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| New Jersey Learning Acceleration Program: High-Impact Tutoring Grant  24-AB02-H02  Program Term Date: March 20, 2024 – December 31, 2024 Application Due Date: Wednesday, January 31, 2024 no later than 4:00 p.m. |
| Angelica Allen-McMillan, Ed.D  Acting Commissioner of Education  Jorden Schiff, Ed.D  Assistant Commissioner  Lisa Haberl  Executive Director  FY24  SFRF ALN: 21.027  New Jersey Department of Education  P.O. Box 500 ● Trenton, NJ 08625-0500 |

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The following are requirements and instructions on the New Jersey Department of Education (NJDOE) Notice of Grant Opportunity (NGO). Instructions on how to gain access to the application and how to complete the application in the Electronic Web-enable Grant (EWEG) system are available in   
[the Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

When responding to this NGO, applicants must use the Electronic Web-Enabled Grant System (EWEG) online application system on the NJDOE's [Homeroom](http://homeroom.state.nj.us/) webpage. Please refer to the NJDOE's [Discretionary Grants](http://www.nj.gov/education/grants/discretionary) web page for the NGO and (click on available grants) for information on when the EWEG application will be online. The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG system access through the NJDOE's Homeroom web page on the due date of the application, no later than 4:00 p.m. Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate for funding consideration, an application after this deadline.

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## Grant Program Information

## I.1 Purpose of the NGO

The NJDOE supports local education agencies (LEAs) efforts as they respond to students' increased academic needs and the necessityto accelerate learning by proposing a state-supported tutoring initiative. This has become a priority strategy as high-impact tutoring is an effective, research-based method LEAs can use to optimize learning acceleration. The initiative will provide targeted funding to districts for high dosage, intensive tutoring. This project optimizes funding for targeted tutoring through vendors or organizations in addition to schools and districts that meet established, research-based criteria.

The goal of this grant opportunity is to prioritize high-impact tutoring interventions for students that have been disproportionately affected by the pandemic. This opportunity prioritizes districts with elementary schools and their students in grades three (3) and four (4) but will allow LEAs awarded the grant to serve additional students as needed. Applicants may apply for up to $768,000 in funds based on a tiered system of student enrollment correlated with maximum funding levels (see Figure 1 below). This single-year grant program begins March 20, 2024 and ends December 31, 2024.

To complement and support this grant opportunity, the NJDOE has curated a list of tutoring providers that meet program requirements for reference by LEAs via a Request for Qualifications (RFQ) vendor evaluation process. If a district elects to utilize existing staff members to offer tutoring services and incurs additional costs as a result, they may do so. They may be reimbursed for costs associated with tutoring provided by the LEA, if the tutoring comports with the evidenced-based requirements detailed in this Notice of Grant Opportunity.

NOTE: It is the responsibility of the LEA to contract with the vendor providing tutoring services. All LEAs must follow local policies and procedures for contracting with vendors as well as the Public School Contracts Laws (N.J.S.A. 18A:18A-1, et seq.) and associated regulations found at N.J.A.C. 5:34-1 et seq. The Department has collaborated closely with the Division of Local Government Services (DLGS) to provide a streamlined process for any LEAs whose funding amounts may exceed public bidding thresholds. Procurement guidance regarding this opportunity is available through a [special broadcast](https://www.nj.gov/education/broadcasts/2023/oct/20/ProcurementGuidanceRegardingHighImpactTutoringGrantVendors.pdf) released on October 20, 2023.

**Application Type**: **Limited Competitive\* Open to all operating New Jersey public school districts serving students in grades** **three (3) and/or grade 4 (four)** that were not awarded funds previously through the first round of the New Jersey Learning Acceleration Program: High-Impact Tutoring Grant or did not apply**.**

**Target Audience:** Local Education Agency (LEA),   
 Community-Based Nonprofit Organization (CBO), or   
 Institution of Higher Education (IHE)

## I.2 Federal Compliance Requirements - Unique Entity Identifier (UEI) Registrations

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity identifier (UEI). As part of the government-wide initiative, NJDOE will join other Federal agencies and transition from the use of the Dun and Bradstreet Data Universal Numbering System (DUNS) to the new UEI for all grant recipients and applicant organizations. UEIs are the primary means of entity identification for Federal awards and are required in accordance with 2 CFR Part 25. The UEI number is administered by the Federal Government in [SAM.gov](https://sam.gov/content/home) (System for Award Management).

## I.3 Award Management SAM Application

Prior to applying for a grant application, the Local Education Agency (LEA), Community-Based Nonprofit Organization (CBO), or Institute of Higher Education (IHE) must create a profile in the NJDOE's EWEG AWARD Management SAM application to include the district's UEI information:

Key steps/actions:

* + - 1. Create and submit the AWARD Management SAM application in EWEG if your entity has applied for or has received other grants from the NJDOE.
      2. When completing the AWARD Management SAM application, entities must enter an active SAM UEI and upload a copy of the district’s Entity Overview form.
      3. To renew an existing SAM UEI or apply for a SAM UEI, entities must go through [www.sam.gov](http://www.sam.gov/).

Failure to complete or update the AWARD Management SAM application in EWEG will prevent the applicant from viewing, creating, and submitting applications in the EWEG system.

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

## I.4 Dissemination of This Notice

The Division of Teaching and Learning Services will make this notice available via NJDOE Weekly Broadcast Message from Acting Commissioner Angelica Allen-McMillan, Ed.D. to eligible applicants listed in [Section I.1](#_I.1__Purpose), the Executive County Superintendents of each county.

Additional copies of the NGO are also available on the NJDOE's [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website or by contacting the Division of Teaching and Learning Services at the New Jersey Department of Education, 100 Riverview Plaza, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone: (609) 376-3885; email: [njtutor@doe.nj.gov](mailto:njtutor@doe.nj.gov).

## I.5 Access to the EWEG Application

Each eligible applicant must have a login ID and password to access the system. LEA applicants should contact their district's Web (Homeroom) Administrator, who will complete the registration. Non-LEA applicants should send an email request for [EWEG Help](mailto:eweghelp@doe.state.nj.us). Please allow 24-48 hours for the registration to be completed.

The NJDOE advises applicants to plan appropriately to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 48 hours before the due date to determine any errors that might prevent the submission of the application. Applicants are advised not to wait until the due date to submit the application online as the EWEG system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a submit button will appear. Once the application is complete and has passed a clean consistency check with no error messages, the applicant may submit the application by clicking the Submit button and wait for the EWEG system message indicating the application was submitted. The application status will update in the GMS Select page to “Submitted for Review” along with the date the application was submitted.

**Important:** Once the application has been submitted via EWEG, the application will not be returned to the applicant for editing, nor can additional information or missing documentation be submitted to the department for application review consideration. **Please Note: The submit button in the EWEG system will disappear as of 4:00 PM on the due date**. Please refer to the [Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf) for instructions on how to work in EWEG.

## I.6 Application Submission

The ACC must receive the completed application through the online EWEG system access through the NJDOE [Homeroom](http://homeroom.state.nj.us) web page **no later than 4:00 p.m. on Wednesday January 31, 2024** **.** Without exception, the ACC will not accept, and the OGM cannot evaluate for funding consideration, an application after this deadline.

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications. The responsibility for a timely submission resides with the applicant.

Completed applications are those that include all elements listed in [Section II.5.](#_Application_Component_Required), Application Component Required Uploads checklist. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO. **Paper copies of the grant application will not be accepted in lieu of the EWEG application. Applications submitted via FAX will not be accepted under any circumstances.**

## I.7 Application Review Criteria

To be considered for funding, all grant applications complete a two-tiered review. The application will be reviewed and scored by evaluators and the Program Office responsible for administering the program. The evaluators will use the information provided in the grant application under the Narrative Tabs which include the Need, Project Description, Project Activity Plan, Goals/Objectives – Indicators and Activity Plan, Commitment and Capacity, the Budget Tabs, and all required documentation noted as part of the NGO in the Upload Tab. In addition to how well the content addresses [Section II.4.](#_Project_Design_Considerations_1), the evaluators will also review the NGO application for completeness and accuracy. The total point value for the NGO is 100 points.

Grant applications must score 70 points or greater and meet the intent of the Notice of Grant Opportunity (NGO) before the addition of any bonus points, as noted in section 1.1 Eligibility to Apply in the NGO, and [Section II.4.](#_Project_Design_Considerations_1), Project Design Components. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

## I.8 Grantee Award Notifications

A successful applicant will be notified via the EWEG system to the emails listed in the Contacts Tab and a list will be posted on the NGO web page within the NJDOE website. Preliminary Approved Applications will be notified via EWEG with instructions on how to proceed with Pre-award Revisions (PAR). Instructions on how to initiate the PAR process by creating an amendment, refer to the [Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

Those applicants not meeting the 70-point threshold, and/or the intent of the NGO listed in [Section II.4.](#_Project_Design_Considerations_1), Program Design Consideration, will be notified via an EWEG email to the contacts listed in the application and the application status will read “No Award.”

## I.9 Open Public Records

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.

## Completing the Application

This section intends to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this NGO. Before preparing applications, potential applicants are advised to review [Section I.](#_Grant_Program_Information), Grant Program Information, to ensure a complete understanding of the State's vision and purpose for offering the program. Additionally, the information in [Section III.](#_Grant_Agreement_and), Grant Agreement and Program Requirements, will provide the applicant with an understanding of the specific considerations and requirements to be considered and/or addressed in their project.

## General Instructions for Applying

Applicants must prepare and submit a complete application by the deadline to apply for a grant under this NGO. The following components in their related EWEG Tabs in the application are required to be completed:

Admin Tab – Contacts, Allocation, Assurance, Board Resolution  
Narrative Tab – Abstract, Project Description, Need, Goals & Objectives, Project Activity Plan, Organizational Commitment & Capacity

Budget Tab – All related subtabs

Upload Tab – The required documents to be included in the application as stated in the NGO

The application must respond to the State's vision as articulated in [Section I.](#_Grant_Program_Information), Grant Program Information. It must be planned, designed, and developed in accordance with the program framework articulated in [Section II.](#_Completing_the_Application), Completing the Application. The applicant may seek additional guidance in the [Pre-Award Manual for Discretionary Grants](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

## Application Technical Assistance Sessions

Tuesday, January 09, 2024

Thursday, January 11, 2024

**☒ TEAMs Virtual Meetings:** Please register for **only one** of the available sessions [here](https://homeroom5.doe.state.nj.us/events/?p=a).

## Grant Deliverables

Expected outcomes should align with the intent of the NGO, as noted in [Section I.1.](#_I.1__Purpose), Purpose of the NGO, and [Section II.4.](#_Project_Design_Considerations_1), Project Design Considerations. Grant recipients are required to adhere to the reporting schedule detailed in [Section III.](#_Grant_Agreement_and), Grant Agreement and Program Requirements. Outcomes related to the New Jersey Learning Acceleration Program: High-Impact Tutoring Grant that can be measured through improvements in student performance are among the expected outcomes for this grant program. The Program Office welcomes invitations from grantees to observe and discuss the impact and outcomes of this grant funding via in-person and/or virtual site visits.

## Project Design Considerations

High-impact tutoring has been leveraged as an effective strategy in support of learning acceleration. It has been shown to lead to substantial learning gains for students, provided the program is implemented with fidelity, according to research-based best practices. Tutoring programs should be structured to suit student and community needs while leveraging district-specific tools and resources for building, expanding, improving and funding such programs. When tutoring programs do not have these features, they may lead to negligible improvements in student learning.

### Program Quality Criteria

The NJDOE and this grant opportunity are prioritizing tutoring programs in service to learning acceleration that meet research-based best practices and are designing with consideration of the following criteria:

* **Staffing:** Programs led by appropriately qualified teachers or paraprofessionals with pedagogical content knowledge are generally more effective than those that use nonprofessional/volunteer or parent tutors. However, it is important to note that adequate training and ongoing support are essential for all tutoring programs to be effective, irrespective of the tutor's background.
* **Curriculum:** Programs based on high-quality instructional materials (inclusive of formative assessments) tightly aligned with the adopted curriculum reinforce and supports classroom instruction. Tutors and teachers can have more focused conversations if tutoring and classroom curricula and assessments are tightly aligned.
* **Data:** Programs that use diagnostic assessments to tailor instruction for individual students (or small groups) are most effective. Regular use of data and ongoing assessments throughout the program lead to a more precise intervention and stronger outcomes.
* **Frequency:** Programs that are delivered in high dosage (three or more sessions per week) or intensive, week-long sessions yield the best outcomes. Lower frequency/dosage and less intense interventions do not yield the same positive effects on student growth.
* **Schedule:** Programs conducted during the school day tend to result in greater learning gains than those held after school or during the summer. Targeted support received closer to the time of aligned instruction is most beneficial for students.
* **Size:** Programs are most effective when serving only a few students at a time. While a one-to-one ratio is optimal, tutors may be able to effectively serve up to three or four students at once. Beyond four students, instruction becomes less personalized, requiring higher tutor skills to maintain efficacy.
* **Consistency:** Programs that ensure students have a consistent tutor over time allow for positive tutor-student relationships to develop and will lead to tutors being most responsive to the student's specific needs. In addition, informed matching of tutors to students can help tutors adopt specific strategies that best serve students from diverse backgrounds and students with specific learning needs.
* **Delivery:** Programs that are delivered in person have demonstrated positive academic outcomes. There is emerging evidence to suggest that remote tutoring may have similar outcomes, but the body of research is not well developed yet.

The above criteria will be used to evaluate proposals to ensure the programs are designed to support high-quality tutoring for students.

### Project Requirements

**The following point values apply to the evaluation of applications received in response to this NGO:**

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

**Statement of Need [20]** – The Statement of Need identifies the local conditions and/or needs that justify the project proposed in the application. A "need" in this context is defined as the difference between the current status and the outcomes and/or standard(s) that the LEA would like to achieve.

* Describe the target population to be served in the proposed tutoring program. This should include the following, at a minimum:
  + Identify grade levels of the children to be served, with a priority focus on grades three (3) and four (4) within English Language Arts and Mathematics content areas;
  + Identify how students were selected for participation in the program; indicate which academic subject(s) will be the focus of the program and include a detailed explanation of why that subject(s) was selected; and
  + Describe the target population's current academic achievement as compared to state and local trends.
* Identify the LEAs and student population's needs that your grant project intends to meet through this grant opportunity.
  + Identify the reason for seeking funding. Discuss the needs of the student population and identify the learning needs that will be met relative to the grant's goals;
  + Identify the needs and current staffing and scheduling capacity to support the program and identify how your program will be implemented (partnering with a provider, (see provider/vendor list), creating your program or a hybrid model) as a result of this grant.
* Provide documentation to substantiate the stated conditions and/or needs. Documentation may include but is not limited to demographics, assessment data, descriptions of the target population(s), nonidentifying student data, personnel data, and research. Include as much relevant data as available.
* Do not attempt to address problems beyond the grant program's scope.

**Project Description [30]** – Describe the project design and plan for implementing the project within the grant period in a detailed narrative. Assure that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the identified needs of the students within schools and/or districts. Describe the effect the project will have on the identified student population upon completion and how project impact will be evaluated. Explain how the proposed model, strategy, or approach is based on some or all of the criteria described in Section II.4a. Describe how the elements of a high-impact tutoring program will be addressed, with a specific focus on the criteria described in Section II.4. At a minimum, the project description should address the following four elements:

1. **Tutor:** How will the grantee ensure all tutors are qualified, engaging, reliable, and consistent? Describe the initial and ongoing training that includes equity and safety. Describe the ongoing oversight and coaching tutors will receive.

* Provide evidence of tutor expectations, content proficiency, effective facilitation, data practices, and supporting students with learning differences (i.e., preservice training, related credentials, etc.)
* If applicable, describe how the grantee will ensure that the selected vendor meets the abovementioned expectations. If available, cite specific requirements, considerations, structures, and/or contractual evidence that will be included or reviewed by the grantee to ensure the above expectations are met.
* Provide evidence that the grantee has addressed responsibility for maintaining the health, safety, and welfare while the students are under its control and supervision. The grantee must describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services.

1. **Learning Integration:** Describe when tutoring will take place. How will the tutor(s) engage with teachers and families, if applicable? Priority will be given to those where tutoring is embedded within the school day.

* Include how the program will be scheduled and how the grantee plans to provide tutoring service while maintaining students' consistent access to non-core/core academic instruction.
* The NJDOE has developed guidance in support of this element for grantees' reference. The [Maximizing Schedules to Support Learning Acceleration](https://www.nj.gov/education/njpss/acceleration/schedule.shtml) resource can be used to guide this portion of the grantee's application response.

1. **Program Elements:** Describe the program's structure and identify how you intend to implement high-impact tutoring.

* Quantify the number of students that will be served.
* Identify the specific high-quality instructional materials to be used throughout the program and provide a justification for their use.
* Describe the number of sessions and minutes per week for the targeted population. Priority will be given to those who can provide no less than three (3) or more times a week for thirty (30) to sixty (60) minutes per session.
* Describe the structure of the student tutoring sessions. Priority will go to those structuring tutoring sessions to three (3) or fewer students per tutor at a time.
* Describe how student attendance will be monitored.
* Explain how responsibility for maintaining students' health, safety, and welfare has been addressed during tutoring sessions. Describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services.

1. **Data Use:** Describe the project's process for conducting routine assessments and ways the results will be used to provide individualized instruction. Include an explanation of how state assessment data will be used to describe the impact of the tutoring program.

* How will student assessment results be shared with staff? Describe the mechanisms for regular communication with content area teachers.
* Describe the measurement system that will be used to track the program's progress towards goals(s). How will progress be shared with key stakeholders?
* Include benchmarks for the program's early, middle and final stages and how progress will be measured towards these benchmarks.
* How will the grantee measure project impact or define evidence of success? How will the program be evaluated based on increases in student performance?
* The project requires a comparative analysis of student performance on state level assessments before and after the tutoring program is implemented. Describe how the analysis will be conducted and how the tutoring program’s impact will be measured through state assessment results.

**Goals/Objectives/Indicators [20]** – Establish one or more local goal(s) for this program. Using the goal(s), create objectives that are (1) relevant to the selected goal, (2) applicable to grant-funded activities, (3) clearly written, and (4) measurable. Objectives should clearly illustrate the plan to achieve the goal(s). They must be achievable and realistic while identifying the "*who, what, and when"* of the proposed project. Objectives must be results-oriented and clearly identify what the project is intended to accomplish. The objectives must contain quantitative information, benchmark(s), and how progress will be measured. Objectives should also link directly to the individual stated needs and provide a time frame for completion.

Applications must also include a plan to evaluate the project's success in achieving its goal and objectives. Indicators of success must be established for each project objective. In constructing the indicators, describe the methods that will be used to evaluate the progress toward achievement of the goal and objectives, as well as the overall grant project outcomes. Also, describe in the indicators the measures and instruments to be used, the individuals responsible for developing and conducting the evaluation, and how results will be used to improve project outcomes. Well-constructed indicators of success will help establish a clear understanding of responsibilities and a system of accountability for the project. They will also help to determine whether or not to refine an aspect of the project to ensure overall success during the grant implementation period.

* Review the Statement of Need before and after constructing the objectives to ensure that the objectives clearly address identified needs.
* Identify the project's anticipated outcomes in measurable terms and in relation to the stated needs.
* Define the population to be served.
* Identify the specific measuring/assessment tools and expected performance levels to indicate the successful achievement of the objective, specifically with regard to student performance on state level assessments.

Make certain to construct measurable indicators of success that directly link to and support project objectives.

**Commitment and Capacity [10]** – After identifying the conditions and/or needs and the plan to address them, next describe the tutoring organization selected (or local instructional staff members, if not selecting from the vendor list) and the capacity to take on the project. Describe the LEA/school's commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project. Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation.

* Identify the current programs and initiatives that already exist within your LEA to address the targeted population's needs.
  + Identify opportunities to complement and/or improve existing programs and initiatives and the changes your grant project intends to accomplish as a result of this grant program; and
    - Identify existing partnerships with approved tutoring providers and describe how they will contribute to the success of your program, if applicable.
* **Priority consideration will be given to applicants that can demonstrate that the applicant either anticipates, through participation in this program, or has already obligated or expended American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) funding in service of learning acceleration beyond the twenty percent minimum allocation for addressing learning loss.**

**Project Activity Plan** **[10] - The Activity Plan is for the current grant period** and follows the goal(s) and objectives that were listed in the previous section. Activities represent the steps that it will take to achieve each identified objective. Also, the activities identified in this section serve as the basis for the individual expenditures being proposed in the budget. Review the Goal(s) and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

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

Do not list the project director or other person with general oversight authority as the "person responsible" for carrying out all activities. Each activity or set of activities should demonstrate a shared responsibility for the project; one individual may have broad oversight, but successful applications will have multiple individuals working together on the entire project to demonstrate sufficient organizational commitment and capacity.

**Budget [10]** – Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity.

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

The applicant must provide a direct link for each cost to the goal, objectives and activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and details sufficient to support each proposed cost. Guidance on constructing a grant budget may be found in the Pre-award Manual for Discretionary Grants.

**The budget submitted as part of the application is for the current grant period only.**

**Upload [****00]** – Evidence and/or documentation supplied as required uploads will support the Project Design Considerations, specifically, the statement of need and project description. Failure to submit a required upload(s) may result in a lower application score or an application being removed from consideration for funding.

## Application Component Required Uploads

Application components listed in the table below are required to be included as part of the application. Failure to include a required upload may result in a lower application score or the application being removed from consideration for funding.

**Required Uploads:**

|  |  |  |
| --- | --- | --- |
|  | Attachment 1 | **Entity Overview** page from the applicant’s [SAM](http://www.sam.gov)/UEI profile. |
|  | Attachment 2 | **Tutor Qualifications:** including but not limited to tutor expectations, content proficiency, effective facilitation, data practices, and supporting students with learning differences (i.e., preservice training, related credentials, etc.). |
|  | Attachment 3 | **Tutoring Health and Safety Plan**: addresses responsibility for maintaining the health, safety, and welfare while the students are under the control and supervision of a tutor. The grantee must describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services. |
|  | Attachment 4 | **Statement of Need Documentation:** may include but is not limited to demographics, assessment data, descriptions of the target population(s), nonidentifying student data, personnel data, and research. Include as much relevant data as available. |
|  | Attachment 5 | **Vendor Contract, if applicable:** may include, but is not limited to, the description of scope and tutoring services in return for compensation (frequency of services, number of students served, scheduling, staffing, method of delivery, curriculum and data requirements, etc.). |

## Eligible Activities

Eligible activities include the provision of tutoring services for students. This may be delivered through two methods: contracting with a vendor (Purchased Services) or compensating LEA staff according to local collective bargaining agreements for their tutoring services (Instructional Services).

## Non-Public Participation

Not Applicable

## Apportionment of Grant Funds

The applicant's project must be designed and implemented in conformance with all applicable state and federal regulations. Final awards are subject to the availability offunds. This program is 100% federally funded from the following source:

* - American Rescue Plan’s State Fiscal Recovery Fund (SFRF), ALN: 21.027

Total funds available are $10,587,213.00 over ten months. The project period is from March 20, 2024 – December 31, 2024.

**All operating New Jersey public school districts serving students in grades three (3) and/or grade 4 (four)** are eligible for funding, with LEAs with third and fourth-grade students receiving competitive priority in accordance with the budget language associated with this grant opportunity. Applicants must score a minimum of 70 points to be eligible for funding consideration.

Applicants will be awarded according to the chart below. The award amounts are based on a tiered system aligned to LEA enrollment and English Language Arts and Mathematics proficiency levels as follows:

**Figure 1. Maximum Award Size According to LEA Enrollment and Proficiency Levels**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NJSLA**  **Proficiency Level** | **Award Cap Sizes Based on SY23 Enrollment in Grades 3 and 4 (#students)** | | | | |
| **1-100** | **101-250** | **251-500** | **501-1000** | **1001+** |
| **<30%** | $48,000 | $97,000 | $192,000 | $384,000 | $768,000 |
| **31-50%** | $38,000 | $76,000 | $154,000 | $306,000 | $614,000 |
| **51-70%** | $28,000 | $58,000 | $115,000 | $230,000 | $460,000 |
| **71+%** | $18,000 | $38,000 | $76,000 | $154,000 | $308,000 |

Any remaining funds from each category will be used to fund awards according to rank order regardless of school district size or proficiency level.

All grant funds are subject to a 30-day liquidation period at the end of the grant term. At this time a final expenditure report will be due to close out the grant award.

Applicants may access proficiency level data on the NJDOE OGM Discretionary Grant [webpage](https://www.nj.gov/education/grants/opportunities/index.shtml) within two week of the posting of this NGO.

Grants funds will be used solely for the costs associated with and incurred to implement the grant program.

[Max Administrative Cap](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd41a10959e1acab/section-200.417): 0% [NJ Travel Reimbursement Rate](https://www.nj.gov/infobank/circular/cir23-02-OMB.pdf): $0.47 per mile

[Max Benefit Composite Rate](https://www.nj.gov/infobank/circular/cir24-11-OMB.pdf) : 69.5% [Max Indirect Costs Cap %:](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd93f2a98b1f6455/section-200.414) 0%

Please refer to [Section II.10.](#_Eligible_Costs), Eligible Costs, and [Section II.11.](#_Ineligible_Costs), Ineligible Costs, for information regarding the allowability, inclusion of, and/or restriction(s) to indirect costs in a grant budget.

In the budget, applicants may request indirect costs from either 1) have a current federally negotiated indirect cost rate agreement or 2) have never received a federally negotiated indirect cost rate agreement. The indirect cost rate that may be used in budgeting is a de minimis rate, subject to the grant program's requirements. If indirect costs are requested, care must be taken to ensure that costs that would be considered indirect costs are not included in the budget as a direct cost. Additional guidance for indirect costs can be found in the [Pre-Award Manual for Discretionary Grants](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

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

## Eligible Costs

Use the [Quick Reference for Commonly Requested Costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](http://www.nj.gov/education/finance/fp/af/coa/coa1718.pdf) to locate the appropriate budget cost codes.

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

All eligible costs must be aligned with the constraints presented in [Section II.6.](#_Eligible_Activities), Eligible Activities, and [Section II.11.](#_Ineligible_Costs), Ineligible Costs. Eligible costs include:

* **Purchased Services**: Costs for obtaining tutors for implementing high-impact tutoring services.
* **Instructional Services**: Costs for compensating existing LEA staff for implementing high- impact tutoring services.
* **Professional development opportunities**: Costs associated with LEA staff participation in professional development opportunities focused on supporting the implementation of high- impact tutoring services.
* **Instructional materials**: Costs associated with obtaining instructional materials, tutoring platforms, and other resources for high-impact tutoring purposes.
* **Evaluation strategies**: Costs for developing and implementing strategies that can be used to assess the effectiveness/impact of tutoring services on student learning.

## Ineligible Costs

The NJDOE will not reimburse grantees or sub-grantees for ineligible costs. Ineligible costs include:

* **Indirect costs**
* **Outside of grant term**: Costs incurred outside of the grant term
* **Routine operating/administrative costs**: Costs for the routine operation or administration of the organization are not eligible
* **No benefit**: Costs incurred for salaries, services, or media which do not benefit the end user of the grant program
* **Not reasonable or necessary**: Costs that are not reasonable or necessary to carry out the grant
* **Outside of target area**: The purpose of the grant is to provide statewide coverage; therefore, any activities undertaken outside of a grantee's DHSS-designated territory must have prior NJDOE approval before costs are incurred
* **Poorly documented/undocumented**: Costs that are not supported by adequate documentation
* **Off-message**: Costs for media or instructional resources and materials which are prohibited or off message
* **Supplanting**: Costs for salaries, services, or media that are covered under other federal, state, or private funding

## Grant Agreement and Program Requirements

Once the application for funding is approved in the PAR process, the EWEG grant application will convert to a Grant Agreement between the applicant and the NJDOE ([OMB Circular 07-05-OMB](https://www.nj.gov/infobank/circular/cir0705b.pdf)). The grantee is expected to complete the goals and objectives laid out in the approved application and is expected to complete the activities established in its grant agreement and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by NJDOE of the grantee’s eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate, or undocumented costs from funding consideration. To view and download the complete grant agreement documents, including attachments A and B of the grant agreement, click [here](https://www.nj.gov/education/grants/discretionary/management/docs/attacha_b.pdf). To locate the appropriate budget costs codes, go to the [Uniform Minimum Chart of Accounts](https://www.nj.gov/education/finance/fp/af/coa/) web page.

## Mandatory Orientation and Training

The grantee will be required to attend a program orientation. The NJDOE staff will acquaint the grantee with the general program information and requirements of the program, including grant management, mandated staffing, policies and procedures, and compliance with applicable state and federal program regulations.

## Reporting Requirements

Grantees will be required to submit reports on activities according to the program report schedule (in [Section III.4.a.](#_Reporting_Periods_1)). The grantee will ensure all reports are uploaded to EWEG by the due date. Failure to deliver the reports by the due dates may result in the grantee achieving an unsatisfactory rating and may result in the stop of all NJDOE program payments.

## Interim Activity Report

These reports are to be delivered to NJDOE via electronic format uploaded or within the EWEG system. Reports submitted by other means will not be accepted and will be considered late if not uploaded by the due date listed in [Section III.4.a](#_Reporting_Periods_1). This report tracks actual progress in meeting benchmarks and documenting measurable outcomes from the program activities listed in the application. Specific instructions for completing each report are found in this [link](https://www.nj.gov/education/grants/discretionary/management/docs/INSTRUCTIONS%20FOR%20SUBMITTING%20PERS-REPORTS.pdf).

## Fiscal Reimbursement and Fiscal Report Requirements

**Reimbursement Request:** The grantee shall request monthly, by the 15th of every month, reimbursement payment from the NJDOE. The grantee will complete a reimbursement request through the EWEG payment system. Specific instructions for completing this report are found at this [link](https://njdoe.mtwgms.org/NJDOEGmsWeb/HelpFiles/New_Reimbursement_Request_Instructions.pdf).

Requests may begin once the contract has been fully approved and executed by the NJDOE. All programs are reimbursement-only programs. Grantees will be reimbursed based on the grantee’s actual expenditures. Grantees must submit payment requests not later than the 15th of the month, via the EWEG system, to receive a payment, the following month. The reimbursements are closed 30 days before the end of the grant term. Funds owed to the grantee will be captured in the Final Expenditure Report.

In making disbursements to any third party with whom the Grantee may contract to undertake the Project, the Grantee shall ensure that disbursements are made upon delivery of satisfactory work product and in accordance with the Department’s program policies.

**Fiscal Interim Reports:** These reports are due as stated in section IIII.4.a. with the interim activity report. In this report, the grantee will report on actual expenditures incurred during their reporting period and reconcile the expenditures reported in the interim report should match what has been paid to the district during the reporting period.

**Final Expenditure Reports:** This is the same report as the Interim Report, except that this report generates a final payment to the grantee upon selecting the “final report radial button.”

### **Reporting Periods**

Reimbursement requests are due by the 15th of every month.

**Note: All Reimbursement Requests must be submitted prior to December 15, 2024**. Funds not requested by this date will be forfeited by the applicant.

**The reporting periods for fiscal and activity reports are as follows:**

|  |  |  |
| --- | --- | --- |
| Report: | Reporting period: | Date Due: |
| First Interim | 3/20/2024 – 6/31/2024 | 7/15/2024 |
| Second Interim | 3/20/2024 – 9/30/2024 | 10/15/2024 |
| Final | 3/20/2024 – 12/31/2024 | 1/15/2025 |

## Monitoring

The NJDOE Program Managers may schedule on-site monitoring visits or virtual meetings with the Program Coordinator during or after the term of the program contract to review program performance and fiscal documentation. These visits/meetings may be a comprehensive program assessment or oriented toward a performance review in specific areas. In either case, program staff shall cooperate with Program Managers and provide them with files and other information as requested. Districts are required upon request to share details regarding their implementation of awarded funds with NJDOE staff in either written form or in-person site visits and interviews.

## Acceptable Documentation for Grant Monitoring

Full and detailed documentation for grant expenditures shall be retained at the organization's level for monitoring purposes. This shall include expenditures of the grantee and all sub-grantees.

### Activity Reports

These reports consist of documentation and/or evidence of program activities. They can be in the form of a properly completed programmatic Activity Report uploaded into EWEG or emailed to the program officer detailing events and activities. To supplement activity reports, other documentation, such as student testimonials, photos, flyers, video links, and newspaper clippings/article links related to the use of grant funds, are welcome but not mandatory. Documentation should be retained with the grantee for monitoring purposes unless otherwise specified by the program office.

The Program Office will collect metrics on the tutoring program throughout the grant; however, the Final Activity Report will include, but not be limited to, the following information:

1. All criteria used to identify students for the tutoring program
2. Program enrollment information
   1. Number of students enrolled in the program
   2. Relevant, nonidentifying student information (ID, gender, race/ethnicity, student group (students with disabilities, English language learners, free and reduced price lunch, etc.), school, grade, subject, etc.)
   3. Attendance records for each student and tutor per site
3. Structure of the program
   1. Confirmed list of program site(s) and how identified students were ensured access to programs (transportation, etc.)
   2. Hours of programming each student received per site
   3. Program schedule per site (i.e., number of days per week tutoring was provided, per subject)
4. Student academic outcomes, per site/grade/subject or impact as a result of the LEAs tutoring program
   1. Records of assessments administered to students as part of the tutoring program;
   2. Data analysis and summary of local student outcomes and achievement per grade, student group, and subject area (i.e., student demographic data, attendance, grades, performance assessments, surveys, etc.);
   3. Data analysis and summary of student performance per grade, student group, and subject area on state level assessments pre and post tutoring program; and
   4. Summary of program successes, challenges, and adjustments to programming to improve student outcomes.
5. Evaluations from teachers, students, families, and other stakeholders associated with sites where tutoring programs took place
6. Analysis of project goal attainment and alignment with the project plan

## Reimbursements

**Staffing** – All timesheets and payroll records for any salaries paid using funds must be retained by the grantee for both monitoring and reimbursement purposes. If staff is assigned part-time to the grant, a cost allocation sheet should accompany the reimbursement request. If vendors are used to deliver services, receipts, invoices, and purchase orders for vendor services with enough detail to determine that the expenditure is an eligible cost under the grant program must be retained by the grantee for both monitoring and reimbursement purposes.

**Travel** – Mileage records must include the date of travel, the point of origin and its designation (home/office), the sites visited, the purpose of the travel, and the ending location. Commutation must be subtracted from the mileage claimed. The travel reimbursement rate is $0.47 per mile. Receipts for parking and tolls must be retained.

**Mailings** – Receipts for postage and other materials and services associated with photocopying, printing, and distribution of materials. Cost allocation based upon agency budget may be acceptable. Please review with the NJDOE representative.

**Training** – Receipts for payment of training providers, course materials, venue, proof of attendance, and copies of any certificates awarded.

**Other costs** – Receipts, invoices, and purchase orders with enough detail to determine that the expenditure is an eligible cost under the grant program.

## Grant Amendments

All requests for amendments must be submitted a minimum of 90 days before the end date of the grant agreement via the EWEG system.

Amendment modification forms are available [here](https://www.nj.gov/education/grants/discretionary/management/). Amendment modifications are initiated and submitted through the EWEG system to be uploaded into the Upload Tab in the grant application. Instructions on how to initiate the amendment are available in [the Pre-Award Manual](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf). Use the [Quick Reference for Commonly Requested Costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf) or the [Uniform Minimum Chart of Accounts](http://www.nj.gov/education/finance/fp/af/coa/coa1718.pdf) to locate the appropriate budget cost codes.

Amendments are required if the following situations occur:

* Changes to the program activity and request for no-cost time extension;
* Budget transfers greater than ten percent of the total approved budget into a previously approved line item;
* Changes to 200-320 Purchased Professional Education Services (subgrantee costs) previously approved in the budget;
* Budget transfer to a line not previously approved in the budget;
* Equipment: Grantees are limited to the specific equipment items listed in the final approved grant application budget. To comply with federal requirements, all equipment purchases require prior NJDOE approval. You can pay more or less than the approved amount, but the approved equipment item cannot be changed without permission (i.e., no additions, deletions, or substitutions to the approved equipment list);
* Changes to Indirect Costs.

**Important Note**: The subgrantee is subject to the same terms and conditions as the grantee and is responsible to you (the lead agency) for the agreed-upon scope of work (approved goals, objectives, and activities) and the expenditure of subgrant funds. Any changes (program or fiscal) requested by a subgrantee must be reviewed by the grantee. If NJDOE requires sub-grantee amendment approval and you support the changes, forward the requested changes to the NJDOE Program Office for review. As the grantee, you do not have the authority to approve any changes in their project activities, any budget variances, or without prior approval by the NJDOE.

## Suspension/Cancellation of Grant/Loan Agreement and/or Reduction in Funding

The NJDOE reserves the right to suspend and/or cancel this Grant Agreement for nonperformance of any of the Grant/Loan Agreement provisions. Failure by the grantee to comply with agreement stipulations, standards, or conditions may give the NJDOE cause to suspend this agreement and withhold further payments, prohibit additional obligations or project funds pending corrective action, disallow all or part of the cost associated with the noncompliance, terminate this agreement, or take other remedies that may be legally available.

Formal written notice of suspension/cancellation of Grant Agreement and/or reduction in funding will be provided to the grantee in advance of the adverse action to be taken together with recommendations to correct deficiencies. Grantees that correct deficiencies in accordance with guidance provided in the written notice shall be reinstated.

## Grant Close Out

The grantee shall provide all documentation necessary to close out this agreement within sixty (60) days of the grant agreement's ending date. If performance is ahead of schedule, the documentation should be submitted within 60 days of the conclusion of grant activities. Documentation will include the Final Reports referenced in [Section III.4.a](#_Reporting_Periods_1).

## Federal Requirements

Not Applicable