# 

# NOTICE OF GRANT OPPORTUNITY

Bipartisan Safer Communities Act,

Stronger Connections Grant Program

24-AA01-H02

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**April 2023**

**CFDA #84.424F**

**Application Due Date: May 31, 2023**

**NEW JERSEY DEPARTMENT OF EDUCATION**

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**Trenton, NJ 08625-0500**

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**SECTION 1: GRANT PROGRAM INFORMATION**

* 1. **EXECUTIVE SUMMARY**

**Estimated Federal SCG Grant Funds Available**: $20,696,495

**Maximum Number of Awards**: 15

**Estimated Federal SCG Award Amount**: $1.38 million per LEA

**Anticipated Start Date**: September 1, 2023

**Estimated Period of Performance**: September 1, 2023 – September 30, 2025

**Type of Application Accepted**: Electronic via the EWEG system ONLY

***Note****: The Notice of Grant Opportunity (NGO) is subject to the availability of Federal funds and the New Jersey Department of Education is not bound by any estimates in the NGO.*

The New Jersey Department of Education (NJDOE) announces the availability of funds for State Fiscal Year (SFY) 2023 competitive grant awards under the Bipartisan Safer Communities Act (BSCA) – Stronger Connections Grant Program. This NGO, **Bipartisan Safer Communities Act – Stronger Connections Grant program (SCG)**, solicits applications from public “high-need” local educational agencies (LEAs), including Charter and Renaissance schools (hereinafter referred to as applicants), to establish safer and healthier learning environments. The NJDOE determined whether an LEA is “high-need” and eligible to apply for SCG funds based on its poverty rate. LEAs meeting at least one of the following poverty measures are eligible to apply:

* A threshold poverty level of 20% based on the LEA’s Free and Reduced-Price Lunch (FRPL) enrollment; or
* A score above the average on the community poverty index[[1]](#footnote-2) developed by the NJDOE for each LEA using a series of economic indicators specific to the geographic location of each school district from the U.S. Census.

While the NJDOE’s priority is in the area of youth mental health, LEAs also should focus on the array of allowable uses articulated in [ESEA section 4108 (“Activities to Support Safe and Healthy Students”)](https://safesupportivelearning.ed.gov/title-iv-part-a-statute); i.e., safety, producing a sense of belonging, implementing trauma-responsive practices, and teaching positive behaviors to establish safe and supportive learning environments that improve academic achievement and the well-being of students, especially underserved students. LEAs also are encouraged to build upon existing State and LEA initiatives as defined in Appendix 2 to implement evidence-based strategies that support safe and healthy learning environments; thereby improving the safety and health of students.

To maximize the positive and lasting impact of these funds, the NJDOE will award applicants that demonstrate a strong commitment to the following:

* Implementing comprehensive, evidence-based strategies that meet each student's social, emotional, physical, and mental well-being needs; creating positive, inclusive, and supportive school environments; and increasing access to place-based[[2]](#footnote-3) interventions and services; and
* Engaging students, families, educators, staff, and community organizations in the selection and implementation of evidence-based strategies and interventions to create safe, inclusive, and supportive learning environments; and/or
* Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

In addition, LEAs scoring a minimum of seventy (70) points on the grant application may receive additional bonus points:

1. Up to eight (8) bonus points; up to four (4) points based on the Community Health Risk Index[[3]](#footnote-4) and up to four (4) points based on school climate and staffing indicators (Appendix 1); and
2. An additional four (4) bonus points for evidence of traumatic events occurring within the prior two (2) school years.
   1. **BACKGROUND**

On June 25, 2022, President Biden signed into law the Bipartisan Safer Communities Act (BSCA). As part of this legislation, Congress authorized $1 billion in formula funding under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to State Educational Agencies (SEAs) to provide students with safer and healthier learning environments. New Jersey received an allocation of funding that totaled $20,905,551; (Award S424F220031) of which, 99% will be distributed to high-needs local educational agencies (LEAs) through a competitive Notice of Grant Opportunity (NGO). Given the purpose and intent of the BSCA legislation, and to maximize the positive and lasting impact of these funds, the New Jersey Department of Education (NJDOE) is prioritizing programming in the following areas:

1. Implementing comprehensive, evidence-based strategies that meet each student’s social, emotional, physical, and mental well-being needs; creating positive, inclusive, and supportive school environments; and increasing access to place-based interventions and services.

The ESEA emphasizes the use of evidence-based approaches to identify appropriate strategies to promote a positive school climate and student and educator well-being. Under this funding opportunity, LEAs are urged to rely on the strongest types of evidence—i.e., “strong” (Tier 1)[[4]](#footnote-5) and “moderate” (Tier 2)[[5]](#footnote-6) evidence, as defined under the ESEA and the Education Department General Administrative Regulations (EDGAR). Such evidence is backed by rigorous, well-designed, and well-implemented studies with positive results (and without significant negative results). LEAs are also urged to continuously evaluate interventions, strategies, and practices so they can ensure efforts are leading to improvement and success. LEAs should use high-quality measures of student engagement, school climate, and school safety to monitor the outcomes associated with their efforts and make any necessary adjustments to implementation.

In addition, LEA plans to create safe, healthy, and supportive schools should reflect a comprehensive set of evidence-based components. Examples of such critical components include those related to safety assessments and corresponding safety plans and strategies (e.g., emergency operation plans), positive school culture and climate (e.g., Positive Behavioral Interventions and Supports (PBIS)), student wellness (e.g., integrated student supports), and the implementation of the [New Jersey Tiered System of Supports (NJTSS)](http://www.nj.gov/education/njtss/). Critical components also include those related to the provision of mental health services to students and educators. In 2021, the NJDOE, in partnership with Rutgers University’s Mental Health Technology Transfer Center (MHTTC) and the Departments of Children and Families and Human Services in consultation with a diverse group of stakeholders, published the [Comprehensive School-Based Mental Health Resource Guide](https://www.nj.gov/education/safety/wellness/mh/docs/NJDOE_MentalHealthGuide.pdf).

1. Engaging students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments.

Family engagement is a strong predictor of both elementary and secondary students’ school success and is linked to beneficial outcomes for students, educators, and families alike. When schools welcome and partner with families in ways that respect their cultures, assets, aspirations, and needs, it has the potential to strengthen the entire community. It is essential that LEA leaders and educators consistently engage parents, families, and community partners, paying close attention to communities that face systemic barriers. Experts suggest that family engagement is most effective when it brings a diverse group of families, educators, and community members together to co-create policies, practices, and strategies that achieve mutually agreed upon school climate outcomes for students, schools, and communities. These efforts also can extend to parent representatives, nonfamilial caregivers, individuals, and organizations that represent the interests of students and parents with disabilities or who are English learners.

It should be noted that in order to support strong engagement, schools should implement strategies for all voices to be heard—and families and communities should know how their feedback was incorporated into final decisions to build and sustain trust. This engagement should begin early in the decision-making process and be ongoing and collaborative. This type of engagement should help facilitate selections of strategies based on a community’s values and designed for systemic change that can build long-term buy-in and capacity at the local level.

1. Designing and implementing policies and practices that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.

All students deserve to experience trust and belonging in a safe, inclusive, and supportive school environment. Therefore, LEAs are strongly encouraged to use these funds to design and implement student-centered policies and practices that increase student belonging and provide safe, nurturing, and welcoming environments. While limited infrastructure improvements (e.g., the repair of locks and building entry improvement) are permissible under ESEA section 4108, it is important to note that there is some [research](#_Violence_and_Gender) that shows that visible security measures alone – and without efforts to promote student learning, growth, and positive learning environments – may have detrimental effects, and some of these measures are unlikely to reduce or eliminate serious incidents. Additionally, LEAs are encouraged to increase investments in professional development, comprehensive emergency management planning, behavioral and trauma- or grief-informed mental health supports for students (including addressing incidences of hate, bullying, and harassment), and other best practices that increase students’ safety, belonging, and mental health and well-being.

More specifically, LEAs should recognize that students and families may experience school safety and discipline policies in different ways. For example, research demonstrates that students of color who need mental health support have been more likely to be met with discipline rather than the appropriate identification, treatment, and supports they need. In fact, according to data collected by the NJDOE, during the 2018-2019 school year, black students had suspension rates over three times that of their white counterparts. Further data show that exclusionary discipline practices can have a disproportionate impact on students of color who are frequently disciplined more harshly than their white peers, especially for minor and more subjective offenses (e.g., willful defiance). [Research](#_Special_Student_Populations) also suggests that these disparities can be exacerbated by subjective evaluations of students’ actions rather than being the product of objective differences in student behavior. These disparities in the application of discipline policies also have been reported by and among students with disabilities, English learners, and LGBTQIA+ students.

* 1. **AVAILABLE FUNDING**

The BSCA SCG opportunity is 100% federally funded. Through this NGO, the NJDOE will provide 99% (approximately $20,696,495) of the grant award to LEAs. The NJDOE expects to make 15 awards of approximately $1.38 million each for successful applicants. Funds are awarded for a two-year grant period.

The fundamental requirements of Title IV, Part A apply to these funds, including the supplement, not supplant requirement ([ESEA section 4110](https://safesupportivelearning.ed.gov/title-iv-part-a-statute#Sec%204110) ); the maintenance of effort requirement ([ESEA section 8521](https://www2.ed.gov/documents/essa-act-of-1965.pdf)); and the requirement to provide equitable services to nonpublic school students and personnel ([ESEA section 8501 et seq](https://www2.ed.gov/documents/essa-act-of-1965.pdf).). Consultation with nonpublic schools and personnel will allow the LEA to consider the needs of all students and educators—both public and nonpublic—in developing its application, and to include the projected costs for equitable services in the application. Applicants must upload the completed Affirmation of Consultation Form found in [Appendix 4](#_APPENDIX_4), to the grant application.

* 1. **ELIGIBILITY INFORMATION**

**Eligible Applicants**: New Jersey public high-need LEAs, including Charter and Renaissance schools, included in [Appendix 1](#_Eligible_High-Need_Local) of this NGO. Appendix 1 includes high-need LEAs with a threshold poverty level of 20% based on the LEA’s Free and Reduced-Price Lunch (FRPL) enrollment or LEAs with a score above the average on the community poverty index—developed by the NJDOE—for each LEA using a series of economic indicators[[6]](#footnote-7) specific to the geographic location of each school district from the U.S. Census.

**Cost Sharing or Matching**: This NGO does not require cost sharing or matching.

**Subgrantees:** A grantee awarded under this competition may not award subgrants to entities to directly carry out project activities described in this application.

* 1. **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: <http://www.sam.gov/>.

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

* 1. **STATUTORY/REGULATORY SOURCE AND FUNDING**

The following statutory and regulatory sources are applicable under the **Stronger Connections Grant** NGO:

* Title 2 of the Code of Federal Regulations (C.F.R.), Part 200 as adopted at 2 C.F.R. 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the C.F.R. that govern the award and administration of this grant.
* Public Law 116-260, Consolidated Appropriations Act, 2021.
* Section 13401 of the BSCA amended Section 8526 of the ESEA to prohibit the use of ESEA funds, including those under Stronger Connections, to provide any person a dangerous weapon or training in the use of a dangerous weapon.[[7]](#footnote-8)
  1. **DISSEMINATION OF THIS NOTICE**

Copies of the NGO will be made available for download on the NJDOE [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website. (Click on “Available Grants”).

**NOTE: No paper copies of the NGO will be made available.**

* 1. **TECHNICAL ASSISTANCE**

One (1) technical assistance (TA) webinar for potential applicants will be held via Microsoft Teams on **Tuesday, April 25, 2023, 10:00 am – 11:00 am EST**.  Registrants requiring special accommodations for either technical assistance session should identify their needs at the time of registration.

Questions related to this NGO must be submitted to [titleiva@doe.nj.](mailto:titleiva@doe.nj.gov)gov no later than **Friday, April 28, 2023**; questions will not be accepted after this date. Responses to questions received will be posted on NJDOE’s Grant Opportunities webpage on or about **Tuesday, May 2, 2023.**

* 1. **APPLICATION SUBMISSION**

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

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the complete application through the online Electronic Web-Enabled Grant (EWEG) system at: <http://homeroom.state.nj.us/> **NO LATER THAN 4:00 P.M. ON Wednesday, May 31, 2023. Without exception,** the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline.

Each eligible applicant must have a logon ID and password to access the EWEG system. School districts (LEAs) should contact their district’s Web Administrator, who will complete the process to register for access credentials. **PLEASE NOTE**: At least 24-48 hours are needed to enable setup for users. Users are urged to request access well in advance of the application due date.

Questions regarding access to the EWEG system may be directed to: [eweghelp@doe.nj.gov](../BSCA%20SCG%20NGO%20Documents/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 Wednesday, May 31, 2023, the specified due date.**

Completed applications are those that include all elements listed in [Section 3.3](#_3.3   _Application_Component) - 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 evaluation. 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 electronic EWEG application submission.

**1.10** **REPORTING REQUIREMENTS**

Successful applicants will be required to submit performance data as part of the reporting requirements under this award. Award recipients will be required to provide the relevant data as part of their interim and final program and fiscal progress reports.

|  |  |  |
| --- | --- | --- |
| **Reporting Period** | **Report Period Dates** | **Due Date** |
| 1st Interim Program & Fiscal | September 1, 2023 – March 31, 2024 | **April 30, 2024** |
| 2nd Interim Program & Fiscal | September 1, 2023 – September 30, 2024 | **October 31, 2024** |
| 3rd Interim Program & Fiscal | September 1, 2023 – March 31, 2025 | **April 30, 2025** |
| Final Program & Fiscal | September 1, 2023 – September 30, 2025 | **December 31, 2025** |

**\*All program and fiscal progress reports will be submitted through the EWEG system.**

Grantees are required to submit all interim and final progress reports through the online EWEG system at: [http://homeroom.state.nj.](http://homeroom.state.nj.us)us on the dates specified above. Paper (hard copy) reports will not be accepted, reviewed, or processed.

**1.11 Reimbursement Requests and Budget Modifications**

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds expended by the local project 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 the “Accept Award” button on the Application Select page and completing the Grant Acceptance Certificate information.

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

**The last day that a reimbursement request may be submitted in the EWEG system is Friday, February 13, 2026**. No reimbursement requests may be submitted in the EWEG system after this date. **The deadline for submitting budget modifications is Friday, June 27, 2025**. No modifications may be submitted in the EWEG system after this date.

**SECTION 2: PROJECT GUIDELINES**

## PROGRAM DESIGN CONSIDERATIONS

[Research](#_Evidence-Based_Intervention_Resourc) suggests that schools create positive conditions for learning when students experience emotional, intellectual, and physical safety, connectedness, support, engagement, respect and learner-friendly classrooms and facilities. When students perceive conditions for learning as unfavorable (e.g., a lack of safety or connection) they find it harder to engage and can become frustrated, have lower self-concepts and expectations, and lag behind academically.

ESEA section 4108 emphasizes the use of evidence-based approaches, including activities to foster safe and healthy environments and promote a positive school climate that supports student academic achievement. Schools using a [multi-tiered system of supports (NJTSS](http://www.nj.gov/education/njtss/)) prevention and intervention-based framework, create a school climate where all students and staff receive the level of support needed to thrive and minimize the risk of harm.

When selecting evidence-based programs and activities, LEAs should outline how they will provide support to all student groups as described in ESEA section 1111(c)(2): Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners.

Evidence is a powerful tool to identify ways to address safer and supportive school environments for all student groups. Evidence-based interventions help increase the effectiveness of such environments by ensuring that implemented interventions result in desired outcomes. Evidence-based interventions are practices or programs that have **evidence** to show they are effective at producing results and improving outcomes when implemented with fidelity. ESEA section 8101(21)(A) defines four (4) tiers, or levels, of evidence as:

**Strong Evidence** (Tier 1) – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented randomized control experimental study.

**Moderate Evidence** (Tier 2) —demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study.

**Promising Evidence** (Tier 3) —demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study (with statistical controls for selection bias).

**Demonstrates a Rationale** (Tier 4) —demonstrates a rationale based on high-quality research findings or positive evaluations that such intervention is likely to improve student outcomes or other relevant outcomes; practices that have a well-defined logic model or theory of action; and includes ongoing efforts to examine the effects of the intervention by the SEA, LEA, or outside research organization to determine its effectiveness.

Under this funding opportunity, LEAs are urged to rely on the strongest types of evidence—i.e., “strong” (Tier 1) and “moderate” (Tier 2) evidence under ESEA and EDGAR. Such evidence is backed by rigorous, well-designed, and well-implemented studies with positive results and increases the likelihood that the selected interventions will succeed in producing a safer and supportive school environment.

To be successful in implementing safer and supportive school environment programs and activities, applicants are encouraged to review the section on Elements of a Successful Needs Assessment within [USED’s State Support Network’s Needs Assessment Guidebook: Supporting the Development of District and School Needs Assessments](https://oese.ed.gov/files/2020/10/needsassessmentguidebook-508_003.pdf). This guidebook can assist applicants with understanding how needs, context, implementation strategies, desired outcomes, and sustainability considerations inform choices of evidence-based interventions, and how formative and summative evaluations are integral to an evidence-based improvement cycle.

The relevance of the evidence, especially to the student groups and targeted grade-levels (e.g., elementary school, middle school, etc.), assists in determining how well an evidence-based intervention will work in a particular context related to identified students’ needs. Some questions to consider about the relevance of the evidence include, but are not limited to:

* Are there any interventions supported by strong or moderate evidence?
* Were studies conducted in settings and with populations relevant to the local context [setting] (e.g., economically disadvantaged students, English learners, students with disabilities, etc.)?
* Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
* How can the success of the intervention and fidelity of implementation be measured?
* Will professional development be required for educators to implement evidence-based interventions?

Local capacity also helps predict the success of an intervention. Therefore, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. Some questions to consider about local capacity include, but are not limited to:

* Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
* What is the local capacity to implement this intervention?
* Do staff have the needed skills?
* How does this intervention fit into larger strategic goals and other existing efforts?
* How will this intervention be sustained over time?

A number of resources have been provided in [Appendix](#_APPENDIX_3) 3 to support evidenced-based interventions and strategies for safer and supportive school environments to assist LEAs and schools with establishing safer and healthier learning environments, and to prevent and respond to acts of bullying, violence, and hate that impact our school communities at individual and systemic levels. Additionally, the USED’s [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/) reviews high-quality research that can help in selecting evidence-based strategies, including Tier 1 and Tier 2 evidence. Also, evidence-based strategies can be found in the [Best Practices Clearinghouse](https://bestpracticesclearinghouse.ed.gov/index.html) and through the [USED’s technical assistance centers](https://oese.ed.gov/resources/oese-technical-assistance-centers/). For example, research suggests that increasing and cumulative stress, as experienced by children who face a build-up of “adverse childhood experiences” (ACEs), can be “toxic” to development, health, and learning. The common definition of ACEs involves stressful or traumatic events experienced before age 18. Conditions, such as poverty, places individuals at greater levels of risk for ACEs due to the myriad related adversities. However, learning environments and conditions can be designed in culturally competent and responsive ways that can help students overcome these effects and thrive.[[8]](#footnote-9)

Further, in designing and implementing measures funded by this program, LEAs should consider the proposed uses and foreseeable effects of any measures in light of their legal obligations not to discriminate on the basis of race, color, national origin, sex, or disability. The USED’s [Office for Civil Rights (OCR)](https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/readingroom.html) provides resources that may be helpful in addressing this concern.

In addition, considerable thought and planning between the LEA and its partners must occur to ensure a correlation between the NJDOE’s purpose (presented in [Section 1.1](#_1.1   _Executive_Summary￼4)) and the design of each local project. By collaborating and coordinating the resources of schools through the engagement of students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions, programs expand the benefits available to participants; allow for more efficient use of resources; and increase the chances of sustainability as a result of the investment that each organization makes to the program. Applicants should consider implementing strategies that ensure continuous program improvement, as supported by the following:

* Prior program implementation experiences (successes, challenges, etc.);
* Program evaluation reports and outcome data;
* Student, parent, and teacher surveys;
* Focus group data;
* Advisory board recommendations;
* NJDOE recommendations;
* Monitoring reports;
* Local level evaluation outcomes and recommendations;
* National best practice standards; and
* Partner and/or collaborator consultations.

## PROJECT SPECIFIC MEASURES AND OTHER REQUIREMENTS

Applicants may select evidence-based programs and interventions that are allowable under section 4108 of ESEA. [Appendix](#_2._SCG_Allowable) 2 provides a non-exhaustive list of allowable uses to assist LEAs with identifying activities that are being implemented, currently. LEAs may build upon existing allowable programs and activities or identify a need for a new allowable program or activity. In addition, [Appendix 3](#_3._Evidence-Based_Intervention) includes a suggested list of evidence-based resources. **Please note**: Inclusion in Appendix 3 does not constitute an endorsement of the intervention by the NJDOE.

Applicants are expected to:

1. Describe the proposed project through a visual detailed logic model that clearly depicts the inputs and activities of the project and the intended outputs and outcomes (short- and long-term). An example logic model template is included in [Appendix 5](#_APPENDIX_5); and
2. Provide specific information on how the LEA has engaged students, families, educators, staff, and community organizations in the selection and implementation of strategies and interventions to create safe, inclusive, and supportive learning environments; and
3. Complete and upload the Nonpublic School Affirmation of Consultation Form; and
4. If applicable, describe natural or manmade traumatic events experienced in the last two (2) school years (e.g., school lockdowns, youth suicides, deaths of students or staff, buildings taken offline due to natural disasters, etc.).

In addition, proposed project-specific performance measures and performance targets must align with the objectives of the proposed project. The NJDOE has established the following performance measures for the **Stronger Connections Grant** program:

1. The number of students receiving evidence-based interventions in activities allowable under section 4108 of the ESEA disaggregated by school, grade level, and student group, as implemented by the project; and
2. The level of fidelity of implementation of one or more evidence-based intervention to address the identified need/s; and
3. The number of staff, if applicable, who received professional development for the evidence-based interventions; and
4. If applicable, the number of administrative policies and procedures created and/or updated that advance equity and are responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential; and
5. The number of staff, if applicable, who received professional development in the newly created and/or updated policies and procedures that advance equity; and
6. The number of parents, educators, and members of the local community involved in the planning, review, and ongoing evaluation of the Stronger Connections Grant program; and
7. The number of parents and local community members who received professional development on data-based decision making and accessing safe and healthy activities.

**Each of the performance measures must be addressed by completing the Stronger Connections Grant application template in the EWEG system.**

* + 1. **ABSTRACT**

Applicants must provide a project abstract. The abstract will be used to provide reviewers with an overview of the project. The project abstract must identify:

1. The focused activity(ies) to be funded from the allowable uses under section 4108 of ESEA;
2. The evidence-based intervention(s) to be implemented; and
3. One or more of the following characteristics:
   1. The high student-to-mental health professional ratio; and/or
   2. The high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance use; and/or
   3. A natural or manmade disaster or traumatic event experienced by the LEA/school.

The abstract must not exceed 200 words. Do not include information in the project abstract that is not included elsewhere in the application.

* + 1. **STATEMENT OF NEED (Up to 10 points. Note: 1) LEAs can be awarded up to an additional 8 points based on the Total Points in Appendix 1; and 2) LEAs can be awarded an additional 4 points if they have experienced a natural disaster or traumatic event in the past two (2) years.**

The Statement of Need (800-1000 words) identifies the local conditions and/or needs that justify the proposed project. Applicants must use data to identify the needs of the schools, student grade levels, and student group(s) that will be addressed. In addition, applicants must provide and describe the data for one or more of the following characteristics:

1. a high student-to-mental health professional ratio; and/or
2. high rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; and/or
3. where students recently experienced a natural disaster or traumatic event.

**Responses to this section must be submitted in the NEED section of the Stronger Connections grant application in the EWEG system.**

**Need (Questions/Suggestions for Consideration When Determining Need):**

* What is/are the identified need(s) in the LEA/schools that you are proposing to address? What are the root causes of these needs? How were all relevant stakeholders (e.g., LEA/school staff, parents, service providers, etc.) involved in the analysis of data and selection of the evidence-based intervention(s)?
* Clearly define and identify who is impacted by the need, including identified schools, student grade levels, and student group(s), as applicable.
* Clearly define demographics and important socio-economic characteristics of the schools, student grade levels, and student group(s) who will participate in this project.
* What local LEA, school, grade-level, and student group data were reviewed by the relevant stakeholders to identify and document students’ needs?
* When the program(s) or service(s) is/are implemented, what is/are the anticipated student, educator, family, and community outcome(s)?
  + 1. **PROJECT DESCRIPTION (Up to a total 20 points: up to 10 points for the Project Description and up to 10 points for the Logic Model)**

The foundation of a successful project rests with result-oriented goals and objectives designed for the student group(s) to be served. Applicants must develop goals and objectives to address the identified needs, as well as the results in the attainment of the desired program outcomes. Goals identify the desired change to be achieved by the end of the program implementation. Objectives are the action steps that the applicant will take and the benchmarks that the applicant will use to measure progress towards achieving the goals. Objectives are data-driven and measurable, identify the target (e.g., student group, grade-levels, geographic area) of the program activity, set a timeframe for completion, and provide an expected direction of change (e.g., a decrease in school and community violence and/or chronic absenteeism or an increase in mental health services.). The objective should relate to the goal and should link to outputs on the logic model leading to the desired outcomes.

**Responses to this section must be submitted in the PROJECT DESCRIPTION section** **in the EWEG grant application.**

Applicants must provide specific information on their selected area/s of focus:

1. The natural or manmade disasters/traumatic events if applicable;
2. The data used to identify the specific schools, grade levels and student groups that will benefit most from programs and services funded under this NGO. This data must analyze all student groups (economically disadvantaged; English learners; students with disabilities; homeless students, LGBTQIA+), and targeted grade-levels;
3. The evidence-based interventions and strategies that will be implemented as part of the project to provide safer and supportive school environments;
4. The reason(s) this program or intervention is the best approach to engage the targeted students, parents, and other stakeholders and help them achieve the intended results. Include the research the LEA/school conducted to identify and design the best approach to serve the target schools, targeted grade levels, and/or student groups, as well as to address identified needs;
5. How student progress and fidelity of implementation of the evidence-based interventions or strategies will be measured during the project period; and
6. The detailed logic model must be uploaded as an attachment to the project description. See [Appendix](#_APPENDIX_5) 5 for an example logic model template.

Applicants also must describe how the implemented evidence-based interventions will focus on nurturing the whole child and embed social-emotional competencies in the project to ensure all students have access to the conditions and resources that provide safe and supportive school environments. Project funds may be used for an expansion of interventions allowable under section 4108 of ESEA.

* + 1. **GOALS & OBJECTIVES (up to 20 points)**

The applicant must establish one (1) or more SMART goals for their selected area of focus. Each goal must have corresponding objectives that are:

1. Specific to what will be accomplished;
2. Measurable (metrics used to determine if goal(s) is met)
3. Achievable (what must be done to attain goal)
4. Relevant to the selected goal(s); and
5. Time-Bound to provide target dates for all deliverables.

In addition, corresponding objectives must be applicable to the grant-funded activities; aligned with any applicable NJDOE performance measure, as well as all project specific performance measures; and clearly articulated.

**Responses to this section must be submitted in the GOALS & OBJECTIVES section in the EWEG grant application.**

* + 1. **PROJECT ACTIVITY PLAN (up to 20 points)**

Activities must directly support the budget, as it will serve as the basis for the proposed expenditures. Described activities must be specific and measurable and directly related to the goals and objectives. A carefully constructed Project Activity Plan lists activities that correspond to each objective.

* List the activities of relevant stakeholders to review/analyze LEA, school, and student group data to identify students’, educators, and/or parent’s needs.
* Identify the steps the LEA/school will take to implement the selected evidenced-based interventions or strategies including the following.
  + Detail the plan for implementing services (beginning and ending dates, frequency and duration, in-person and/or online); professional development, if applicable; and other specific activities the district/school will conduct;
  + Indicate the LEA’s/school’s proposed outcomes, related to the performance measures, during the funding period. Activities must demonstrate how the LEA/school will accomplish its goals;
  + List the services to be completed (including when, where, and how often they are provided), the timeline for completing each component of the implementation (if necessary), the target student group(s), targeted grade levels, and the roles and responsibilities of the designated LEA/school staff (program coordinator, teachers, paraprofessionals, etc.); and
  + Include steps to report progress data at the LEA and school level, as well as to all relevant stakeholders.

**Responses to this section must be submitted in the PROJECT ACTIVITY PLAN section in the EWEG grant application.**

* + 1. **ORGANIZATIONAL COMMITMENT AND CAPACITY (up to 5 points)**

The applicant must address the following elements in its description of the organizational commitment and capacity:

**Performance History**

Describe how previous experience(s) implementing safer and supportive school environment strategies or interventions will be used to create sustainable implementation of the proposed program(s) or service(s).

**Fit & Usability Questions for Consideration**

* How does the program or service fit with existing priorities and/or initiatives in the LEA/schools?
* What existing priorities and/or initiatives currently being implemented will intersect with the program(s) or service(s)?
* Will other existing priorities and/or initiatives make it easier or more difficult to implement the proposed program(s) or service(s) and achieve the desired outcomes?
* Has the program(s) or service(s) been adapted for use within racially, ethnically, culturally, and linguistically specific populations?

**Capacity to Implement Questions for Consideration**

* What are the staffing requirements for the program(s) or service(s) (e.g., number and type of staff, education, credentials, content knowledge, cultural competency, cultural congruency)?
* Is coaching for staff available for the program(s) or service(s)? Is coaching culturally sensitive?
* Are training and professional development services related to the program(s) or service(s) readily available? Is training culturally sensitive? Does the training use best practices in adult learning? Does the training address elements of race, equity, cultural responsiveness, or implicit bias?
* Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program(s) or service(s)?
* Does the program(s) or service(s) require new technology (hardware or software, such as a data system)?

**Sustainability Questions for Consideration**

* How will the awarded funds allow the LEA/school to leverage additional dollars, if any?
* How will the LEA/school continue to address the identified needs when the BSCA-SCG funding ends?

**Responses to this section must be submitted in the ORGANIZATIONAL COMMITMENT/CAPACITY section in the EWEG grant application.**

* + 1. **EVALUATION METHODS (up to 5 points)**

Evaluation involves examining processes, outcomes and impact of programs. In this section:

* Clearly describe the evaluation methodology of the proposed program(s) or service(s).
* Identify applicable evaluation measurement tools and explain how each appropriately measures and tracks outcomes.
* Illustrate how evaluation processes are incorporated into LEA/school policies and procedures.
* What data will be collected to determine if project goals and objectives are met?
* Does the research on the identified evidence-based intervention provide details that are specific to the local context (setting) in which the program(s) or service(s) will be implemented (e.g., research shows strong or moderate evidence that selected intervention or strategy is highly effective in an urban, rural, and/or suburban areas)?
* Do the studies (research, evaluation) provide data specific to the effectiveness of the program(s) or service(s) for racially, ethnically, culturally, and linguistically specific populations?

**Responses to this section must be submitted in the EVALUATION METHODS section in the EWEG grant application.**

**2.3 BUDGET (up to 20 points)**

The proposal must demonstrate a clear and strong relationship among the stated objectives, project activities, and the budget. The applicant must describe the proposed use of funds including direct services to children, administrative costs (not to exceed 2% of the total grant award) and other expenditures that are necessary for the implementation of the project. The NJDOE expects proposed budgets to be complete, cost effective, and allowable (e.g., necessary, reasonable, and allocable for project activities).

The provisions of [*N.J.A.C*. 6A:23A-7](https://www.nj.gov/education/code/current/title6a/chap23a.pdf): *School District Travel Policies and Procedures* 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 [*N.J.A.C.* 6A:23A](https://www.nj.gov/education/code/current/title6a/chap23a.pdf) 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 $.47/mile.

Thus, the budget must be detailed, reasonable, adequate, cost efficient, and aligned with the proposed activity plan so that the reviewers are able to determine the adequacy and appropriateness of budgeted items related to the proposed activities.

**Eligible costs must be necessary, reasonable, and allocable, and may include:**

* **Personnel and Fringe Benefits** – Identify each staff position title (e.g., administrator, teacher, paraprofessional, etc.), salary, and number of weeks/months and percentage of time allotted to the project. Itemize the components that comprise the fringe benefits rate (e.g., health insurance, FICA, life insurance, retirement plan, etc.);
* **Travel** – Detail out-of-state travel for conferences or workshops related to approved programs or services, in-state mileage reimbursement up to $.47 per mile;
* **Equipment** – List only equipment as defined by 2 C.F.R., Part 200. Note: the NJDOE applies an item cost for equipment of more than $2,000. Please note that the maximum fringe benefit rate charged may not exceed 61.05% per NJ OMB Circular 22-03-OMB;
* **Supplies** – Categorize supplies as defined by 2 C.F.R., Part 200 according to type, such as office supplies, training materials, etc. -
  + NOTE: Based on an LEA’s identified program needs, as well as whether costs are necessary and reasonable, LEAs may purchase specific types of furniture supplies that are integral to PBSIS services, trauma-informed care practices, mental-health therapy rooms, social-emotional learning programs, etc. Examples of such supplies includes, but is not limited to, bean bag chairs, partner cubbies, standing converter desks, adjustable height motion stools, floor and seat pads;
* **Contractual** – List all contract providers, purchased services, professional and technical services, and other purchased services;
* **Other** – Itemize all costs in this category and explain each in sufficient detail to enable determinations for whether each cost is allowable;
* **Indirect costs (restricted rate)** - May be included per 2 C.F.R., Part 200 (Please note: Indirect costs are subject to the 2% administrative costs cap); and
* **Administrative Costs** – Itemize all costs associated with the actual administration of the proposed program or service. Administrative costs are capped at 2% of the total grant award.

**The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. Ineligible costs include**:

* Entertainment costs, including “amusement, diversion, and social activities, as well as any cost associated with such items (i.e., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities);”
* Cash incentives for participation in programs/services;
* Construction costs (including renovations to existing spaces);
* Vehicles;
* Subgrants; and
* Furniture needed to set up a standard classroom to operate a general education program (e.g., teacher and student desks, chairs, tables, etc.).

**The actual amount awarded will be contingent upon the actual number of successful applications, and ultimately will be determined by the NJDOE through the pre-award revision process. Additional guidance on constructing a budget may be found in the** [**Pre-award Manual for Discretionary Grants**](https://www.nj.gov/education/grants/discretionary/apps/)**.**

**The Budget must be submitted in the BUDGET section in the EWEG grant application.**

**SECTION 3: COMPLETING THE APPLICATION**

**3.1 GENERAL INSTRUCTIONS FOR APPLYING**

To apply for a grant under this NGO, LEA’s must prepare and submit a complete application via the Electronic Web-Enabled Grant (EWEG) system. The BSCA-SCG application will be a response to the vision of the New Jersey Department of Education (NJDOE) as articulated in [Section 1](#_SECTION_1:￼￼GRANT_PROGRAM): Grant Program Information of this NGO. It will be planned, designed, and developed in accordance with the program framework articulated in [Section 2](#_SECTION_2:￼￼PROJECT_GUIDELINES￼￼￼￼￼): Project Guidelines of this NGO. Applications must be submitted using the online EWEG system found at: [NJDOE Homeroom](https://homeroom.state.nj.us/). **Paper (hard) copies of the application will not be accepted.** 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/).

**3.2 REVIEW OF APPLICATIONS**

Applications will be reviewed and scored by a panel of three (3) readers. Evaluators will use the selection criteria found in Part I: General Information and Guidance of the [Pre-award Manual for Discretionary Grants](https://www.nj.gov/education/grants/discretionary/apps/) 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 (Table 3):

|  |  |
| --- | --- |
| **Application Component** | **Point Value** |
| **2.2.1 ABSTRACT** | 0 |
| **2.2.2 STATEMENT OF NEED** | 10 |
| **2.2.3 PROJECT DESCRIPTION** | 10 |
| **PROJECT LOGIC MODEL** | 10 |
| **2.2.4 GOALS AND OBJECTIVES** | 20 |
| **2.2.5 PROJECT ACTIVITY PLAN** | 20 |
| **2.2.6 ORGANIZATIONAL COMMITMENT AND CAPACITY** | 5 |
| **2.2.7 EVALUATION** | 5 |
| **2.3 BUDGET** | 20 |
| **TOTAL** | 100 |
| **BONUS POINTS** **AWARDED *ONLY* TO APPLICATIONS SCORING 70 POINTS OR ABOVE** |  |
| **Up to 8 bonus points based on the LEA Total in** [**Appendix 1**](#_Eligible_High-Need_Local)  **Four (4) additional points for LEAs that have experienced a recent natural disaster or traumatic event** | 8 |
| 4 |

**All applications must score 70 points or above and must meet the intent of the NGO to be considered eligible for funding. Bonus points will be awarded ONLY to applications that meet the minimum threshold score of 70. NOTE: Bonus points will not be awarded to applications that score below the 70-point threshold.**

If an application has been selected for pre-award revisions (PARs), the successful applicant will receive an email notification issued through the EWEG system. Only the personnel listed on the contact page will receive this email notification. The successful applicant will be required to initiate the PAR process by accessing the EWEG system, creating an amendment to the grant application, and submitting the amendment through the EWEG system to NJDOE. Applicants 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](mailto:eweghelp@doe.nj.gov) 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 Stronger Connections Grant (SCG) application submitted on the EWEG system. 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 all components have been completed.**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Required(√)*** | ***Location*** | ***EWEG TAB/SUBTAB*** | ***Included***  ***(√)*** |
| ***√*** | EWEG | ADMIN *(Contacts, Assurance, Board Resolution, UEI-SAM, and FFATA)* |  |
| ***√*** | EWEG | ABSTRACT |  |
| ***√*** | EWEG | STATEMENT OF NEED |  |
| ***√*** | EWEG | PROJECT DESCRIPTION |  |
| ***√*** | UPLOAD | LOGIC MODEL (See [Section 2.2.3](#_     _2.2.3   _Project) and [Appendix 5](#_APPENDIX_5)) |  |
| ***√*** | EWEG | GOALS AND OBJECTIVES |  |
| ***√*** | EWEG | PROJECT ACTIVITY PLAN |  |
| ***√*** | EWEG | ORGANIZATIONAL COMMITMENT AND CAPACITY |  |
| ***√*** | EWEG | EVALUATION |  |
| ***√*** | EWEG | BUDGET |  |
| ***√*** | UPLOAD | RESTRICTED INDIRECT COSTS RATE DOCUMENTATION, IF INDIRECT COSTS ARE REQUESTED |  |
| ***√*** | UPLOAD | NONPUBLIC SCHOOL AFFIRMATION OF CONSULTATION FORMS |  |
| ***√*** | EWEG | ASSURANCES |  |

#### APPENDIX 1

**ELIGIBLE HIGH-NEED LOCAL EDUCATIONAL AGENCY LISTING AND BONUS POINT ASSIGNMENTS**

LEAs scoring a minimum of seventy (70) points on the grant application will receive a total of up to eight (8) bonus points based on data from NJDOE data collections and data NJDOE compiled from publicly available sources, such as the New Jersey Department of Health (NJDOH) and the American Community Survey (ACS) conducted by the U.S. Census Bureau. LEAs that report traumatic events occurring within the prior two (2) school years in their grant applications will receive an additional four (4) bonus points.

**Community Health Risk Index Bonus Points**

The NJDOE developed an index of community health risk factors for the geographic area in which LEAs are located. The measures in this index include:

1. total hospital discharge rate per 100,000 residents (NJDOH, 2016-2020);
2. mental health hospital discharge rate per 100,000 residents (NJDOH, 2016-2020);
3. percent of residents without health insurance coverage (ACS, 2016-2020);
4. firearm death rate per 100,000 residents (NJDOH, 2016-2020); and
5. drug-induced death rate per 100,000 residents (NJDOH, 2020).

Points on this index range from zero (0) to four (4). Each LEA receives a summative score on this index. Higher summative scores are associated with greater perceived health risks. Points are awarded based on the quintile in which the LEA’s summative score falls. The quintile with the highest summative scores receives four (4) points while the quintile with the lowest summative scores in the state receives zero (0) points, as shown in the table below.

|  |  |
| --- | --- |
| Percentile range | Bonus Points assigned |
| 80-100th percentile | 4 |
| 60-80th percentile | 3 |
| 40-60th percentile | 2 |
| 20-40th percentile | 1 |
| 0-20th percentile | 0 |

**NJDOE District Climate Bonus Points**

The NJDOE also will assign a maximum of four (4) bonus points based on data reported by each LEA on four measures, as follows:

1. chronic absenteeism rate (average of 2020-2021 and 2021-2022);
2. suspension rate (average of 2020-2021 and 2021-2022);
3. harassment, intimidation, and bullying rates (average of 2020-2021 and 2021-2022); and
4. violent incidents rate (2021-2022).

Each measure is worth one (1) point. On each measure, higher outcomes signal greater need for support. Points are awarded based on the quintile in which the LEA’s outcome falls. The quintile with the highest outcomes receives 1 (one) point while the quintile with the lowest outcomes in the state receives zero (0) points, as shown below.

|  |  |
| --- | --- |
| Percentile range | Bonus Points assigned |
| 80-100th percentile | 1 |
| 60-80th percentile | .75 |
| 40-60th percentile | .5 |
| 20-40th percentile | .25 |
| 0-20th percentile | 0 |

**Traumatic Events Bonus Points**

An additional four (4) bonus points will be awarded based on the reporting of traumatic events that have affected schools within the LEA within the last two (2) school years, as reported in the LEA’s grant application. Such events include deaths of students or staff or natural disasters such as hurricanes that took buildings offline.

## ELIGIBLE HIGH-NEED LOCAL EDUCATIONAL AGENCY LISTING AND BONUS POINT ASSIGNMENTS

**Local Educational Agency (LEA) Listing**

| **County Name** | **District Code** | **District Name** | **Community Health Risk Index Points** **(Out of 4)** | **Suspension Rate Points** **(Out of 1)** | **Chronic Absenteeism Rate Points** **(Out of 1)** | **HIB Rate Points** **(Out of 1)** | **Violent Incident Rate Points** **(Out of 1)** | **Total Points Awarded to LEA** **(Out of 8)** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Atlantic | 0010 | Absecon Public | 3 | 0.75 | 0.50 | 0.75 | 0.75 | 5.75 |
| Atlantic | 0110 | Atlantic City | 4 | 1.00 | 1.00 | 0.75 | 1.00 | 7.75 |
| Atlantic | 0120 | Atlantic County Vocational | 3 | 0.50 | 0.75 | 0.25 | 0.50 | 5.00 |
| Atlantic | 0570 | Brigantine Public | 3 | 0.50 | 0.75 | 0.25 | 0.00 | 4.50 |
| Atlantic | 0590 | Buena Regional | 2 | 0.75 | 0.75 | 1.00 | 1.00 | 5.50 |
| Atlantic | 1300 | Egg Harbor City | 4 | 1.00 | 1.00 | 1.00 | 0.75 | 7.75 |
| Atlantic | 1310 | Egg Harbor Township | 2 | 1.00 | 1.00 | 0.25 | 0.75 | 5.00 |
| Atlantic | 1540 | Folsom Borough | 0 | 0.75 | 0.25 | 1.00 | 0.00 | 2.00 |
| Atlantic | 1690 | Galloway Township Public | 2 | 1.00 | 0.50 | 0.75 | 0.75 | 5.00 |
| Atlantic | 1790 | Greater Egg Harbor Regional High | 3 | 1.00 | 1.00 | 0.50 | 1.00 | 6.50 |
| Atlantic | 1940 | Hamilton Township | 3 | 1.00 | 0.75 | 1.00 | 1.00 | 6.75 |
| Atlantic | 1960 | Hammonton | 3 | 1.00 | 1.00 | 0.50 | 1.00 | 6.50 |
| Atlantic | 3480 | Mullica Township | 3 | 1.00 | 0.50 | 0.75 | 0.75 | 6.00 |
| Atlantic | 3720 | Northfield City | 2 | 0.50 | 0.25 | 0.75 | 0.25 | 3.75 |
| Atlantic | 4180 | Pleasantville Public | 4 | 0.50 | 1.00 | 0.75 | 0.25 | 6.50 |
| Atlantic | 4800 | Somers Point | 3 | 1.00 | 1.00 | 1.00 | 1.00 | 7.00 |
| Atlantic | 5350 | Ventnor City | 4 | 0.00 | 0.75 | 0.25 | 0.00 | 5.00 |
| Atlantic | 5760 | Weymouth Township | 3 | 0.00 | 1.00 | 0.00 | 0.00 | 4.00 |
| Bergen | 0300 | Bergenfield Borough | 2 | 0.25 | 0.25 | 0.25 | 0.25 | 3.00 |
| Bergen | 0440 | Bogota Public | 3 | 0.50 | 0.50 | 0.75 | 0.75 | 5.50 |
| Bergen | 0740 | Carlstadt Public | 3 | 0.75 | 0.25 | 0.75 | 0.50 | 5.25 |
| Bergen | 0745 | Carlstadt-East Rutherford Regional High | 2 | 1.00 | 0.25 | 0.00 | 0.50 | 3.75 |
| Bergen | 0890 | Cliffside Park | 2 | 0.25 | 0.50 | 0.25 | 0.50 | 3.50 |
| Bergen | 1230 | East Rutherford | 2 | 0.75 | 0.50 | 0.25 | 0.75 | 4.25 |
| Bergen | 1345 | Elmwood Park | 2 | 1.00 | 0.75 | 0.75 | 0.75 | 5.25 |
| Bergen | 1370 | Englewood Public | 3 | 0.00 | 0.75 | 0.75 | 0.25 | 4.75 |
| Bergen | 1470 | Fairview Public | 3 | 0.75 | 1.00 | 0.50 | 0.50 | 5.75 |
| Bergen | 1700 | Garfield Public | 3 | 0.50 | 1.00 | 0.25 | 0.50 | 5.25 |
| Bergen | 1860 | Hackensack | 4 | 0.50 | 0.75 | 0.75 | 0.50 | 6.50 |
| Bergen | 2710 | Little Ferry Public | 3 | 0.00 | 0.50 | 0.25 | 0.00 | 3.75 |
| Bergen | 2740 | Lodi | 3 | 0.50 | 0.25 | 0.50 | 0.75 | 5.00 |
| Bergen | 2860 | Lyndhurst Public | 2 | 0.25 | 0.75 | 0.50 | 0.50 | 4.00 |
| Bergen | 3350 | Moonachie | 3 | 0.25 | 0.25 | 0.50 | 0.50 | 4.50 |
| Bergen | 3600 | North Arlington | 2 | 0.75 | 0.00 | 0.75 | 0.50 | 4.00 |
| Bergen | 3910 | Palisades Park | 2 | 0.25 | 1.00 | 0.00 | 0.25 | 3.50 |
| Bergen | 4370 | Ridgefield | 2 | 0.50 | 0.75 | 0.75 | 0.50 | 4.50 |
| Bergen | 4380 | Ridgefield Park Public | 1 | 0.75 | 0.75 | 0.25 | 0.75 | 3.50 |
| Bergen | 4870 | South Hackensack | 3 | 0.75 | 0.50 | 0.50 | 0.75 | 5.50 |
| Bergen | 5150 | Teaneck | 1 | 0.75 | 0.50 | 0.00 | 0.50 | 2.75 |
| Bergen | 5430 | Wallington Boro | 3 | 0.50 | 0.00 | 0.25 | 0.50 | 4.25 |
| Burlington | 0380 | Beverly City | 4 | 1.00 | 1.00 | 0.50 | 1.00 | 7.50 |
| Burlington | 0600 | Burlington City Public | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Burlington | 0610 | Burlington County Institute of Technology | 2 | 1.00 | 0.25 | 1.00 | 0.75 | 5.00 |
| Burlington | 0620 | Burlington Township | 1 | 0.75 | 0.75 | 0.25 | 0.75 | 3.50 |
| Burlington | 1030 | Delanco Township | 2 | 1.00 | 0.75 | 0.00 | 1.00 | 4.75 |
| Burlington | 1060 | Delran Township | 1 | 0.75 | 0.25 | 0.50 | 0.75 | 3.25 |
| Burlington | 1250 | Eastampton Township | 3 | 1.00 | 0.50 | 0.00 | 0.75 | 5.25 |
| Burlington | 1280 | Edgewater Park Township | 2 | 0.75 | 0.75 | 0.75 | 1.00 | 5.25 |
| Burlington | 1520 | Florence Township | 2 | 0.75 | 0.75 | 0.25 | 0.25 | 4.00 |
| Burlington | 2850 | Lumberton Twp BOE | 2 | 1.00 | 0.75 | 1.00 | 1.00 | 5.75 |
| Burlington | 3010 | Maple Shade | 3 | 0.50 | 1.00 | 0.75 | 0.75 | 6.00 |
| Burlington | 3430 | Mount Holly Township Public | 4 | 1.00 | 0.75 | 0.75 | 1.00 | 7.50 |
| Burlington | 3540 | New Hanover Township | 4 | 0.00 | 0.75 | 0.75 | 0.00 | 5.50 |
| Burlington | 3650 | North Hanover Township | 1 | 0.00 | 0.75 | 0.25 | 0.00 | 2.00 |
| Burlington | 3920 | Palmyra Public | 3 | 0.75 | 0.75 | 0.25 | 1.00 | 5.75 |
| Burlington | 4050 | Pemberton Township | 4 | 1.00 | 1.00 | 1.00 | 1.00 | 8.00 |
| Burlington | 4320 | Rancocas Valley Regional High | 2 | 1.00 | 0.75 | 0.00 | 0.75 | 4.50 |
| Burlington | 4450 | Riverside Township | 4 | 1.00 | 0.75 | 0.75 | 0.50 | 7.00 |
| Burlington | 5720 | Westampton Township Public | 0 | 0.50 | 0.75 | 0.50 | 1.00 | 2.75 |
| Burlington | 5805 | Willingboro Public | 3 | 1.00 | 1.00 | 0.50 | 1.00 | 6.50 |
| Camden | 0190 | Barrington | 1 | 0.25 | 0.50 | 0.75 | 0.00 | 2.50 |
| Camden | 0260 | Bellmawr Public | 2 | 0.50 | 0.75 | 1.00 | 0.25 | 4.50 |
| Camden | 0340 | Berlin Township | 3 | 0.00 | 0.50 | 0.75 | 0.25 | 4.50 |
| Camden | 0390 | Black Horse Pike Regional | 2 | 0.75 | 0.75 | 0.25 | 1.00 | 4.75 |
| Camden | 0580 | Brooklawn Public | 3 | 0.50 | 1.00 | 0.00 | 0.50 | 5.00 |
| Camden | 0680 | Camden City | 4 | 0.25 | 1.00 | 0.00 | 0.50 | 5.75 |
| Camden | 0700 | Camden County Technical | 3 | 1.00 | 0.75 | 0.75 | 0.75 | 6.25 |
| Camden | 1801 | Camden Prep, Inc. | 4 | 0.75 | 1.00 | 0.00 | 0.75 | 6.50 |
| Camden | 0880 | Clementon Elementary | 4 | 1.00 | 1.00 | 1.00 | 1.00 | 8.00 |
| Camden | 0940 | Collingswood Public | 3 | 1.00 | 0.75 | 0.25 | 0.75 | 5.75 |
| Camden | 1770 | Gloucester City Public | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Camden | 1780 | Gloucester Township Public | 2 | 1.00 | 0.75 | 0.50 | 0.50 | 4.75 |
| Camden | 2540 | Laurel Springs | 1 | 0.25 | 0.75 | 0.00 | 0.50 | 2.50 |
| Camden | 2560 | Lawnside School District | 2 | 0.75 | 1.00 | 0.00 | 1.00 | 4.75 |
| Camden | 2670 | Lindenwold Public | 3 | 1.00 | 1.00 | 1.00 | 1.00 | 7.00 |
| Camden | 2890 | Magnolia | 4 | 0.50 | 0.75 | 1.00 | 0.25 | 6.50 |
| Camden | 1802 | Mastery Schools of Camden, Inc. | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Camden | 3110 | Merchantville | 4 | 0.00 | 0.25 | 1.00 | 0.00 | 5.25 |
| Camden | 3420 | Mt. Ephraim | 1 | 0.00 | 0.75 | 0.25 | 0.00 | 2.00 |
| Camden | 3770 | Oaklyn Public | 3 | 0.25 | 0.50 | 0.50 | 0.00 | 4.25 |
| Camden | 4060 | Pennsauken Township Board of Education | 2 | 0.50 | 1.00 | 0.25 | 1.00 | 4.75 |
| Camden | 4110 | Pine Hill | 2 | 1.00 | 0.75 | 1.00 | 1.00 | 5.75 |
| Camden | 4590 | Runnemede Public | 3 | 0.50 | 0.75 | 0.25 | 0.25 | 4.75 |
| Camden | 4790 | Somerdale | 3 | 0.75 | 0.50 | 1.00 | 1.00 | 6.25 |
| Camden | 5035 | Sterling Regional | 3 | 0.50 | 0.25 | 0.25 | 0.50 | 4.50 |
| Camden | 5080 | Stratford | 2 | 0.00 | 0.50 | 0.00 | 0.00 | 2.50 |
| Camden | 5560 | Waterford Township | 2 | 0.00 | 0.75 | 0.00 | 0.25 | 3.00 |
| Camden | 5820 | Winslow Township | 3 | 1.00 | 0.75 | 1.00 | 1.00 | 6.75 |
| Camden | 5900 | Woodlynne | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Cape may | 0710 | Cape May City | 4 | 0.25 | 0.00 | 0.50 | 0.00 | 4.75 |
| Cape may | 0720 | Cape May County Technical High | 2 | 1.00 | 1.00 | 1.00 | 0.75 | 5.75 |
| Cape may | 1080 | Dennis Township | 0 | 0.50 | 0.75 | 1.00 | 0.75 | 3.00 |
| Cape may | 2820 | Lower Cape May Regional | 3 | 1.00 | 0.75 | 0.50 | 1.00 | 6.25 |
| Cape may | 2840 | Lower Township Elementary | 2 | 0.50 | 1.00 | 0.75 | 0.25 | 4.50 |
| Cape may | 3130 | Middle Township Public | 3 | 1.00 | 0.75 | 0.50 | 1.00 | 6.25 |
| Cape may | 3680 | North Wildwood | 3 | 0.75 | 1.00 | 0.00 | 0.50 | 5.25 |
| Cape may | 5610 | West Cape May | 0 | 0.50 | 0.25 | 0.00 | 0.75 | 1.50 |
| Cape may | 5790 | Wildwood City | 4 | 0.75 | 1.00 | 0.25 | 0.75 | 6.75 |
| Cape may | 5800 | Wildwood Crest Borough | 1 | 0.50 | 0.75 | 0.75 | 0.00 | 3.00 |
| Cape may | 5840 | Woodbine | 4 | 0.25 | 1.00 | 0.00 | 0.75 | 6.00 |
| Cumberland | 0540 | Bridgeton City | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Cumberland | 0950 | Commercial Township | 2 | 0.25 | 1.00 | 0.25 | 0.50 | 4.00 |
| Cumberland | 0995 | Cumberland County Board of Voc. Ed. | 3 | 0.75 | 0.25 | 0.50 | 0.75 | 5.25 |
| Cumberland | 0997 | Cumberland Regional | 2 | 1.00 | 0.75 | 0.25 | 1.00 | 5.00 |
| Cumberland | 1020 | Deerfield Township | 0 | 1.00 | 0.75 | 1.00 | 1.00 | 3.75 |
| Cumberland | 1120 | Downe Township | 0 | 0.75 | 0.75 | 1.00 | 0.75 | 3.25 |
| Cumberland | 1460 | Fairfield Township | 3 | 1.00 | 1.00 | 1.00 | 1.00 | 7.00 |
| Cumberland | 1820 | Greenwich Township | 0 | 0.00 | 0.50 | 0.00 | 0.00 | 0.50 |
| Cumberland | 2270 | Hopewell Township | 1 | 0.25 | 1.00 | 0.25 | 0.25 | 2.75 |
| Cumberland | 2570 | Lawrence Township | 2 | 0.75 | 1.00 | 0.75 | 0.00 | 4.50 |
| Cumberland | 3050 | Maurice River Township | 2 | 0.25 | 1.00 | 0.50 | 0.00 | 3.75 |
| Cumberland | 3230 | Millville | 4 | 1.00 | 1.00 | 0.75 | 1.00 | 7.75 |
| Cumberland | 5070 | Stow Creek Township | 2 | 0.00 | 0.50 | 0.00 | 0.75 | 3.25 |
| Cumberland | 5300 | Upper Deerfield Township | 2 | 0.25 | 1.00 | 1.00 | 0.00 | 4.25 |
| Cumberland | 5390 | Vineland Public | 4 | 1.00 | 1.00 | 0.50 | 1.00 | 7.50 |
| Essex | 0250 | Belleville Public | 3 | 0.25 | 0.50 | 1.00 | 0.25 | 5.00 |
| Essex | 0410 | Bloomfield Township | 3 | 0.75 | 0.50 | 0.25 | 1.00 | 5.50 |
| Essex | 1210 | East Orange | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Essex | 1390 | Essex County Schools of Technology | 3 | 0.25 | 0.25 | 0.00 | 0.25 | 3.75 |
| Essex | 2330 | Irvington Public | 4 | 1.00 | 1.00 | 0.00 | 0.75 | 6.75 |
| Essex | 3570 | Newark Public | 4 | 0.50 | 1.00 | 0.50 | 1.00 | 7.00 |
| Essex | 3880 | Orange BOE | 4 | 0.00 | 0.75 | 0.00 | 0.25 | 5.00 |
| Essex | 5680 | West Orange Public Schools | 1 | 1.00 | 0.50 | 0.00 | 0.50 | 3.00 |
| Gloucester | 0860 | Clayton Public | 2 | 0.50 | 0.50 | 0.75 | 0.50 | 4.25 |
| Gloucester | 4940 | Delsea Regional High | 3 | 0.75 | 1.00 | 0.75 | 0.75 | 6.25 |
| Gloucester | 1100 | Deptford Township Public | 1 | 0.50 | 0.50 | 0.25 | 0.50 | 2.75 |
| Gloucester | 1330 | Elk Township | 3 | 0.25 | 0.50 | 0.00 | 1.00 | 4.75 |
| Gloucester | 1715 | Gateway Regional High | 3 | 0.00 | 0.50 | 0.75 | 0.00 | 4.25 |
| Gloucester | 1730 | Glassboro | 2 | 0.75 | 0.75 | 0.50 | 1.00 | 5.00 |
| Gloucester | 1830 | Greenwich Township | 2 | 0.25 | 0.75 | 1.00 | 0.25 | 4.25 |
| Gloucester | 3280 | Monroe Township Public | 3 | 0.75 | 0.75 | 0.50 | 0.75 | 5.75 |
| Gloucester | 3490 | National Park Boro | 2 | 0.00 | 0.25 | 0.75 | 0.00 | 3.00 |
| Gloucester | 4020 | Paulsboro | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Gloucester | 4140 | Pitman Boro | 2 | 0.75 | 0.25 | 0.50 | 0.25 | 3.75 |
| Gloucester | 1590 | Township of Franklin | 3 | 0.50 | 0.75 | 0.50 | 0.25 | 5.00 |
| Gloucester | 5620 | West Deptford Township | 1 | 1.00 | 0.50 | 1.00 | 1.00 | 4.50 |
| Gloucester | 5740 | Westville Boro Public | 4 | 0.75 | 0.50 | 0.75 | 0.75 | 6.75 |
| Gloucester | 5860 | Woodbury City Public | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Gloucester | 5870 | Woodbury Heights Public | 0 | 0.25 | 0.25 | 0.25 | 0.00 | 0.75 |
| Hudson | 0220 | Bayonne | 3 | 0.50 | 0.75 | 0.25 | 0.75 | 5.25 |
| Hudson | 1200 | East Newark | 4 | 0.00 | 0.75 | 0.25 | 0.00 | 5.00 |
| Hudson | 1850 | Guttenberg | 4 | 0.00 | 0.50 | 1.00 | 0.00 | 5.50 |
| Hudson | 2060 | Harrison Public Schools | 3 | 0.50 | 0.25 | 0.50 | 0.75 | 5.00 |
| Hudson | 2210 | Hoboken Public | 0 | 0.00 | 0.25 | 0.25 | 0.00 | 0.50 |
| Hudson | 2295 | Hudson County Schools of Technology | 3 | 0.25 | 0.25 | 0.00 | 0.25 | 3.75 |
| Hudson | 2390 | Jersey City Public Schools | 3 | 0.00 | 1.00 | 0.25 | 0.25 | 4.50 |
| Hudson | 2410 | Kearny | 2 | 0.75 | 0.75 | 0.50 | 0.75 | 4.75 |
| Hudson | 3610 | North Bergen | 3 | 1.00 | 0.25 | 0.00 | 0.50 | 4.75 |
| Hudson | 4730 | Secaucus | 1 | 0.25 | 0.50 | 0.50 | 0.25 | 2.50 |
| Hudson | 5240 | Union City | 3 | 0.00 | 0.75 | 0.00 | 0.25 | 4.00 |
| Hudson | 5580 | Weehawken Public | 1 | 0.50 | 0.75 | 0.75 | 0.75 | 3.75 |
| Hudson | 5670 | West New York | 2 | 0.50 | 0.75 | 0.00 | 0.50 | 3.75 |
| Hunterdon | 0430 | Bloomsbury Borough | 2 | 0.00 | 0.25 | 0.00 | 0.00 | 2.25 |
| Hunterdon | 1970 | Hampton Borough | 3 | 0.00 | 1.00 | 0.00 | 0.00 | 4.00 |
| Hunterdon | 3180 | Milford Borough | 2 | 0.00 | 0.50 | 1.00 | 0.00 | 3.50 |
| Hunterdon | 1376 | South Hunterdon Regional | 3 | 0.50 | 0.75 | 1.00 | 0.50 | 5.75 |
| Mercer | 3105 | Area Vocational Tech SD of Mercer County | 2 | 0.75 | 0.50 | 0.50 | 0.75 | 4.50 |
| Mercer | 1245 | East Windsor Regional | 2 | 0.75 | 0.25 | 0.25 | 0.75 | 4.00 |
| Mercer | 1430 | Ewing Township | 2 | 1.00 | 0.75 | 0.50 | 0.25 | 4.50 |
| Mercer | 1950 | Hamilton Township Public | 2 | 1.00 | 0.75 | 0.75 | 1.00 | 5.50 |
| Mercer | 2580 | Lawrence Township Public | 1 | 0.75 | 0.50 | 0.50 | 0.50 | 3.25 |
| Mercer | 5210 | Trenton Public | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Middlesex | 0750 | Carteret Public | 2 | 0.50 | 0.75 | 0.00 | 0.75 | 4.00 |
| Middlesex | 1140 | Dunellen Public | 3 | 0.75 | 0.50 | 0.75 | 0.75 | 5.75 |
| Middlesex | 2150 | Highland Park Boro | 2 | 1.00 | 1.00 | 0.00 | 1.00 | 5.00 |
| Middlesex | 2370 | Jamesburg Public | 4 | 0.50 | 0.50 | 0.50 | 1.00 | 6.50 |
| Middlesex | 3140 | Middlesex Borough | 3 | 0.75 | 0.50 | 0.75 | 0.75 | 5.75 |
| Middlesex | 3150 | Middlesex County Vocational and Tech | 2 | 0.75 | 0.00 | 0.25 | 0.25 | 3.25 |
| Middlesex | 3530 | New Brunswick | 3 | 0.50 | 1.00 | 0.25 | 0.50 | 5.25 |
| Middlesex | 3620 | North Brunswick Township | 1 | 1.00 | 1.00 | 0.50 | 0.75 | 4.25 |
| Middlesex | 3845 | Old Bridge Township | 1 | 1.00 | 0.50 | 0.50 | 0.50 | 3.50 |
| Middlesex | 4090 | Perth Amboy Public | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Middlesex | 4130 | Piscataway Township | 0 | 1.00 | 0.50 | 0.25 | 0.50 | 2.25 |
| Middlesex | 4660 | Sayreville | 1 | 1.00 | 0.50 | 0.75 | 1.00 | 4.25 |
| Middlesex | 4830 | South Amboy | 4 | 1.00 | 0.50 | 1.00 | 0.75 | 7.25 |
| Middlesex | 4910 | South Plainfield | 1 | 0.75 | 0.25 | 1.00 | 0.25 | 3.25 |
| Middlesex | 4920 | South River Public | 3 | 0.75 | 0.75 | 0.00 | 0.75 | 5.25 |
| Middlesex | 4970 | Spotswood Public | 2 | 0.75 | 0.75 | 0.75 | 1.00 | 5.25 |
| Middlesex | 5850 | Woodbridge Township | 1 | 1.00 | 0.50 | 0.75 | 0.25 | 3.50 |
| Monmouth | 0100 | Asbury Park | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Monmouth | 0270 | Belmar Elementary | 4 | 0.50 | 0.50 | 0.25 | 0.50 | 5.75 |
| Monmouth | 0500 | Bradley Beach | 3 | 0.25 | 0.50 | 0.75 | 0.00 | 4.50 |
| Monmouth | 1000 | Deal Boro | 1 | 0.00 | 0.50 | 1.00 | 0.00 | 2.50 |
| Monmouth | 1260 | Eatontown Public | 3 | 0.25 | 0.75 | 0.25 | 0.25 | 4.50 |
| Monmouth | 1490 | Farmingdale Public | 4 | 0.00 | 0.75 | 1.00 | 0.00 | 5.75 |
| Monmouth | 1640 | Freehold Borough | 4 | 0.75 | 0.50 | 1.00 | 0.75 | 7.00 |
| Monmouth | 2120 | Henry Hudson Regional | 3 | 0.75 | 1.00 | 1.00 | 0.75 | 6.50 |
| Monmouth | 2160 | Highlands Borough | 3 | 0.50 | 0.50 | 1.00 | 0.00 | 5.00 |
| Monmouth | 2400 | Keansburg | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Monmouth | 2430 | Keyport | 4 | 0.25 | 0.50 | 1.00 | 0.00 | 5.75 |
| Monmouth | 2770 | LONG BRANCH PUBLIC | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Monmouth | 3040 | Matawan-Aberdeen Regional | 2 | 1.00 | 0.75 | 1.00 | 1.00 | 5.75 |
| Monmouth | 3270 | Monmouth Regional High School | 1 | 1.00 | 0.75 | 0.25 | 1.00 | 4.00 |
| Monmouth | 3500 | Neptune City | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Monmouth | 3510 | Neptune Township | 3 | 1.00 | 1.00 | 0.75 | 1.00 | 6.75 |
| Monmouth | 4360 | Red Bank Borough Public | 3 | 0.75 | 0.25 | 0.00 | 0.00 | 4.00 |
| Monmouth | 4365 | Red Bank Regional | 2 | 1.00 | 1.00 | 0.25 | 0.50 | 4.75 |
| Monmouth | 3810 | Township of Ocean | 2 | 0.50 | 0.50 | 1.00 | 0.75 | 4.75 |
| Monmouth | 5230 | Union Beach Public | 4 | 0.50 | 0.75 | 0.00 | 0.75 | 6.00 |
| Morris | 0450 | Boonton Town Public | 4 | 0.50 | 0.75 | 1.00 | 0.00 | 6.25 |
| Morris | 0630 | Butler Public | 2 | 0.50 | 0.25 | 0.75 | 0.50 | 4.00 |
| Morris | 1110 | Dover Public | 4 | 0.75 | 0.75 | 0.25 | 0.75 | 6.50 |
| Morris | 3240 | Mine Hill Township | 2 | 0.00 | 0.75 | 0.00 | 0.50 | 3.25 |
| Morris | 3385 | Morris | 2 | 0.50 | 1.00 | 0.50 | 0.50 | 4.50 |
| Morris | 3520 | Netcong | 2 | 0.75 | 0.50 | 1.00 | 1.00 | 5.25 |
| Morris | 4480 | Rockaway Borough | 3 | 0.25 | 0.00 | 0.00 | 0.50 | 3.75 |
| Morris | 5770 | Wharton Borough | 4 | 0.75 | 0.50 | 0.75 | 0.00 | 6.00 |
| Ocean | 0185 | Barnegat Township | 2 | 1.00 | 0.75 | 1.00 | 1.00 | 5.75 |
| Ocean | 0320 | Berkeley Township | 2 | 0.25 | 0.75 | 0.00 | 0.00 | 3.00 |
| Ocean | 0530 | Brick Township Public | 2 | 1.00 | 0.75 | 0.50 | 1.00 | 5.25 |
| Ocean | 0770 | Central Regional | 4 | 1.00 | 1.00 | 0.50 | 0.75 | 7.25 |
| Ocean | 1150 | Eagleswood Township | 4 | 0.00 | 0.75 | 0.00 | 0.00 | 4.75 |
| Ocean | 2360 | Jackson Township | 1 | 0.75 | 0.75 | 0.50 | 0.50 | 3.50 |
| Ocean | 2480 | Lacey Township | 2 | 0.50 | 0.75 | 0.75 | 0.50 | 4.50 |
| Ocean | 2500 | Lakehurst | 4 | 1.00 | 1.00 | 0.50 | 1.00 | 7.50 |
| Ocean | 2520 | Lakewood Township | 1 | 0.50 | 1.00 | 0.50 | 0.75 | 3.75 |
| Ocean | 2550 | Lavallette Borough | 1 | 0.00 | 0.50 | 1.00 | 0.00 | 2.50 |
| Ocean | 2690 | Little Egg Harbor Township | 2 | 0.25 | 1.00 | 0.75 | 0.00 | 4.00 |
| Ocean | 2940 | Manchester Township | 3 | 1.00 | 0.75 | 0.50 | 0.75 | 6.00 |
| Ocean | 3790 | Ocean County Vocational Technical | 2 | 1.00 | 0.25 | 0.25 | 0.25 | 3.75 |
| Ocean | 3800 | Ocean Gate | 3 | 0.00 | 1.00 | 0.00 | 0.00 | 4.00 |
| Ocean | 3820 | Ocean Township | 4 | 0.50 | 0.75 | 1.00 | 0.50 | 6.75 |
| Ocean | 4105 | Pinelands Regional | 4 | 1.00 | 1.00 | 0.75 | 1.00 | 7.75 |
| Ocean | 4710 | Seaside Heights | 4 | 0.50 | 1.00 | 0.00 | 0.75 | 6.25 |
| Ocean | 5020 | Stafford Township | 1 | 0.25 | 1.00 | 0.50 | 0.25 | 3.00 |
| Ocean | 5190 | Toms River Regional | 4 | 0.75 | 0.75 | 0.75 | 0.75 | 7.00 |
| Ocean | 5220 | Tuckerton Borough | 4 | 0.50 | 0.75 | 0.50 | 0.75 | 6.50 |
| Passaic | 0420 | Bloomingdale | 1 | 0.00 | 0.25 | 0.00 | 0.00 | 1.25 |
| Passaic | 0900 | Clifton Public | 2 | 0.50 | 0.50 | 0.50 | 1.00 | 4.50 |
| Passaic | 1920 | Haledon Public | 3 | 0.50 | 0.75 | 0.00 | 1.00 | 5.25 |
| Passaic | 2100 | Hawthorne Public | 1 | 0.00 | 0.50 | 0.25 | 0.25 | 2.00 |
| Passaic | 3970 | Passaic City | 3 | 0.75 | 1.00 | 0.75 | 0.75 | 6.25 |
| Passaic | 3980 | Passaic County Manchester Regional High | 2 | 0.75 | 1.00 | 0.25 | 0.75 | 4.75 |
| Passaic | 3995 | Passaic County Technical-Vocational | 3 | 1.00 | 0.00 | 0.50 | 0.50 | 5.00 |
| Passaic | 3990 | Passaic Valley Regional High #1 | 1 | 0.75 | 0.25 | 0.25 | 0.75 | 3.00 |
| Passaic | 4010 | Paterson Public | 4 | 0.25 | 1.00 | 0.50 | 0.50 | 6.25 |
| Passaic | 4270 | Prospect Park Public | 2 | 0.75 | 1.00 | 1.00 | 1.00 | 5.75 |
| Passaic | 5200 | Totowa Public | 0 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Passaic | 5690 | Woodland Park | 2 | 0.50 | 0.50 | 1.00 | 0.75 | 4.75 |
| Salem | 1350 | Elsinboro Township | 2 | 0.50 | 0.50 | 1.00 | 0.00 | 4.00 |
| Salem | 2950 | Mannington Township | 3 | 0.25 | 0.00 | 1.00 | 1.00 | 5.25 |
| Salem | 3860 | Oldmans Township | 2 | 0.00 | 0.00 | 0.00 | 0.50 | 2.50 |
| Salem | 4070 | Penns Grove-Carneys Point Regional | 3 | 0.25 | 1.00 | 0.25 | 0.00 | 4.50 |
| Salem | 4075 | Pennsville | 3 | 1.00 | 0.50 | 0.50 | 0.50 | 5.50 |
| Salem | 4150 | Pittsgrove Township | 4 | 1.00 | 1.00 | 1.00 | 0.75 | 7.75 |
| Salem | 4280 | Quinton Township | 1 | 1.00 | 0.75 | 1.00 | 1.00 | 4.75 |
| Salem | 4630 | Salem City | 4 | 0.75 | 1.00 | 0.25 | 1.00 | 7.00 |
| Salem | 4640 | Salem County Vocational Technical | 3 | 0.00 | 0.50 | 0.00 | 0.00 | 3.50 |
| Salem | 2800 | The Lower Alloways Creek | 0 | 0.25 | 0.25 | 1.00 | 0.00 | 1.50 |
| Salem | 5320 | Upper Pittsgrove Twp | 1 | 0.50 | 1.00 | 0.00 | 0.50 | 3.00 |
| Salem | 5910 | Woodstown-Pilesgrove Regional | 1 | 1.00 | 0.50 | 1.00 | 1.00 | 4.50 |
| Somerset | 0490 | Bound Brook | 4 | 1.00 | 0.75 | 1.00 | 0.75 | 7.50 |
| Somerset | 1610 | Franklin Township Public | 1 | 1.00 | 0.50 | 0.25 | 0.25 | 3.00 |
| Somerset | 3000 | Manville | 3 | 0.50 | 0.75 | 0.25 | 0.75 | 5.25 |
| Somerset | 3670 | North Plainfield | 2 | 0.50 | 0.75 | 1.00 | 0.75 | 5.00 |
| Somerset | 4820 | Somerville Public | 3 | 1.00 | 0.75 | 0.75 | 1.00 | 6.50 |
| Somerset | 4850 | South Bound Brook Public | 2 | 0.75 | 0.50 | 0.75 | 1.00 | 5.00 |
| Sussex | 1570 | Franklin Borough | 4 | 0.50 | 1.00 | 0.00 | 0.75 | 6.25 |
| Sussex | 2030 | Hardyston Township | 0 | 0.25 | 0.50 | 0.75 | 0.00 | 1.50 |
| Sussex | 2240 | Hopatcong Borough | 2 | 0.75 | 0.75 | 0.50 | 0.75 | 4.75 |
| Sussex | 3300 | Montague Township | 3 | 0.00 | 1.00 | 0.00 | 0.00 | 4.00 |
| Sussex | 3590 | Newton Public | 4 | 0.75 | 0.75 | 0.75 | 1.00 | 7.25 |
| Sussex | 3840 | Ogdensburg Borough | 3 | 0.25 | 0.75 | 0.25 | 0.50 | 4.75 |
| Sussex | 5040 | Stillwater Township | 0 | 0.50 | 0.25 | 1.00 | 0.00 | 1.75 |
| Sussex | 5100 | Sussex-Wantage Regional | 4 | 1.00 | 1.00 | 1.00 | 1.00 | 8.00 |
| Sussex | 5435 | Wallkill Valley Regional High | 3 | 0.75 | 1.00 | 0.25 | 0.75 | 5.75 |
| Union | 1320 | Elizabeth Public Schools | 4 | 0.75 | 0.75 | 0.75 | 1.00 | 7.25 |
| Union | 1710 | Garwood Boro | 1 | 0.00 | 0.25 | 0.75 | 0.25 | 2.25 |
| Union | 2190 | Hillside Public | 3 | 0.75 | 0.75 | 0.50 | 1.00 | 6.00 |
| Union | 2420 | Kenilworth | 3 | 0.75 | 0.50 | 1.00 | 0.50 | 5.75 |
| Union | 2660 | Linden Public | 2 | 1.00 | 0.75 | 0.25 | 0.75 | 4.75 |
| Union | 4160 | Plainfield Public | 4 | 0.00 | 1.00 | 0.25 | 0.25 | 5.50 |
| Union | 4290 | Rahway Public | 2 | 0.75 | 1.00 | 0.25 | 0.75 | 4.75 |
| Union | 4550 | Roselle Park Public | 2 | 0.50 | 0.75 | 0.25 | 0.50 | 4.00 |
| Union | 4540 | Roselle Public | 3 | 0.75 | 1.00 | 0.75 | 1.00 | 6.50 |
| Union | 5290 | Township of Union | 1 | 1.00 | 0.50 | 0.50 | 0.75 | 3.75 |
| Union | 5810 | Winfield Township | 2 | 0.00 | 0.75 | 0.00 | 0.00 | 2.75 |
| Warren | 0070 | Alpha Borough | 3 | 0.25 | 1.00 | 1.00 | 0.00 | 5.25 |
| Warren | 0280 | Belvidere | 3 | 1.00 | 1.00 | 1.00 | 0.75 | 6.75 |
| Warren | 1870 | Hackettstown Public | 4 | 0.75 | 0.50 | 1.00 | 0.25 | 6.50 |
| Warren | 2250 | Hope Township | 0 | 0.25 | 0.25 | 0.75 | 0.00 | 1.25 |
| Warren | 2470 | Knowlton Township | 2 | 0.00 | 0.50 | 0.00 | 0.00 | 2.50 |
| Warren | 2970 | Mansfield Township Elementary | 1 | 0.00 | 0.75 | 0.00 | 0.00 | 1.75 |
| Warren | 3890 | Oxford Township | 3 | 0.75 | 0.75 | 1.00 | 0.75 | 6.25 |
| Warren | 4100 | Phillipsburg | 3 | 1.00 | 1.00 | 0.25 | 0.50 | 5.75 |
| Warren | 5460 | Warren County Vocational Technical | 2 | 1.00 | 0.75 | 1.00 | 0.75 | 5.50 |
| Warren | 5480 | Washington Borough | 3 | 0.00 | 0.75 | 1.00 | 0.00 | 4.75 |
| Warren | 5780 | White Township Consolidated | 2 | 1.00 | 0.50 | 0.75 | 0.00 | 4.25 |
| Charter | 6010 | Academy Charter High School | 2 | 0.50 | 1.00 | 0.00 | 0.75 | 4.25 |
| Charter | 6032 | Academy for Urban Leadership CS | 4 | 0.75 | 1.00 | 0.25 | 1.00 | 7.00 |
| Charter | 6110 | Achieve Community CS | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Charter | 7895 | Achievers Early College Prep CS | 4 | 0.00 | 1.00 | 0.25 | 0.25 | 5.50 |
| Charter | 6060 | Atlantic Community CS | 2 | 0.75 | 1.00 | 0.75 | 1.00 | 5.50 |
| Charter | 6082 | BelovED Community CS | 3 | 0.00 | 0.75 | 0.00 | 0.00 | 3.75 |
| Charter | 6076 | Benjamin Banneker Preparatory CS | 3 | 0.00 | 0.50 | 0.50 | 0.00 | 4.00 |
| Charter | 6013 | Bergen Arts and Science CS | 3 | 0.25 | 0.00 | 0.50 | 0.75 | 4.50 |
| Charter | 6100 | Bridgeton Public CS | 4 | 0.50 | 1.00 | 1.00 | 0.75 | 7.25 |
| Charter | 6022 | Burch CS of Excellence | 4 | 0.00 | 0.25 | 0.00 | 0.00 | 4.25 |
| Charter | 6107 | Camden's Promise CS | 4 | 1.00 | 0.75 | 0.25 | 1.00 | 7.00 |
| Charter | 6018 | Central Jersey College Prep CS | 1 | 0.75 | 0.00 | 0.75 | 0.75 | 3.25 |
| Charter | 7410 | Chartertech HS for the Performing Arts | 3 | 1.00 | 1.00 | 0.75 | 1.00 | 6.75 |
| Charter | 6230 | Classical Academy CS of Clifton | 2 | 0.50 | 0.50 | 1.00 | 0.75 | 4.75 |
| Charter | 6101 | College Achieve Central CS | 4 | 0.25 | 0.75 | 0.00 | 0.25 | 5.25 |
| Charter | 7891 | College Achieve Greater Asbury Park CS | 4 | 0.25 | 0.25 | 0.00 | 0.25 | 4.75 |
| Charter | 7892 | College Achieve Paterson CS | 4 | 0.50 | 0.25 | 0.00 | 0.50 | 5.25 |
| Charter | 6021 | Community CS of Paterson | 4 | 0.25 | 1.00 | 0.75 | 0.50 | 6.50 |
| Charter | 6089 | Compass Academy CS | 4 | 0.00 | 1.00 | 0.00 | 0.00 | 5.00 |
| Charter | 7897 | Creativity CoLaboratory CS | 1 | 0.75 | 0.25 | 1.00 | 1.00 | 4.00 |
| Charter | 6102 | Cresthaven Academy CS | 4 | 0.00 | 0.75 | 0.00 | 0.00 | 4.75 |
| Charter | 6320 | Discovery CS | 4 | 0.00 | 0.50 | 0.00 | 0.00 | 4.50 |
| Charter | 6064 | Dr Lena Edwards Academic CS | 3 | 0.75 | 1.00 | 0.00 | 1.00 | 5.75 |
| Charter | 6410 | East Orange Community CS | 4 | 0.25 | 0.75 | 0.00 | 0.75 | 5.75 |
| Charter | 6103 | Empowerment Academy CS | 3 | 1.00 | 0.75 | 0.50 | 1.00 | 6.25 |
| Charter | 6430 | Englewood on the Palisades CS | 3 | 0.00 | 0.50 | 0.00 | 0.00 | 3.50 |
| Charter | 6017 | Foundation Academy CS | 4 | 1.00 | 1.00 | 0.50 | 1.00 | 7.50 |
| Charter | 6240 | Freedom Prep CS | 4 | 0.00 | 1.00 | 0.50 | 0.25 | 5.75 |
| Charter | 6665 | Gray CS | 4 | 0.00 | 0.50 | 0.00 | 0.00 | 4.50 |
| Charter | 6053 | Great Oaks Legacy CS | 4 | 0.00 | 1.00 | 0.00 | 0.25 | 5.25 |
| Charter | 6635 | Greater Brunswick CS | 3 | 0.75 | 0.50 | 0.50 | 0.75 | 5.50 |
| Charter | 6720 | Hoboken CS | 0 | 0.75 | 0.25 | 0.75 | 1.00 | 2.75 |
| Charter | 6740 | Hope Academy CS | 4 | 0.00 | 0.50 | 0.00 | 0.00 | 4.50 |
| Charter | 6086 | Hope Community CS | 4 | 1.00 | 1.00 | 1.00 | 1.00 | 8.00 |
| Charter | 6105 | Hudson Arts and Science CS | 2 | 0.25 | 0.50 | 0.25 | 0.50 | 3.50 |
| Charter | 6810 | International CS of Trenton | 4 | 0.00 | 0.50 | 0.00 | 0.00 | 4.50 |
| Charter | 6910 | Jersey City Community CS | 3 | 0.00 | 1.00 | 0.00 | 0.00 | 4.00 |
| Charter | 6093 | Jersey City Global CS | 3 | 0.00 | 0.00 | 0.00 | 0.00 | 3.00 |
| Charter | 6915 | Jersey City Golden Door CS | 3 | 0.75 | 0.75 | 0.75 | 1.00 | 6.25 |
| Charter | 6079 | John P Holland CS | 4 | 0.00 | 0.75 | 0.00 | 0.00 | 4.75 |
| Charter | 1799 | KIPP: Cooper Norcross | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Charter | 6109 | LEAD CS | 4 | 0.25 | 1.00 | 0.00 | 0.50 | 5.75 |
| Charter | 7109 | LEAP Academy University CS | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Charter | 6099 | Link Community CS | 4 | 1.00 | 0.25 | 1.00 | 1.00 | 7.25 |
| Charter | 7735 | Maria L. Varisco-Rogers CS | 4 | 0.00 | 0.25 | 0.00 | 0.00 | 4.25 |
| Charter | 7210 | Marion P. Thomas CS | 4 | 0.50 | 1.00 | 0.00 | 1.00 | 6.50 |
| Charter | 7896 | Middlesex County STEM CS | 4 | 0.25 | 0.75 | 0.75 | 0.50 | 6.25 |
| Charter | 6069 | Millville Public CS | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Charter | 7290 | New Horizons Community CS | 4 | 0.50 | 1.00 | 0.00 | 1.00 | 6.50 |
| Charter | 6029 | Newark Educators Community CS | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Charter | 7320 | North Star Academy CS | 4 | 1.00 | 1.00 | 0.00 | 1.00 | 7.00 |
| Charter | 7893 | Ocean Academy CS | 1 | 0.25 | 0.75 | 0.00 | 0.50 | 2.50 |
| Charter | 7500 | Pace CS of Hamilton | 2 | 0.00 | 0.25 | 0.00 | 0.00 | 2.25 |
| Charter | 6080 | Passaic Arts and Science CS | 3 | 0.75 | 0.50 | 0.00 | 1.00 | 5.25 |
| Charter | 6096 | Paterson Arts and Science CS | 4 | 0.25 | 0.75 | 0.00 | 0.25 | 5.25 |
| Charter | 7503 | Paterson CS for Science and Technology | 4 | 0.25 | 0.75 | 0.00 | 0.25 | 5.25 |
| Charter | 6025 | Paul Robeson CS for the Humanities | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Charter | 6057 | Peoples Preparatory CS District | 4 | 1.00 | 1.00 | 1.00 | 1.00 | 8.00 |
| Charter | 6106 | Philip's Academy CS of Paterson | 4 | 0.25 | 1.00 | 0.75 | 1.00 | 7.00 |
| Charter | 6094 | Phillip's Academy CS | 4 | 0.00 | 0.75 | 0.00 | 0.00 | 4.75 |
| Charter | 6020 | Pride Academy CS District | 4 | 1.00 | 0.25 | 0.00 | 1.00 | 6.25 |
| Charter | 6104 | Principle Academy CS | 2 | 1.00 | 1.00 | 0.75 | 1.00 | 5.75 |
| Charter | 7720 | Red Bank CS | 3 | 0.00 | 0.50 | 0.50 | 0.00 | 4.00 |
| Charter | 7730 | Robert Treat Academy CS | 4 | 0.50 | 0.75 | 0.25 | 1.00 | 6.50 |
| Charter | 6058 | Roseville Community CS | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Charter | 7830 | Soaring Heights CS | 3 | 0.75 | 0.00 | 1.00 | 1.00 | 5.75 |
| Charter | 7325 | TEAM Academy CS | 4 | 1.00 | 1.00 | 0.25 | 1.00 | 7.25 |
| Charter | 6033 | The Barack Obama Green Charter High | 4 | 0.00 | 1.00 | 0.00 | 0.00 | 5.00 |
| Charter | 6030 | The Ethical Community CS | 3 | 0.25 | 0.50 | 0.25 | 0.00 | 4.00 |
| Charter | 7115 | The Learning Community CS | 3 | 0.75 | 0.50 | 1.00 | 0.75 | 6.00 |
| Charter | 7600 | The Queen City Academy CS District | 4 | 0.00 | 1.00 | 0.00 | 0.00 | 5.00 |
| Charter | 8140 | The Village CS | 4 | 1.00 | 1.00 | 0.75 | 0.75 | 7.50 |
| Charter | 6183 | Trenton Stem-to-Civics CS | 2 | 1.00 | 1.00 | 0.75 | 1.00 | 5.75 |
| Charter | 8010 | Union County TEAMS CS | 4 | 0.75 | 1.00 | 0.00 | 1.00 | 6.75 |
| Charter | 8060 | University Academy Charter High | 3 | 1.00 | 0.50 | 0.75 | 1.00 | 6.25 |
| Charter | 6028 | Vineland Public CS | 4 | 0.50 | 0.75 | 0.50 | 0.75 | 6.50 |

#### APPENDIX 2

**SCG ALLOWABLE USES ALIGNED WITH FEDERAL & STATE-LEVEL FUNDING**

The information contained in this appendix serves as a resource list of Federal and State-level funding that aligns to the SCG allowable uses. Many New Jersey local educational agencies (LEAs) have received grant awards under one or more of these Federal or State-level funding sources. As LEAs plan and determine the types of programs and/or services to be implemented with the SCG funding, it is useful to consider the information in this appendix as follows:

* Recipients of State-Level Funding Aligning with SCG Allowable Uses:
  + Does this funding period end prior to the SCG funding period? If so, could programs and/or services be extended further using SCG funding?
  + Have all program outcomes been met? Could additional students, teachers, and/or parents be served using SCG funds?

| **ESEA Section 4108**  **ALLOWABLE USES**  **(NOT ALL-INCLUSIVE)** | **Identified Funding** | **Targeted Audience** | **Project Sponsor** | **Funding Source** | **Program Period**  **(Begin & End Dates)** | **Total Award** |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Design and implement high-quality, comprehensive emergency operating plans and emergency drills** | **None** | N/A | N/A | N/A | N/A | N/A |
| 1. **Support safety and violence prevention programs** | The **FY 18 STOP School Violence Prevention and Mental Health Training Program Grant** - The Office of School Preparedness and Emergency Planning (OSPEP) works in partnership with the NJ Department of Human Services (NJDHS) to provide Comprehensive Active Shooter Incident Management for Schools (CASIM-S) and Mental Health First Aid (MHFA) trainings to schools throughout the State. OSPEP also works cooperatively with Sandy Hook Promise to provide their *Know the Signs* school-based violence prevention programs to select schools. The programs include *Signs of Suicide, Start With Hello, and Say Something.* | Students, School Officials, Parents, Law Enforcement | NJDHS Disaster and Terrorism Branch and Sandy Hook Promise | Federal Office of Justice Programs Grant | Grant ending September 30, 2023 | $999,999 |
| 1. **Create and implement anti-bullying and harassment plans** | **None** | N/A | N/A | N/A | N/A | N/A |
| 1. **For school-based police officers, law enforcement, or school resource officers (SROs)** | **None** | N/A | N/A | N/A | N/A | N/A |
| 1. **Equipment such as surveillance cameras, metal detectors, and other physical or infrastructure-related security equipment** | **None** | N/A | N/A | N/A | N/A | N/A |
| 1. **Implement threat assessment systems or teams** | **FY 19 STOP School Violence Technology and Threat Assessment Solutions for Safer Schools Program Grant -**The Office of School Preparedness and Emergency Planning (OSPEP) is working in partnership with Sigma to provide multiple Behavioral Threat Assessment training classes. The training classes are being offered on the General Awareness, Basic, and Advanced levels. | School Officials, Law Enforcement, Mental Health Professionals | Tomahawk Strategic Solutions, Sigma | Office of Justice Programs Grant | Grant ending September 30, 2023 | $999,999.00 |
| 1. **Develop and implement positive and fair discipline policies and practices** | 1. **New Jersey Positive Behavior Support in Schools (NJPBSIS)** works with cohorts of approximately 30 schools selected each year for a four-year training and coaching program aimed at the development of a 3-tiered system for addressing student conduct and behavior. | Administrators, School Staff, Students, engaging with parents and community | LEAs/funded with IDEA Part B Funds | Entitlement IDEA-PART B | July 1- June 30 annually; currently, Year 2 of a 5-year MOU | Approximately $3 million annually; currently in Year 2 of a 5-year MOU |
| 1. **Rutgers University (Newark) Disproportionality Lab:** Dr. Edward Fergus is providing training on root cause analysis and disproportionality to 3 cohorts of schools found to be disproportionate for discipline of students with disabilities and/or specific racial/ethnic groups. | Administrators, School Staff | LEAs/funded with IDEA Part B Funds | Entitlement IDEA-PART B | September 1, 2022 – August 31, 2023 | Approximately $155,000 |
| 1. **New Jersey’s Restorative Justice in Education Pilot Program**. Funding supports 14 schools to implement trauma-informed restorative practices. | Administrators, School Staff, Students, families | NJDOE in partnership with Kean University | IDEA-PART B & State Funding | July 1, 2022 – June 30 annually; currently in Year 2 of 3 | $500,000 annually; currently in Year 2 of 3 |
| 1. **Implement Multi-Tiered Systems of Support to support and respond to student needs** | **NJTSS for Early Reading** provides support to districts in providing evidence-based early reading instruction through the implementation of a NJTSS. | Administrators, Educators, Higher Ed. Instructors | NJDOE in partnership with Rutgers University | 5-year grant awarded in June 2021 | October 1, 2021 - September 30, 2026 | Approximately $6.1 million |
| 1. **Support strategies that meet the needs of students with disabilities** | 1. **Community-Based Instruction** provides training to schools in developing and implementing effective community-based instruction programs. | CST, Teachers, Transition Coordinators, Students | NJDOE in partnership with Rutgers University | Entitlement - IDEA Part B | July 1 – June 30th (Year 2 of 5) | Approximately $3 million annually; currently in Year 2 of a 5-year MOU |
| 1. **Person-centered Approaches to School and Transition (PCAST)** provides training and coaching on running effective IEP meetings with the student as the primary driver of the meeting. | CST, Students | NJDOE in partnership with Rutgers | Entitlement - IDEA Part B | July 1 – June 30th (Year 2 of 5) | Approximately $3 million annually; currently in Year 2 of a 5-year MOU |
| 1. **NJ Inclusive Education Technical Assistance Project (NJIETA)** provides pre-K through 21 supports to schools looking to improve inclusive practices and increase the number of students with disabilities in general education classes. | Administrators, CST, Teachers, Staff, Students | NJIETA /Funded with IDEA Part B funds | Entitlement - IDEA Part B | 4. July 1 – June 30th (Year 3 of 5) | Approximately $1.5 million annually; currently in Year 3 of a 5-year MOU |
| 1. **Support preschool students** | **NJ Inclusive Education Technical Assistance Project (**NJIETA) has a group from Montclair State who works exclusively on pre-K inclusion with selected schools. | Administrators, CST, Teachers, Staff, Students | Montclair State/ Funded with IDEA Part B funds | Entitlement - IDEA Part B | July 1 – June 30th (Year 3 of 5) | Approximately $1.5 million annually; currently in Year 3 of a 5-year agreement. |
| 1. **Increase student connections and a sense of belonging at school** | There is no formal project, but the recent release of the [**NJ School Climate Improvement Platform**](https://njschoolclimate.org/) could assist with assessing how a school is attending to student belonging. |  |  |  |  |  |
| 1. **Promote student physical fitness** | **NONE** | N/A | N/A | N/A | N/A | N/A |
| 1. **Prevent or respond to identity-based hate and harassment** | *The Attorney General’s Division on Civil Rights developed the* [*Community Relations Unit*](https://www.njoag.gov/about/divisions-and-offices/division-on-civil-rights-home/community-relations-unit/) *to support responding to instants of hate or bias in communities including schools.* | N/A | N/A | N/A | N/A | N/A |
| 1. **Provide related professional development to educators** | **Accelerated Learning and Educator Support Grant**  Finances a broad range of professional learning efforts for staff around the four principles underpinning Learning Acceleration for the State of New Jersey. | School Staff | LEA | ARP ESSER State Set Aside | March 2020 -September 2024 | Approximately $135 M total allocated to LEAs based on the disproportionate impact of COVID-19 |
| 1. **Provide related professional development to principals and other school leaders** | **Accelerated Learning and Educator Support Grant**  Finances a broad range of professional learning efforts for staff around the four principles underpinning Learning Acceleration for the State of New Jersey. | School Staff | LEA | ARP ESSER State Set Aside | March 2020 -September 2024 | Approximately $135 M total allocated to LEAs based on the disproportionate impact of COVID-19 |
| 1. **Provide professional development to support trauma-informed practices** | 1. **Accelerated Learning and Educator Support Grant**   Finances a broad range of professional learning efforts for staff around the four principles underpinning Learning Acceleration for the State of New Jersey. | School Staff | LEA | ARP ESSER State Set Aside | March 2020 -September 2024 | Approximately $135 M total allocated to LEAs based on the disproportionate impact of COVID-19 |
| 1. **DREAMS Project**- Provides training to educators to provide trauma-informed and healing centered schools. | Educators | DCF | State Fiscal and Local Recovery Funds | April 2023- June 2026 | $3.6 M |
| 1. **Provide integrated support services for students** | *No formal programs yet, but programs slated to begin in early 2023.*  Intensive coaching to support the installation and operation of comprehensive mental health systems for 50 schools in New Jersey. | Administrators and School-Based Mental Health Staff | Rutgers/NJDOE | State Fiscal and Local Recovery Funds | January 2023 through July 2026 | About $6.1 million |
| 1. **Develop early detection, screening, or warning systems to identify students who may be at risk or those in need of additional supports** | *No formal programs yet, but programs slated to begin in early 2023.*  Mental Health Screening pilot program which supports about 15 to 25 schools to conduct screenings to identify student MH needs. | Students | LEAs/NJDOE | State funds | March 2023-February 2028 | About $750,000 |
| 1. **Hire mental health professionals and other critical student support staff** | **Mental Health Support Staffing Grant**  Grant funding to develop and implement Tier II and Tier III services that address students’ and educators’ mental health and social emotional needs through the hiring of staff, contracting with service providers, and/or providing professional development in effective implementation of Tier II and Tier III services. | Administrators | LEAs/NJDOE | ARP | March 2021-July 2024 | At least $45,000 per district totaling $30 million |
| 1. **Support mentors, integrated student support coordinators, post-secondary education transition coaches and student success coaches** | Community-based Instruction provides training to schools in developing and implementing effective community-based instruction programs. | CST, Teachers, Transition Coordinators, Students | Rutgers/LEA | Entitlement - IDEA Part B | July 1 – June 30th (Year 2 of 5) | Part of a 3 program MOU with BOGGS Center for approximately $3 million per year. Currently in Year 2 of a 5-year agreement. |

#### APPENDIX 3

**EVIDENCE-BASED INTERVENTION RESOURCES**

### **Social, Emotional, Physical, and Mental Health**

#### American Institutes for Research (AIR)

Social and emotional learning solutions provide research on evidence-based strategies; SEL Toolkits; SEL Webinars (free of charge), etc.

<https://www.air.org/resource/social-and-emotional-learning-sel-solutions-air>

1. The Annie E. Casey Foundation

Supporting Social-Emotional Learning With Evidence-Based Programs(April 11, 2018) [46 pages] <https://www.aecf.org/resources/supporting-social-emotional-learning-with-evidence-based-programs/>

1. Blueprints for Healthy Youth Development: University of Colorado Boulder <https://www.blueprintsprograms.org/>
2. **Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education**

Evidence for ESSA - <https://www.evidenceforessa.org/>

1. **The Collaborative for Academic, Social, and Emotional Learning (CASEL) – CASEL Program Guides: Effective Social and Emotional Learning Programs**

* <https://casel.org/guide/> - Effective Social and Emotional Learning Programs
* <https://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf> [75 pages] - Preschool and Elementary Edition (2013)
* <http://secondaryguide.casel.org/casel-secondary-guide.pdf> [42 pages] - Middle and High School Edition (2015)

1. **Columbia University School of Social Work**

Evidence Based Practice & Policy Online Resource Training Center

[EBP Online Resource Training Center (columbia.edu)](http://www.columbia.edu/cu/musher/Website/Website/EBP_OnlineTraining.htm)

1. **ELSEVIER. The Journal for Nurse Practitioners**

Screening for Adverse Childhood Experiences: Literature Review and Practice Implications

Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7498469/pdf/main.pdf>

1. Harvard Graduate School of Education

* <https://easel.gse.harvard.edu/> - SEL website
* <https://www.gse.harvard.edu/news/uk/17/06/selecting-right-sel-program> - Selecting the Right SEL Program

1. Institute of Education Sciences

National Center for Education Evaluation and Regional Assistance (IES:NCEE) <https://ies.ed.gov/ncee/>

1. National Center for Education Evaluation and Regional Assistance

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User-Friendly Guide -<https://ies.ed.gov/ncee/pubs/evidence_based/appendix_a.asp>

1. National Center on Intensive Intervention

[Tools Chart Overview | NCII (intensiveintervention.org)](https://intensiveintervention.org/tools-charts/overview)

#### Navigating SEL From The Inside Out: Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus) [March 2017]

This is a Harvard Graduate School of Education report funded by The Wallace Foundation (349 pages) <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>

1. New Jersey Department of Education

* Comprehensive School-based Mental Health Guide

[Mental Health Guide (nj.gov)](https://www.nj.gov/education/safety/wellness/mh/docs/NJDOE_MentalHealthGuide.pdf)

* Clearinghouse of Successful Practices

The Department’s What Works Clearinghouse reviews high-quality research that can help in selecting evidence-based strategies, including Tier 1 and Tier 2 evidence. In addition, evidence-based strategies can be found in the Best Practices Clearinghouse and through the Department’s technical assistance centers. <https://www.nj.gov/education/clearinghouses.shtml>

* National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care (The National CLAS Standards). Available at <http://minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=53>

1. RAND Corporation, as funded by The Wallace Foundation – Social and Emotional Learning Interventions: Under the Every Student Succeeds Act Evidence Review (2017) [154 pages] <https://www.nyscommunityschools.org/wp-content/uploads/2019/08/Evidence-Review-SEL-interventions.pdf>
2. The Results First Clearinghouse Database, The Pew Charitable Trusts

<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

1. Substance Abuse and Mental Health Service Administration

[Ready, Set, Go Screen](https://www.samhsa.gov/sites/default/files/ready_set_go_review_mh_%20screening_in_schools_508.pdf)

#### U.S. Department of Education – Office of Elementary & Secondary Education

Center to Improve Social and Emotional Learning and School Safety at WestEd – <https://selcenter.wested.org/>

#### WestEd –

* <https://www.wested.org/trauma-informed-practice-resilience/> - Trauma Informed Practices
* <https://dwwlibrary.wested.org/> - Doing What Works Library

1. What Works Clearinghouse (WWC**)**

[WWC | Find What Works! (ed.gov)](https://ies.ed.gov/ncee/wwc/)

### **Drug and Violence Prevention**

#### Substance Abuse Prevention

<https://youth.gov/youth-topics/substance-abuse/evidence-based-programs-youth-substance-abuse-prevention-and-treatment>

#### U.S. Department of Health and Human Services. Substance Abuse and Mental Health Services Administration (SAMHSA)

* What Educators Can Do to Help Prevent Underage Drinking and Other Drug Use Fact Sheet. <https://www.samhsa.gov/sites/default/files/factsheet_educator_what_educators_can_do.pdf>
* Student Assistance Resources Guide. <https://www.samhsa.gov/sites/default/files/tthy-2020-student-assistance-resources-guide.pdf>

#### Violence and Gender

[School Firearm Violence Prevention Practices and Policies: Functional or Folly?](https://www.liebertpub.com/doi/pdfplus/10.1089/vio.2018.0044)

### **Family and Community Engagement**

#### American Institutes for Research (AIR)

* Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships (2013)

[A Dual Capacity-Building Framework for Family-School Partnerships](http://www2.ed.gov/documents/family-community/partners-education.pdf)

* Strategies for Equitable Family Engagement: State Support Network (December 2018) [Strategies for Equitable Family Engagement](https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf)

#### Brookings Institute

Collaborating to Transform and Improve Education Systems: A Playbook for Family-School Engagement (September 2021)

[A Playbook for Family-School Engagement](https://www.brookings.edu/wp-content/uploads/2021/10/Family_School_Engagement_Playbook_FINAL.pdf)

#### Centers for Disease Control (CDC)

Promoting Parent Engagement in School Health: A Facilitator’s Guide for Staff Development (2012) [Promoting Parent Engagement in School Health](https://www.cdc.gov/healthyyouth/protective/pdf/parentengagement_facilitator_guide.pdf)

#### Johns Hopkins University School of Education

Promising Partnership Practices: National Network of Partnership Schools (2019)

[Promising Partnership Practices](https://nnps.jhucsos.com/wp-content/uploads/2019/10/PPP-2019-Final-Book-web.pdf)

#### OAH. A Snapshot of Your Community: Understanding Resources and Needs Assessments

Available at <https://opa.hhs.gov/adolescent-health>

#### University of Washington, College of Education

Building Relationships Bridging Cultures: Cultural Brokering in Family Engagement (2015)

[Building Relationships Bridging Cultures](https://education.uw.edu/sites/default/files/programs/epsc/Cultural%20Brokers%20Brief_Web.pdf)

### **School-Based Mental Health Services and Mental Health Partnership Programs**

#### 211: Local Resources and Services

[211 Local resources](https://www.211.org/)

#### Community Service Locator

[Behavioral Health Treatment Service Locator](https://findtreatment.samhsa.gov/)

#### National Association of School Psychologists

Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists (2021)[handout]

[Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists (nasponline.org)](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-and-behavioral-health/additional-resources/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists)

#### National Alliance on Mental Illness: New Jersey

[Important Hotlines and Helplines](https://www.naminj.org/where-to-get-help/hotlines/)

#### National Center for Healthy Safe Children.

Safe Schools FIT Toolkit - <https://healthysafechildren.org/safe-schools-healthy-students-framework-implementation-toolkit>

#### National Center for School Mental Health (NCSMH)

SHAPE – School Health Assessment and Performance Evaluation [(theshapesystem.com)](https://www.theshapesystem.com/)

National Center for School Mental Health (NCSMH) | University of Maryland School of Medicine - <https://www.schoolmentalhealth.org/>

#### New Jersey 211 Mental Health Resources

[211 Mental Health Resources](https://www.nj211.org/)

#### New Jersey Department of Education

[Mental Health Resource Guide](https://www.nj.gov/education/safety/wellness/mh/docs/NJDOE_MentalHealthGuide.pdf)

#### PerformCare

Phone Number: 877-652-7624

#### School-based Mental Health

[School Based Mental Health | Youth.gov](https://youth.gov/youth-topics/youth-mental-health/school-based)

### **Special Student Populations**

#### Academia

"We Have to Educate Every Single Student, Not Just the Ones That Look Like Us": Support Service Providers' Beliefs About the Root Causes of the School-to-Prison Pipeline for Youth of Color - <https://www.academia.edu/38756257/_We_Have_to_Educate_Every_Single_Student_Not_Just_the_Ones_That_Look_Like_Us_Support_Service_Providers_Beliefs_About_the_Root_Causes_of_the_School_to_Prison_Pipeline_for_Youth_of_Color>

#### Centers for Disease Control and Prevention. Lesbian, Gay, Bisexual and Transgender Health

Available at <http://www.cdc.gov/lgbthealth/youth.htm>

#### National Association of School Psychologists

Tier 3 Mental and Behavioral Health Interventions and Special Education (2020) [handout]

[Tier 3 Mental and Behavioral Health Interventions and Special Education (nasponline.org)](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/return-to-school/tier-3-mental-and-behavioral-health-interventions-and-special-education)

#### National Association of State Boards of Education

[Removing Barriers to LGBTQ Student Safety and Achievement](https://files.eric.ed.gov/fulltext/EJ1257768.pdf)

#### Office of Minority Health

The Center for Linguistic and Cultural Competence in Health Care. Available at <https://minorityhealth.hhs.gov/>

#### APPENDIX 4

## NONPUBLIC EQUITABLE PARTICIPATION SUMMARY AND

## AFFIRMATION of CONSULTATION FORM

**Nonpublic Participation**

Section 8501 of the Elementary and Secondary Education Act (ESEA) requires LEAs to provide *timely and meaningful* consultation with all nonpublic schools located within the boundaries of the LEA. For a list of nonpublic schools by district, please refer to the Nonpublic School Directory accessed at <http://www.nj.gov/education/nonpublic/>.

**Please note**: LEAs also are subject to the requirements for timely and meaningful consultation articulated in §§ 76.650-78.662 of the Education Department General Administrative Regulations (EDGAR).

For each participating nonpublic school, the following information must be provided on the *Nonpublic Equitable Participation Summary and Affirmation of Consultation* Form (see Appendix IV).

1. Describe the consultation process that took place including meeting date, those in attendance, and agenda items;

2. Describe the needs of the eligible nonpublic school students, teachers, and/or parents and how these needs have been or will continue to be identified;

3. List the identified services that will be implemented. Explain how, when, where, and by whom services will be provided;

4. Detail how and when services will be assessed, as well as how the results of the assessment will be used to improve the services throughout the duration of the grant period (9/1/23 – 9/30/25).

5. Include the amount of estimated grant funding available for the agreed upon services.

**Timely and Meaningful Consultation**:

The applicant agency is responsible to **identify** all applicable nonpublic schools **and to contact** the appropriate nonpublic school officials to begin the consultation process. The nonpublic school(s) must be **given a genuine opportunity to participate** in this grant program. The ESEA legislation requires all applicants to conduct *timely* and *meaningful* consultation with the appropriate nonpublic school officials **prior** **to** the development of the LEA’s Stronger Connections Grant (SCG) application and **prior** **to** **any decision** being made regarding the design of the LEA’s program plan that could affect the ability of nonpublic school students, teachers, and/or parents to receive program-funded benefits. Consultation **must continue** throughout the implementation and assessment of activities for the entire two-year project period (9/1/23 – 9/30/25), as well as the one-year carryover period.

**Please Note**: A unilateral offer of services by an applicant agency with no opportunity for discussion on the part of the nonpublic school official/representative **is not adequate consultation**.

The Education Department General Administrative Regulations (EDGAR) §76.652 states that the applicant agency shall give appropriate nonpublic school representatives a **genuine opportunity** to express their views regarding **each matter** subject to the consultation requirements outlined above. By following this course of action, a successful consultation should produce programs that will:

* Allow for the orderly and efficient integration of the services for the nonpublic school students, teachers, and/or parents into the operation of the local project;
* Result in benefits that have similar effects for both the applicant LEA and the nonpublic school students, teachers, and/or parents; and
* Be appropriate for the specific grant program.

**After Receiving the Grant Award and throughout the Grant Program**:

Comprehensive program planning and consultation must continue with nonpublic schools throughout the implementation and assessment of the SCG-funded activities over the course of the two-year project period. The LEA will be required to report on specific results related to established program outcomes for the nonpublic students, teachers, and/or parents.

**One (1) form for each nonpublic school must be completed and uploaded as part of the SCG Application accessed via the EWEG system.**

**LEA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ County/District Code:** \_\_\_\_\_\_

## AFFIRMATION of CONSULTATION FORM

(**Complete one (1) form for each participating nonpublic school**. Copy this form as necessary. Signed forms should be scanned and uploaded as part of the SCG application.)

The primary purpose of consultation is to discuss the needs of the nonpublic schools and to ensure they are being met. Consultation also provides an opportunity to discuss what worked well and what did not work well on an ongoing basis throughout the entire project period. Timely and meaningful consultation maintains open lines of communication, affords the LEA and nonpublic school officials opportunities to continually analyze data and identify applicable needs, ensure applicable services are implemented to address identified needs, and provide all parties the ability to express and have their views considered.

An eligible LEA applying for a Stronger Connections subgrant must consult with appropriate nonpublic school officials before the entity makes any decisions that affect the opportunities of eligible nonpublic school children and educators to participate (ESEA section 8501(c)(3)). Such consultation should include the following:

1. Describe the needs of the eligible nonpublic school students, teachers, and/or parents and how these needs have been or will continue to be identified.
2. Identified services to be implemented. Explain how, when, where, and by whom the services will be provided.
3. Detail how and when services will be assessed, as well as how the results of the assessment will be used to improve services throughout the duration of the grant period (9/1/23 – 9/30/25).
4. Include the amount of estimated grant funding available for the agreed upon services.
5. Document where the consultation took place including meeting date, sign in sheets, and agenda items.

Upon request, an LEA must provide the SEA with outcome of consultation documentation. If an LEA is successful in receiving a Stronger Connections subgrant, it must continue to consult with interested nonpublic school officials in the specific services the LEA will provide students and educators, consistent with the LEA’s approved application, including any limitations or priorities established by the SEA.

For each nonpublic school, this Affirmation of Consultation form **must be signed and dated** by the applicant Chief School Administrator (CSA) **and** the nonpublic school official. As part of the grant application submission, the LEA must upload a copy of this form for each nonpublic school.

**District Information**

Name, e-mail address and phone number of **LEA contact** person for nonpublic programs:

Name:

Email:

Phone:

Name, e-mail address and phone number of **nonpublic school contact** person for State programs:

Name:

Email:

Phone:

**Dates of Consultation**

Describe the consultation process that took place including meeting agenda items:

Date of initial consultation:

Persons in attendance:

Meeting agenda items:

If consultation did not occur, provide dates and methods of contact for consultation invitations sent to nonpublic school.

Dates of contact:

Method/s of contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Allowable Uses of Funds:**

Select the allowable uses your LEA would prioritize using the SCG funds to provide safe and supportive learning environments that improve academic achievement and the well-being of students and staff.

|  |  |  |  |
| --- | --- | --- | --- |
|  | School-based mental health services, e.g.: early identification of mental health symptoms, drug use, and violence, and appropriate referrals to direct individual or group counseling services |  | Develop early detection, screening, or warning systems to identify students who may be at risk or those in need of additional supports |
|  | Design and implement high-quality, comprehensive emergency operating plans and emergency drills |  | Provide related professional development to educators |
|  | Support safety and violence prevention programs |  | Provide professional development to support trauma-informed practices |
|  | Create and implement anti-bullying and harassment plans |  | Provide related professional development to principals and other school leaders |
|  | Develop and implement positive and fair discipline policies and practices |  | Provide integrated support services for students |
|  | Implement Multi-Tiered Systems of Support to support and respond to student needs |  | School-based mental health services partnership programs that are with a public or private mental health entity or health care entity |
|  | Meet the social and emotional needs of students |  | Hire mental health professionals and other critical student support staff |
|  | Mental health needs of students |  | Support preschool students |
|  | Support strategies that meet the needs of students with disabilities |  | For school-based police officers, law enforcement, or school resource officers (SROs) |
|  | Support mentors, integrated student support coordinators, post-secondary education transition coaches and student success coaches |  | Equipment such as surveillance cameras, metal detectors, and other physical or infrastructure-related security equipment |
|  | Increase student connections and a sense of belonging at school |  | Implement threat assessment systems or teams |
|  | Promote student physical fitness |  | Prevent or respond to identity-based hate and harassment |

**Nonpublic LEA Services –**

The following specific topics should be discussed during consultation:

List the identified services to be implemented

Explain who will provide the services (the district or a third-party provider)

Explain the time, place, and format of services. (The nonpublic school administrator should be provided with the schedule of services delivered to students, once known)

**RESPONSES:**

**By the signatures below, we the undersigned agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible nonpublic school students**, **teachers, parents, or other educational personnel in the Bipartisan Safer Communities Act – Stronger Connections Grant (SCG):**

**□ Yes, the nonpublic school will participate in this grant opportunity.**

**□ No, the nonpublic school will not participate in this grant opportunity.**

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

**Name of LEA (Print)** **Name of Nonpublic School (Print)**

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

**Name of LEA Official (Print)** **Name of Nonpublic School Official (Print)**

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

**Signature of LEA Official** **Date** **Signature of Nonpublic School Official Date**

#### APPENDIX 5

**LOGIC MODEL EXAMPLE TEMPLATE**

**Project Name:**

**Goal:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| # | Inputs | Activities | Outputs | Outcomes | | |
|  |  |  |  | Short-term  (within 1-year) | Intermediate  (within 2-years) | Long-term (within 5-years) |
|  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  | |
|  |  |  |  |  |  |  | |

**Logic Model Component Definitions**

* ***Inputs*** are the ***resources*** (dollars, staffing, and materials) needed to implement the activities, program, or intervention — **what we invest**.
* ***Activities*** are events undertaken by the program or partners to produce desired outcomes — **what we do with the resources**.
* ***Outputs*** are the direct, tangible results or deliverables of activities — **what we get**.
* ***Outcomes*** are the desired results/changes (% increase or decrease) of the program — **what we achieve.**
  + Short-term outcomes are the immediate effects of the program or intervention activities.
  + Intermediate outcomes are the intended effects that occur over the midterm of the project period.
  + Long-term outcomes refer to the desired program results.

*Source:* [*Framework Step 2 Checklist | Program Evaluation | CDC*](https://www.cdc.gov/evaluation/steps/step2/index.htm)

#### APPENDIX 6

**ASSURANCES – STRONGER CONNECTIONS GRANT**

By drawing down funds awarded under this Grant Award Notification, the Local Educational Agency (LEA) assures the following:

1. The LEA will ensure SCG funds are utilized for activities allowable under section 4108 of the ESEA.
2. The LEA will ensure SCG funds are not utilized for the provision to any person of a dangerous weapon[[9]](#footnote-10) or training in the use of a dangerous weapon as prohibited under Section 13401 of the Bipartisan Safer Communities Act, which amends section 8526 of the ESEA.
3. The LEA will ensure that SCG funds provide equitable services to students, teachers, and/or parents/families in nonpublic schools as required under section 8501 of the ESEA.
4. The LEA will maintain control of SCG funds for the provision of services and assistance to a nonpublic school with such funds:

* The LEA will maintain title to materials, equipment, and property purchased with SCG funds; and
* The LEA will ensure that equitable services provided with SCG funds are secular, neutral, and nonideological.

1. The LEA receiving SCG funds shall follow the supplement not supplant requirements in section 4110 of the ESEA.
2. The LEA will track the SCG funds separately from its regular allocation under Title IV, Part A of the ESEA.
3. The LEA will ensure that upon award of SCG funds, the LEA will participate, as requested, in any New Jersey Department of Education (NJDOE) evaluation of the LEA’s SCG program and will cooperate with any audit or examination of records with respect to such funds.

1. Economic characteristics included in the community poverty index are the proportion of households with children ages 5 to 17 in poverty, median income, unemployment rate, percent of households receiving SNAP benefits, percent of households receiving public cash assistance, percent of adults 25+ with a BA degree or higher, percent of adults 25+ without a high school diploma, and percent of households with children under the age of 18 headed by single females in each New Jersey school district. [↑](#footnote-ref-2)
2. **Place-based defined:** In 2010, the federal government began taking a comprehensive look at how place matters: How a community comprehensively supports the lives of the people who live there, how overlapping investments in a particular place can be coordinated to increase impact, and how an understanding of community context improves the efficacy of service delivery. From this work, the USED has adopted a “place-based approach” – recognizing that the federal government can support strategies to achieve better outcomes for children and families by taking into account where investments are made and how those investments interact with other resources, policies, and programs. Through a focus on place, the USED is able to align its work with that of other levels of government to address interrelated challenges and focus aligned and integrated public resources on people and places in accordance with their needs. For the first time, the USEDE is explicitly using place as the unit of analysis and not just the set of programs that the agency funds. [↑](#footnote-ref-3)
3. Health and safety measures in the Community Health Risk Index include mental health hospitalization rate, the total hospitalization rate, the percent uninsured, firearms deaths, and drug-induced deaths by municipality. School climate and staffing indicators include discipline and attendance. [↑](#footnote-ref-4)
4. **Strong Evidence** (Tier 1) – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented randomized control experimental study. [↑](#footnote-ref-5)
5. **Moderate Evidence** (Tier 2) —demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study. [↑](#footnote-ref-6)
6. Economic characteristics included in the community poverty index are the proportion of households with children ages 5 to 17 in poverty, median income, unemployment rate, percent of households receiving SNAP benefits, percent of households receiving public cash assistance, percent of adults 25+ with a BA degree or higher, percent of adults 25+ without a high school diploma, and percent of households with children under the age of 18 headed by single females in each New Jersey school district. [↑](#footnote-ref-7)
7. A “dangerous weapon” as defined in section 930(g)(2) of title 18 of the United States Code is a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length. Accordingly, funds may not be used, for example, to purchase a firearm or to train teachers to use a firearm. [↑](#footnote-ref-8)
8. Osher, D., Cantor, P., Berg, J., Steyer, L., Rose, T., & Nolan, E. (2017). Science of learning and development: A synthesis. American Institutes for Research; Shonkoff, J. P., Richmond, J., Levitt, P., Bunge, S. A., Cameron, J. L., Duncan, G. J., & Nelson III, C. A. (2016). From best practices to breakthrough impacts a science-based approach to building a more promising future for young children and families. Cambridge, MA: Harvard University, Center on the Developing Child, 747-756. [↑](#footnote-ref-9)
9. A “dangerous weapon” is defined in section 930(g)(2) of title 18, United States Code as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length. [↑](#footnote-ref-10)