section 2.1)	5



3.3 Component Checklist (1 of 2)

The following components are required 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.

EWEG Tab/Subtab	Check (✓)
Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM)	
Budget	
Narrative (Abstract, Need, Description, Goals/Objectives/Indicators, Activity Plan, Organizational Commitment & Capacity)	



3.3 Component Checklist (2 of 2)



Required Components to Upload

Component	Check (✓) if included
"Entity Overview" page from the applicant's SAM profile.	
Documentation of Eligibility Form (Attachment A)	
Affirmation of Partnership Form (Attachment B)	
Competitive Advantage: Affirmation of Faculty Collaboration Form (Attachment C)	



Submission Deadline and Details 1



- Applicants should plan appropriately to allow time to address any technical challenges that may occur.
- 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.
- 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.



Submission Deadline and Details 2



Completed applications must be received by the Application Control Center (ACC) through the online Electronic Web Enabled Grant (EWEG) system accessed through the NJDOE [Homerom](#) web page **no later than 4:00 P.M. on Thursday, January 7, 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.



Questions? Post TA session



Please direct questions regarding application or access to EWEG to eweghelp@doe.nj.gov

Please direct programmatic questions to academics@doe.nj.gov

Answers to questions will be posted on or before November 30, 2020 on the NJDOE Computer Science webpage.





Thank you
for attending today's
session

