# Notice of Grant Opportunity

**MINORITY TEACHER QUALITY AND RETENTION PROGRAM**

**23-TE08-G03**

**Angelica Allen-McMillan, Ed.D.**

**Acting Commissioner of Education**

**Christopher Irving, Ed.D.**

**Assistant Commissioner**

**Division of Field Support and Services**

**Tanisha Davis**

**Director**

**Office of Recruitment, Preparation, and Certification**

**February 2023**

**ORG/APU # 5064-221**

**Application Due Date: March 21, 2023**

**NEW JERSEY DEPARTMENT OF EDUCATION**

**P.O. Box 500**

**Trenton, NJ 08625-0500**

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

**STATE BOARD OF EDUCATION**

KATHY A. GOLDENBERG................................................................ Burlington

President

ANDREW J. MULVIHILL………………………………………….. Sussex

Vice President

ARCELIO APONTE............................................................................ Middlesex

MARY BETH BERRY...................................................................... Hunterdon

ELAINE BOBROVE.......................................................................... Camden

FATIMAH BURNAM-WATKINS................................................... Union

RONALD K. BUTCHER ………………………………………….. Gloucester

JACK FORNARO….………………………...……………………. Warren

MARY ELIZABETH GAZI………………………………………… Somerset

NEDD JAMES JOHNSON…………………………………………… Salem

ERNEST P. LEPORE ……..………………………….……………. Hudson

JOSEPH RICCA, Jr…………………………………………………. Morris

SYLVIA SYLVIA-CIOFFI………………………………………….. Monmouth

Angelica Allen-McMillan, Ed.D., Acting Commissioner

Secretary, State Board of Education

It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

**TABLE OF CONTENTS**

When responding to this Notice of Grant Opportunity (NGO), applicants must use the Electronic Web Enabled Grant (EWEG) online application system. See <http://homeroom.state.nj.us/> to access this system. Please refer to the web page for the NGO at <http://www.nj.gov/education/grants/discretionary> (click on available grants) for information on when the EWEG application will be online.

Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG prior to being able to create and submit a grant application in EWEG.

**SECTION 1: GRANT PROGRAM INFORMATION PAGE**

5

5

5

6

6

7

7

8

8

9

10

11

12

13

17

17

19

19

20

21

22

23

29

1.1 Description of the Grant Program

1.2 Eligibility to Apply 1.3 Federal Compliance Requirements (UEI, SAM) 1.4 Statutory/Regulatory Source and Funding 1.5 Dissemination of This Notice 1.6 Technical Assistance 1.7 Application Submission 1.8 Reporting Requirements 1.9 Assessment of Statewide Program Results 1.10 Reimbursement Requests

**SECTION 2: PROJECT GUIDELINES**

* 1. Additional Background Information
  2. Project Design Considerations
  3. Project Requirements
  4. Application Requirements
  5. Budget Design Considerations
  6. Budget Requirements

**SECTION 3: COMPLETING THE APPLICATION**

3.1 General Instructions for Applying

* 1. Review of Applications
  2. Application Component Checklist

**ATTACHMENTS**

**Attachment A:** Documentation of Eligibility Form

**Attachment B:** Affirmation of Partnership Form

**APPENDIX**

**Appendix A:** Eligible High-Poverty School Districts

**BIBLIOGRAPHY**

**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. According to research by the [Learning Policy Institute](file:///C:\Users\mpetacci\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\0G6OJGB8\Ingersoll,%20R. and%20May,%20H.%20(2016). Minority%20Teacher%20Recruitment,%20Employment,%20and%20Retention:%201987%20to%202013%20(research%20brief).%20Palo%20Alto,%20CA:%20Learning%20Policy Institute) (LPI) minority teachers are more likely than their non-minority colleagues to work in hard-to-staff schools and are also more likely to leave those schools or the teaching field overall. 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) NGO is to establish a sustainable program of instructional coaching for teachers in high-poverty school districts as defined in P.L. 2007, c. 260 (C.18A:7F-45). This is a two-year grant program. Year one will run thirteen (13) months – May 1, 2023 to May 31, 2024. Year two will run June 1, 2024 – May, 31 2025 contingent on the availability of state appropriated funds.

***Goals of the Minority Teacher Quality and Retention Program***

Grant applicants will develop and implement a sustainable, comprehensive program of instructional coaching and professional development in eligible high-poverty school districts with an emphasis on serving the needs of newly hired teachers. A high poverty school district is defined as a school district in which the percentage of students designated as at-risk pupils, defined by section 3 of P.L. 2007, c. 260 (C.18A:7F-45), is equal to or greater than 40 percent. A list of eligible high poverty school districts is included as Appendix 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. This is to be considered a planning grant for the purposes of developing a scalable and sustainable direct instructional coaching model with full implementation through May 2024. Funding for year two is dependent on state budget allocations in FY 24). The instructional coaching program will:

1. Establish a partnership with at least one high-poverty school district (Appendix A) 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.
   1. **ELIGIBILITY TO APPLY**

The MTQRP grant is a limited competitive grant program open to organizations located in the State of New Jersey that recruit, train, and place new teachers, with special emphasis on minority teachers, in high poverty school districts in the State. Eligible organizations cannot charge tuition or fees to participants in the MTQRP.

**Past recipients of this award (Relay Graduate School of Education) are ineligible to apply as the program requirements for this grant have not changed.**

A total of up to $250,000 from State funding will be used to fund planning and implementation activities related to the MTQRP grant for the period of May 1, 2023 through May 31, 2024 (13 months). One award will be made

Applicants must upload completed and signed Documentation of Eligibility (Attachment A) and Affirmation of Partnership (Attachment B forms) as part of their grant application.

**1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM)**

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI) number (which replaces the DUNS number) and is obtained through registration (new or renewal) with the System for Award Management (SAM).

* To register with the SAM database, go to [www.sam.gov](http://www.sam.gov)

Please note that beginning Fiscal Year 2023, all applicants for discretionary grants must complete and submit a System for Award Management (SAM) application in EWEG prior to the applicant being able to create and submit a discretionary grant application in EWEG.

**FFATA Executive compensation disclosure criteria**

In the preceding fiscal year, if an applicant:

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

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

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

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

**1.4 STATUTORY/REGULATORY SOURCE AND FUNDING**

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The MTQRP grant is 100percent funded froma FY23 State appropriation (ORG/APU # 5064-221).

Final awards are subject to the availability ofstatefunds. Total funds for the MTQRP 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) and of the grantee’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate or undocumented costs from funding consideration. Ineligible expenses are listed on page 19.

The year one project period is May 1, 2023 to May 31, 2024. Funding for year two programs and services is contingent upon an appropriation by the State and will be distributed through a continuation grant application, if available.

**1.5 DISSEMINATION OF THIS NOTICE**

The Office of Recruitment, Preparation and Certification will make this notice available to eligible applicants listed in section 1.2 based upon the eligibility statementand to the county superintendents of the counties in which the eligible agencies are 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 Certification 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.

**1.6 TECHNICAL ASSISTANCE**

Technical assistance for this application will be provided on **Friday, March 3 at 12:00 p.m.** Session will be conducted virtually via Microsoft Teams.To register,contact the Office of Recruitment, Preparation and Certification at [recruitment@doe.nj.gov](mailto:recruitment@doe.nj.gov). Registration ends on March 2.

**1.7 APPLICATION SUBMISSION**

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, the NJDOE ***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 **no later than 4:00 P.M. on March 21, 2023. 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](mailto:eweghelp@doe.nj.gov). Please allow 24-48 hours for the registration to be completed.

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

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

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

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

**1.8 REPORTING REQUIREMENTS**

Grant recipients are required to submit periodic 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 reports in EWEG, grant recipients are required to submit a narrative report (template will be provided by program office) 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 | May 1, 2023 – August 31, 2023 | September 30, 2023 |
| 2nd Interim | May 1, 2023 – November 30, 2023 | December 31, 2023 |
| 3rd Interim | May 1, 2023 – February 28, 2024 | March 31, 2024 |
| Final | May 1, 2023 – May 31, 2024 | July 31, 2024 |

Each interim report narrative is to include specific information on progress towards achieving each measurable goal and objective described in the application. Grantees must demonstrate project progress using data and other evidence identified in the application.

**1.9 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.

**1.10 REIMBURSEMENT REQUESTS**

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the 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 budget modification is February 28, 2024.

The last date to submit a reimbursement request is April 15, 2024.

**SECTION 2: PROJECT GUIDELINES**

The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state’s vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their project.

Please note that the passage of N.J.A.C 6A:23A-7 places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

## 2.1 ADDITIONAL BACKGROUND INFORMATION

***Improving Student Outcomes***

According to research, 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). 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 non-minority 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). Grantees are to work with high-poverty school districts to provide high-quality instructional coaching and establish programs that support ongoing, job-embedded professional development, cultural responsiveness and collaboration.

**2.2 PROJECT DESIGN CONSIDERATIONS**

The Commissioner of Education has established a two year limited competitive grant program to provide funding, to an eligible organization that provides instructional coaching supports to new teachers, with special emphasis on minority teachers.

The project awarded through this NGO can be considered a planning project 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 successful grant applicant will propose a project that specifically address 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 (see Appendix A);
* 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(s) 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.

**2.3 PROJECT REQUIREMENTS**

***Implementation within the Designated Timeline***

Unless otherwise noted, all year one funds must be expended during the grant period of May 1, 2023 – May 31, 2024. The schedule for required program and fiscal reports is provided in Section 1.8 *Project Requirements.*

**2.3.1PROJECT MANAGEMENT REQUIREMENTS**

***Selection of Partners***

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

***Grant Management Partnership Team***

Grant recipients will be expected to participate in a project management team that includes, at a minimum, the grant lead person from the MTQRP 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.

***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 meeting to interview a few of the project participants. The grant recipient will be expected to facilitate by providing the appropriate documents and arranging the meetings.

## 2.3.2 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.

**2.3.3 PROJECT EVALUATION REQUIREMENTS**

Each partnership 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.

**2.4 APPLICATION REQUIREMENTS**

The applicant must provide the following written components as a part of the EWEG application: (1) Abstract; (2) Project Description; (3) Goals, Objectives and Indicators; (4) Activity Plan; and (5) Organizational Commitment and Capacity.

**2.4.1 PROJECT ABSTRACT**

The Project Abstract is a (250-300 words) summary of the proposed project’s need, purpose, and projected outcomes. The proposed project and outcomes must cover the *full two-year program period*. Do not include information in the abstract that is not supported elsewhere in the application.

**2.4.2 STATEMENT OF NEED: (5 points)**

Describe the current levels of diversity and the retention rates of minority teachers in the partner school(s), as compared to state and national rates of retention. Provide as much data as available. Identify the changes that your grant project intends to accomplish as a result of this grant program.

**2.4.3 PROJECT DESCRIPTION: (40 points)**

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

***Background Information***

Please address the questions below in your narrative for this section:

1. Why do you want to participate in this program?
2. How will your organization form effective partnerships?
3. What do you currently have in place (programs, systems, personnel, etc.) that will contribute to the success of your project?
4. Identify research that supports your project plan and expected outcomes.

***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 contingency plans for providing services should year two funding not be available.
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.

**2.4.3 GOALS, OBJECTIVES AND INDICATORS (20** **points)**

Establish one or more local goal(s) for this two-year 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.

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 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 project goals of the 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.”

**2.4.4 PROJECT ACTIVITY PLAN (10 points)**

The Project Activity Plan covers the year one 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.

**2.4.5 ORGANIZATIONAL COMMITMENT AND CAPACITY (15 points)**

Describe the applicant organization and its capacity to take on the project and why the proposed project is important to the organization. The narrative should include, at a minimum, a description of:

1. The lead agency’s commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project;
2. The extent to which existing official policies, practices and contracts (including labor agreements) will support or challenge implementation, and how potential challenges will be addressed;
3. The lead agency’s ability to provide time, expertise, and resources so that all participants can achieve the project’s goals;
4. The lead agency’s ability to comply with the project evaluation requirements of the grant program;
5. The lead agency’s commitment to working with all collaborating entities to sustain the work done on the project; and
6. The lead agency’s commitment to documenting and sharing key results and lessons learned with the wider PK-12 and higher education communities.

**2.5 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 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.

**2.6 BUDGET REQUIREMENTS (10 Points)**

Year one budget requests should be linked to specific project activities and objectives of the MTQRP 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 $.47/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. Enter the salary requests using the appropriate budget subtabs in the EWEG form
* Candidate Support – To provide financial support, such as fees and tuition assistance, to candidates of color in the IHE’s educator preparation program. Can also include fees associated with licensing and certification. Please note that grant funded support must be obligated within the grant funding period.
* 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 $.47/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**

**3.1 GENERAL INSTRUCTIONS FOR APPLYING**

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

* 1. REVIEW OF APPLICATIONS

Evaluators will use the selection criteria found in Part I: General Information and Guidance of the Pre-award Manual for Discretionary Grants to review and rate the application according to how well the content addresses Sections 1 and 2 in this NGO.

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

Applications will also be reviewed for completeness and accuracy. The following point values apply to the evaluation of applications received in response to this NGO:

|  |  |
| --- | --- |
| ***Application Component*** | ***Point Value*** |
| **STATEMENT OF NEED** | 5 |
| **PROJECT DESCRIPTION** | 40 |
| **GOALS, OBJECTIVES and INDICATORS** | 20 |
| **PROJECT ACTIVITY PLAN** | 10 |
| **ORGANIZATIONAL COMMITMENT AND CAPACITY** | 15 |
| **BUDGET** | 10 |
| ***TOTAL*** | 100 |

All applications must score 70 points or above **and must meet the intent of the NGO** to be considered eligible for funding.

If an application has been selected for pre-award revisions (PARs), the successful applicant will be notified by the EWEG system via email. Only the personnel listed on the contact page will receive a notification. The successful applicant will be required to initiate the PAR process by accessing the EWEG system, creating an amendment for the application and submitting the amendment through EWEG to the NJDOE. You will not be able to make changes on any of the application pages at this time. Questions on how to submit an amendment should be directed to the EWEG help desk at [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov).

3.3 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 FFATA) |  |
| ✓ | EWEG | Budget |  |
| ✓ | EWEG | Narrative (Abstract, Need, Description, Goals/Objectives/Indicators, Activity Plan, Organizational Commitment & Capacity) |  |
|  |  | The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab: |  |
| ✓ | NGO | \*Documentation of Eligibility (*Attachment A*) |  |
| ✓ | NGO | *\**Affirmation of Partnership *(Attachment B)* |  |

**ATTACHMENT A**

**DOCUMENTATION OF ELIGIBILITY**

**Minority Teacher Quality and Retention Program**

*(This form must be completed, signed and uploaded in the application using the UPLOAD tab.)*

**Name of Applicant /Lead Agency (Eligible Organization)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Applicant/Lead Agency President/CEO Date**

**ATTACHMENT B**

## *AFFIRMATION OF PARTNERSHIP FORM*

**Minority Teacher Quality and Retention Grant**

1. *(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 Development Grant**

**May 1, 2023 – May 31, 2024**

**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 Programgrant. 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

**Appendix A**

**Eligible High Poverty School Districts**

|  |  |
| --- | --- |
| **County** | **District** |
| ATLANTIC | Absecon City |
| Atlantic City |
| Atlantic County Vocational |
| Atlantic County Special Services Commission |
| Brigantine City |
| Buena Regional |
| Egg Harbor City |
| Egg Harbor Twp |
| Galloway Twp |
| Greater Egg Harbor Reg |
| Hamilton Twp |
| Hammonton Town |
| Pleasantville City |
| Somers Point City |
| Ventnor City |
| Weymouth Twp |
| BERGEN | Bogota Boro |
| Cliffside Park Boro |
| Elmwood Park |
| Englewood City |
| Fairview Boro |
| Garfield City |
| Hackensack City |
| Little Ferry Boro |
| Lodi Borough |
| Moonachie Boro |
| Palisades Park |
| Teaneck Twp |
| BURLINGTON | Beverly City |
| Burlington City |
| Burlington Co Vocational |
| Delanco Twp |
| Edgewater Park Twp |
| Maple Shade Twp |
| Mount Holly Twp |
| New Hanover Twp |
| Palmyra Boro |
| Riverside Twp |
| Willingboro Twp |
| CAMDEN | Bellmawr Boro |
| Brooklawn Boro |
| Camden City |
| Camden County Vocational |
| Gloucester City |
| Gloucester Twp |
| KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation |
| Camden Prep, Inc. |
| Mastery Schools of Camden, Inc. |
| Lawnside Boro |
| Lindenwold Boro |
| Magnolia Boro |
| Pennsauken Twp |
| Pine Hill Boro |
| Woodlynne Boro |
| CAPE MAY | Cape May City |
| Cape May Co Special Services District |
| Lower Cape May Regional |
| Lower Twp |
| Middle Twp |
| North Wildwood City |
| Wildwood City |
| Woodbine Boro |
| CUMBERLAND | Bridgeton City |
| Commercial Twp |
| Cumberland Co Vocational |
| Cumberland Regional |
| Deerfield Twp |
| Downe Twp |
| Maurice River Twp |
| Millville City |
| Upper Deerfield Twp |
| Vineland City |
| ESSEX | Belleville Town |
| Bloomfield Twp |
| East Orange |
| Essex Co Ed Services Commission |
| Essex Co Voc-Tech |
| Irvington Township |
| Newark City |
| City Of Orange Twp |
| West Orange Town |
| GLOUCESTER | Clayton Boro |
| Deptford Twp |
| Glassboro |
| National Park Boro |
| Paulsboro Boro |
| Westville Boro |
| Woodbury City |
| HUDSON | Bayonne City |
| East Newark Boro |
| Guttenberg Town |
| Harrison Town |
| Hoboken City |
| Hudson County Vocational |
| Jersey City |
| Kearny Town |
| North Bergen Twp |
| Union City |
| West New York Town |
| HUNTERDON | Hunterdon Co Ed Services Commission |
| MERCER | Ewing Twp |
| Mercer County Special Services School District |
| Trenton Public School District |
| MIDDLESEX | Carteret Boro |
| Dunellen Boro |
| Jamesburg Boro |
| Middlesex Co Vocational |
| New Brunswick City |
| North Brunswick Twp |
| Perth Amboy City |
| South Amboy City |
| South River Boro |
| MONMOUTH | Asbury Park City |
| Belmar Boro |
| Bradley Beach Boro |
| Eatontown Boro |
| Freehold Boro |
| Highlands Boro |
| Keansburg Boro |
| Keyport Boro |
| Long Branch City |
| Monmouth-Ocean Ed Services Commission |
| Neptune City |
| Neptune Twp |
| Red Bank Boro |
| MORRIS | Dover Town |
| Wharton Boro |
| OCEAN | Lakehurst Boro |
| Lakewood Twp |
| Little Egg Harbor Twp |
| Ocean Gate Boro |
| Seaside Heights Boro |
| PASSAIC | Clifton City |
| Haledon Boro |
| Passaic City |
| Northern Region Educational Services Commission |
| Passaic Co Manchester Reg |
| Passaic County Vocational |
| Paterson City |
| Prospect Park Boro |
| SALEM | Elsinboro Twp |
| Penns Grove-Carneys Pt Reg |
| Salem City |
| SOMERSET | Bound Brook Boro |
| Franklin Twp |
| Manville Boro |
| North Plainfield Boro |
| Somerset Co Ed Serv Comm |
| South Bound Brook |
| UNION | Elizabeth City |
| Hillside Twp |
| Linden City |
| Plainfield City |
| Rahway City |
| Roselle Boro |
| Union Co Ed Services Commission |
| WARREN | Phillipsburg Town |
| CHARTERS | Academy Charter High School |
| Academy for Urban Leadership Charter School |
| Achieve Community Charter School |
| Atlantic Community Charter School |
| Beloved Community Charter School |
| Benjamin Banneker Prep CS |
| Bergen Arts and Sciences Charter School |
| Bridgeton Public Charter School |
| Burch Charter School of Excellence |
| Camden’s Promise Charter School |
| Charter Tech High School |
| College Achieve Central Charter School |
| College Achieve Greater Asbury Park Charter School |
| College Achieve Paterson Charter School |
| Community Charter School of Paterson |
| Compass Academy CS |
| Cresthaven Academy Charter School |
| Discovery CS |
| Dr Lena Edwards Academic Charter School |
| East Orange Community CS |
| Empowerment Academy Charter School |
| Environment Community CS |
| Foundation Academy CS |
| Freedom Prep Charter School |
| Gray CS |
| Great Oaks Legacy Charter School |
| Greater Brunswick CS |
| Hope Academy CS |
| Hope Community CS |
| Hudson Arts and Science Charter School |
| International Academy of Atlantic City Charter School |
| International Academy of Trenton Charter School |
| International Charter School |
| Jersey City Comm. CS |
| Jersey City Global CS |
| Jersey City Golden Door Charter School |
| John P Holland Charter School |
| Kingdom CS of Leadership |
| LEAP Academy University CS |
| Link Community Charter School |
| M E T S Charter School |
| Maria L. Varisco-Rogers CS |
| Marion P. Thomas CS |
| Millville Public Charter School |
| New Horizons Comm. CS |
| Newark Educators Community Charter School |
| North Star Academy Charter School |
| Ocean Academy Charter School |
| Pace CS of Hamilton |
| Passaic Arts and Science Charter School |
| Paterson Arts and Science Charter School |
| Paterson CS for Science/Technology |
| Paul Robeson Humanities Charter School |
| Peoples Preparatory Charter School |
| Philip’s Charter School of Paterson |
| Phillip's Academy Charter School |
| Pride Academy Charter School |
| Queen City Academy CS |
| Robert Treat Academy CS |
| Roseville Community CS |
| Soaring Heights CS |
| TEAM Academy Charter School |
| The Barack Obama Green Charter High School |
| The Ethical Community Charter School |
| The Red Bank CS |
| Trenton Stem-to-Civics CS |
| Union County TEAMS CS |
| University Academy CS |
| University Heights CS |
| Village CS |
| Vineland Public Charter School |

BIBLIOGRAPHY

*Advancing Diversity and Inclusion in Higher Education*, U.S. Department of Education, Nov. 2016

Berry, B. (2004). Recruiting and Retaining “Highly Qualified Teachers” for Hard-to-Staff Schools,” *NASSP Bulletin* 87:638.

Carter-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

Dee, T. (2004). Teachers, race and student achievement in a randomized experiment. *The Review of Economics and Statistics*, 86(1), 195–210.

Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (2017). The long-run impacts of same race teachers. Bonn, Germany: IZA Institute of Labor Economics. *Discussion Paper Series.*

Ingersoll, R., and May, H., (2011). Recruitment, Retention and the Minority Teacher Shortage, *CPRE Research Report #RR-69*, University of Pennsylvania.

Ingersoll, R. and Strong, M., (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research, *Review of Education Research*. Vol. 81(2), 201-233.

Johnson, S.M. *et al.* (2004). The Support Gap: New Teachers’ Early Experiences in High-Income and Low-Income Schools, *Article prepared for the 2004 Annual Meeting of the American Educational Research Association*.

Learning Policy Institute (LPI), *Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013*

Liu, E., Rosenstein, J., Swann, A., & Khalil, D. (2008). When districts encounter teacher shortages: The challenges of recruiting and retaining math teachers in urban districts. *Leadership and Policy in Schools,* 7(3), 296-323.

*New Jersey School Performance Report* (2016-2016).

*NJ SMART Staff Submissions* (2013-2017).

Partelow, L., Spong, A., Brown, C. and Johnson, S., (2017) “America Needs More Teachers of Color and a More Selective Teaching Profession*,*” *Center for American Progress*.

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the Teacher Shortage: How to Attract and Retain Excellent Educators (Palo Alto, Calif.: *Learning Policy Institute)*