# Notice of Grant Opportunity

**Engagement of Parents of Students with Disabilities in Schools – Year 4 continuation grant program**

**22-BC42-H03**

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**Application Due Date: March 23, 2021**

**NEW JERSEY DEPARTMENT OF EDUCATION**

**P.O. Box 500**

**Trenton, NJ 08625-0500**

<https://www.nj.gov/education>

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**SECTION 1: GRANT PROGRAM INFORMATION**

* 1. **DESCRIPTION OF THE GRANT PROGRAM**

The **Engagement of Parents of Students with Disabilities in Schools – Year 4 continuation grant program** isa federally funded program developed by the New Jersey Department of Education (NJDOE), Office of Special Education (OSE), focused on enhancing parent/caregiver’s engagement in the education of their students who are referred for or receiving special education services. This Year 4 continuation grant program includes the development of family-school collaborative partnerships, increasing family access to resources, and expanding parent/caregivers’ participation in placement and program decisions and their ability to support academic, behavior, and social-emotional development. The grant program is in direct alignment with New Jersey’s State Plan for Every Student Succeeds Act (ESSA), the New Jersey Tiered System of Supports (NJTSS) initiative, and the State Performance Plan/Annual Performance Report (SPP/APR), all of which strongly encourage increasing parent engagement in schools.

**New Jersey’s Vision**

This grant program supports the vision of the New Jersey Department of Education to prepare students for participating in the global economy by developing graduates who are ready to contribute to their local, national, and international communities and who are college, career, and workforce ready. The goal of the grant program includes supporting and encouraging parents to be involved and engaged in their children’s education as involved parents can lead to more engaged students, which in turn can increase educational achievement. This grant program also supports the following indicators in the New Jersey State Performance Plan; **Indicator 8: Increasing Parent Involvement, Indicator 3C: Proficiency for Students with IEPs, Indicator 5: Participation/Time in General Education Settings Least Restrictive Environment** as well as, **Indicator 9: Disproportionate Representation in Special Education**. A meta-analysis conducted by the Harvard Research Project (2005) confirms that parent engagement including holding high expectations for achievement, support of literacy at home, and parent/caregiver participation in school contribute to higher academic achievement for students. The grant program service options support parent/caregiver participation through the implementation of these and other activities that promote their active involvement:

* Providing technical assistance to schools on the development and support of parent groups specifically designed to support families with children identified for special education services and support to schools with an existing parent support group that may need assistance.
* Conducting mini conferences, webinars, meetings and other events to reach families and educators on topics related to the successful inclusion of students with disabilities.
* Providing technical assistance and resources to schools to increase the capacity to engage families in fostering literacy that connects and is responsive to the family’s culture.
* Providing technical assistance and resources to schools to increase the capacity to understand and support the academic and/or behavioral interventions that are used in schools to support student success and growth.

In addition, this year, the grant program will also include the following

* Building parent and district staff knowledge and skills around “creating agreement,” i.e., focusing on shared interests, effective listening, communication and parent-professional collaboration, etc., through initiating contact and connecting with parents to trained Special Education Volunteer Advocates (SEVAs) for skill development, knowledge enhancement, and building self-confidence and self-efficacy.
* Increase the use of mediation as an alternative to due process complaints by parents to resolve disputes, between parents and districts in a collaborative manner, through meaningful engagement.
* All activities should include the use of multiple media platforms specifically including the creation of a page with this relevant information created and curated for and on NJDOE’s website (this page may include but may not be limited to a link to grantees website). In addition, dissemination of information to families through various venues such as webinars, trainings, parent nights and website resources with efforts to reach parents with children who are disproportionately represented in special education while communicating in a manner that considers family diversity in culture and language that encourages accessibility.

**State Outcomes for Year 4 of the Grant Program**

1. By the end of the 12-month cycle, increase the number by 100 of parent/caregivers with children receiving special education services in the school community through active participation in parent groups as either members or in leadership roles.
2. By the end of the 12-month cycle, increase participation by 100 and the knowledge of parent/caregivers on research-based practices and interventions that support the inclusion of students with disabilities such as parent involvement in the Individualized Education Program, how to foster reading at home, and how to support their student’s access to general education programs. Utilize multiple media platforms specifically including the creation of a page with this relevant information on NJDOE’s website (this page may include but may not be limited to a link to grantees website).
3. By the end of the 12-month cycle, increase access by 100 parents/caregivers to resources and involvement of parent/caregivers with children receiving special education services while fostering literacy development and reading connected to the family’s language and culture. Specifically include the creation of a page with this relevant information on NJDOE’s website (this page may include but may not be limited to a link to grantees website).
4. By the end of the 12-month cycle, increase the number of schools and districts by 50 with the capacity to support parents/caregivers of students with disabilities to become involved in the school community and develop knowledge related to research-based practices and interventions to support their children at home with a focus on academic achievement and behavior.
5. By the end of the 12-month cycle, build parent and district staff knowledge and skills around “creating agreement,” i.e., focusing on shared interests, effective listening, and communication, etc. in 5-7 districts with high numbers/rates of formal disputes and in 4 regions of the state including families in EI transitioning to preschool special education, through the grantee’s presentation and facilitation of “Creating Agreement” workshops, curation of relevant resources and tools, and dissemination through social media.
6. By the end of the 12-month cycle, continue to build parent and district staff knowledge and skills around “creating agreement,” i.e., focusing on shared interests, effective listening, communication and parent-professional collaboration, etc., through initiating contact and connecting with 100 additional parents to trained Special Education Volunteer Advocates (SEVAs) for skill development, knowledge enhancement, and building self-confidence and self-efficacy via support in preparing for, participating in, and following up/debriefing from, IEP meetings, curation of relevant resources and tools, and dissemination through the use of multiple media platforms to specifically include the creation of a page with this relevant information on NJDOE’s website (this page may include but may not be limited to a link to grantees website).
7. By the end of the 12-month cycle, continue to increase the use of mediation as an alternative to due process complaints by parents to resolve disputes, between parents and districts in a collaborative manner, through meaningful engagement with 100 additional parents at the stage of requesting due process and have rejected the use of mediation to explain the benefits, and encourage the use, of the mediation process.

The OSE is offering this Year 4 continuation grant beginning on April 1, 2021 and ending on March 31, 2022. Funding for this 12-month period will be awarded pending the availability of funds and the submission of an approvable continuation application.

The maximum amount for which the applicant can apply for in Year 4 is $600,000.

**1.2 ELIGIBILITY TO APPLY**

**Engagement of Parents of Students with Disabilities in Schools – Year 4 continuation** grant program is open to the Statewide Parent Advocacy Network, Inc., the applicant selected through a competitive process in Year 1.

**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 must also 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 at no cost to all entities required to register under FFATA.

* To obtain a DUNS number, start [here](http://fedgov.dnb.com/webform/)
* To register with the SAM database, start [here](http://www.sam.gov/)

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 (contacts) and must certify that they will ensure that their registration will remain active for the entire grant period.

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

**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 eighty (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 (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered using the appropriate EWEG tab (contacts). The term “federal award” includes federal contracts, sub-contracts, 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. **Engagement of Parents of Students with Disabilities in Schools -Year 4 continuation** grantis 100%percent federally funded under the Individuals with Disabilities Education Act (IDEA, P.L. 101-476, Section 611(f)(4)(A), CFDA # 84.027A).

Final awards are subject to the availability of **IDEA Part B** funds. Total funds available for the Year 4 of this program will be $600,000.

The grantee is expected to have and demonstrate the agency’s capacity to complete the goals and objectives laid out in the approved grant application, complete implementation activities established in the grant agreement, and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by the New Jersey Department of Education (NJDOE) of the grantee’s eligibility for the continuation of grant funding.

Applicants are reminded that the federal funding language, which will be forwarded to the successful applicant, must be prominently displayed on all printed and electronic program materials. All program material must be submitted, reviewed and approved by the **Office of Special Education** prior to use. Additionally, applicants must ensure that the program, resources, and materials are available on the NJDOE and agency websites (can include but not limited to a link; to assist in parent/caregiver access to program support as well as to promote the marketability and recognition of the program.

The Year 4 continuation grant period will begin on April 1, 2021 and end on March 31, 2022.

**1.5 DISSEMINATION OF THIS NOTICE**

The **Office of Special Education** will make this notice available to the eligible applicant listed in section 1.2 based upon the eligibility statement, and to the executive county superintendent. Additional copies of the NGO will also be available on the NJDOE web site or by contacting the Office of Special Education 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) 376-9084.

**1.6 TECHNICAL ASSISTANCE**

Technical assistance will be provided on an as needed basis. Please call the Program Officer at (609) 376-9084 for assistance.

**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, **will not accept late applications.**

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the complete application through the online Electronic Web Enabled Grant (EWEG) system at <http://homeroom.state.nj.us> **no later than 4:00 P.M. on Tuesday March 23, 2021. Without exception,** the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application after this deadline.

**Each eligible applicant must have a logon ID and password to access the system**. Non-LEA applicants should send an email to [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov). Please allow 24-48 hours for the registration to be completed.

Questions regarding access to EWEG may be directed to [eweghelp@doe.nj.govstate.nj.us](mailto:eweghelp@doe.nj.gov).

**Applicants are advised 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 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** **that the submit button in the EWEG system will disappear as of 4:00 PM on the due date.**

Complete applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The Department of Education 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 by FAX *cannot* be accepted under any circumstances.**

**1.8 REPORTING REQUIREMENTS**

Grant recipients are required to submit periodic program and fiscal progress reports. Applicants will be required to submit the following reports through the online EWEG system [here](http://homeroom.state.nj.us/) on the dates specified. Reports for this program will be due as follows:

|  |  |  |
| --- | --- | --- |
| **Program/Fiscal Report** | **Reporting Period** | **Due Date** |
| 1st Interim | 4/1/2021 – 6/30/2021 | 7/31/2021 |
| 2nd Interim | 4/1/2021 – 9/30/2021 | 10/31/2021 |
| 3rd Interim | 4/1/2021 – 12/31/2022 | 1/31/2022 |
| Final | 4/1/2021 – 3/31/2022 | 5/31/2022 |

**1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS**

The New Jersey Department of Education will analyze the agency’s progress and outcome results through review of the online EWEG program progress, interim and final reports.

In each interim report, the grant recipient must submit a brief narrative summary of the activities conducted during the project period along with:

* A list of total number of active parent support groups, by the school district, for parents/caregivers with children identified for special education services. The list must denote which groups were established during the quarter and which received assistance from the grant project staff. The list must also denote those districts with a high rate of students who are African American and/or Hispanic/Latino and receiving special education services.
* The list must include descriptions of method by which district or school was identified for support; dates on which meetings with district staff and/or parents were conducted during the reporting period; and a description of any technical assistance and/or activities conducted to support the development of the group.
* The list must include dates of meetings conducted with existing and new groups throughout the grant period and a description of the technical assistance and/or activities designed and implemented for the purpose of continuation and strengthening of the group.
* Copies of documents, presentations, resource lists, and announcements and other documents developed and provided to support to parent groups.
* A list of all literacy activities conducted including a description, date, duration, and summary of outcomes, announcements, sign-in sheets, a summary of evaluation data.
* For all other grant activities, include a summary of the event or log, copies of announcements, presentation materials and a summary of the evaluations, including training for support parents/caregivers and educators.
* For all resources, materials policy procedures curated through this grant a page with this relevant information must be created for/on NJDOE’s website (this page may include but may not be limited to a link to grantees website).

For the final report, include the above for all four quarters as well as a summary of progress toward achieving each of the project goals.

It is important to note that these reports are required to reflect the progress the grant recipient is making toward increasing parent engagement in schools for parents and/or caregivers of students with disabilities.

**1.10 REIMBURSEMENT REQUESTS**

Payment of grant funds is made through a reimbursement system after review and approval of program progress report. Reimbursement requests for any grant funds the local project has expended are made through the Electronic Web-Enabled Grant (EWEG) system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the grantee has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information.

Only one (1) request may be submitted per month. Grantees 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.

Year 4 reimbursement requests may not be submitted in EWEG after 4/15/2022.

The deadline for submitting any modification requests/amendments to the approved Year 4 application in EWEG is 12/31/2021.

**SECTION 2: PROGRAM 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 vision 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 **Engagement of Parents of Students with Disabilities in Schools – Year 4 continuation** grant program remains focused on enhancing parent/caregiver engagement in the education of their students who are identified for special education services. The program includes the development of family-school collaborative partnerships, the dissemination of information to increase parent awareness, the support to increase family access to resources, and the assistance to expand families’ ability to support their children’s academic, behavioral, and social-emotional development at home.

**State Goal**

The State’s vision, for which this opportunity was developed, is to increase the involvement of parents/caregivers in the education of their children identified for special education services.

**Targeted Stakeholders**

The grantee will target support for parent/caregivers with students ages 3-21 who are receiving, or have been referred for, special education and related services. The applicant must prioritize support activities in districts with schools identified as in need of comprehensive or targeted in coordination with the Office of Comprehensive Support (OCS), NJDOE and approved by the Office of Special Education (OSE) by aligning activities with the development and implementation of annual school plans related to increased engagement of families in school to promote a partnership for the betterment of students with disabilities.

In the First tier during Year 4, the grant recipient will initiate at least 15 new parent groups across the state, based on the objectives, goals and outcomes listed. Priority must be given to those districts with schools identified as needing “comprehensive” or “targeted” support as defined by the OCS and approved by the OSE. Applicants can find a list of “comprehensive” and “targeted” schools on the NJDOE web site.

The applicant must also provide, for Year 4, technical assistance to a minimum of one hundred fifty (150) existing parent groups at various stages of development through the provision of resources, hands on technical assistance and/or training. New Jersey Administrative Code 6A:14-1-2(h) requires all districts to have a parent group and states that, “Each board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.”

Documented attendance and participation in grant sponsored conferences, webinars, school training, and access to resources and other related grant activities should reach a minimum of seven hundred (700) parents, caregivers and/or educators in this grant year.

**Required Components**

The Year 4 grant application must at a minimum, address following four (4) components:

**Component 1: Parent and Community Engagement Activities – Development and Implementation:**

* Implement a model program or process for initiation of start-up parent/caregiver groups and the provision of ongoing technical assistance that includes activities such as dissemination of information, recruitment, developing a board, creating bylaws, meeting planning, and agenda development and budget development that will serve as a guide to grantee staff.
* Continue to recruit and train staff to prepare them for provision of the technical assistance for developing, initiating and ongoing sustainability of parent/caregiver organizations.
* Continue to identify and support schools, of those listed as “comprehensive” or “targeted” by the NJDOE, that are without groups that represent parents/caregivers of students who are identified for special education services to provide support in building SEPAGs and assist in developing plans for its continuation.
* Continue to provide technical assistance to districts with schools identified as needing “comprehensive” or “targeted” support by the OCS, NJDOE and approved by the OSE, NJDOE and those with a high rate of students who are African/American or Hispanic/Latino.
* New for Year 4: Continue to build parent and district staff knowledge and skills around “creating agreement,” i.e., focusing on shared interests, effective listening, communication and parent-professional collaboration, etc., through initiating contact and connecting with parents to trained Special Education Volunteer Advocates (SEVAs) for skill development, knowledge enhancement, and building self-confidence and self-efficacy via support in preparing for, participating in, and following up/debriefing from, IEP meetings, curation of relevant resources and tools, and dissemination through the use of multiple media platforms to specifically include the creation of a page with this relevant information on NJDOE’s website (this page may include but may not be limited to a link to grantees website).

**Component 2: Increasing Opportunities for the Successful Inclusion of Students with Disabilities in General Education Settings:**

* Review and adjust (improve upon/COVID considerations etc.) parents/caregivers and educators about educating students with disabilities in general education settings with the appropriate supports and services and how home can partner in student success.
* Develop resources, activities, and strategies to support the successful inclusion of students with disabilities alongside their peers in general education with the appropriate supports and services.

**Component 3: Literacy Strategies for Parents. In each year:**

* Identify 10 schools in which there is minimal growth and low performance on ELA state assessments for students with disabilities for technical assistance on literacy strategies for parents/caregivers.

Develop a plan for technical assistance and expertise to increase the capacity of schools and parent leaders for engaging parents/caregivers fostering literacy connections that are culturally responsive.

* Collaborate with schools to develop a literacy program that provides reading resources connected to and is culturally responsive so that parents can utilize to help engage children in reading at home.
* Cross curriculum support – helping parents with ELA/SS, ELA/Math, Math/Sci vice versa – connections and potential impacts as well as appropriate supports.

**Component 4: Multi-Tiered System of Supports:**

* With approval of the NJDOE, continue to develop training and methods of dissemination for parents/caregivers on the New Jersey Tiered System of Supports (NJTSS) that provides an overview of the tiers of support and how parents can support their children at home.
* Continue to develop parent/caregiver resources, activities and strategies to reinforce tiered interventions used at school to support students in the home.

Applicants must address each of these grant components and provide objectives that further delineate specific grant activities that will support each component addressed.

**2.2 PROJECT REQUIREMENTS**

**Project Update:**

The Project Update is a (250- 300 words) summary of the outcomes of Years 1-3. Do not include information in the update that is not supported elsewhere in the application.

**Project Description:**

Describe in a detailed narrative the Year 4 project design and plan for implementing the project. The project design must align with the four (4) components set forth in Section 2.1. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants.

* 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.
* Ensure that the steps of the Program Project Activity Plan are well-articulated and logically sequenced in the narrative.

**Goals, Objectives and Indicators**

Using the state goal and components specified in Section 2.1, create goals and objectives for Year 4 that are (1) relevant to the state goal, (2) applicable to grant-funded activities, (3) clearly written, and (4) measurable. Objectives should clearly illustrate the plan to achieve the goal(s). They must be achievable and realistic, while identifying the “*who, what and when”* of the proposed project. Objectives must be results-oriented, and clearly identify what the project is intended to accomplish. They must contain quantitative information, benchmark(s) and how progress will be measured. Objectives should also link directly to individual stated needs and provide a time frame for completion.

Applications are required to 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 and must align with the state outcomes described in Section 1.1. 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.

* 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.
* Make certain to construct measurable indicators of success that directly link to and support project objectives.

**Program Project Activity Plan**

The Program 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 (April 1, 2021 – March 31, 2022)**. Activities represent the steps that it will take to achieve each identified objective. Also, the activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. Review the Goal(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.

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

**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 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, which can be accessed [here](http://www.nj.gov/education/grants/discretionary/apps).

**The budget submitted as part of the application is for the current grant period (April 1, 2021 - March 31, 2022) only**.

The Department of Education will remove from consideration all ineligible costs, as well as costs not supported by the Program Project Activity Plan. The actual amount awarded will be contingent upon the applicant’s ability to provide support for its proposed budget upon application and ultimately will be determined by the Department of Education through the pre-award revision process. The applicant’s opportunity to make pre-award revisions will be limited by the Department of Education which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

**2.4 BUDGET REQUIREMENTS**

Budget requests should be linked to specific program project activities and objectives of the **Engagement of Parents of Students with Disabilities in Schools - Year 4 continuation.**

The provisions of N.J.A.C. 6A:23A-7 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies these restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

* No reimbursement for in-state overnight travel (meals and/or lodging).
* No reimbursement for meals on in-state travel.
* Mileage reimbursement is capped at $.35/mile.
* Subawards or partnerships with other organizations are not permitted.

Eligible costs may include:

* Program staff salaries and benefits for staff required to provide technical assistance, support and training to school parent/caregiver organizations.
* Consultant costs necessary for the completion of the scope of work proposed.
* Mileage and toll reimbursement for program staff travel to school sites and professional development activities.
* Instructional materials used during workshops for parent/caregivers, students, and educators.
* Registration costs and stipends for program staff to attend training and other professional development activities related to providing parent/caregiver support, and other topics related to parent involvement in the education of their student who receives special education services.
* Computers and related technology needed by staff for the program such as cell phones, projectors, microphones and Internet access.
* Operating costs including rent, utilities, telephone, postage, office supplies and rent for office equipment needed for daily program office activity.
* Indirect costs using the restricted indirect cost rate (please see the discussion on indirect costs below).

Ineligible costs - Funds may not be used for the following costs:

* Lease or purchase costs for a facility or vehicle
* Building renovations, repairs, or upkeep
* Maintenance and operating expenses for a facility or vehicle
* Out-of-State Travel
* Hotel reimbursement
* Entertainment
* Costs not supported by the program plan or otherwise declared ineligible.

**Indirect costs**:

Indirect costs may be requested in the budget from applicants that either 1) have a current federally negotiated indirect cost rate agreement; or 2) have never received a federally negotiated indirect cost rate agreement. The actual indirect cost rate that may be used in budgeting is a de minimis rate, which is subject to the requirements of the grant program. If indirect costs are requested, care must be taken to ensure that costs that would be considered an indirect cost are not included in the budget as a direct cost. Please refer to 2 CFR Part 200.414 for additional information ([Link to the Electronic Code of Federal Regulations](http://www.ecfr.gov/)).

* Applicants with a current federally negotiated indirect cost rate agreement must scan and upload a copy of their indirect cost rate agreement. If this program is subject to a supplement, not supplant requirement, applicants with an approved restricted indirect cost rate must use that rate; Non-LEA applicants with rate agreements that do not include a restricted indirect cost rate are limited to 8% MTDC.
* Applicants that have never received a federally negotiated indirect cost rate agreement must scan and upload a signed statement as part of the application. This statement must attest to the fact that the organization has never received a federally negotiated indirect cost rate agreement, and that the applicant is requesting the use of a de minimis indirect cost rate. This statement must be signed by the Chief Executive Officer or designee of the organization.

**SECTION 3: COMPLETING THE APPLICATION**

**3.1 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, found [here](http://www.nj.gov/education/grants/discretionary/apps).

* 1. REVIEW OF APPLICATIONS

Department staff will review the continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the initiating multi-year NGO. The application will also be reviewed for completeness, accuracy and appropriateness of the response to each of the items identified in Section 2.

3.3 APPLICATION COMPONENT CHECKLIST

The following components are required (see *Required ü Column*) to be included as part of the application. Failure to include a required component may result in the application being removed from consideration for funding. Use the checklist (see *Included ü Column*) to ensure that all required components have been completed in the application.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Required***  ***(ü)*** | ***Location*** | ***EWEG TAB/SUBTAB*** | ***Included***  ***(ü)*** |
| ü | EWEG | Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM, and FFATA) |  |
| ü | EWEG | Budget |  |
| ü | EWEG | Narrative (Update, Description, Goals/Objectives/Indicators, Program Activity Plan) |  |
|  |  | The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab: |  |
| ü | UPLOAD | “Entity Overview” page from the applicant’s [www.sam.gov](http://www.sam.gov) profile. |  |
| ü | UPLOAD | Copy of applicant’s federally negotiated indirect cost rate OR a signed statement requesting the application of a de minimis rate subject to the conditions set forth in the NGO. |  |