# New Jersey Department of Education

# *Notice of Grant Opportunity*



New Jersey Department of Education

Office of Grants Management

November 2021

Application Due Date: January 13, 2022, 4:00 p.m.

# Notice of Grant Opportunity

# Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2)

**22-AG27-G06**

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**November 2021**

**ORG/APU # 5062-032**

**Application Due Date: January 13, 2022**

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

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## Section 1: Grant Program Information

### 1.1 Description of the Grant Program

The goal of the Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2) NGO is to “increase access and opportunities for New Jersey students to participate in high-quality career and technical education (CTE) programs in comprehensive high schools, delivered through career pathways leading to high-skill, high-wage and in-demand careers.” This limited grant will build off the successful grant, “Building Capacity for Career Pathways: A Pilot Program for Comprehensive High Schools” which supported eight Local Education Agencies (LEAs) develop career pathway CTE programs of study in their districts which ended on June 30, 2021. The NJDOE is offering this NGO to comprehensive school districts, including regional school districts or charter schools, serving grades 9-12 that do not currently have an approved CTE program or CTE program of study. The grant applicants will build two CTE programs of study aligned to the New Jersey Department of Labor (NJDOL) Key Industries providing career pathways to their students. The first CTE program of study must be implemented by September 2022; the second CTE program of study must be implemented by September 2025.

Career pathways are an integrated approach to developing students’ core academic, technical and employability skills in a broad career area. Career pathways connect education and training strategies and support services which enable individuals to secure industry relevant certification, obtain employment within an occupational area, and advance to higher levels of future education and employment in that area. Implementing career pathways in high schools provide opportunities for students to engage in authentic, relevant learning that integrates rigorous academic content and contextual learning. It includes developing high-quality partnerships with businesses, industry associations, community organizations, and higher education to support these efforts.

In his 2020 State of the State address, Governor Murphy introduced JobsNJ. This initiative was created to set New Jersey on the path to a stronger and fairer future where innovation and diversity are at the forefront of the State’s economy by ensuring career-seeking residents of New Jersey have the education and training necessary to access high quality employment. It also supports businesses by helping employers find the talent to support continued prosperity. The *Building Capacity for Career Pathways: A Pilot Program for Comprehensive Schools* initiative was the starting point to build a pipeline of trained and educated residents at the secondary level who are prepared to enter directly into the workforce or continue to higher education. This NGO continues the successes and best practices learned from the pilot program while building in stronger methods for access, opportunity, and equity in CTE.

Building Capacity for Career Pathways in Comprehensive Schoolsoffers equitable access to high-quality CTE for students to achieve academic and career success aligned to economic opportunities. Through statewide agency collaboration with the NJDOL, the Office of the Secretary of Higher Education (OSHE), Economic Development Authority (NJEDA) and NJDOE, New Jersey is committed to the creation of a talent development system focused on ensuring that all residents have the skills, abilities, and connections that lead to meaningful careers.

This NGO aligns this multi-agency effort to develop career pathways for students in the nine New Jersey Key Industries[[1]](#footnote-1) identified by NJDOL:

* Construction and Energy;
* Finance;
* Health Care;
* Leisure and Hospitality;
* Life Sciences;
* Transportation, Logistics, and Distribution;
* Manufacturing;
* Retail Trade; and
* Technology.

Students who participate in CTE programs are prepared for stable careers and success in a modern, global, and competitive economy. CTE programs offer a sequence of courses that provide students with coherent and rigorous curriculum aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs provide all students with exposure to high-skill, high-wage, and in-demand careers, developing academic, technical and employability skills that contribute to greater postsecondary success. High school students graduate with increased opportunities to immediately experience and enter careers they are passionate about or to pursue continued post-secondary education.

The overall expected outcomes of this grant program are to:

* Increase the number of students participating in high-quality CTE programs through career pathways;
* Improve career preparation of students;
* Increase the number of students attaining industry-valued and postsecondary credentials during high school and who are eligible to continue education and credential attainment in a career pathway after graduation; and
* Provide technical assistance to build capacity for model career pathways statewide, creating a community of experienced and knowledgeable educators, industry, and postsecondary partners.

This NGO represents the first of an expected four-year grant program. This first year will function as a planning and implementation year while the remaining three years will serve as implementation years. The first project period is March 1, 2022 to January 31, 2023.

### 1.2 Eligibility to Apply

The limited competitive NGO for Building Capacity of Career Pathways in Comprehensive Schools is designed to support nine comprehensive school districts, including regional school districts and charter schools, serving grades 9-12 in implementing career pathways to improve student achievement and postsecondary and career outcomes. Comprehensive high schools are those which are not part of a county vocational school district. This NGO offers the awarded grantees an opportunity to apply for continuation funding for three additional years beyond the planning year.

In order for a school district to be eligible for the NGO, the applying school district must:

* Be a comprehensive school district, regional school district or charter school serving grades   
  9-12. **County vocational school districts are not eligible to apply for this grant opportunity**; and
* Not have an approved CTE program or CTE program of study in their district.

A total of up to $675,000 from State Vocational Education Aid funding will be used to fund the Building Capacity for Career Pathways in Comprehensive Schools NGO each grant year. Eligible LEAs may each apply for a total budget of up to $75,000 per year.

**The top three scoring applicants from each region (North, Central, South) will be awarded funding if there are three applicants from each region with passing scores. If there are not three applications from each region with passing scores, awards will be made in rank order**.

The NJDOE recognizes three geographic regions of the State: Northern Region, Central Region, and Southern Region. Each applicant’s assigned region will be determined by the location of the school district. The chart below indicates the counties located within each of the three regions.

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

Applications that meet the above eligibility criteria will be scored and ranked in accordance with the score. To be eligible for funding, applications must meet a minimum score of 70 points and meet the intent of the NGO. **Applications that do not receive a minimum of 70 points or do not meet the intent of the NGO will not be considered for funding.**

*Under multiyear grant programs, applicants must retain a copy of the initiating multiyear NGO and a copy of each subsequent year’s NGO for reference when applying for continuation funding.* Information from the initiating NGO may not be repeated in subsequent NGOs. Therefore, it is the responsibility of the grant recipient to maintain accurate records of all project requirements for subsequent grant award period applications.

### 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/SAM/)

Applicants are required to submit their DUNS number and expiration date of their SAM registration as part of the EWEG application system 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/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.

#### 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
* Has at least eighty percent of annual gross revenue coming 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.

### 1.4 Statutory/Regulatory Source and Funding

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Building Capacity for Career Pathways in Comprehensive Schoolsis 100percent funded fromState Vocational Educational Aid. ORG/APU # 5062/032.

Final awards are subject to the availability ofState Vocational Educational Aidfunds. Total funds for Building Capacity for Career Pathways in Comprehensive Schools are $675,000 per year. 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.

The grantee is expected to complete the goals and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by the 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 for this first year of the expected four-year grant period is from   
March 1, 2022 – January 31, 2023.

### 1.5 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 Executive County Superintendents of the counties in which the eligible applicants are 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 New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone   
(609) 376-9067; fax (609) 984-5347.

### 1.6 Technical Assistance

The Technical Assistance Workshop will be held via webinar on December 21, 2021, at 2:00 p.m***.*** Preregistration is required by December 17, 2021. Please register [online](https://homeroom5.doe.state.nj.us/events/) using the NJDOE Calendar of Events registration system. Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration. School districts are not required to attend the Technical Assistance Workshop to be eligible to apply for this grant opportunity.

### 1.7 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** **Thursday, January 13, 2022**. 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. Non-LEA applicants should send an email request for the [EWEG help desk](mailto:eweghelp@doe.state.nj.us). Please allow 24-48 hours for the registration to be completed.

Please direct questions regarding access to EWEG to the [EWEG help](mailto:eweghelp@doe.nj.gov) desk 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 p.m. 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.**

### 1.8 Reporting Requirements

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

| **Report** | **Reporting period** | **Due date** |
| --- | --- | --- |
| Interim Report One\* | March 1, 2022 – June 30, 2022 | July 29, 2022 |
| Year One - Final | March 1, 2022 – January 31, 2023 | February 28, 2023 |

\* Upload the following items into the year one interim report:

* The finalized and board approved Career Pathways mission and vision statement;
* Documentation the CTE program of study application was uploaded into the CTE-DMS system;
* Meeting minutes from the two required stakeholder meetings;
* Signed partnership agreements with business/industry and postsecondary partners; and
* Other documents as requested.

Reminder: do not upload any student identifying information with your interim or final reports.

### 1.9 Assessment of Statewide Program Results

Over the four-year grant period, the Office of Career Readiness will require ongoing reporting and data submission from the grantee 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.

During phase one, grantees will concentrate on an intensive capacity-building period of professional development and program planning utilizing a career pathway framework. Districts will identify and plan for their first CTE program of study which must be implemented no later than September 2022.

After successful planning, grantees will concentrate on implementing, supporting, and evaluating the career pathways realized through high quality CTE programs of study and supports planned during year one. The second CTE program of study will be implemented no later than September 2025.

Districts may optionally use the knowledge and information learned during the grant program to create additional CTE programs of study, however, only the two approved CTE programs of study developed through this grant will be eligible for funding through this grant opportunity.

### 1.10 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 completed the Grant Acceptance Certificate.

Only one reimbursement request may be submitted per month. Grantees must submit their request no later than the 15th of the month. It is expected that reimbursements are submitted monthly. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantee’s request is approved by the NJDOE program officer, the grantee should receive payment around the 10th of the following month.

**Note:** Payments cannot be processed until the award has been accepted in EWEG. No reimbursement requests will be accepted after January 15, 2023.

## Section 2: Project Guidelines

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the State’s 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 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 State goal and purpose for offering the Building Capacity for Career Pathways in Comprehensive Schools grant is, “to increase access and opportunities for New Jersey students to participate in high-quality career and technical education programs in comprehensive high schools, delivered through career pathways leading to high-skill, high-wage and in-demand careers.” This cohort will support comprehensive school districts, including regional school districts and charter schools, serving grades 9-12 that currently do not have approved CTE programs or programs of study. Additionally, this cohort will assist districts that are seeking to plan and implement career pathway programs as a strategy to equitably improve student achievement, postsecondary and career outcomes linked to New Jersey Key Industries identified by NJDOL:

* Construction and Energy;
* Finance;
* Health Care;
* Leisure and Hospitality;
* Life Sciences;
* Transportation, Logistics, and Distribution;
* Manufacturing;
* Retail Trade; and
* Technology.

The development of career pathways supports the strategic goals identified in the [New Jersey Perkins V State Plan](https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf): quality programs, work-based learning, career advisement and development, and CTE teacher recruitment and retention and will provide the necessary groundwork for students to pursue and receive equitable career education and talent development in New Jersey’s school districts. This grant will help build upon New Jersey’s highly educated and skilled workforce with a focus on innovation and diversity which are the foundation of our economy.

Continuation funding will be available to the awarded districts that were selected in year one which includes comprehensive school districts, regional school districts or charter schools, serving grades 9-12 and is being delivered in two phases. This competitive NGO is for the project period March 1, 2022 through January 31, 2023. The activities during this project period fall into two phases as described below:

| **Phase** | **Dates** | **Description of Activities** |
| --- | --- | --- |
| Phase One: Planning | March 1, 2022 to  August 30, 2022 | Concentrate on an intensive capacity-building period of professional development utilizing a career pathway framework by identifying the first key industry aligned CTE program of study. |
| Phase Two:  Implementation | September 1, 2022 to  January 31, 2026 | Concentrate on implementing, supporting, and evaluating the career pathways and supports realized through high quality CTE programs of study created in Phase One;  The first CTE program of study must be implemented no later than September 2022; and  The second CTE program of study will be implemented no later than September 2025 with the option for the grantee to begin sooner if the district demonstrates capacity. |

While conducting planning and research for a career pathway program, applicants should review the following:

* Review the CTE program of study [CTE-DMS system guide](https://www.nj.gov/education/cte/study/approval/CTE-DMSManual.pdf) for information on submitting a CTE program of study for approval.
* Create a career pathway based on the needs of your school district and those of the local, regional, and/or State labor market. Some programs are costlier than others to implement and maintain because of the cost of equipment and supplies. Applicants must be fiscally responsible to strategically plan and administer all grant funds when implementing their career pathway CTE programs of study.
* Review the [New Jersey Perkins V State Plan](https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf), for size, secondary scope, and quality information. Also found in the New Jersey Comprehensive Local Needs Assessment ([CLNA](https://www.nj.gov/education/cte/perkins/NJ_CLNA_Final_02282020.pdf)) guide and template. A CTE program of study must contain a minimum enrollment of 10 students in the first course and the programs of study must retain 40% of participants initially enrolled through their completion of the program.
* Establish a Career Pathways Program Advisory Team consisting of:
* Central office and building administrators;
* Director of school counseling/guidance director;
* Curriculum lead;
* Teaching leads to operate an effective career pathways CTE programs of study;
* Industry partners;
* Postsecondary partners; and
* Additional partners who represent community organizations or business partnerships that are established throughout the grant program.
* Ensure engagement in an intensive, required program of professional development provided by the school district, NJDOE, identified partners, and/or other outside vendors. The district must commit to having members of the Career Pathways Program Advisory Team participate in planned professional development sessions throughout the grant period. The trainings provided by the NJDOE, will include a variety of experts including NJDOE staff, related state and/or federal agency staff, educational consultants, and industry and postsecondary partners.
* Research and include student support programs and other methodologies to aid in the recruitment and enrollment of a diverse student population into the career pathway CTE program of study through an extended school day or year. Learning workshops such as Saturday school, after school programming and/or a summer bridge program are examples of such programs.
* Develop industry-informed curriculum for a minimum sequence of three courses aligned to New Jersey Student Learning Standards ([NJSLS](https://www.nj.gov/education/cccs/)). Curriculum should be rigorous and develop academic, technical and employability skills for students. Skills mapping with industry and postsecondary partners is recommended.

### 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 expected four-year 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 Building Capacity for Career Pathways in Comprehensive Schools   
  NGO:
  + Discuss the needs of the student population;
  + A data analysis of students served, including baselines, trends, and gaps, and county demographics;
  + Discuss how the district will address areas of improvement by analyzing data collected in a gap analysis;
  + A value proposition that promotes CTE generally and the new program(s) specifically; and
  + Discuss other factors or conditions that the grant will address;
* Identify and discuss the data considered with regards to alignment to local industry using New Jersey Key Industries;
* Describe the need to develop CTE programs of study;
* Describe the target population to be served, including the grade levels and ages of the students 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 needs that are beyond the scope of the grant program.

Project Description: 25 points

Describe in a detailed narrative the complete four-year 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.

For this section, provide a narrative that includes:

* Identification of the New Jersey Key Industry the district will align with for their first career pathway CTE program of study;
* Description of how this grant program will enhance the student experience in your school;
* Estimate of the number of students who will be served by the grant program, how the district will ensure equitable access to all students and how the district will meet the needs of all students.
* Description of how this grant program will align to the local labor market needs;
* Benchmarks for the early, middle, and final stages of the career pathway program and how progress will be measured towards these benchmarks which will aid in the development of a Program Strategic Plan;
* A timeline for the career pathway CTE programs of study, including when the first career pathway CTE program of study will begin in the district and when the second career pathway CTE program of study will begin in the district;
* A professional development/learning plan for staff;
* Identification of who will be responsible for what stages and what level of support they will be given;
* A curriculum development plan, including what will be purchased or created by the district;
* How the district will cover all ongoing/recurring costs after the four-year grant period ends;
* Plans for how the district will cover expenses for staffing, supplies, ongoing professional development/learning, postsecondary tuition costs, and other continuing costs, as applicable beyond the grand period;
* A description of the district’s plans and approach to comprehensive career counseling, career exploration and career planning resources to be made available for all students enrolled in career pathways CTE programs of study; and
* A targeted and achievable plan for identifying, recruiting, enrolling, and supporting students from non-traditional and underrepresented populations including but not limited to students with disabilities, English language learners, economically disadvantaged students, students preparing for nontraditional fields, homeless students, students placed in a resource family home, and students whose parent or guardian is a member of the armed forces and is on active duty. **A description of the plan shall be uploaded as a document in the application** and should include at a minimum:
  + Targets for annual increases in representation of students identified as underserved and aimed at programs that reflect county demographic data; and
  + Research-based strategies for effectively assembling and communicating with students and families in the identified demographic groups including when and where the district anticipates making the communications.

Project Descriptions should be clear, succinct, and ensure that the steps of the Project Activity Plan are well-articulated and logically sequenced in the narrative.

Goals, Objectives, and Indicators: 10 points

The Building Capacity for Career Pathways for Comprehensive Schools (Cohort 2) NGO includes a required goal: create two Perkins approvable CTE programs of study that serve a diverse group of students in one or more of the New Jersey Key Industries. To support this goal, the grant applicants will develop two CTE programs of study. The first CTE program of study, aligned with a New Jersey Key Industry, will be implemented in the second year of the grant, no later than September 2022. Subsequently, the second CTE program of study, aligned with a New Jersey Key Industry, will be implemented in the fourth year of the grant, no later than September 2025.

The applying district will need to establish an additional local goal. Using the goals, applicants will 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. Both goals and objectives are for the entire grant and should relate to both career pathway CTE programs created by the district.

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.

For this section, applicants should:

* 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 including the number of students in the selected underserved populations;
* 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 the district 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 Goals and Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

For this section:

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

For this section, describe:

* All organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation;
* The district’s and its partner’s capacity to successfully carry out the Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2) grant;
* The availability of certified staff or plans to hire them;
* The district’s plans for an advisory committee;
* The district’s commitment to career and technical education;
* The district’s experience with project-based learning;
* The district’s strategies for inclusion;
* The review of research of other similar CTE programs of study;
* How well the school district works with industry partnerships and the local community;
* Any current established postsecondary partnerships the school district has;
* The commitment to addressing the conditions and/or needs identified in the Statement of Need;
* The organizational support that exists within the district and partner for implementing the proposed project; and
* The building and administrative commitment to support the Building Capacity for Career Pathways in Comprehensive Schools project.

### 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 handout, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity.

The applicant must provide a direct link for each cost to the goals, objectives and activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and details sufficient to support each proposed cost.

Guidance on constructing a grant budget may be found in the [Pre-award Manual for Discretionary Grants](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

**The budget submitted as part of the application is for the current 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 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.

#### Budget Requirements: 10 points

Budget requests should be linked to specific project activities, and objectives of the Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2).

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**

* Curriculum development
* Professional development/learning
* Attracting, enrolling, and supporting a diverse group of students to the program
* Classroom equipment and supplies for use during the grant period
* 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
* Entertainment

## 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.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf)

### Review of Applications

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 (Year One)** | 15 |
| **Organizational Commitment and Capacity** | 20 |
| **Budget (Year One)** | 10 |

All applications must score a minimum of 70 points out of 100, or the minimum score established by the sponsoring program office and meet the intent of the NGO to be considered eligible for funding.

If an application has been selected for pre-award revisions (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](mailto:eweghelp@doe.nj.gov) ⎸eweghelp@doe.nj.gov.

### 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 (Abstract, Need, Description, Goals/Objectives/Indicators, Activity Plan, Organizational Commitment & Capacity) |  | |
| Targeted Recruitment Plan Description (project description) |  | |
| **Required Components to Upload in EWEG** |  |
| Component | Check (*)* if included |
| “Entity Overview” page from the applicant’s [SAM](https://www.sam.gov/SAM/) profile. |  |

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## Appendix A: Eligible Career Clusters® and New Jersey Key Industry Pathways

In the New Jersey Perkins V State Plan, the NJDOE announced its focus on rigorous CTE programs of study at the high school that align to high-wage, high-skill, in-demand careers. Our sister agency, the NJDOL has identified nine key industry clusters in New Jersey: Construction and Energy; Finance; Health Care; Leisure and Hospitality; Life Sciences; Manufacturing; Retail Trade; Technology; and Transportation, Logistics and Distribution.

This grant opportunity focuses on the high-skill, high-wage, in-demand pathways that fall within each of these key industry clusters.A brief description of each industry and the focus of the CTE cluster are included for reference. It is critical to note that not all of the occupations that fall within these clusters meet the high-skill, high-wage, in-demand designation. Key pathways have been selected for your reference and review, with a link to brief descriptions found on the  
 [Advance CTE website](https://careertech.org/career-clusters) ⎸ <https://careertech.org/career-clusters>

**Architecture and Construction**

This Career Cluster is focused on careers in designing, planning, managing, building, and maintaining the built environment*.*

* Design/Pre-Construction Pathway: People with careers in design/pre-construction turn a concept into a set of plans. Their plans guide other construction professionals as they continue the building process.
* Construction Pathway: Employees in construction build and remodel houses, apartments, industrial buildings, warehouses, office buildings, churches, schools, and recreational facilities. This pathway also includes the builders of highways, streets, bridges, tunnels, and airports as well as power plants, chemical plants, refineries, and mills.
* Maintenance/Operations Pathway: Employees in maintenance and operations unload, inspect, and move new equipment into position. They determine the optimal placement of machines in a plant, assemble machinery, install machinery, repair machinery, and perform preventive maintenance. They detect, diagnose and correct minor problems on machinery.

**Business Management**

This Career Cluster is focused on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

* General Management Pathway: General Management focuses on careers that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.

**Finance**

This Career Cluster is focused on planning, services for financial and investment planning, banking, insurance, and business financial management.

* Business Finance Pathway: The business finance function in a company is to manage policy and strategy for (and the implementation of) capital structure, budgeting, acquisition and investment, financial modeling and planning, funding, dividends, and taxation.
* Accounting Pathway: Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision-making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.
* Banking Services Pathway: Primarily concerned with accepting deposits, lending funds, and extending credit, banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payment. Banking services are delivered via a number of different institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks).

**Health Sciences**

This Career Cluster is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, and biotechnology research and development.

* Therapeutic Services Pathway: Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling, and health education information.
* Diagnostic Services Pathway: Careers in the Diagnostic Services pathway use tests and evaluations that aid in the detection, diagnosis and treatment of diseases, injuries, or other physical conditions.
* Biotechnology Research & Development Pathway: Careers in the Biotechnology Research and Development pathway involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices used to directly assist patients or to improve the accuracy of diagnostic tests.

**Information Technology**

This Career Cluster is focused on building linkages in information technology occupations for careers related to the design, development and management of hardware, software, multimedia, and systems integration services.

* Network Systems Pathway: Careers in Network Systems involve network analysis, planning and implementation, including design, installation, maintenance, and management of network systems. Successful establishment and maintenance of information technology infrastructure is critical to the success of almost every 21st century organization.
* Web & Digital Communications Pathway: Careers in Web and Digital Communications involve creating, designing, and producing interactive multimedia products and services, including development of digitally generated or computer-enhanced media used in business, training, entertainment, communications, and marketing. Organizations of all types and sizes use digital media to communicate with existing and potential customers, to track transactions, and to collaborate with colleagues.
* Programming & Software Development Pathway: Careers in Programming and Software Development involve the design development implementation and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages and software development.

**Manufacturing**

This Career Cluster is focused on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

* Production Pathway: People with careers in production work on the shop floor making parts or assembling them. They work with machines, making or assembling electronic parts, constructing, or assembling them, assembling modular housing, performing welding jobs, or printing various materials, providing access to technologies that supports the development of wind solar, and other renewable energy,
* Manufacturing Production Process Development Pathway: Employees in Manufacturing Production Process Development are responsible for product design and design of the manufacturing process. They work with customers to ensure the manufacturing process produces a product that meets or exceeds customer expectations. They also monitor the manufacturing process and the materials used to manufacture the product*.*

**Science, Technology, Engineering, and Mathematics (STEM)**

This Career Cluster is focused on planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services, and geothermal generation technologies*.* The Science, Technology, Engineering and Mathematics cluster uses prepares students for careers using problem-solving and science, technology, engineering, and math (STEM) skills.

* Engineering & Technology Pathway: Careers aligned with the engineering and technology pathway involve studying and applying principles from advanced mathematics, science disciplines, and technology. All engineers and technologists apply key science concepts and processes to design solutions to identified problems.

**Transportation, Distribution and Logistics**

This Career Cluster is focused on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

* Logistics Planning & Management Services Pathway:Careers in the Logistics Planning and Management Services pathway involve planning, management, and control of the distribution of materials, products, and people. Often, more than one mode of transportation is used as distribution efforts can be complex, even national, or global. These people are responsible for the plans which will ensure that cargo arrives at the right location, on time, and in the safest, most economical manner.
* Facility and Mobile Equipment Maintenance Pathway: Careers in the Facility and Mobile Equipment pathway include the maintenance, repair, and servicing of vehicles and transportation facilities. All transportation relies on equipment which must function as designed, whenever needed. The people in this pathway keep the equipment and machinery running while looking for more efficient, safe, and cost-effective ways to do so.

**Marketing**

This Career Cluster® is focused on planning, managing, and performing marketing activities to reach organizational objectives.

* Marketing Management: People with careers in marketing management formulate policies and direct the operations of businesses and corporations, nonprofit institutions, and other organizations. In small firms, the owner or chief executive officer may assume all advertising, promotions, marketing, sales, and public relations responsibilities. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, promotions, marketing, sales, and public relations policies.
* Merchandising: Employees in buying and merchandising positions get the product into the hands of the customer. This process includes forecasting, planning, buying, displaying, selling, and providing customer service.
* Marketing Communications: Marketing communications employees plan, coordinate and implement marketing strategies advertising promotion and public relations activities. Because of the importance and high visibility of their jobs, these individuals often are prime candidates for advancement.
* Marketing Research: Employees in marketing research are concerned with understanding people and organizations. They collect and analyze many different types of information to design new products, to predict future sales and to position their own company’s strategies against those of its competitors.

**Hospitality and Tourism**

This Career Cluster® is focused on management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

* Restaurant and Food/Beverage Services: Employees working in the Restaurant and Food/Beverage Services pathway perform a variety of tasks to maintain operations and promote guest services in eating and drinking establishments.
* Lodging Pathway: Employees working in the Lodging pathway perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience.
* Travel and Tourism Pathway: Employees in the Travel and Tourism pathway focus on the development research packaging promotion and delivery of a traveler's experiences. There is a broad range of jobs in this pathway. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guidebooks, planning trips and events, managing a customer’s travel plans or overseeing a huge urban convention center.

## Appendix B: Career Pathway Resources

PCRN Perkins Collaborative Resource Network:

[Career Pathways Systems](https://cte.ed.gov/initiatives/career-pathways-systems)

[Advancing CTE in State and Local Career Pathways](http://cte.ed.gov/initiatives/advancing-cte-in-state-and-local-career-pathways-system)

The Center for Law and Social Policy (CLASP):

[Shared Vision, Strong Systems](https://www.clasp.org/alliance-quality-career-pathways): The Alliance for Quality Career Pathways Framework

[College & Career Readiness & Success Center](http://www.ccrscenter.org/) at American Institutes for Research:

[Career Pathways Modules | College and Career Readiness and Success Center](https://ccrscenter.org/implementation-tools/career-pathways-modules)

[The District Role in Supporting College and Career Readiness for Students](http://www.ccrscenter.org/sites/default/files/CCRS%20District%20Practices%20Brief.pdf)

Council of Chief State School Officers (CCSSO):

[Opportunities and Options: Making Career Preparation Work for Students](http://careertech.org/sites/default/files/CCSSOTaskForceCareerReadiness120114.pdf), A Report from the CCSSO Task Force on Improving Career Readiness

Harvard Graduate School of Business:

[Pathways to Prosperity Project](http://www.gse.harvard.edu/sites/default/files/documents/Pathways_to_Prosperity_Feb2011-1.pdf)

[Jobs for the Future](http://www.jff.org/) – Career Pathways Network Resources

National Governors Association:

[Reimagining Workforce Policy in the Age of Disruption](https://www.nga.org/wp-content/uploads/2020/07/State-Guide-for-Preparing-the-Future-Workforce_2020.pdf)

New Jersey Department of Labor and Workforce Development, [Industries of Focus](https://www.nj.gov/labor/employer-services/industry-partnerships/about.shtml)

New Jersey [State Employment and Training Commission](http://www.njsetc.net/) (SETC)

Southern Regional Education Board (SREB) [CTE Commission](https://www.sreb.org/cte-commission)

US Department of Education, Office of Career, Technical, and Adult Education:

[Employability Skills](https://cte.ed.gov/initiatives/employability-skills-framework)

US Chamber of Commerce Foundation, Center for Education and Workforce:

[Managing the Talent Pipeline:](https://www.uschamberfoundation.org/sites/default/files/media-uploads/Managing%20the%20Talent%20Pipeline_0.pdf)  A New Approach to Closing the Skills Gap:

United States Department of Labor (USDOL):

[Career Pathways Toolkit:](https://www.doleta.gov/usworkforce/PDF/career_pathways_toolkit.pdf) A Guide for System Development

World Economic Forum:

[Preparing for the Future of Work](https://www.weforum.org/projects/future-of-work)

1. New Jersey Department of Labor and Workforce Development, Key Industry

   <https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf> [↑](#footnote-ref-1)