

New Jersey Department of Education



Bipartisan Safer Communities Act Stronger Connections Grant Program Notice of Grant Opportunity

Technical Assistance Session

April 25, 2023

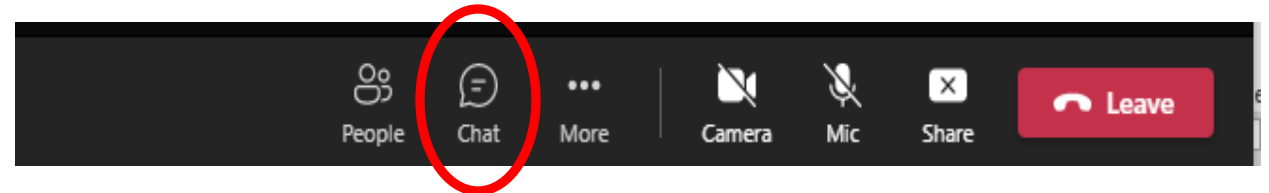
**Office of Supplemental Educational Programs
Division of Educational Services**



Reminders



- All participants are muted.
- Cameras have been disabled to help preserve the internet bandwidth.
- Please post questions in the chat box.
- The presentation will be posted to the NJDOE Office of Grants Management (OGM) website on or before May 3, 2023.
- Responses to questions received via email and those received during the presentation today will be posted to the NJDOE OGM website on or before May 3, 2023.





Virtual Meeting Recording Notice



The New Jersey Department of Education allows for the recording of audio, visuals, participants, and other information sent, verbalized or utilized during business related meetings. By joining this meeting, you automatically consent to such recordings. Any participant who prefers to participate via audio only should keep their camera disabled so only their audio will be captured.



Agenda



- Introductions
- Eligibility
- Section 1: Program Information
- Section 2: Project Guidelines
- Section 3: Completing the Application
- Questions & Answers





Eligibility



Eligibility Information



New Jersey public "high-need" LEAs, including charter and Renaissance schools (See Appendix 1).

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

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)
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





High-need LEA definition



- 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 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.



Community Poverty Index



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

- proportion of households with children ages 5 to 17 in poverty (Small Area Income and Poverty Estimates, 2020)
- 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
- percent of households with children under the age of 18 headed by single females
- median income

*All measures from the American Community Survey produced by the Census (2016-2020 estimates) unless otherwise noted





Community Health Risk Index



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:

- total hospital discharge rate per 100,000 residents (NJDOH, 2016-2020)
- mental health hospital discharge rate per 100,000 residents (NJDOH, 2016-2020)
- percent of residents without health insurance coverage (American Community Survey, 2016-2020)
- firearm death rate per 100,000 residents (NJDOH, 2016-2020)
- drug-induced death rate per 100,000 residents (NJDOH, 2020)

Up to 4 bonus points will be assigned based on this index.



School Climate Indicators



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

- chronic absenteeism rate (average of 2020-2021 and 2021-2022)
- suspension rate (average of 2020-2021 and 2021-2022)
- harassment, intimidation, and bullying rates (average of 2020-2021 and 2021-2022)
- violent incidents rate (2021-2022)

Bonus Point Assignment Process



Community Health Risk Index

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

Each School Climate Indicator

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







Section 1: Grant Program Information



Overview



- 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 (SEA) to provide students with safer and healthier learning environments [ESEA Section 4108].
- New Jersey's allocation: **\$20,905,551**
- At least 95% must be distributed to high needs local educational agencies (LEAs) through a competitive Notice of Grant Opportunity (NGO).
- New Jersey will allocate 99% to LEAs.





Available Funding & Stipulations



- Approximately \$20 million in formula funding under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) was allocated to New Jersey Department of Education (NJDOE) to provide students with safer and healthier learning environments.
- Fifteen (15) awards of approximately \$1.38 million each for successful applicants.
- Funds provided under this grant program are subject to the Federal:
 - "supplement not supplant" rule, as articulated in [ESEA section 4110](#);
 - the maintenance of effort requirement ([ESEA section 8521](#)); and
 - the requirement to provide equitable services to nonpublic school students and personnel ([ESEA section 8501 et seq.](#))
- No cost sharing or matching required.
- Awarded grantees may not award subgrants to entities to directly carry out project activities.





Safe and Healthy Schools (SHS) (ESEA Section 4108)



- Parent engagement
- School-based mental health services
- Reduction of exclusionary discipline
- Promoting positive climate and culture
- Nutritional and/or healthy lifestyle, including active lifestyle habits
- Awareness and prevention education for risk behaviors
- Trauma-informed practices
- Mentoring
- Dropout programming/Re-entry
- Skills to improve safely recognizing coercion, violence, or abuse
- Establishing community partnerships





Key Dates



- **Application Due Date:** May 31, 2023
- **Anticipated Start Date :** September 1, 2023
- **End Date:** September 30, 2025





Reporting Requirements



- Award recipients required to provide relevant data as part of their interim and final program and fiscal progress reports; and
- All interim and final progress reports must be submitted through the EWEG system at <http://homerom.state.nj.us>.

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
3 rd Interim Program & Fiscal	September 1, 2023 – March 31, 2025	April 30, 2025
Final Program & Fiscal	September 1, 2023 – September 30, 2025	March 31, 2026





Reimbursement Requests & Budget Modifications



- Payment of grant funds made through a reimbursement process.
- Reimbursement requests for all expenditures made through the Electronic Web-Enabled Grant (EWEG) system.
- Reimbursement requests may begin once:
 - Application marked “Final Approved” in the EWEG system;
 - Grantee has accepted the award by clicking the “Accept Award” button on the Application Select page; and
 - Grantee has completed the Grant Acceptance Certificate information.



Reimbursement Requests & Budget Modifications, cont'd.



- Only one (1) reimbursement request, monthly, no later than the 15th of each month.
- Requests may include funds to be expended through last calendar day of the month in which reimbursement is requested.
- Upon reimbursement approval, payments should be received between the 8th-10th of the following month.
- **LAST DAY FOR REIMBURSEMENT REQUESTS: Friday, February 13, 2026.** No reimbursement requests may be submitted in the EWEG system after this date.
- **LAST DAY FOR SUBMITTING BUDGET MODIFICATIONS: Friday, June 27, 2025.** No modifications may be submitted in the EWEG system after this date.



Section 2: Project Guidelines



Review of Applications



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 <i>ONLY</i> TO APPLICATIONS SCORING 70 POINTS OR ABOVE	
Up to 8 bonus points based on the LEA Total in Appendix 1	8
Four (4) additional points for LEAs that have experienced a recent natural disaster or traumatic event	4

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





Program Design Considerations



- Research 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.



Evidence-Based Interventions



- Practices or programs showing **evidence** of effectiveness 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
 - Moderate Evidence
 - Promising Evidence
 - Demonstrates a Rationale

Understanding Tiers of Evidence



	Tier 1- Strong Evidence	Tier 2 – Moderate Evidence	Tier 3 – Promising Evidence	Tier 4 – Demonstrates a Rationale
Study Design	Well-designed and implemented experimental study	Well-designed and implemented quasi-experimental study	Well-designed and implemented correlational study	Well-defined logic model based on rigorous research
Results of the Study	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	Statistically significant positive effect on a relevant outcome	An effort to study the effects of the intervention is planned or currently under way
Findings From Related Studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	No strong negative findings from experimental or quasi-experimental studies	N/A
Sample Size & Setting	At least 350 participants, conducted in more than one school or district	At least 350 participants, conducted in more than one school or district	N/A	N/A
Match	Similar population and setting to your setting	Similar population and setting to your setting	N/A	N/A

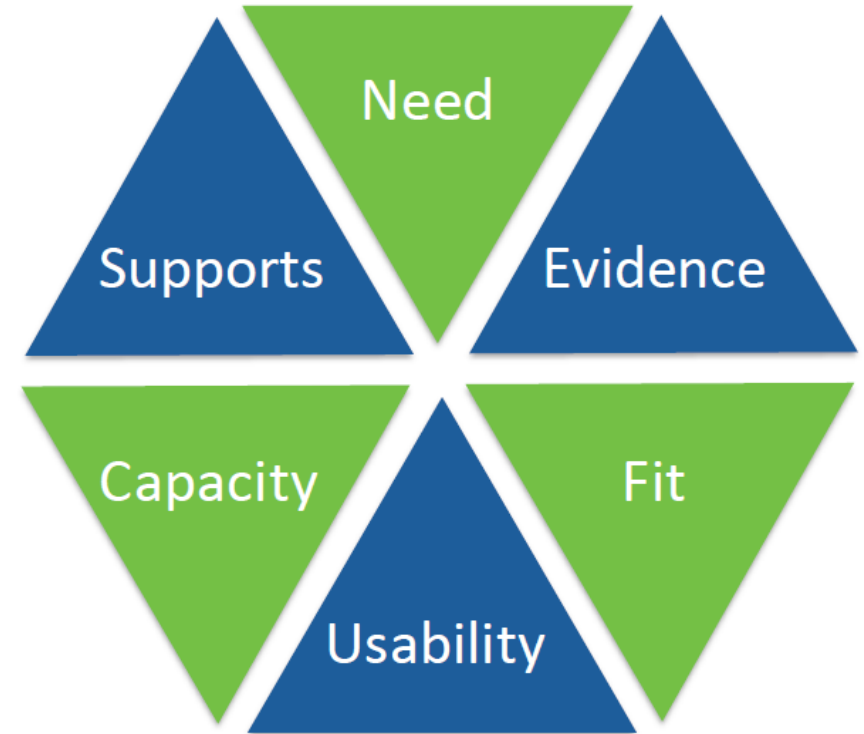
(REL Midwest, 2019)



Evidence-Based Interventions, cont'd.



- **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.



(National Implementation Research Network, 2018)





Questions to Consider



- Are there any interventions supported by strong or moderate evidence?
- 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



- 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?



Performance Measures



- Number of students receiving evidence-based interventions in activities allowable under [ESEA section 4108](#) disaggregated by school, grade level, and student group, as implemented by the project.
- Level of fidelity of implementation of one or more evidence-based interventions to address identified needs.
- Number of staff, if applicable, who received professional development for the evidence-based interventions.
- If applicable, the number of administrative policies and procedures created and/or updated to advance equity and be responsive to underserved students, protect student rights, and demonstrate respect for student dignity and potential.



Performance Measures, cont'd.



- Number of staff, if applicable, who received professional development in newly created and/or updated policies and procedures to advance equity.
- Number of parents, educators, and members of the local community involved in the planning, review, and ongoing evaluation of the Stronger Connections Grant program.
- Number of parents and local community members who received professional development on data-based decision making and accessing safe and healthy activities.



Project Requirements



- Project Abstract
- Statement of Need
- Project Description, including Logic Model
- Goals and Objectives
- Project Activity Plan
- Organizational Commitment and Capacity
- Evaluation Methods
- Budget
- Nonpublic School Affirmation of Consultation Forms



Statement of Need



- Identify local conditions and/or needs that justify the proposed project.
- Use data to identify needs of schools, student grade levels, and student group(s) to be addressed.
- Provide and describe data for one or more of the following characteristics:
 - A high student-to-mental health professional ratio; and/or
 - High rates of chronic absenteeism, exclusionary discipline, referrals to the juvenile justice system, bullying/harassment, community and school violence, or substance abuse; and/or
 - Where students recently experienced a natural disaster or traumatic event.



Project Description



Applicant LEAs must provide specific information regarding:

- Natural or manmade disasters/traumatic events, if applicable;
- Data used to identify specific schools, grade levels, and student groups benefitting most from funded programs and services. This data must analyze all student groups (economically disadvantaged; English learners; students with disabilities; homeless students, LGBTQIA+), and targeted grade-levels;
- Evidence-based interventions and strategies to be implemented as part of the project to provide safer and supportive school environments;



Project Description, cont'd.



- Reason(s) the program or intervention is best approach to engage targeted students, parents, and other stakeholders and help them achieve intended results. Include research conducted by LEA 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;
- How student progress and fidelity of implementation of the evidence-based interventions or strategies will be measured during the project period; and
- The detailed logic model must be uploaded as an attachment to the project description. (See Appendix 5 for an example logic model template.)



Goals and Objectives



- One or more SMART goals for the selected area(s) of focus.
- Each goal must have corresponding objectives that are:
 - Specific to what will be accomplished;
 - Measurable (metrics used to determine if goal(s) is met);
 - Achievable (what must be done to attain goal);
 - Relevant to the selected goal(s); and
 - Time-Bound to provide target dates for all deliverables.



Project Activity Plan



- List Relevant Objective:
 - Number each goal, objective, and activity (1.1; 1.2; 2.1;2.2; etc.).
- Describe All Planned Tasks and Activities.
- List All Activities in Chronological Order.
- Space Activities Across All Report Periods.
- For the grant period September 1, 2023 – September 30, 2025.



Project Activity Plan, cont'd.



- Documentation to track programs & confirm completion of each activity.
- Indicate √ in which Reporting Period the activity will be implemented.
- List names of specific staff members who are directly responsible for the project.



Organizational Commitment & Capacity



- **Performance History**

- Previous experience(s) implementing safe and supportive school environment strategies or interventions.

- **Fit & Usability**

- The program or service fits with existing priorities and/or initiatives in LEA.
- Existing priorities and/or initiatives align with proposed program or service.
- Existing priorities and/or initiatives making it easier or more difficult to implement proposed program or service and achieve desired outcomes.
- Adapting program or service for use within racially, ethnically, culturally, and linguistically specific populations.



Organizational Commitment & Capacity, cont'd.



• Capacity to Implement

- What are staffing requirements for program or service (e.g., number and type of staff, education, credentials, content knowledge, cultural competency, cultural congruency)?
- Is coaching for staff available for the program or service? Is coaching culturally sensitive?
- Are training and professional development services related to the program or service readily available? Is training culturally sensitive? Does training use best practices in adult learning? Does training address elements of race, equity, cultural responsiveness, or implicit bias?



Organizational Commitment & Capacity, cont'd.



- **Capacity to Implement**

- Do staff have capacity to collect and use data to inform ongoing monitoring and improvement of the program or service?
- Does program or service require new technology (hardware or software, such as a data system)?

- **Sustainability Questions**

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



Evaluation Methods



- Describe evaluation methodology of proposed program or service.
- Identify applicable evaluation measurement tools:
 - Explain how each appropriately measures and tracks outcomes.
- Illustrate how evaluation processes are incorporated in LEA policies and procedures.
- Identify data to collect to determine if project goals and objectives are met.



Budget



- **MUST** be well-considered, reasonable, necessary for implementation of the project, and remain within funding parameters of this grant.
- Each budgeted cost **MUST** be directly linked to goals, objectives, and activities in the Project Activity Plan.
- Funds are subject to supplement not supplant rule as articulated in [ESEA section 4110](#).



General Budget Guidelines



- Budget – applicant's plan for proposed grant-related expenditures.
- Use brief, but specific descriptions and a clear cost basis for every budget entry.
- The clearer the description of the cost and its grant-related purpose, the less likely an expenditure will be questioned during pre-award revisions (PAR).



Constructing the Budget



- Be allocable (linked) to project plan (goals, objectives, and activities).
- Have an appropriate cost basis to support the requested amount:
quantity x unit cost = total request.
- Be necessary for the grant project.
- Be administratively efficient and reasonable for performance of the project.



Budget Requirements



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

- Personnel and fringe benefits;
- Travel;
- Equipment;
- Supplies;
- Indirect Costs;
- Administrative Costs; and
- Subject to the 'supplement, not supplant' requirements under §1120A of *ESEA*



Budget Requirements, cont'd.



- **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 for a general education program (e.g., teacher and student desks, chairs, tables, etc.).



Section 3: Completing the Application





Application Submission



- Submit application and ALL required documentation via EWEG system by May 31, 2023, 4:00 pm, no exceptions.
- EWEG system available through NJDOE Homeroom <http://homeroom.state.nj.us>.
- Applicants without current access to EWEG system must email EWEG Help Desk eweghelp@doe.nj.gov.
 - **NOTE:** This process could take up to 3 weeks



Application Submission, cont'd.



- Plan appropriately to allow time to address any technical challenges that may occur.
- Run a consistency check at least 24 hours before the due date.
 - *Note: Running the consistency check does not submit the application.*
- Click 'Submit' button, to submit BSCA-SCG application.



BSCA-SCG Application Requirements



- **Federal Compliance Requirements**

- Applicants are required to submit their UEI number and the expiration date of their SAM registration to EWEG.
- Applicants must certify that their registration will remain active for the entire grant period.



To register with the SAM database, go to: <http://www.sam.gov/>.



EWEG System – TIPS



- Do not use “Back” button in browser as it may cause a “system error.”
- Type long narrative sections in Word or Google Doc, copy, then paste into application.
- When copying and pasting from Word or Google Doc:
 - Avoid using all special characters (!@#\$%^&*()”~/<>{}) and bullets;
 - Do not use fancy formatting/font;
 - Ensure pasted content is concise and clear, in manner; and
 - Remove apostrophes, quotation marks, and hyphens (add them back once text is pasted into application).



Tips – Salaries and Benefits



- BSCA-SCG application has separate tabs for Instructional and Non-Instructional Salaries and Benefits.
- If the same person performs both Instructional (100-100) & Non-Instructional (200-100) duties, be sure to show two (2) cost bases for that staff person.



Tips: Supplies and Materials



- Use separate tabs for instructional supplies and materials and non-instructional supplies and materials.
- Describe supplies to be purchased, cost per unit, and quantity. General supply items like folders, writing instruments, binders, paper clips, and staples may be grouped together.
- Provide explicit details for all entries, for NJDOE staff to accurately determine necessity for proposed expenditure.



Definition of Equipment



- Retains its original appearance and character with use.
- Does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.
- Is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace the item.
- Under normal conditions of use, including reasonable care and maintenance, item can be expected to serve its primary purpose for at least one year.
- Unit cost is more than \$2,000.

(Not all hardware is equipment.)



Tips – Other Costs



- Use Other Tab for consultant costs (100-300, 100-500, 200-300, 200-500).
- **Note:** Consultants are non-employees of the applicant who are paid to perform grant-related services on an hourly, daily, or flat-fee basis (Evaluators are usually consultants).
- **Note:** If a “flat fee” is used as the cost basis, you must identify the number of hours or days the consultant will spend on the project.



Budget Summary Tab



- Budget Summary is pre-populated automatically once detail pages are saved.
- Applicant LEA Must:
 - Check budget summary totals against the detail; and
 - **Ensure budget addresses all program requirements in the NGO.**
- Double check **ALL work** prior to submitting application.





Resources



- [U.S. Department of Education Bipartisan Safer Communities Act Webpage](#)
- [Every Student Succeeds Act \(ESSA\) Title IV, Part A Statute - Section 4108](#)
- [NJDOE Bipartisan Safer Communities Act – Stronger Connections Grant Broadcast](#)
- [NJDOE Office of Student Support Services](#)
- [NJDOE School Climate and Culture Improvement Platform](#)





After this Webinar:



- This webinar, along with responses to pre-submitted questions, will be posted on NJDOE's Grant Opportunities webpage on or about **May 3, 2023**.
- Questions on application submission should be directed to EWEG Help Desk at eweghelp@doe.nj.gov.
- **We are unable to answer any grant-related questions after this webinar. For addenda and questions please refer to:**
www.nj.gov/education/grants/discretionary/.





Thank You

New Jersey Department of Education Website

<http://www.state.nj.us/education/>



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