Notice of Grant Opportunity

# MINORITY TEACHER QUALITY AND RETENTION PROGRAM, YEAR TWO

#  22-TE06-G03

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**February 2022**

# ORG/APU # 5064-221

**Application Due Date: March 17, 2022**

# NEW JERSEY DEPARTMENT OF EDUCATION

**P.O. Box 500 Trenton, NJ 08625-0500**

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

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**SECTION 1: GRANT PROGRAM INFORMATION**

* 1. **MINORITY TEACHER QUALITY AND RETENTION PROGRAM**

## Introduction

The mission of the New Jersey Department of Education is to support schools, educators and districts to ensure all of New Jersey’s 1.4 million students have equitable access to high quality education and achieve academic excellence. In committing to providing a first-class education to all students, the Department must also ensure that each student has access to a diverse pool of high-quality educators.

Research has found that a diverse teacher workforce is beneficial to all students, regardless of race (Partelow, et al., 2017). While recruitment of minority teachers and programs to support minority candidates in teacher preparation programs are important strategies to diversify the teacher workforce, retention of minority teachers is especially crucial. A quality induction program enhances teacher retention through planned and structured activities that support novice teachers’ instructional development in their first years of teaching (Alliance for Excellent Education (AEE), 2004; Ingersoll & Smith, 2004; Stanulis, Burrill, & Ames, 2007).

## Purpose of this NGO

The purpose of the Minority Teacher Quality and Retention Program (MTQRP) year two NGO is to continue to develop and implement a sustainable program of instructional coaching for teachers in high-poverty school districts. Year two is a fifteen (15) month program from April 1, 2022 through June 30, 2023, contingent upon the availability of state appropriated funds.

## Goals of the Minority Teacher Quality and Retention Program

The grantee will further develop and implement a sustainable, comprehensive program of instructional coaching and professional development in their partner district. Additional partners, though not required, can be brought into the program (additional partners would need to complete Attachment A). The program is to identify best practices and proven strategies to support new teacher effectiveness and retention, with a focus on the needs of minority teachers. The grantee is to continue developing a scalable and sustainable direct instructional coaching model with full implementation through June 2023. The instructional coaching program will:

* + 1. Continue a partnership with the high-poverty school district to identify and implement best practices for instructional coaching programs that promote retention.
		2. Develop a framework for providing effective instructional coaching to new teachers with an emphasis on minority teachers that includes, at a minimum, developing cohorts of school-based instructional coaches that will provide direct support to new teachers, in addition to the mentoring required pursuant to N.J.A.C. 6A:9C-5.1.

# ELIGIBILITY TO APPLY

The Minority Teacher Quality and Retention Program (MTQRP) continuation grant is open to Relay School of Graduate Education, the applicant selected through a competitive process in year one.

A total of up to $250,000 from FY 22 State funding will be used to fund planning and implementation activities related to the Minority Teacher Quality and Retention Grant for the year two grant period of April 1, 2022 through June 30, 2023 (15 months).

The applicant must upload completed and signed Affirmation(s) of Partnership (Attachment A) for all partners participating in the project.

# 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 <http://fedgov.dnb.com/webform/>
* To register with the SAM database, go to [www.sam.gov](http://www.sam.gov/)

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

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

**FFATA Executive compensation disclosure criteria**

In the preceding fiscal year, if an applicant:

* Received at least $25,000,000 in annual gross revenues from federal awards; **and**,
* If at least eighty (80) percent of the applicant’s annual gross revenues came from federal awards;

the applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered using the appropriate EWEG tab (contacts). The term “federal award” includes federal contracts, sub-contracts, grants, and sub-grants.

No award will be made to an applicant not in compliance with FFATA.

# STATUTORY/REGULATORY SOURCE AND FUNDING

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Minority Teacher Quality and Retention Program grant is 100 percent funded from a FY22 State appropriation (ORG/APU # 5064-221).

Final awards are subject to the availability of state funds. Total funds for the Minority Teacher Quality and Retention Program grant are $250,000. One (1) award of a maximum of $250,000 will be available.

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 New Jersey Department of Education (NJDOE) of the grantee’s eligibility for the continuation of grant funding. The Department of Education will remove ineligible, inappropriate or undocumented costs from funding consideration.

# DISSEMINATION OF THIS NOTICE

The Office of Recruitment, Preparation and Certification will make this notice available to the eligible applicant listed in section 1.2 based upon the eligibility statement and 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 website (<http://www.nj.gov/njded/grants/discretionary/>) or by contacting the Office of Recruitment, Preparation and Induction 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-

3972.

# TECHNICAL ASSISTANCE

A Technical Assistance Workshop will be held on an as needed basis. Contact the Office of Recruitment, Preparation and Certification at RPR@doe.nj.gov for more information.

# APPLICATION SUBMISSION

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore***,*** will not accept late applications.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the complete application through the online Electronic Web Enabled Grant (EWEG) system at http://homeroom.state.nj.us **no later than 4:00 P.M. on Thursday,**

**March 17, 2022.** 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. If your organization does not have access to EWEG, send an email request for the EWEG help desk at eweghelp@doe.nj.gov. Please allow 24-48 hours for the registration to be completed.

Questions regarding access to EWEG may be directed to eweghelp@doe.nj.gov.

**Applicants are advised to plan appropriately** to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. Applicants are advised not to wait until the due date to submit the application online as the system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once the submit button is clicked, the application may not be edited, additional information may not be submitted, and the application can no longer be accessed or returned. **Please note that the submit button in the EWEG system will disappear as of 4:00 PM on the due date.**

Complete applications are those that include all elements listed in Section 3.3, Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO.

**Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted by FAX cannot be accepted under any circumstances**

# REPORTING REQUIREMENTS

Grant recipients are required to submit periodic progress reports on their project’s implementation. The lead agency is responsible for collecting and reporting information from all partners. Progress reports will be submitted through the EWEG system on a quarterly basis.

In addition to the information required for all progress in EWEG, grant recipients are required to submit a narrative report as an upload as part of each project report that includes the following information:

1. Brief summary of the project’s accomplishments, challenges, and problematic fiscal issues to date, in accordance with the project plan;
2. Report of any modifications to the original plan and the reason for the modifications

All project and evaluation reports are to be submitted through the Electronic Web-Enabled Grant (EWEG) system at <http://homeroom.state.nj.us/>according to the following schedule:

|  |  |  |
| --- | --- | --- |
| **Report** | **Reporting Period** | **Due Date** (via EWEG) |
| 1st Interim | April 1, 2022 – July 31, 2022 | August 31, 2022 |
| 2nd Interim | April 1, 2022 – November 30, 2022 | December 31, 2022 |
| 3rd Interim | April 1, 2022 – February 28, 2023 | March 31, 2023 |
| Final | April 1, 2022 – June 30, 2023 | August 31, 2023 |

Each interim report narrative is to include specific information on progress towards achieving each measurable goal and objective described in the application. The grantee must demonstrate project progress using data and other evidence identified in the application. Reports are to be cumulative, assessing progress, accomplishments and difficulties throughout the grant period.

# ASSESSMENT OF STATEWIDE PROGRAM RESULTS

The NJDOE is seeking best practice models and innovative programs with high likelihoods of success to disseminate statewide in order to support diversity and equity in the teacher workforce. Program results are to provide a framework for establishing effective instructional coaching programs that will increase the retention of minority teachers in classrooms throughout the state. The grantee will develop a resource guide of instructional coaching best practices, learning modules and program tools that are scalable and sustainable. Please see Section 2.2 for program goals and expectations and Section 2.3.3 for program evaluation requirements.

# 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 grantee has accepted the award by clicking on the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information.

Only one (1) request may be submitted per month. Grantees must submit their request no later than the 15th of the month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantees’ request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month.

**NOTE:** Payments cannot be processed until the award has been accepted in EWEG.

The last date to submit a reimbursement request is June 15, 2022.

The last date to submit a budget modification is March 31, 2023.

# SECTION 2: PROJECT GUIDELINES

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state’s 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.

# ADDITIONAL BACKGROUND INFORMATION

## Improving Student Outcomes

It is evident that exposure to a black teacher during elementary school raises long-run educational attainment for black male students, especially among those from low-income households. Students in elementary school perform better on standardized tests when matched with a same-race teacher, and middle school students have a significantly reduced rate of dropping out of school when taught be a same race teacher (Gershenson, Hart, Lindsay and Papageorge, 2017). Teachers of color benefit all students, as white students and students of color perceive their teachers of color as caring and report feeling academically challenged by their instruction. While diversity efforts have had some impact on increasing the number of minority teaching candidates, minority teachers leave the classroom in greater numbers than their white counterparts (Carver-Thomas, D. 2018). Studies such as these have made the increased retention of minority teachers in New Jersey classrooms a priority and underlie the goals of this NGO.

## Induction and New Teacher Support

Research shows the importance of well-designed and implemented induction programs and ongoing professional development, especially in high-poverty, underperforming districts and among minority teachers. A 2004 report by the Harvard Project on the Next General of Teachers found that new teachers’ decisions to transfer out of low-income schools rested on the extent to which those schools supported them with adequate mentoring and guidance (Berry, B., 2004).

Research also suggests that comprehensive, multiyear induction programs reduce the rate of new teacher attrition, accelerate the professional growth of new teachers, provide a positive return on investment, and improve student learning (Ingersoll and Strong, M., 2011).

Districts should have high-quality mentoring and induction programs for beginning teachers, and in particular, should consider how these programs can meet the needs of a diverse workforce.

Induction programs that focus on high leverage activities—observation and feedback; analyzing student strengths and needs; discussing instructional issues; and developing a professional growth plan—have been found to result in improved teacher retention (Gershenson et al., 2017). The grantee is to work with its school district partner(s) to provide high-quality instructional coaching and establish programs that support ongoing, job-embedded professional development, cultural responsiveness and collaboration.

# PROJECT DESIGN CONSIDERATIONS

The grant program will continue to provide funding to develop and deliver instructional coaching supports to new teachers, with special emphasis on minority teachers.

The project awarded through this NGO will continue work to establish scalable and sustainable programs of instructional coaching for new teachers. The intent is to provide the state with a successful model that can be implemented to retain high-quality minority teachers in the workforce to better reflect the student population.

The applicant should ensure that the project specifically addresses all of the goals of the grant. Project design should include outcome measures for each goal and objective that are quantitative and qualitative.

The project design must be compliant with regulations governing New Jersey Educator Preparation Programs (*N.J.A.C.* 6A:9A) and certification requirements (*N.J.A.C.* 6A:9B) and mentoring and induction requirements (*N.J.A.C.* 6A:9C-5.1 *et seq*.).

## Essential Elements

Essential elements of a successful application will include:

* Partnership with at least one (1) high-poverty school district;
* Evidence-based best practices for coaching new teachers;
* Effective programs and strategies to establish an instructional coaching framework in high- poverty school districts that support the development of cohorts of instructional coaches embedded in the school districts;
* A resource guide of instructional coaching best practices, learning modules and program tools that are scalable and sustainable;
* The establishment of evaluation protocols to assess the effectiveness of project programs and strategies

## Achievement of Goals

Project designs must include evaluation plans to assess achievement of project goals on an ongoing basis. Assessment must include qualitative and quantitative data on the success of the grantee in

establishing instructional coaching programs in participating school districts that support new minority teachers and the sustainability of the programs.

## Program Outcomes

The project funded by this grant opportunity will provide evidence-based model programs, policies and strategies for the establishment of instructional coaching programs that focus on the retention of minority teachers in New Jersey school districts.

# PROJECT REQUIREMENTS

## Implementation within the Designated Timeline

Unless otherwise noted, all funds must be expended during the grant period of April 1, 2022 – June 30, 2023. The schedule for required program and fiscal reports is provided in Section 1.8 *Project Requirements.*

# PROJECT MANAGEMENT REQUIREMENTS

## Selection of Partners

As noted in Section 1.2 on grant eligibility, the lead organization is expected to continue to partner with at least one high-poverty school district. Additional partnerships can be considered if they support the achievement of program goals.

## Grant Management Partnership Team

The grant recipient will be expected to participate in a project management team that includes, at a minimum, the grant lead person from the Minority Teacher Quality and Retention Grant and at least one administrator from each of the partner schools. The project management team will be responsible for coordinating the project, creating and implementing a communication plan and ensuring that all aspects of the project requirements are fulfilled.

## Attendance at Quarterly Meetings on Project Implementation

The NJDOE will host meetings throughout the grant period to support the grant recipient and provide a forum for addressing implementation best practices, challenges and successes. The grant recipient will be expected to send appropriate representatives to these meetings, which will be held on a quarterly basis and which may be held virtually or in-person.

## Participation in Annual Grant Monitoring Reviews

In addition to reviewing the quarterly report submissions, the NJDOE will conduct a comprehensive review of program and financial records once during the grant period and conduct at least one site visit (conditions permitting) to interview a number of project participants. All or part of the annual monitoring review may take place virtually. The grant recipient will be expected to facilitate the NJDOE program staff in the reviews by providing the appropriate documents and arranging the site and/or virtual visits.

# PROJECT ACTIVITY REQUIREMENTS

All activities must comply with applicable statutes and regulations as cited in Section 2.2. The project awarded this grant will:

* + - * Develop programs and strategies to provide instructional coaching to all eligible partner school districts with a focus on the needs of minority candidates;
			* Develop a framework for providing job embedded effective instructional coaching, with an emphasis on minority teachers, that includes, at a minimum, districtwide strategies for developing and sustaining instructional coaching;
			* Create a resource guide of instructional coaching best practices, learning modules and/or program tools that are scalable and sustainable; and
			* Establish an evaluation system to track and measure project progress.

# PROJECT EVALUATION REQUIREMENTS

The grantee is required to develop an evaluation and accountability plan to measure the extent to which the activities undertaken during the grant period were successful in meeting this NGO’s broad outcomes and the individual grant project’s specific measurable objectives. The evaluation plan must include:

* + - * Identification of partner school needs and appropriate targets for project activities in the partner schools;
			* Identification of instructional coaching elements that support minority teacher retention in the partner school districts; and
			* Indicators to be impacted by the grant programs. Indicators must address:
				+ Minority teachers served by the grantee organization;
				+ Instructional coaching activities that support student achievement and minority teacher professional development; and
				+ School and district administration participation in and support for programs and strategies that promote a collaborative, culturally responsive district and school culture.

# APPLICATION REQUIREMENTS

The applicant must provide the following written components as a part of the EWEG application:

(1) Update; (2) Project Description; (3) Goals, Objectives and Indicators; and (4) Activity Plan.

**2.4.1 PROJECT UPDATE**

The Project Update is a (250-300 words) summary of the accomplishments of year one and the proposed projects’ year two purpose and outcomes for the *full 15-month grant period*. Do not include information in the abstract that is not supported elsewhere in the application.

* + 1. **PROJECT DESCRIPTION:**

Describe in a detailed narrative the project design and plan for implementing year two of the project. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the needs of the partner school district(s).

Describe the effect the project will have on the partner school district(s) upon completion. When possible, cite examples of how the approach or strategies have led to success for other school districts and/or programs.

## Project Description

At a minimum, the project description should address the following elements:

* 1. Partnerships: How was your partner(s) selected? How will you collaborate with the partner school district(s)?
	2. Instructional Coaching Activities: Describe the programs and strategies you will implement to support new minority teachers in the partner school district(s).
	3. Administrative Support: Describe the professional learning and coaching that will be provided to the participating school districts’ administrative teams to support a culture of collaboration, continuous learning and cultural competency.
	4. Participating School District Programs: Describe how the instructional coaching programs and strategies will be integrated into the districts’ professional development and mentoring plans. Include how coaching will align with the participating school district’s approved evaluation tool to ensure consistency in coaching and assessment practices.
	5. Sustainability: Describe the project elements you will put in place that will lay the foundation for sustaining the work of the grant in the participating school districts. Include how you will continue to provide services, as required, past the funding period (see section 2.3 Project Requirements). Include plans for providing services beyond the year two project period.
	6. Project Evaluation: Describe the critical pieces of evidence/data you will examine to track and inform project implementation decisions and determine if project goals are being achieved.
	7. Dissemination: Provide an outline of the components that will comprise a framework of evidence-based programs and strategies the Department will be able to use to support effective induction, mentoring and instructional coaching programs focused on the increased retention of minority teachers.
		1. **GOALS, OBJECTIVES AND INDICATORS**

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

The application 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 goal and objectives, as well as the overall grant project outcomes. Also, describe in the indicators the measures and instruments to be used, the individuals responsible for developing and conducting the evaluation, and how results will be used to improve project outcomes. Well- constructed indicators of success will help establish a clear understanding of responsibilities and a system of accountability for the project. They will also help to determine whether or not to refine an aspect of the project to ensure overall success.

* + - * Review the goals of the Minority Teacher Quality and Retention Program before and after constructing the objectives to ensure that the objectives clearly address identified goals.
			* Identify the anticipated outcomes of the project in measurable terms and in relation to the goals of the project.
			* Define the population to be served.
			* Identify the timeline for implementing and completing each objective.
			* Identify the level of performance expected in order to indicate successful achievement of the objective.
			* Make certain to construct measurable indicators of success that directly link to and support project objectives.

When developing goals, objectives and indicators, do not conflate goals and objectives with activities and process measures. Goals should align with the goals of this grant program and identify the intended overall outcomes of this project. Objectives are steps to be accomplished to achieve project goals. Indicators are based on identified needs and should describe on what your project will “move the needle.”

* + 1. **PROJECT ACTIVITY PLAN**

The Project Activity Plan covers the entire year two 15-month project period. The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. Describe the steps that will be taken to achieve each identified objective. The activities identified in this section serve as the basis for the individual expenditures that are proposed in the budget. Review the Goals 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.

The project activity plan must:

* + - * 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 or other evidence that tracks the progress and confirms the completion of each activity.
			* 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.
			* 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 DESIGN CONSIDERATIONS

Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity.

The applicant’s budget **must** be well-considered, necessary for the implementation of the project, remain within the funding parameters contained in this handout, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity.

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

Guidance on constructing a grant budget may be found in the Pre-award Manual for Discretionary Grants, which can be accessed at [www.nj.gov/education/grants/discretionary/apps/.](http://www.nj.gov/education/grants/discretionary/apps/)

The Department of Education 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 Department of Education through the pre-award revision process. The applicant’s opportunity to make pre-award revisions will be limited by the Department of Education which is not responsible either to provide repeated opportunities for revisions or to permit reallocation of the funds previously requested for costs that have not been approved or have been disallowed.

* 1. **BUDGET REQUIREMENTS**

Budget requests should be linked to specific project activities and objectives of the Minority Teacher Quality and Retention Program grant.

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

* No reimbursement for in-state overnight travel (meals and/or lodging)
* No reimbursement for meals on in-state travel
* Mileage reimbursement is capped at $.35/mile

## Allowable Expenses

Eligible costs may include, *but are not limited to*:

* Grant Staff Positions – A resume, brief job description and rationale for each position proposed to assist in the management and implementation of the grant program must be provided. Include the resumes and job descriptions as an upload in the EWEG application. Enter the salary requests using the appropriate budget subtabs in the EWEG form.
* Marketing Costs – Costs directly related to efforts to increase the enrollment of candidates of color in the applicant’s educator preparation program.
* Academic Support – Costs associated with assisting candidates of color with coursework and test preparation.
* Stipends - For participating teachers and administrators to attend grant related activities outside of contracted hours (please note that supervisors and curriculum directors may not be compensated through these funds to attend professional development activities).
* Substitute Teachers - Costs related to acquiring substitute teachers for LEA teachers participating in grant-related program activities.
* Travel – For program and LEA staff to travel to grant related events and activities. Please note the guidelines below per N.J.A.C. 6A:23A-7:
	+ 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
	+ Meal Expenses are only eligible for project events and activities that must be scheduled over a mealtime.

## Ineligible Expenses

Funds *may not be used* for the following costs:

* Costs associated with writing the application;
* Supporting the research of individual scholars or faculty members;
* Costs for developing higher education courses related (or unrelated) to grant activities;
* Travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
* Stipends to teachers during regular school contracted days; and
* Costs not directly related to the educational program and that are unsupported by the NGO; and
* Indirect costs.

# SECTION 3: COMPLETING THE APPLICATION

* 1. **GENERAL INSTRUCTIONS FOR APPLYING**

To apply for a grant under this NGO, applicants must prepare and submit a complete application. The application must be a response to the State’s vision as articulated in Section 1: Grant Program Information of this NGO. It must be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. The applicant may wish to consult additional guidance found in the Pre-award Manual for Discretionary Grants, found at [www.nj.gov/education/grants/discretionary/apps/](http://www.nj.gov/education/grants/discretionary/apps/).

# REVIEW OF APPLICATIONS

NJDOE staff will review the application on the basis of quality and comprehensiveness, including how well the content addresses the requirements of this NGO. The application 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.

# APPLICATION COMPONENT CHECKLIST

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

|  |  |  |  |
| --- | --- | --- | --- |
| ***Required (********)*** | ***Location*** | ***EWEG TAB/SUBTAB*** | ***Included (********)*** |
|  | EWEG | Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM, and FFATA) |  |
|  | EWEG | Budget |  |
|  | EWEG | Narrative (Update, Description, Goals/Objectives/Indicators, Activity Plan) |  |
|  |  | The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab: |  |
|  | UPLOAD | “Entity Overview” page from the applicant’s [www.sam.gov](http://www.sam.gov/) profile. |  |
|  | NGO | \*Affirmation of Partnership (*Attachment A*) |  |
|  |  | *Grant staffing information (page 16)* |  |

# ATTACHMENT A

***AFFIRMATION OF PARTNERSHIP FORM***

**Minority Teacher Quality and Retention Grant**

*(This form must be completed, signed and uploaded in the application for each partner using the*

*UPLOAD tab.)*

***High-Poverty School District Other Agency Partner(s)***

**Minority Teacher Quality and Retention Grant**

**April 1, 2022 – June 30, 2023**

**Instruction to Applicant/Lead Agency:** Please have each **partner** complete a separate copy this form, including the school district principle partner, and any other agencies or school district **partners**. Submit all copies as attachments using the upload tab with the grant application.

**Instruction to Partner Agency:** This document is to be signed by an eligible **partner** and included with the application as evidence of the collaboration between the applicant/lead agency and the eligible **partner** in the Minority Teacher Development Program grant. The chief school administrator (CSA), Dean, chief executive officer (CEO) or other head of a partnering agency must complete and sign the statement below:

I COMMIT to being a collaborative partner with , the applicant/lead agency and to ensure that my agency acts in full support of the proposed project through the provision of personnel, time, activities, information, data, services, and/or resources necessary to plan, implement, monitor and evaluate the grant project with fidelity.

I AGREE to protect the confidentiality of individual students and/or educators as necessary when providing information to the applicant and the project evaluator to fulfill project requirements.

I CERTIFY that a designated representative, my agency’s grant lead person, will continue to collaborate with the applicant to meet the requirements of this grant opportunity as specified in the grant application.

(**Print Name**) (**CSA/ Dean/CEO/Head** from **Partner Agency**)

of

(**Print Name**) (**Partner Agency**)

**Signature** of **CSA/Dean/CEO/Head** from **Partner Agency**

 / / Date

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