# Notice of Grant Opportunity

Career and Technical Education

Certificate of Eligibility Educator Preparation Program

Year 5 of 5

**22-BE68-G06**

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CFDA #84.048A

**Application Due Date: June 29, 2021**

NEW JERSEY DEPARTMENT OF EDUCATION

P.O. Box 500

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

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## Section 1: Grant Program Information

### 1.1 Description of the Grant Program

The New Jersey Department of Education (NJDOE) seeks to add a fifth year to the statewide Career and Technical Education Certificate of Eligibility Educator Preparation Program (CTE CEEP) through this continuation NGO in response to the adoption in November 2015 of N.J.A.C. 6A:9A-5, Certificate of Eligibility (CE) educator preparation program implementation.

In 2008, the New Jersey State Board of Education adopted regulations specifically addressing the preparation of CTE teachers by requiring a minimum of 200 hours of formal instruction in a state-approved CTE professional education program. Brookdale Community College developed a curriculum to meet the unique needs of CTE educators for the 200-hour program and administered the CTE Provisional Teacher Preparation Pilot program from 2010 through 2017.

In 2016, new administrative code requirements were adopted for all CE teacher preparation programs. The requirements include a more rigorous and extensive pre-professional experience of 50 hours, an increase in the hours of formal instruction to 350 hours, and an increase in the overall duration of the program from one year to two years. To meet these requirements a more comprehensive two-year curriculum has been designed and is being implemented to serve CTE CE candidates throughout the state.

Recognizing that county vocational school districts (CVSDs) already provide high quality professional development and support activities to new teachers, the CTE CEEP has been designed to deliver the program in two ways:

1. *Traditional Model*: All 400 hours of instruction are provided at the Institution of Higher Education (IHE) for all CTE teacher candidates employed in comprehensive high schools and non-participating county vocational schools; and
2. *Partnership Model:* For CTE teachers at the partnering county vocational school districts only, up to 150 hours may be provided at the employing CVSD.

The NJDOE will require that outcomes be tracked for each model separately to test the hypothesis that receiving some of their professional development with the cohort of new teachers at their own school district may improve indicators such as teacher retention for the partnership model candidates. Outcome data for the two models will be used to guide and inform decision making for CTE teacher preparation beyond the grant period.

This grant opportunity is limited to Brookdale Community College (grantee), which was the successful applicant for the first grant period of this multi-year NGO. The initial award period of the grant began in March 2017 and ended on June 30, 2018. During the first grant period, the grantee has:

* Developed a blended curriculum for the 400-hour CTE CEEP that includes both on-line and in-person learning opportunities. The curriculum was designed in modules so that the objectives for specific modules can be met (1) in a flexible manner by the partnering CVSDs to their CE educator candidates (Partnership Model) and (2) solely at the IHE (Traditional Model);
* Engaged in partnership agreements and worked collaboratively with three CVSDs to deliver modules locally;
* Enrolled cohorts that began the 50-hour pre-professional experience in May, June, July, August, October, November 2017 and January 2018.
* Enrolled cohorts that continued through the 350-hour formal instruction phase of the program in September 2017, February 2018 and April 2018; and
* Marketed the program to attract interest and enrollment.

Year 2 began on July 1, 2018 and ended on June 30, 2019. During the second grant period, the grantee has:

* Continued to market the program and recruit and enroll cohorts to begin the pre-professional experience in Summer, Fall, and Winter, continuing through the formal instruction phase of the program;
* Offered both years of formal instruction to cohorts continuing through the program;
* Increase the number of partnerships with county vocational and technical school districts;
* Continued to develop and refine the curriculum;
* Conducted a summative external evaluation of the second year of the CTE CEEP program; and
* Begun to evaluate the effectiveness of local delivery of the curriculum through the Partnership Model vs. the Traditional Model.

Year 3 began on July 1, 2019 and ended on June 30, 2020. During year three of the grant, the grantee has:

* Continued to market the program and recruit and enroll cohorts to begin the pre-professional experience in Summer, Fall, and Winter, continuing through the formal instruction phase of the program;
* Offered both years of formal instruction to cohorts continuing through the program;
* Increase the number of partnerships with county vocational and technical school districts;
* Continued to refine the curriculum;
* Conducted a summative external evaluation of the third year of the CTE CEEP program, including a thorough analysis of the effectiveness of the traditional and partnership delivery models; and
* Summarized promising practices from the Partnership Model and the Traditional Model identified in the summative external evaluation and establish strategy for refining each of the models.

Year 4 began on July 1, 2020 and will end on June 30, 2021. During year four of the grant, it is expected that the grantee has:

* Continued to market the program and recruit and enroll cohorts to begin the pre-professional experience in Summer, Fall, and Winter, continuing through the formal instruction phase of the program;
* Offered both years of formal instruction to cohorts continuing through the program;
* Increased the number of partnerships with county vocational and technical school districts;
* Continued to refine the curriculum;
* Conducted a summative external evaluation of the fourth year of the CTE CEEP program, including a thorough analysis of the effectiveness of the traditional and partnership delivery models; and
* Summarized promising practices from the Partnership Model and the Traditional Model identified in the summative external evaluation and establish strategy for refining each of the models.

Year 5 will begin on July 1, 2021 and will end on June 30, 2022. During the fifth and final year of the grant, it is expected that the grantee will:

* Continue to market the program and recruit and enroll cohorts to begin the pre-professional experience in Summer, Fall, and Winter, continuing through the formal instruction phase of the program;
* Offer both years of formal instruction to cohorts continuing through the program;
* Refine the curriculum, prioritizing content to be delivered synchronously in the virtual format;
* Conduct a summative external evaluation of the entire CTE CEEP program, including a thorough analysis of the effectiveness of the traditional and partnership delivery models; and
* Summarize promising practices from the Partnership Model and the Traditional Model identified in the summative external evaluation and establish recommendations for the development of future CTE-specific teacher preparation programs.

The grantee should refer back to the originating NGO for additional details about the five-year design of this grant. It is expected that the program developed with this funding will be sustainable past the end of the multiyear grant period.

### 1.2 Eligibility to Apply

This continuation NGO is open to Brookdale Community College, the successful applicant in the first grant period.

Eligibility for funding for Year will be contingent upon:

* Certification by the Office of Career Readiness of satisfactory performance by the grantee in the fourth grant period as evidenced by the timely and accurate submission of all reports required under this grant program; and
* Completion of the objectives and activities established in the fourth grant period and satisfactory progress toward the completion of the goals of this NGO. Failure to do so may result in the withdrawal by the NJDOE of certification of the grantee’s eligibility for continuation funding.

### 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, go to [The Dun and Bradstreet website](http://fedgov.dnb.com/webform/).
* To register with the SAM database, go to the [SAM website](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 [SAM](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 Funding

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Career and Technical Education Certificate of Eligibility Educator Preparation Program (CTE CEEP)is 100%percent funded from federal Perkins Leadership funds (CFDA 84.048A).

Final awards are subject to the availability ofPerkins Leadershipfunds. Total funds for Year 5 of the Career and Technical Education Certificate of Eligibility Educator Preparation Program are $190,000.

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 Year 5 of the CTE CEEP program is July 1, 2021 to June 30, 2022.

### 1.5 Dissemination of this Notice

The Office of Career Readiness will make this notice available to the eligible applicant listed in section 1.2 based upon the eligibility statementand to the county superintendent of the county in which the eligible agency is located.

Additional copies of the NGO are also available on the [NJDOE Discretionary Grants website](http://www.nj.gov/education/grants/discretionary/) 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 Office of Career Readiness will provide technical assistance to the eligible applicant on an as-needed basis, including on the NJDOE’s online EWEG system. Please [email Lisa Haberl, grant program officer](mailto:lisa.haberl@doe.nj.gov) for additional information.

### 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 EWEG system](http://homeroom.state.nj.us) no later than 4:00 p.m. on Tuesday, June 29, 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. 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.nj.gov). Please allow 24-48 hours for the registration to be completed.

Questions regarding access to EWEG may be directed to the [EWEG help desk](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 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 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 by fax cannot be accepted under any circumstances.

### 1.8 Reporting Requirements

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

| Report | Reporting Period | Due Date |
| --- | --- | --- |
| 1st Interim | 07/01/21 – 09/30/21 | 10/31/21 |
| 2nd Interim | 07/01/21 – 12/31/21 | 01/31/22 |
| 3rd Interim | 07/01/21 – 03/31/22 | 04/30/22 |
| Final | 07/01/21 – 06/30/22 | 08/31/22 |

### 1.9 Assessment of Statewide Program Results

Assessment of Statewide Program Results will be addressed through a variety of approaches. The grantee is responsible for conducting internal formative evaluations of all aspects of the CTE CEEP program. The grantee is also responsible for evaluating the program’s instructional staff following the institution’s normal adjunct staff evaluation procedures.

The grantee will be responsible for contracting with a nationally recognized entity to conduct a summative, external evaluation of the CTE CEEP program. This will include annual reports as well as a final report on the entire project. The evaluator will have experience in evaluating teacher preparation programs and will demonstrate a knowledge of the specific issues in preparing CTE educators. Selection of the external evaluator must be approved by the Office of Career Readiness.

Prior to its implementation, the Office of Career Readiness will approve the proposed evaluation plan. The external evaluation will, at a minimum, address the following:

* The extent to which the CTE CEEP program met the needs of CTE educators;
* The extent to which CTE educators successfully complete the CTE CEEP program;
* The rate of CTE educators interested in earning college credit through the CTE CEEP program and planning to continue their formal education within five years;
* The extent to which professional development delivered by county vocational and technical school districts has been able to count toward the formal instruction hours required of new educators in their first two years of service; and
* A comparison of the retention rates and performance of teachers who completed a portion of the educator preparation at the county vocational and technical school district where they are employed to those who did not.

The grantee will share evaluation reports with the Office of Career Readiness. The Office of Career Readiness grant program officer will also provide feedback pertaining to ongoing grant activities through participation in grant meetings and events and the review of interim and final reports.

### 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 completing the Grant Acceptance Certificate information.

One (1) request must be submitted every 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. The last day that a reimbursement request may be submitted in EWEG is July 31, 2022. The last day to submit a budget modification in EWEG is March 31, 2022.

## Section 2: Project Guidelines

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing 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

This NGO is offered to assist the NJDOE in offering a quality, research-based Certificate of Eligibility (CE) Educator Preparation program that addresses the specific needs of CTE CE teachers as described in Section 1 and to achieve the following statewide goals:

**Goal 1:** Create a CTE CE educator preparation program (CTE-CEEP) that will address the unique needs of Career and Technical Education teacher candidates who have a broad range of subject matter expertise as well as diverse backgrounds in educational attainment, formal training, and employment experience.

**Goal 2:** Increase retention rates of CTE-CEEP program completers so that the retention rates meet or exceed state and national retention rates of new teachers.

The CTE-CEEP grant program is intended to enable the successful applicant to plan a CTE educator preparation program and implement it over five consecutive school years. The first grant period included a five-month preparation phase (February 2017 through June 2017) and a twelve-month implementation phase (July 1, 2017 through June 30, 2018). A continuation NGO was offered to execute three additional twelve-month implementation phases (July 1, 2018 through June 30, 2019; July 1, 2019 through June 30, 2020; and July 1, 2020 through June 30, 2021). This continuation NGO is offered to plan and execute an additional and final twelve-month implementation phase (July 1, 2021 through June 30, 2022). The program developed with this funding is expected to be sustainable past the end of the multi-year grant period.

### 2.2 Project Requirements

In preparing a response to this NGO, the applicant is responsible for reviewing and complying with all grant program requirements set forth in this NGO. The applicant must include a narrative that describes how they will continue to refine the CTE CEEP curriculum developed in the first grant period and how they will continue to implement this curriculum in the fourth implementation year. The comprehensive narrative is not intended to provide actual budget figures, but instead to reflect the applicant’s conceptual and concrete planning for the program. In addition, the applicant must complete a Project Activity Plan that lists the activities the applicant will implement and complete to support the state goals and expected outcomes of the Solicitation Request. Below is a list of project requirements to be included in the applicant’s program design:

In this grant period the grantee will:

* Enroll cohorts to begin the pre-professional experience in Summer 2021, Fall 2021, Winter 2022, and Spring 2022;
* Offer both the first year of formal instruction to new enrollees and the second year of formal instruction to cohorts continuing from the previous year;
* Continue to refine the CTE CEEP curriculum that was developed in the first grant period.
* Increase the marketing of the program to attract interest and enrollment;
* Continue to offer the program through both the traditional model and the partnership Model, increasing the number of partnerships with county vocational and technical school districts;
* Evaluate the effectiveness of local delivery of the curriculum through the partnership model versus the traditional model; and
* Conduct a final, summative external evaluation of the CTE CEEP program and provide the NJDOE with those findings.

#### Project Update

The Project Update is a 250- 300 word summary of the proposed project’s progress to date and its projected outcomes. Do not include information in the update that is not supported elsewhere in the application.

#### Project Description:

Describe in a detailed narrative the complete Year 5 project design and plan for implementing the project in accordance with Section 2.2. Include a clear and focused description of how each of the state goals and expected outcomes in Section 2.2.3 will be addressed. Include specific examples of strategies, systems, or design approaches that will be incorporated.

#### Serving All Teacher Candidates:

Describe in detail the plan to serve teacher candidates from throughout the state. Based on feedback from the CTEPTP pilot program, cohort meetings and support are a key factor in participant satisfaction. Describe in detail how you will continue to provide this opportunity and maintain its high quality in virtual formats, and how it will be scheduled to ensure access for all candidates.

Please include information on your recruitment strategies and platforms. When do you typically accept candidates into the program (e.g. after receiving a CE, prior to receiving a CE, or both)?How many cohorts will you prepare each year? When is each cohort start date and when is the latest a candidate can enroll in your program and still be considered part of the cohort? How will your program handle off-cycle hires? How has a shift away from in-person recruitment altered strategies, if at all?

Explain how you will handle situations in which a teacher is not continuously employed throughout your program (e.g., a candidate is laid off due to a Reduction in Force, or the candidate is on maternity leave during their second year in the profession).

#### Technology and Marketing:

Describe in detail how the applicant will transfer, transform and maintain the CTE Certificate of Eligibility Educator Preparation webpage and how the applicant will use online and blended learning to meet the needs of the teacher candidates. Describe the plan to increase the marketing of the program and attract CTE teacher candidates. Again, it is expected that applicants will demonstrate a familiarity with the existing on-line units as well as with the webpage.

#### Assuring Teacher Quality:

What steps does the program take to recruit and select strong mentor teachers? How will your program communicate with the placement district, principal, and mentor regarding a candidate’s performance and professional development?

Describe your plan for supporting candidates in the classroom during the two years of the program. (Include coaching visits, evaluation tool(s) used, method(s) for providing feedback to the candidate). What checkpoints are in place to ensure candidates meet program expectations? What support do candidates who are identified as “at-risk” of not meeting program requirements receive?

In December 2015 the edTPA was selected as the Commissioner-approved performance assessment for teacher licensure. As of the 2017-2018 school year all candidates for teaching endorsements in business, family and consumer sciences and agriculture need to take the assessment for program completion and to earn certification. Explain how you plan to support candidates as they complete the edTPA. The Department is creating a multi-year plan to determine the feasibility and timeline to implement teacher performance assessments for all other CTE certifications. The grantee will be required to prepare candidates to successfully complete these assessments once available and required for certification.

All teachers must take and pass Commissioner-approved basic skills assessment for teacher licensure. As of 2021, the PRAXIS Core is the basic skills assessment needed to earn certification. Explain how you plan to support candidates if they encounter difficulty with earning a passing score on the PRAXIS Core.

#### Credit:

Because some of the CTE teacher candidates will already have bachelor’s degrees, it is expected that the successful applicant will provide a pathway for these candidates to earn credits towards a graduate degree through participation in this program. Describe any current or planned arrangements or partnerships that will help the IHE lead agency meet this requirement.

For those candidates who do not yet have bachelor’s degrees, describe any current or planned arrangements or partnerships that will provide undergraduate credit for these teacher candidates.

#### Partnerships:

Describe in a detailed narrative the initial discussions between the IHE lead agency and the proposed county vocational school district partners, plans for ongoing work with the partners and how and where the instruction will be delivered. The IHE is expected to work closely with each vocational partner to ensure that all topics are covered for each candidate. In addition, recommendations for how partners will support candidates who encounter difficulty in passing the basic skills assessment will be necessary. Final responsibility for the performance of educators who complete the CTE-CEEP program will remain with the IHE lead agency.

#### CTE Communication Management Plan:

Describe how the IHE will coordinate with the Office of Career Readiness at the NJDOE, regularly conferring with the Department on the key decisions that are made and on the status of the program. The IHE is expected to work closely with the NJDOE throughout the grant period and confer regularly with the Department on key decisions that are made.

Describe how the IHE will ensure that the CTE-CEEP program understands and is meeting the needs of the CTE community, including CTE programs that are offered at county vocational and technical schools and comprehensive high schools.

Write clearly and succinctly, focusing on quality and not quantity. Ensure that the narrative is supported by the activity plan and activity-based budget. Demonstrate that the strategies, systems, or design approaches planned are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants.

#### Program Evaluation:

Describe the results of the summative external evaluation of each of the years of the CTE CEEP program. Explain how programmatic changes were made as a result each annual evaluation, informed directly by the findings of the external evaluator.

Summarize promising practices from the Partnership Model and the Traditional Model identified in the summative external evaluation and establish strategy for refining each of the models.

#### Staff Assigned to the Project:

#### Identify the individuals who will be responsible for the major components of the project, state whether they will be assigned to the project on a full- or part-time basis and upload each individual’s resume as part of the application. Include, at a minimum, the staff assigned to the following components of the project:

* Overseeing and coordinating the grant program;
* Revising and expanding curriculum or creating a new curriculum;
* Creating county vocational and technical school district partnerships;
* Online course management technical support;
* Design and support of CTE Certificate of Eligibility Educator Preparation webpage;
* Design and implementation of marketing plan; and
* Implement the plan to award undergraduate and master’s-level credit to eligible CTE CE educators.

#### Goals, Objectives and Indicators

The NJDOE has developed the following goals and objectives for the CTE-CEEP program.

**Goal 1:**

Create a CTE CE educator preparation program (CTE-CEEP) that will address the unique needs of Career and Technical Education teacher candidates who have a broad range of subject matter expertise as well as diverse backgrounds in educational attainment, formal training, and employment experience.

**Objective 1.1:** Refine the CTE-CEEP curriculum based on the results of the external audit and stakeholder comments for the first grant period. The curriculum must include 50 hours of pre-professional experience and a minimum of 350 formal instructional hours or 24 semester-hour credits, completed over a minimum of two years.

**Objective 1.2:** Design the program of instruction to serve educators in the northern, central, and southern regions of New Jersey that does not represent a greater hardship or opportunity for educators in the northern, central, or southern regions of New Jersey.

**Objective 1.3:** Create plans to identify up to 150 hours of the 350-hour formal instruction requirement that will be delivered by each partnering county vocational and technical school district. Each plan will clearly delineate which topics will be delivered by the county vocational and technical school district and the number of associated hours that will count toward the formal instruction hour requirement.

**Objective 1.4:** Enroll cohorts to begin the pre-professional experience in Summer 2021, Fall 2021, Winter 2022, and Spring 2022;

**Objective 1.5:** Enroll candidates in the 2021-2022 cohorts whose hours spent in professional development at a county vocational and technical school count toward the formal instruction hour requirement.

**Objective 1.6:** Update the CTE Certificate of Eligibility Educator Preparation pilot program webpage on an ongoing basis to provide accurate and timely information and resources to CTE teacher candidates, hiring school districts, and those interested in becoming a CTE teacher.

**Objective 1.7:** Design and implement a marketing plan to inform internal and external customers of the new Career and Technical Education CE teacher program.

**Goal 2:**

Increase retention rates of CTE-CEEP program completers so that the retention rates meet or exceed state and national retention rates of new teachers.

**Objective 2.1:** Increase the number of CTE Certificate of Eligibility teachers electing to continue their postsecondary education by offering college credit options for successfully completing the CTE-CEEP program.

**Objective 2.2:** Obtain approval to award undergraduate credit to eligible CTE CE educators, and establish eligibility, number of credits, additional coursework requirements, and costs.

**Objective 2.3:** Obtain approval to award master’s-level credit to eligible CTE CE educators, and establish eligibility, number of credits, additional coursework requirements, and costs.

**Objective 2.4:** Inform all CTE-CEEP teachers of the value of obtaining college credits for successfully completing the CTE-CEEP program.

In Objectives and Indicators section of the EWEG application, the applicant may establish one or more additional local objectives for either or both of the two state goals that will lead to the accomplishment of the expected goals of the CTE-CEEP pilot program by the conclusion of the final grant period. Objectives should clearly illustrate the applicant’s plans to achieve the state goals. Objectives 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. When developing local objectives, the applicant is advised to ensure each objective is:

* Clearly written;
* Supports the selected state goal for which the objective was developed;
* Leads to the accomplishment of an expected outcome(s) for the selected state goal;
* Identifies a clear and reasonable timeline for implementing and completing the objective within the seventeen-month grant period;
* Identifies the individual(s) responsible for implementing or coordinating the strategies and activities required to achieve the objective (the strategies and activities will be detailed in the applicant’s Activity Plans); and
* Identifies the level of performance expected to indicate successful achievement of the objective.

#### Project Activity Plan

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

The budget submitted as part of the application is for **the Year 5** 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.

The instructional component of the CTE-CEEP program, including faculty salaries and coaching visits, will be funded through tuition and fees paid by CTE Certificate of Eligibility educators to the grantee. It is expected that the tuition and fees for the CTE-CEEP program will be reasonable and consistent with the costs of other such programs at the IHE lead agency.

Funds may be used for the following types of items:

* **Salaries and Fringe Benefits:** The grantee may assign staff to oversee and coordinate the aspects of implementing the grant program. Salary and fringe benefits related to the specific requirements of the CTE-CEEP grant may be funded through the grant.
* **Administrative Costs:** A maximum of 10% of the total grant award may be used for administrative costs to support the grant program, including the grantee’s fiscal office’s activities in operating the grant program.
* **Textbooks and Classroom Materials:** Review copies of the required textbooks and classroom materials may be purchased for the project staff.
* **Consultant Costs:** Consultants may be hired to support aspects of the Project Activity Plan (other than the external evaluations of the grant program, which is addressed separately). Consult the Discretionary Grant Application (DGA) document for cost limitations.
* **Supplies:** Supplies may be purchased to support the ongoing implementation of the grant program, not including items for personal use and ownership including but not limited to supplies such as textbooks, small electronics and/or computer, clothing, and awards.
* **Travel:** Travel reimbursements for grant-funded staff will be $0.35/mile plus tolls and parking. Out-of-state travel requests must be submitted to the NJDOE for approval.
* **Subgrant Costs:** It is expected that partnering county vocational school districts who are new to the partnership model will receive up to $5,000 each to support their costs in working with the IHE, developing curriculum for the modules they will provide at the district, and administrative activities associated with the program, such as setting up a system for tracking and reporting student hours. The grantee is required to budget $30,000 for at least six subgrants. If there are fewer than six subgrant partners identified in the application, the grantee will be required to reduce the budget request accordingly.
* Other: Any costs not identified above must be supported by the goals and local objectives of this NGO and approved by the NJDOE.

### 2.4 Budget Requirements

Budget requests should be linked to local objectives and project activities in support of the State Goals and Expected Outcomes of the CTE-CEEP program.

#### ***Subgrants:***

The grantee will provide subgrants to county vocational and technical school district partners for activities related to planning and implementing the details of the partnership. Please refer to Section 2.3.

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 works with the college’s business administrator when constructing the budget. The NJDOE applies these restrictions uniformly to all funded agencies. 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 during in-state travel
* Mileage reimbursement is capped at $0.35/mile

#### ***Ineligible Costs:***

Costs that would normally be covered by tuition for an educator preparation program may not be charged to the grant, including, but not limited to:

1. Anything normally covered by tuition such as:

* Salary and benefits of CTE-CEEP program instructors.
* Textbooks and other curriculum materials for the CTE educator candidates.
* Assessment fees.
* Classroom supplies.
* In-classroom rental fees.
* College/university fees, including normal student fees for access to the online course management system.

1. Entertainment.

In reviewing this grant program application, the NJDOE may determine that certain proposed costs, though not specifically identified as ineligible, are not reasonable or appropriate under this grant program and, therefore, are not allowable. In such a case, the applicant may be asked to transfer grant funds between and among existing line items during the pre-award revision process.

#### *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](http://www.ecfr.gov) for additional information.

* 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. LEAs without an approved indirect cost rate are limited to the state median-approved indirect cost rate applicable to this program.
* 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](http://www.nj.gov/education/grants/discretionary/apps/).

### 3.2 Review of Continuation Applications

NJDOE staff will review each 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. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 2.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

### 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) | *Check when included* |
| ü | EWEG | Budget | *Check when included* |
| ü | EWEG | Narrative (Update, Project Description, Goals/Objectives/Indicators, Activity Plan,) | *Check when included* |
|  |  | The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab: | *Check when included* |
| ü | Upload | “Entity Overview” page from the applicant’s [SAM](http://www.sam.gov) profile. | *Check when included* |
| ü | Upload | Indirect Cost Rate Agreement | *Check when included* |
| ü | Upload | Appendix A: Affirmation of Partnership Forms | *Check when included* |
| ü | Upload | Appendix B: Subgrant Partnership Budget Summary and Detail Forms | *Check when included* |

## Appendices

Appendix A: Affirmation of Partnership (required form)

Appendix B: Subgrant Partnership Budget Summary and Detail Forms

### Appendix A

**Affirmation of Partnership Form**

**Career and Technical Education Certificate of Eligibility Educator Preparation Program**

This form must be completed, signed, scanned and uploaded as part of the EWEG application. Please complete and submit a separate form for each partnering organization.

**Name of Lead Agency**:

**Name of Partnering Organization**:

As the Chief School Administrator/Chief Executive Officer (or equivalent) of the partnering organization, I certify approval for my organization’s involvement and participation in Career and Technical Education Certificate of Eligibility Educator Preparation Program’s grant proposal and subsequent grant activities should the application be selected for funding.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of CSA/CEO (or equivalent) of Partnering Organization

Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Appendix B

**Career and Technical Education Certificate of Eligibility Educator Preparation Program**

**Subgrant Budget Summary and Detail Forms**

For forms and instructions, please refer to the *Pre-award Manual for Discretionary Grants* at <https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf>