# New Jersey Department of Education

# *Notice of Grant Opportunity*

New Jersey Department of Education

Office of Grants Management

*June 2022*

Application Due Date: July 21, 2022

# Notice of Grant Opportunity

# Middle Grades Career Awareness and Exploration Program

**23-VE06-G06**

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**June 2022**

**CFDA 84.048A**

**Application Due Date: July 21, 2022**

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

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**Trenton, NJ 08625-0500**

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##

## Table of Contents

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

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.

[New Jersey Department of Education 1](#_Toc105526207)

[*Notice of Grant Opportunity* 1](#_Toc105526208)

[Notice of Grant Opportunity 2](#_Toc105526209)

[Middle Grades Career Awareness and Exploration Program 2](#_Toc105526210)

[**New Jersey Department of Education** 2](#_Toc105526211)

[State Board of Education 3](#_Toc105526212)

[Table of Contents 4](#_Toc105526213)

[Section 1: Grant Program Information 6](#_Toc105526214)

[1.1 Description of the Grant Program 6](#_Toc105526215)

[1.2 Eligibility to Apply 8](#_Toc105526216)

[1.3 Federal Compliance Requirements (UEI, SAM) 9](#_Toc105526217)

[1.4 Statutory/Regulatory Source and Funding 9](#_Toc105526218)

[1.5 Dissemination of This Notice 10](#_Toc105526219)

[1.6 Technical Assistance 10](#_Toc105526220)

[1.7 Application Submission 10](#_Toc105526221)

[1.8 Reporting Requirements 11](#_Toc105526222)

[1.9 Assessment of Statewide Program Results 11](#_Toc105526223)

[1.10 Reimbursement Requests 12](#_Toc105526224)

[Section 2: Project Guidelines 12](#_Toc105526225)

[2.1 Project Design Considerations 12](#_Toc105526226)

[2.2 Project Requirements 15](#_Toc105526227)

[2.3 Budget Design Considerations 17](#_Toc105526228)

[2.4 Budget Requirements 18](#_Toc105526229)

[Section 3: Completing the Application 18](#_Toc105526230)

[3.1 General Instructions for Applying 18](#_Toc105526231)

[3.2 Review of Applications 18](#_Toc105526232)

[3.3 Application Component Checklist 19](#_Toc105526233)

[Appendix A: Local Education Agency (LEA) Partnership Form 20](#_Toc105526234)

[Appendix B: References 21](#_Toc105526235)

## Section 1: Grant Program Information

### Description of the Grant Program

This continuation Notice of Grant Opportunity (NGO) for the Middle Grades Career Awareness and Exploration program is offered to continue the grant project that began during the first 10-month project period. The purpose of this multi-year grant program is to cultivate the development of innovative career awareness and exploration programs focused on engaging career-focused instruction and unique experiences for students in the middle grades (defined as grades 5 – 8). The New Jersey Department of Education (NJDOE) offers this NGO program and allocation of $1,096,000 from Fiscal Year 2022 Federal Perkins Reserve (CFDA 84.048A) discretionary grants in support of the commitment outlined in [New Jersey’s State Plan](https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf) for the *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V). These reserve funds will support innovation in promising practices and models that ramp up academic preparation and career readiness for students as they transition into high school.

Career awareness and exploration, the process of developing self-awareness, learning about the world of work and careers, and creating a plan for postsecondary success, are critical to college and career readiness. Self and career awareness give purpose and meaning, enhancing the self-direction and hope of youth (Akos, 2020). Early career and skill development also empower youth to make short- and long-term informed educational decisions and have the potential to create excitement and passion about future career opportunities.

Early adolescence is characterized by significant growth and change that is more rapid than in any other phase of life except for infancy (Carnegie Council on Adolescent Development, 1989). While this period presents enormous opportunities, for many adolescents this transition is associated with a decline in self-esteem which can impact a student’s ability to perform well in core academic areas such as mathematics and English language arts (Jackson & Davis, 2000). Consequently, student disengagement—that could potentially lead toward dropping out of school—often begins in middle school (Orthner et al., 2010). In New Jersey, there were 7,991 high school dropouts during the 2015-2016 school year (NJDOE, 2021). Young adolescents can benefit the most from career awareness and exploration in the middle grades when students are at a higher risk of disengaging as a result of challenges in forming identity, coping with puberty, and navigating new environments (Association for Career and Technical Education & Career Cruising, 2018).

The National Career Development Association recommends that middle grades students learn about themselves by developing awareness of their occupational interests, aptitudes and career values; gaining an understanding of the value and concept of work; and making preliminary occupational choices that are open to change.

The scope of career guidance and counseling also presents a major challenge in schools across all grade levels. The 2011 Pathways to Prosperity Project from the Harvard Graduate School of Education identified America’s system of career guidance and counseling as one of the three big barriers to achieving the potential of career pathways (Symonds, Schwartz & Ferguson, 2011). According to the American School Counselor Association (ASCA), the national student-to-school-counselor ratio was 430-to-1 in 2018-2019, while New Jersey’s ratio was 358:1. ASCA recommends a ratio of 250:1 to provide optimal support (ASCA, 2020). The integration of career-focused instruction can help to support school counseling programs and ameliorate the challenges related to career guidance and counseling.

Middle grades schools are well positioned to implement this initiative because of the organizational structures, programs and practices that support students’ unique academic, developmental, and social needs such as smaller learning communities, looping, advisory programs, and interdisciplinary teams.

#### ****1.1.1 Expected Outcomes of the Grant Program****

1. Increase students’ awareness of career and technical education (CTE) opportunities and New Jersey’s key industry pathways;
2. Enhance students’ self-awareness of interests;
3. Build the capacity of teachers to integrate career focused instruction aligned to students’ interests into instruction;
4. Build the capacity of school counselors to provide career information to students;
5. Increase collaboration between the middle grades and secondary schools regarding CTE offerings;
6. Increase students’ ability to make informed decisions about secondary and postsecondary options, and career pathways; and
7. Identify and disseminate resources, innovative strategies, and best practices that can be used to support other schools.

#### 1.1.2 Populations to be Served

The Middle Grades Career Awareness and Exploration Program is a three-year grant program created to serve students in grades 5, 6, 7, and 8. Applicants were required to implement the program in at least one grade level during the first year, and at least one additional adjacent grade in each subsequent year of the grant.

#### 1.1.3 Funding Amount

A total of up to $1,096,000 from Federal Perkins Reserve discretionary grants (CFDA 84.048A: FAIN: V048A210030) will be used to fund the Middle Grades Career Awareness and Exploration Program NGO in FY23. In the second grant year (FY23), LEAs will be awarded up to $68,500 with continuation funding in FY24 determined by the availability of funding and program progress.

The start date for Year 2 of this continuation grant is July 1, 2022, and the end date is June 30, 2023. Year 3 will start on July 1, 2023, and end June 30, 2024.

### Eligibility to Apply

The Middle Grades Career Awareness and Exploration NGO is open to only the 16 school districts funded in the first 10-month project period. The school districts listed below are eligible to apply for continuation funding from July 1, 2022 to June 30, 2023 pending attainment of the stated goals and objectives from the first 10-month project period.

Funded School Districts:

**Bergen County**

* North Arlington School District

**Burlington County**

* Burlington City Public School District
* Delran Township School District
* Willingboro Township Public School District

**Cape May County**

* Lower Cape May Regional School District
* Wildwood City School District

**Essex County**

* East Orange School District
* Irvington Public School District

**Hunterdon County**

* Union Township School District

**Middlesex County**

* Middlesex Borough School District
* Monroe Township School District
* Sayreville School District

**Monmouth County**

* Keyport School District

**Ocean County**

* Toms River Regional School District

**Passaic County**

* Wanaque School District

**Union County**

* Linden Public School District

### Federal Compliance Requirements (UEI, SAM)

Federal Compliance Requirements (UEI, 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.

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 Middle Grades Career Awareness and Exploration continuation grant application in EWEG.

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

#### FFATA Executive Compensation Disclosure Criteria:

In the preceding fiscal year:

* If an applicant received at least $25,000,000 in annual gross revenues from federal awards; and
* If at least eighty 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 most highly compensated officers of the applicant as part of the grant application.

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

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

### Statutory/Regulatory Source and Funding

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Middle Grades Career Awareness and Exploration program is 100percent funded from **FY22** Federal Perkins Reserve discretionary grants. CFDA # 84.048A.

Final awards are subject to the availability ofFederal Perkins Reserve discretionary grant funding. Total funds for Middle Grades Career Awareness and Exploration program are $1,096,000. The braiding of federal title and local funds through matching is encouraged to supplement this grant program to achieve optimal outcomes.

The grantee is expected to complete the goals and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by the NJDOE of the grantee’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate or undocumented costs from funding consideration.

The project period for the second year of the three-year grant is July 1, 2022 to June 30, 2023.

### Dissemination of This Notice

The Office of Career Readiness will make this notice available to eligible applicants listed in section 1.2, to the Office of Comprehensive Support Team Leaders and 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’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) web site or by contacting the Office of Career Readiness at the NJDOE, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 376-9067; fax (609) 984-5347.

### Technical Assistance

The Office of Career Readiness will provide technical assistance to grantees completing the Middle Grades Career Awareness and Exploration continuation grant application on an as needed basis.

### Application Submission

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, willnot accept late applications.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online Electronic Web Enabled Grant (EWEG) system access through the NJDOE [Homeroom](http://homeroom.state.nj.us) web page **no later than 4:00 P.M. on** Thursday, July 21, 2022. Without exception,the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate for funding consideration, an application after this deadline.

Each eligible applicant must have a logon ID and password to access the system. LEA applicants should contact their district’s Web (Homeroom) Administrator, who will complete the registration.

Please direct questions regarding access to EWEG to the EWEG help email account.

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

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

**Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted via fax or email will not be accepted under any circumstances.**

### Reporting Requirements

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

|  |  |  |
| --- | --- | --- |
|  Report  | Reporting Period | Due Date |
| First Interim  | July 1, 2022 – September 30, 2022 | October 31, 2022 |
| Second Interim | July 1, 2022 – December 31, 2022 | January 31, 2023  |
| Third Interim  | July 1, 2022 – March 31, 2023 | May 1, 2023 |
| Final  | July 1, 2022 – June 30, 2023 | August 31, 2023  |

### Assessment of Statewide Program Results

Over the twelve-month grant period, the Office of Career Readiness will require ongoing reporting and data submission from the grantee in order to monitor the grantee’s progress toward meeting the State goal, local goals, objectives and outcomes of the grant. Assessments will be in the form of desk audits of periodic interim project and fiscal reports as well as onsite monitoring visits.

To support the grant outcomes, the NJDOE is requesting the following information from each district in year two in the form of a narrative upload:

|  |  |
| --- | --- |
| **Report**  | **Program Report Elements**  |
| First Interim  | * Program update including ongoing activities to achieve each of the goals;
* An analysis of student enrollment in the program disaggregated by Perkins V special population categories: individuals with disabilities; individuals from economically disadvantaged families; including low-income youth; individuals preparing for nontraditional fields; single parents, including single pregnant women, English learners, students experiencing homeless as described in section 725 of the McKinney-Vento Homeless Assistance Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.
 |
| Second and Third Interim  | * Program update including ongoing activities to achieve each of the goals;
* Successes and challenges related to program implementation;
* Barriers that the program experiences that may impact program outcomes; and
* Strategies, best practices and resources to support the State and local goals established for the program.
 |
| Final  | * All program elements listed above; and
* Recommendations to the NJDOE on how to develop innovative and sustainable career awareness and exploration programs focused on engaging career-focused instruction and unique experiences for students in the middle grades.
 |

### 1.10 Reimbursement Requests

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

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.

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

The last day to submit a reimbursement request is June 30, 2023.

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

## Section 2: Project Guidelines

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

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

### 2.1 Project Design Considerations

The intent of this multi-year grant program is to cultivate the development of innovative career awareness and exploration programs focused on engaging career-focused instruction and unique experiences for students in the middle grades (defined as grades 5 – 8). The eligible Career Clusters® of focus include **Architecture and Construction; Business Management;** Finance; Health Science; Information Technology; Manufacturing; **Science, Technology, Engineering, and Mathematics (S.T.E.M.) and Transportation, Distribution and Logistics.**

Options for program delivery include:

1. Integration into academic core content or enrichment courses;
2. Development of new courses;
3. Online instruction including virtual reality;
4. Summer programs; and/or
5. After-school programming.

The requirements for year two of this continuation grant program include the following:

Continue the implementation of the State goals:

* Increase Participation: Facilitated by creating materials to increase participation in the program for students in the special populations categories as defined by Perkins V who did not participate in the previous grant year;
* Expand Program: Facilitated by adding at least one additional adjacent grade level of students and corresponding grade level teacher(s) to the implementation of the grant program goals; During each grant year, professional development for staff in the next grade level should occur prior to implementation of the program in order to adequately prepare staff;
* Build Sustainable Practices: Develop strategies and approaches to maintain programming beyond the grant period.

Expand the grant program by adding activities to the State goals:

* Strengthen High School Partnerships: Collaborate with the receiving high school and/or county vocational school for professional development opportunities and program expansion.
* Integrate into the curriculum and instruction the following New Jersey Student Learning Standards:
	+ 9.2 Career Awareness, Exploration, Preparation, and Training with a focus on the strand Career and Planning, indicators 9.2.8 CAP.1 through 9.2.8 CAP.20; and
	+ 9.4 Life Literacies and Key Skills with a focus on the Critical Thinking and Problem-solving strand indicators 9.4.8.CT.1 through 9.4.8.CT.3.

Collaborative teaching models are encouraged to support the full continuum of career awareness and exploration within the career pathways selected. Effective programs require knowledge of CTE opportunities in secondary schools, including county vocational schools, postsecondary options and career pathways.

In order to enhance students’ self-awareness, districts should identify students’ career interests in multiple ways that are developmentally appropriate. It is expected that schools meet the specific needs of students above and beyond what is currently occurring in the school.

The scope of the program should reach as many students as possible. Entrance criteria shall not be used for participation and schools are required to develop inclusive programs for all students which include students with disabilities, students who are economically disadvantaged , students preparing for non-traditional fields, students who are single parents, (including single pregnant women), English learners, students experiencing homelessness, students placed in a resource family home, and students with a parent who is an active duty member of the armed forces.

Many schools currently have students with mild disabilities actively learning with their neurotypical peers. Instructional supports are to be made available to support students with individualized education programs (IEPs) in the general education setting. Examples of supports include Tiered Systems of Support, the Universal Design for Learning Framework to meet the needs of all students, and the resources available at the [NJDOE's Regional Learning Resource Centers](https://www.nj.gov/education/lrc/). Programming should focus on rigorous career focused instruction aligned to the eligible Career Clusters and New Jersey Key Industry Pathways and utilize scaffolding and supports to meet the developmental needs of all students.

Educators are encouraged to develop an understanding of teaching and learning strategies that benefit all students under the Universal Design for Learning (UDL) framework such as cooperative learning, peer tutoring, using a variety of teaching tools to convey an idea such as text, graphics, video, etc., allowing students to use a variety of ways to learn (listening, looking, talking, moving, creating), providing students choices, and utilizing a variety of sensory inputs within instruction.

Sensory integration is an issue that everyone has experienced in their lifetime. There are many examples of the unnoticed adaptations made by each person, every day, multiple times per day such as understanding personal space and personal location at any given time and maintaining a feeling of well-being; processing sound at different volumes and adjusting to it quickly so that it is a comfortable environment; adjusting to the different textures experienced in the world around us and functioning with various simultaneous inputs from the wind blowing to cars on the street. Many children do not have the innate abilities to make the quick adjustments, process the changes and feel safe all the time in their own skin. Teachers may need additional professional development to understand the broad aspects of sensory integration issues that may affect the learning abilities of children. Professional development will also assist in equipping teachers with strategies and resources to accommodate students that show signs of sensory sensitivities.

**Potential Resources to Support Career Focused Instruction**

Career-focused instruction may also include opportunities for [work-based learning](https://www.state.nj.us/education/cte/sle/), developing employability skills, and participation in [Career and Technical Student Organizations (CTSOs)](https://www.nj.gov/education/cte/ctso.htm).

Schools are encouraged to use web-based career information systems such as the [New Jersey Career Assistance Navigator | Home (intocareers.org)](https://portal.njcis.intocareers.org/) (NJCAN) to support the development of personal plans for secondary and postsecondary success. Students and schools can use NJCAN to conduct self-assessments, research colleges and other postsecondary schools and engage in other career exploration and planning activities. Personal plans can be developed in collaboration with parents, school counselors and teachers to support students’ decision making about secondary and postsecondary schools, and career opportunities.

CTSOs provide students with the opportunity to enhance their career, employability and leadership skills through a variety of activities, such as conferences, award programs and competitive events. There are seven CTSOs recognized by the NJDOE as intra-curricular in nature and in practice. Each organization plays a significant role in providing opportunities for students to learn and practice leadership development, academic and technical skills, and become involved in their community. Teachers infuse the organization’s activities into the instructional programs, thereby enabling students to see and immerse themselves in the real-world connections to their academic studies.

### 2.2 Project Requirements

* Project Update

Provide a 250-300 word summary of the Year 1 accomplishments and the proposed Year 2 activities.

#### Project Description

Describe in a detailed narrative the progress achieved in year one to meet each of the program goals and identify strategies and activities to implement the program in year two. 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 identified needs of the school. The following information is also required for this section:

* Estimate the number of students who will be served by the program and describe the efforts taken to identify, enroll, and support students from each of the nine special population groups in year one and the changes that will be made in year two. As referenced in the Perkins V legislation, this includes, but is not limited to students with disabilities; English learners, economically disadvantaged students; students preparing for nontraditional fields; students experiencing homelessness; students who are single parents (including single pregnant women); students placed in a resource family home, and students whose parent is on active duty in the armed forces. Entrance criteria cannot be used for students participating in the program.
* Describe the design of the grant program for year two, e.g. when instruction and activities will occur, Career Cluster(s) of focus, and student supports; include specific examples of systems, curriculum, or design approaches that will be incorporated.
* Identify materials that will be developed to increase participation in the program for students in the special populations categories as defined by Perkins V who did not participate in the previous grant year.
* Identify the grades level(s) for implementation, including at least one additional adjacent grade level of students; and corresponding grade level teacher(s) (by subject area or position), to implement the program’s goals.
* Describe how the decision was made on which students will be chosen to participate in the grant program.
* Describe the activities to strengthen high school partnerships by collaborating with the receiving high school and/or county vocational school for professional development opportunities and program expansion.
* If the grant application is developed on behalf of more than one LEA, through a partnership, in order to meet the minimum two-year requirement to include a grade level between 5 - 8 that is not offered by your district, or more than one school in the district, specify the name of each school/district that will be served by this grant application and how programs and services will be coordinated by the applicant agency. If establishing a partnership with another LEA, please complete Appendix A: Local Education Agency (LEA) Partnership Form.
* Describe the programming that will take place to support student learning needs to meet the following New Jersey Student Learning Standards:
	+ 9.2 Career Awareness, Exploration, Preparation, and Training with a focus on the strand Career and Planning, indicators 9.2.8 CAP.1 through 9.2.8 CAP.20; and
	+ 9.4 Life Literacies and Key Skills with a focus on the Critical Thinking and Problem-solving strand indicators 9.4.8.CT.1 through 9.4.8.CT.3.
* Write clearly and succinctly, focusing on quality and not quantity.
* Goals, Objectives, and Indicators

The goals and objectives in the grant project that began during the first 10-month period will remain the same for the duration of the three-year grant period. In the first 10-month period, applicants were required to develop measurable goals and develop attainable objectives that support them that are consistent with the State goal to *empower students by providing early access to engaging career-focused instruction and unique experiences that build self-awareness, increase focused direction in high school, and ignite interest and passion for high-skill, high-wage and in-demand careers.* In addition to the State goals, applicants developed measurable goals consistent with:

1. Building the capacity of teachers to provide career focused instruction;
2. Building the capacity of school counselors to provide career information and resources to students; and
3. A locally developed goal.
* Project Activity Plan

The Project Activity Plan follows the goals and objectives that were listed in the previous section. **The Project Activity Plan is for the 12-month continuation project period, July 1, 2022 to June 30, 2023.** Activities represent the steps that it will take to achieve each identified objective. Also, the activities that are identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. Review the 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.

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

### 2.3 Budget Design Considerations

The budget submitted in this grant application must include a one-year budget for the grant period from July 1, 2022 to June 30, 2023 and represent the total grant funds for which the applicant is applying in the continuation period. 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 and demonstrate prudent use of resources. Items included in the budget must be necessary for the continuation of the project and remain within the funding parameters contained in this NGO. 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](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf). The budget submitted as part of the application is for the 12-month continuation grant period only.

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

### 2.4 Budget Requirements

Budget requests should be linked to specific project activities and objectives of the Middle Grades Career Awareness and Exploration program.

The provisions of N.J.A.C. 6A:23A-7 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies these restrictions uniformly to all 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; and
* Mileage reimbursement is capped at $.35/mile.

**Eligible costs may include**

* Salaries to support the grant program (costs for staff time outside of contracted hours) such as stipends and substitutes for teachers to attend professional development;
* Costs associated with professional development (including the summer months);
* Associated fringe benefits;
* Purchased services used to directly support the program;
* Program related materials and supplies;
* Travel related to the program, such as student field trips; and
* Other costs will be considered and may be allowed to support the project.

**Ineligible costs**

Funds may not be used for the following costs:

* Indirect costs; and
* Costs not supported by the program plan.

## Section 3: Completing the Application

### 3.1 General Instructions for Applying

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

### 3.2 Review of Applications

Department staff will review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the 10-month NGO. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items identified in Section 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.

### 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 |
| Yes | EWEG | Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM, and FFATA) |  |
| Yes | EWEG | Budget |  |
| Yes | EWEG | Narrative (Update, Project Description, Goals/Objectives/Indicators, and Project Activity Plan) |  |
|  |  | The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab: |  |
| Yes | Upload | “Entity Overview” page from the [applicant’s SAM profile](http://www.sam.gov/). |  |
| No  | Upload | Appendix A: Local Education Agency (LEA) Partnership Form |  |

## Appendix A: Local Education Agency (LEA) Partnership Form

(This form must be completed, signed and uploaded in the application using the Upload tab and updated as needed.)

**Instruction to Applicant:** Please have the LEA partnercomplete a separate copy of this form, including the LEA Building Principal partner.

**Instruction to LEA Partner:** This document is to be signed by an eligible partner and included with the application as evidence of the collaboration between the applicant and the eligible partner in the **Middle Grades Career Awareness and Exploration Program**. The LEA Chief School Administrator and Building Principal must complete and sign the statement below:

I **commit** to be 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** **of** **LEA Chief School Administrator:**

**Print Name of LEA:**

**Signature of** **LEA Partner Chief School Administrator:**

**Signature of** **Partner** **Building Principal:**

**Date (mm/dd/yyyy):**

## Appendix B: References

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