# New Jersey Department of Education *Notice of Grant Opportunity*



New Jersey Department of Education

Office of Grants Management

February 2022

# Notice of Grant Opportunity Restorative Justice in Education Pilot Program (Year 2 of 3)

**22-SS03-H05**

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**February 2022**

**ORG/APU # 5064-006**

**Application Due Date**: March 22, 2022

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

P.O. Box 500

Trenton, NJ 08625-0500

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When responding to this Notice of Grant Opportunity (NGO), applicants must use the Electronic Web- Enabled Grant (EWEG) online application system on the New Jersey Department of Education’s [Homeroom](http://homeroom.state.nj.us/) webpage. Please refer to the NJDOE’s [Discretionary Grants](http://www.nj.gov/education/grants/discretionary) web page for the NGO and (click on available grants) for information on when the EWEG application will be online.

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## Section 1: Grant Program Information

### Description of the Grant Program

The New Jersey Department of Education (NJDOE), in accordance with [P.L.2019, c. 412](https://www.njleg.state.nj.us/Bills/2018/PL19/412_.PDF), was required to establish a three-year pilot program to implement trauma-informed restorative justice practices in public schools. “Restorative justice,” as defined in the legislation, means “a system of dispute resolution tools that allow all parties of a dispute to be involved in defining the harm and devising remedies while giving the necessary attention to community safety, victims’ needs, and the need for offender accountability.” Restorative justice practices include, but need not be limited to, student or community court, restorative circles, mediation, and conferencing. A “trauma-informed approach,” as defined in the legislation, means “an approach that recognizes the signs and symptoms of trauma in students, families, staff, and others, and which responds by fully integrating knowledge about trauma into policies, procedures, and practices for the purposes of promoting resiliency and healing, resisting the recurrence of trauma, and improving educational outcomes.”

The second year of this three-year pilot program includes fourteen New Jersey school districts representative of the southern, central, and northern regions of the state. These districts were selected in Year 1 by the Commissioner of Education (Commissioner) through a separate application process. Kean University was selected to provide content development, training, and technical assistance to support the three-year pilot program.

As evidenced by the increasing numbers of school and district leaders seeking alternative discipline strategies, many educators acknowledge the limitations and adverse effects of discipline requiring student removals like suspensions or expulsions. In addition, [Do Suspensions Affect Student Outcomes?](https://journals.sagepub.com/doi/pdf/10.3102/0162373718794897), an article developed by the University of Pennsylvania’s *Mathematica Policy Research,* demonstrated that out-of-school suspensions are correlated with decreased performance in both math and English language arts assessments. The working paper [The School to Prison Pipeline: Long-Run Impacts of School Suspensions on Adult Crime](https://www.nber.org/papers/w26257), published by the National Bureau of Economic Research, found that students assigned to schools with high-suspension rates have an increased likelihood of being arrested and are less likely to attend a four-year college. The paper goes on to demonstrate that males of color are more likely to be negatively affected by punitive discipline practices when compared to their white counterparts.

In recent years, an alternative to zero-tolerance discipline practices has garnered a great deal of attention. Restorative justice practices prioritize repairing harm done to relationships and communities above issuing punishments and assigning blame. As indicated in Belinda Hopkins’ 2003 book “Just Schools: A Whole Approach to Restorative Justice,” the shift to restorative practices relies on building nurturing and caring relationships between educators and students and deemphasizing strategies that seek to control behavior. The effective implementation of restorative practices in schools relies on continuous training and a steadfast commitment to transitioning away from punitive disciplinary practices.

Research on restorative practices in schools is still in its early stages, but there are several [comprehensive studies](https://www.iirp.edu/school-resources/research-and-evaluations) demonstrating the promise of restorative practices in schools. The New Jersey school districts chosen to participate in Year 1 of this pilot program will continue to participate in Year 2 and will actively contribute to the ongoing research and understanding of restorative practices in schools.

#### ****Conditions addressed under this Pilot Program:****

1. Reduce racial disparities in school discipline which result in an inequitable loss of classroom time among certain student groups, thereby boosting the academic outcomes of these students.
2. Improve the socioemotional and behavioral responses of students through more appropriate and less punitive interventions, thereby establishing a more supportive and inclusive school culture.
3. Reduce recidivism rates among students who violate the school district code of conduct through more effective and targeted restorative justice interventions.

#### Populations to be ****served****:

#### During Year 1 of this pilot program, the Commissioner selected 15 districts equally representative of each of the southern, central, and northern regions of the State to participate. Since then, one district has elected to discontinue its participation in the project. Year 2 of this pilot program will involve the remaining 14 districts selected in Year 1 and representative of the southern, central, and northern regions of the State.

#### Duration of the Pilot Program:

**This 3-year pilot program began May 1, 2021 and will conclude August 31, 2024. The project periods, subject to the availability of appropriated funds, are:**

* **Year 1 began May 1, 2021 and will end March 31, 2022.**
* **Year 2 will begin April 1, 2022 and will end March 31, 2023.**
* **Year 3 will begin April 1, 2023 and will end August 31, 2024.**

**The initial grant period was May 1, 2021 to March 31, 2022. An award of up to $500,000 will be made available to Kean University for year 2 of this grant. For year 2 of this program, Kean University will be required to allocate $175,000 of the award towards costs incurred by participating project schools during project participation.**

**This NGO covers Year 2 of this 3-year grant. It will run from April 1, 2022 to March 31st, 2023.**

#### Participation of Project Schools:

In Year 1, the original fifteen participating project school districts were selected by the NJDOE on a regional basis. However, one district has elected not to continue their participation in this project. In Year 2, each of the remaining fourteen participating project schools will be allocated subawards of up to $12,500 to support the implementation of trauma-informed restorative justice practices. These costs should be distinctly separate from the services and activities described in this opportunity and shall not be paid to the grant recipient for supplemental services. The grant recipient will advise schools and districts of the ways in which they may spend their funds to further their progress in the pilot program. The grant recipient will be responsible for reimbursing project schools for approved project expenses. The $500,000 annual allocation will be divided by the grant recipient (up to $325,000 to support program implementation), and the participating project schools ($175,000, calculated at 14 schools X $12,500 per school).

### Eligibility to Apply

Eligibility to apply is limited to Kean University, an institute of higher education which was selected through a competitive process in Year 1.

### Federal Compliance Requirements (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), the applicant 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 websit](http://fedgov.dnb.com/webform/)e.
* To register with the SAM database, applicants must go to [SAM website](https://www.sam.gov/portal/SAM/).

Applicants are required to submit their DUNS number and expiration date of their SAM registration as part of the EWEG application using the appropriate EWEG tab (i.e., Contacts) and must certify that they will ensure their registration will remain active for the entire grant period.

Applicants also must print the “Entity Overview” page from their [SAM](https://www.sam.gov/portal/SAM/) profile (which displays their DUNS number and street address with Zip+4 code), and upload a scan of the page using the Upload tab in the grant application.

#### 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 (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.

### Statutory/Regulatory Source and Funding

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Restorative Justice in Education Pilot Program is 100%funded by the **“**Restorative Justice Education Fund” (P.L. 2019, c. 412 and the FY22 New Jersey State Appropriations Act). Funds for this program are provided by the New Jersey Property Tax Relief Fund.  The NJDOE intends to provide up to $500,000 annually for each of three years through the “Restorative Justice Education Fund” to fund **one (1) award** to Kean University to pay costs for services that include administrative support, resource development, training, and technical assistance to implement the Restorative Justice in Education Pilot Program. The NJDOE requires that $175,000 of the $500,000 award be allocated to the participating project schools to pay for costs of approved project expenses. Those funds will be portioned across all participating project schools, with all schools having equal budget limits to their reimbursements.

ORG/APU # 5064-006. Account # 22-495-034-5064-006-H400-6130.

Final awards are subject to the availability of **“**Restorative Justice Education Funds.”

The grant recipient is expected to complete the goal(s) 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 grant recipient’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration.

The first project period began May 1, 2021 and ends March 31, 2022. The next project period will begin April 1, 2022 and end March 31, 2023. The entire program period is May 1, 2021 to August 31, 2024.

### Dissemination of This Notice

The Division of Educational Services will make this notice available to eligible agency and to the county superintendent of the county in which the eligible agency is located.

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 Student Support Services 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) 376-9109; fax (609) 633-9655

### Technical Assistance

Technical Assistance information will be given on an individual basis, as appropriate, for continuation grant programs. If the applicant would like to set up a phone conference call for technical assistance, please call the Office of Student Support Services at 609-376-9109.

### 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 EWEG,) system accessed through the NJDOE [Homeroom](http://homeroom.state.nj.us) web page, **no later than 4:00 P.M. on Tuesday, March 22, 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.

The applicant must have a login ID and password to access the system. The applicant should send an email request to the EWEG help desk ([eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov)) to request a login ID and password. Please allow 24 to 48 hours for the registration to be completed.

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

The NJDOE advises the applicant 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 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 specified time will be screened to determine whether they are, in fact, eligible for consideration. The New Jersey Department of Education (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**.

### Reporting Requirements

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

|  |  |  |
| --- | --- | --- |
| **Annual Reporting  (Year 2)** | **Reporting Period** | **Due Date** |
| 1st Report | April 1, 2022–June 30, 2022 | July 31, 2022 |
| 2nd Report | April 1, 2022–September 30, 2022 | October 31, 2022 |
| 3rd Report | April 1, 2022–December 31, 2022 | January 31, 2023 |
| Year 2 Final Report | April 1, 2022–March 31, 2023 | May 30, 2023 |

### Assessment of Statewide Program Results

The NJDOE will utilize all available data to assess the effectiveness of the grant recipient. Data may include, but is not limited to, participant evaluations, follow-up surveys, interim reports, and deliverables outlined in this NGO. The evaluation of the training and technical assistance project will be based on the extent to which the grant recipient:

* Fulfills the requirements detailed in this NGO, including deliverables, timelines, and interim reporting;
* Provides trainings that are appropriate and effective as indicated by the results of the participant evaluation forms, follow-up surveys, and other pertinent data; and
* Attains the goals, objectives, and indicators described in Section 2.

As part of the final report each year and as part of the final cumulative report, the grant recipient must evaluate the overall effectiveness of the program’s activities. For this NGO, the *Measures of Effectiveness* are defined as follows:

* An assessment of comparative data indicating the plausible effects of program activities;
* An established set of performance measures aimed at ensuring the availability of high-quality training and technical assistance;
* Evidence-based research that the training will support the implementation and sustainability of restorative justice practices in schools;
* Progress towards meeting objectives and goals included in this NGO; and
* The results of the annual project evaluation to assess the progress and outcomes of the Restorative Justice in Education Pilot Program.

Additionally, the results of the evaluation must be used to refine, improve, and strengthen project activities. More information will be available to the grant recipient. The NJDOE reserves the right to request returned funds if the report is deemed insufficient and unsatisfactory.

### 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 Electronic Web-Enabled Grant (EWEG) system. Reimbursement requests may begin once the application has been marked “Final Approved” in the EWEG system, and the grant recipient 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. Grant recipients must submit their request no later than the 10th 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 grant recipient’s request is approved by the NJDOE program officer, the grant recipient 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 date to submit a modification request in EWEG is December 31, 2022. The last date to submit a Year 2 reimbursement request is February 15, 2023.

## Section 2: Project Guidelines



### Project Design Considerations

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, the applicant is advised to review Section 1.1, Description of the Grant Program, of this NGO along with [P.L.2019, c. 412](https://www.njleg.state.nj.us/Bills/2018/PL19/412_.PDF) 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 requirements that are to be considered and/or addressed in their project.

Please note that the adoption of N.J.A.C 6A:23A-7 placed 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.

Through the Restorative Justice in Education Pilot Program, the NJDOE’s grant recipient will provide training and technical assistance that both assists the participating project schools in fulfilling program requirements and builds the capacity of the participating project school staff to implement trauma-informed restorative practices. The applicant may partner with a wide range of community organizations to build the applicant’s capacity to provide high-quality training and technical assistance to participating project schools. By collaborating and coordinating the resources of schools, outside agencies, community centers, corporations, churches, and/or other community groups, programs expand the benefits available to participants; allow for more efficient use of resources; and increase the chances of sustainability as a result of the investment that each organization makes in the program. Considerable thought and planning between the applicant agency and its partners, if applicable, must occur to ensure alignment between the NJDOE’s purpose (presented in Section 1.1) and the applicant’s design of this project. It is the intention of this NGO to enhance staff capacity to implement trauma-informed restorative practices through training and ongoing technical assistance. Training is a strategy to ensure intentional collaboration and understanding of key components for implementing restorative practices. Technical assistance supports addressing specific school needs and contexts when preparing for and implementing restorative practices. The applicant should be prepared to support districts and schools in readying staff, parents, and students for incorporating restorative practices into their school communities.

When describing training opportunities, the applicant should ensure the training descriptions detail how the trainings are designed to meet the diverse needs of potential project schools. By creating shared training experiences, the grant recipient will offer school staff an opportunity to share best practices and learn from one another. The applicant should focus on describing how it will design and facilitate training opportunities that engage key participating project school staff members. The applicant should explain how it plans to evaluate the effectiveness of the training(s) in improving implementation of restorative practices.

#### Participation of Project Schools

In Year 1, school districts interested in participating in this three-year pilot program were required to submit an application to the Commissioner. The application identified one school from the applying school district to implement the restorative justice model designed for this pilot program.

The principals of schools selected to participate in the pilot program are required to limit the number and duration of student expulsions and suspensions to the greatest extent practicable. In the application for this project, the principal must have demonstrated a commitment to exhausting other forms of non-exclusionary discipline prior to using out-of-school suspensions.

The grant recipient provides supporting materials, training, and technical assistance along with other assigned services reflected in this grant opportunity. The training and technical assistance provided by the grant recipient supports teachers and other school and/or district staff in: understanding, recognizing, and responding to students and their families who are impacted by the effects of trauma and adverse childhood experiences; the adverse consequences of the exclusion of students from school and their involvement in the juvenile justice system; effective classroom management strategies; integrating social and emotional learning into classroom instruction; culturally responsive discipline; research and principles informing the effective implementation of restorative justice practices; anti-bias training including interpersonal and institutional bias, the value of diversity and pluralism, and bias-based harassment; and developmentally appropriate disciplinary methods that promote a positive and healthy school climate.

Each school district selected for participating in the pilot program is required to prepare and submit to the Commissioner a report on its experience with, and the effects of, the pilot program. The grant recipient supports each school district in drafting and developing the report. This activity may require the grant recipient to develop templates and populate narratives that best articulate a school’s performance and progress in their implementation of restorative practices. The district reports, along with a comprehensive report developed by the grant recipient, describing the development, refinement, and implementation of the restorative justice model being implemented will inform the Commissioner’s recommendation whether to expand the restorative justice program to other districts in the state.

Each district report and the culminating report shall include:

* Narrative describing the school and its community and why they were interested in piloting restorative justice practices;
* Comparative data charts describing attendance, suspension rates, discipline referral rates, school climate assessment data, school-level student achievement (i.e. course average grades, local cumulative assessments, state assessments);
* Narrative describing the implementation of the designated Restorative Justice Model;
* Narrative detailing perception of and challenges to implementing restorative justice practices in the school;
* Quantitative and qualitative data describing the perceived effectiveness of the training provided by the grant recipient; and
* A conclusion describing their plan for improving upon the implementation of restorative practices, indicators they are using to measure their progress and/or their rationale for modifying or discontinuing the program as currently established.

### **Project Requirements**

#### Project Update:

The Project Update is a 250 to 300-word summary of the project’s Year 1 accomplishment and Year 2’s projected outcomes.

#### Project Description:

Describe in a detailed narrative the year 2 project design (April 1, 2022 –March 31, 2023) and plan for implementing the project. Include an anticipated schedule and description of trainings for participating school staff on implementing trauma-informed restorative practices. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all participating project schools. Provide evidence that the project is appropriate for and will successfully address the identified needs of the participating schools and/or districts. Describe the effect the project will have on the schools and/or districts upon completion. When possible, cite examples of how the approach or different strategies have led to success for other schools and/or districts.

In addition to developing supportive materials, designing and facilitating training sessions, and providing technical assistance, the grant recipient will assist the NJDOE in addressing overall program quality, sustainability, and networking. The grant recipient will work with the NJDOE to:

* Develop and conduct capacity building training and technical assistance for participating school and district staff (i.e. teachers, school counselors, social workers, principals, etc.);
* Ensure the implementation of quality trauma-informed restorative practices programming;
* Offer appropriate NJDOE staff training in implementing restorative practices and measuring the quality and integration of restorative practices in schools;
* Facilitate networking opportunities for participating schools and districts throughout New Jersey; and
* Support schools and districts and the NJDOE with satisfying applicable requirements outlined in[P.L.2019, c. 412](https://www.njleg.state.nj.us/Bills/2018/PL19/412_.PDF).

Additionally, the grant recipient agrees to:

* Provide all materials developed to support program implementation to the NJDOE for consideration to be posted as a web resource;
* Develop all training content in collaboration with the NJDOE and in accordance with the Web Content Accessibility Guidelines: WCAG 2.0 – Level AA;
* Use an instrument to assess the quality and depth of restorative practices implementation;
* Meet with NJDOE staff on a monthly basis;
* Annually conduct a minimum of **4** consultative sessions or planning meetings with each participating school;
* Annually conduct a minimum of **4** half-day trainings for all schools or districts participating in the project;
* Utilize presenters with documented expertise in the subject matter of the training or workshop they will provide;
* Advertise all trainings, workshops or conferences a minimum of eight weeks before the actual date of the training;
* Secure meeting and event locations as applicable;
* Maintain the capacity for on-line registration;
* Annually conduct a minimum of **3** visits to participating schools to assess the school’s implementation of restorative practices;
* Culminate all trainings and consultative sessions by assisting attendees, which at minimum will include the school or district project liaison, in developing a plan to turnkey the information to their staff;
* Identify the “Restorative Justice in Education Fund” as the source of funds on all materials produced to support the Restorative Justice in Education Pilot Program;
* Acknowledge the NJDOE on all materials developed to support the Restorative Justice in Education Pilot Program; and
* Develop a report that details information on the implementation of the Restorative Justice in Education Pilot Program with findings and evidence to inform the Commissioner’s recommendation on expanding the program to other school districts in the State.

The applicant must address the following supporting goals within the Project Description section:

#### A. Develop and conduct capacity building training and technical assistance for participating schools.

New Jersey recognizes the negative impact that exclusionary discipline practices may have on students. In addition, the NJDOE, acknowledges that zero-tolerance discipline practices negatively impact minority students at a disproportionate rate compared to their white counterparts. In a [research review](https://www.wested.org/wp-content/uploads/2019/04/resource-restorative-justice-in-u-s-schools-an-updated-research-review.pdf) developed by WestEd’s Justice & Prevention Center, the authors suggest that implementation of restorative practices has grown in popularity in part due to its promise in addressing disproportionality of exclusionary practices. According to data collected by the NJDOE, during the 2018-2019 school year, black students had suspension rates over three times that of their white counterparts.

Implementation of quality restorative practices programming must be supported by the grant recipient. Poor implementation of restorative practices can be damaging to students and the school community. Researchers have stated the importance of comprehensive professional development programs for teachers and administrators, as they must receive training to both understand specific restorative techniques and the reasoning behind the shift from traditional disciplinary approaches to more restorative approaches ([Mayworm, Sharkey, Welsh, & Scheidel](https://escholarship.org/content/qt30108985/qt30108985.pdf)). Through training, participants shall be provided a unique environment where they can develop a range of skills needed to implement restorative practices within their respective role and within the context of their school community. In addition, the training shall include content for participants to understand the motivations for adopting less punitive disciplinary practices.

It is imperative that the grant recipient provides training and technical assistance that not only helps the participating project schools to meet program requirements, but also builds the capacity of the school staff and other stakeholders to sustain restorative practices beyond their participation in the pilot program. Along with the requirements listed in the project description, the trainings offered through this project must adhere to the following:

* The grant recipient must use presenters with documented expertise in the subject matter of the training(s) or workshop(s) they will provide;
* All trainings must offer opportunities for participating schools to share their findings and experiences regarding their implementation of restorative practices;
* The content of the training should be flexible enough that it is easily applied to the diverse contexts of the participating project schools;
* The content of the trainings should be comprehensive where participants learn the impetus for adopting restorative practices and the skills needed when returning to their schools;
* All trainings, workshops and conferences must be advertised a minimum of eight weeks before the actual date of the training; and
* Presentations shall be recorded, and training materials shall be submitted to the NJDOE for consideration to be posted online as resources for project schools and others interested in implementing restorative practices.

In the application, the applicant must describe the types of trainings and technical assistance to be provided that will build the capacity of school and district staff. Within this description, the applicant should describe how they incorporated research-based practices into the design and content of their training.

#### B. Develop materials to support implementation and sustainability of restorative practices.

Sustaining programs beyond the project and preparing to recommend restorative practices for implementation in schools across the state will rely on NJDOE’s support. As part of this project, the grant recipient will develop materials that can be used by project schools and the NJDOE to support the implementation of restorative practices. By developing multiple mediums for delivering content and guiding the implementation of restorative practices, the grant recipient will account for different professional development needs of participating schools (i.e. modules can be reviewed by new staff, the school’s project lead person can refer staff to appropriate materials, etc.). Below are some required activities, services, and deliverables to be provided by the grant recipient:

* Develop an online learning module series that will guide the user through the stages of implementing trauma-informed restorative practices. The modules should include the foundations for launching schoolwide restorative practices, tools for implementing restorative practices, and assessments for measuring each stage of restorative practice implementation. (the modules must include recorded presentations and resources for each stage of implementation);
* Refine instruments developed in Year 1 to assess the quality and depth of the implementation of restorative practices in participating project schools;
* Develop materials and facilitate at minimum **3** anti-bias training sessions for participating project educators during the first 2 years of this project on topics including institutional bias, the value of diversity and pluralism, and bias-based harassment; and
* Create model curricular materials to be used for supporting restorative practices in the classroom (i.e. circle lessons that can be used during a science class that emphasize self-management or responsible decision-making).

*\*All materials produced and developed in the performance of grant activities may be subject to review and approval by the NJDOE prior to dissemination. NJDOE’s review is to ensure alignment between materials developed for grant activities in adherence to the policies, regulations, and ethical standards set forth by the NJDOE.*

#### C. Facilitate learning and networking opportunities for participating schools throughout New Jersey.

Camaraderie and collaboration among participating schools expand the benefits available to participants and allows for more efficient use of resources. The applicant must describe how they will design opportunities for participating schools throughout the year to engage in learning and networking opportunities. These opportunities should enhance school and district capacity to implement restorative practices. At a minimum, the grant recipient must:

* Coordinate and deliver regional trainings designed to address requirements listed in the project description;
* Allot time in training sessions where school officials are supported in developing plans to implement content they learned when they return to their schools;
* Assist participating schools in fulfilling their requirement to develop annual reports that capture critical components of their preparation and implementation of restorative practices; and
* Assist participating schools in creating at least one annual event where they engage families and community members in their efforts to adopt restorative practices. Events should be an open house with fun and educational activities for parents, children and local community leaders to build ongoing community support for implementing and sustaining restorative practices.

#### D. Use data-driven strategies for enhancing trainings and technical assistance.

Applicants must describe in detail their plan for determining the effectiveness of the trainings and technical assistance provided. The grant recipient must ensure that the training and technical assistance will support schools in implementing restorative practices in schools and addresses challenges that may arise while engaging in project activities. It is the expectation of the NJDOE that the grant recipient will adhere to a research-based implementation framework.

Responses must be submitted in the **Project Description section** and include the following:

* Specific examples of training systems, curriculum to be used, or other approaches that will be utilized when providing training and technical assistance.
* Benchmarks or measures for the early, middle, and ongoing stages of implementing restorative practices and how progress will be measured towards these benchmarks.
* Annual formal project evaluation to assess the progress and outcomes of the Restorative Justice in Education Pilot Program.
* Identification of who is responsible for each stage of implementation along with what level of support they will be given throughout their project participation.
* Clear and succinct writing, focusing on quality and not quantity.
* Steps of the Project Activity Plan that are well-articulated and logically sequenced in the narrative.

#### Goals, Objectives and Indicators:

The intent of this grant program is to address the following three conditions:

1. Reduce racial disparities in school discipline which result in an inequitable loss of classroom time among certain student groups, thereby boosting the academic outcomes of these students;
2. Improve the socioemotional and behavioral responses of students through the use of more appropriate, and less punitive, interventions, thereby establishing a more supportive and inclusive school culture; and
3. Reduce recidivism rates among students who violate the school district code of conduct through the use of more effective and targeted restorative justice interventions.

Using the mandated goals for Year 2 below, applicants are required to develop corresponding objectives and performance indicators to support the goals. The applicant must describe how it will evaluate progress towards attaining the goals, objectives and indicators.

Mandated Goals:

* Goal 1: Develop and conduct capacity building training and technical assistance for participating schools to address the three conditions identified above.
* Goal 2: Develop materials to support implementation and sustainability of restorative practices.
* Goal 3: Facilitate effective learning and networking opportunities for participating schools throughout New Jersey.
* Goal 4: Use data-driven strategies for enhancing trainings and technical assistance.

In this section, applicants are required to develop corresponding objectives and performance indicators. Both the objectives and the indicators must be developed using **S.M.A.R.T.** methodology:

* **S*pecific***. That is, they tell *how much* (e.g., 40%) *of what* is to be achieved (e.g., what behavior of whom or what outcome) by *when* (e.g., by 2023)?
* **M*easurable***. You have identified the level of performance expected in order to indicate successful achievement of the objective and indicator.
* **A*chievable***. Not only are the objectives and indicators themselves possible, it is likely that your organization will be able to achieve them.
* **R*elevant***. Your organization has a clear understanding of how these objectives and indicators fit in with the overall vision of this contract.
* **T*imed***. Your organization has developed a timeline (a portion of which is made clear in the objectives) by which they will be achieved.

Responses must be submitted in the **Goals and Objectives section**.

Applications must also include a plan to evaluate the project’s success in achieving its goals 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 associated 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 to refine an aspect of the project to ensure overall success.

* Define the population to be served. Please be certain to clarify if a project activity addresses multiple populations (i.e. students, parents, school staff members, etc.)
* 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.

#### 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 (April 1, 2022 – March 31, 2023).** Activities represent the steps that the grant recipient 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. The Project Activity Plan must directly support the budget, as it will serve as the basis for the proposed expenditures. Activities described must be specific and measurable and directly relate to the goal and objective. For example, the following is an unacceptable activity: “Meetings with community partners, community entities, collaborators.” A more acceptable activity would be: “The project consultant will meet with school leadership and community entities on a bi-annual basis.” 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.

Budget:

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

The applicant must provide a clear explanation describing how each cost is aligned to the goals, objectives, and activities in the Project Activity Plan. 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://nj.gov/education/grants/discretionary/apps/)

**The budget submitted as part of the application is for the current grant period only (April 1, 2022–March 31, 2023).**

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

Budget requests should be linked to specific project activities and objectives of the Restorative Justice in Education Pilot Program.

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

Up to $325,000 may be budgeted for the grant recipient’s program implementation costs. An additional $175,000 (14 X $12,500) must be budgeted for participating schools’ costs. Participating school costs must be budgeted under function/object code 200-320. The total Year 2 budget may not exceed $500,000.

#### Eligible Costs

Eligible costs for the grant recipient’s program implementation (up to $325,000 of the grant recipient’s award) may include:

1. Salaries and benefits for project staff;
2. Purchase of project materials and supplies for grant-funded project activities;
3. Identification, selection, and orientation of grant-funded staff;
4. Computer(s) for the purpose of program administration and implementation;
5. NJDOE approved training or professional development for grant-funded staff;
6. Other grant related expenses (e.g., printing, telephones, postage, travel) that are necessary to perform grant administrative functions; and
7. Administrative costs equaling no more than 10% of the total budget.

**The grant recipient** will advise schools and districts in ways they may spend their funds ($175,000) to further their progress in the pilot program.

**Note:** Out-of-state travel not documented in the approved grant application requires prior approval from the applicant’s program officer.

#### Ineligible Costs

Funds provided under this grant may not be used for the following costs:

1. Food, including snacks and refreshments, for any professional development training or workshop;
2. Vehicle purchases;
3. Construction or capital improvements;
4. Religious practices or programs;
5. Costs that are not directly related to the implementation of grant activities;
6. Membership to associations or organizations;
7. In-state overnight meals and/or lodging;
8. Meals on in-state travel;
9. Mileage reimbursement in excess of $.35 per mile; and
10. Indirect costs.

**Note**: Ineligible costs, as well as costs not supported by the activity plan, will be removed from consideration.

## 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://nj.gov/education/grants/discretionary/apps/). You must submit your application using the online EWEG system found at [NJ Homeroom](http://homeroom.state.nj.us/). Paper copies of the application **will not be accepted**.

### Review of Applications

The application will be reviewed by Department staff in accordance with criteria set forth in the NGO. Applications will also be reviewed for completeness and accuracy.

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

### Application Component Checklist

The following components are required (see “Insert(X)if included” 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 “Insert(X)if included” column) to ensure that all required components have been completed in the application.

Required Components in EWEG

| **EWEG Tab/Subtab** | **Insert (X) if included** |
| --- | --- |
| Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM) |  |
| Budget |  |
| Narrative (Update, Description, Goals/Objectives/Indicators, Activity Plan) |  |

Required Components to Upload in EWEG

| **Component** | **Insert (X) if included** |
| --- | --- |
| “Entity Overview” page from the applicant’s [SAM](http://www.sam.gov) profile. |  |
| Work samples (training materials, curricular materials, client testimonials, etc.) demonstrating capacity to achieve project goals – limited to 4 PDF documents no larger than 1MB in size |  |
|  |  |

## Appendix 1: Budget Development Instructions

To reduce the number of pre-award revisions, please follow instructions below:

* In EWEG under the Salary tabs and in the Title of Position box, be sure to list the other benefits by type and percentage amount for positions that have other benefits such that the total of the individual other benefit percentage amounts equal the percentage amount shown in the Other Benefits box.
* For budget entries that represent administrative costs, be sure to check “Administrative” in the Cost section of that budget entry.
* For any budget entry that has both a program and administrative portion, create two budget entries, one for each. Be sure to check Program or Administrative in the Cost section. For example, the Project Director’s salary is based on providing both program and administrative services to the grant.
* Be sure to explain what the amounts in the ‘How Many’ and ‘Cost per Unit’ boxes represent for the Supply, Equipment, and Other tabs budget entries. If the amounts in those boxes represent a calculation, describe that calculation in the Description box.
* Be sure the Description boxes also describe the cost of the item, the need for the item, and the item’s relation to the grant program.
* Mileage reimbursement budget entries must describe the relation to the grant of the traveler(s) and the grant-related purpose(s) of the travel, as well as a brief explanation of how the number of miles was calculated. Mileage must be a separate budget entry. When requesting conference travel costs such as airfare, lodging, and meals, create separate entries for each conference. Be sure to identify the relation of the grant to each traveler. (There should be a corresponding conference registration entry.) Insert this statement: “gsa.gov rates will be used at the time of travel” for all conference travel costs. Be sure to itemize the cost per person as follows:
  + meals = cost per day times the number of days,
  + round-trip coach air or rail fare = per person times the number of grant staff, and
  + lodging = per room per night basis times the number of rooms times the number nights.
  + Note that car rental at a conference is generally not allowed.

## Appendix 2: Electronic Web-Enabled Grants System (EWEG) Tips

The following are tips for working in the EWEG system. Please take note as these will ease submission of your application.

1. Do not use the “Back” button. This will cause a system error.
2. It is always recommended that long narrative sections be typed in either Word or Note Pad and copied and pasted into EWEG. Doing this, will prevent you losing the text that you worked hard to create, should something go wrong when you save the page.
3. When copying and pasting from Word or Note Pad, be sure to check for special characters. Most notably, quotation marks, apostrophes, bullets and hyphens are the biggest culprits. Avoid using all of the other special characters (!@#$%^&\*()”~/<>{} and bullets). Do not try to use fancy formatting. It will only give you problems. Just be sure that the content is there in a concise and clear manner.
4. The EWEG system is not compatible with the way Microsoft Word formats quotation marks, apostrophes, bullets and hyphens. Use the following procedure to resolve this problem. Remove the quotation marks, apostrophes, bullets and hyphens in the text that you want to copy and paste. Paste the text into EWEG. Working in EWEG, before you try to save the page, put the bullets, hyphens, apostrophes and quotation marks back in. You will notice that the apostrophes and quotation marks will now look different indicating that the problematic formatting has been removed. You should be able to save the page without getting an error message.
5. When you click on a Tab to open a page, do not click on it more than once. Some of our pages take a while to open. If you click on the tab more than once, you will get a system error.
6. Certain systems are just not compatible with EWEG. Most notably: MAC, hand-held devices, Notebooks, Safari, Google Chrome, and Firefox. If you have these systems, please try to locate a different PC to use to enter your data.
7. Also note that Internet Explorer versions higher than 7.0 should access the EWEG site in “Compatibility Mode” or you may have unexpected errors and will not be able to view all application pages.