# New Jersey Department of Education

# *Notice of Grant Opportunity*



New Jersey Department of Education

Office of Grants Management

October 2024

Application Due Date: December 5, 2024, 4:00 p.m.

# Notice of Grant Opportunity

# Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2) Year 4 of 4

**25-AG48-G06**

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**Office of Career Readiness**

**October 2024**

**ORG/APU # 5062-032**

**Application Due Date: December 5, 2024**

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

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**Trenton, NJ 08625-0500**

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

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## Section 1: Grant Program Information

### 1.1 Description of the Grant Program

The Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2), Year 4 of 4, continuation Notice of Grant Opportunity (NGO) is offered to continue the grant project that began in year one with the goal of increasing access and opportunities for New Jersey students to participate in high-quality career and technical education (CTE) programs in comprehensive high schools, delivered through career pathways leading to high-skill, high-wage, and in-demand careers.

Career pathways are an integrated approach to developing students' core academic, technical, and employability skills in a broad career area. Career pathways connect education and training strategies and support services that enable individuals to secure industry-relevant certification, obtain employment within an occupational area, and advance to higher levels of education and employment in that area. Implementing career pathways in high schools provides opportunities for students to engage in authentic, relevant learning that integrates rigorous academic content and contextual learning. It includes developing high-quality partnerships with businesses, industry associations, community organizations, and higher education to support these efforts.

In his 2020 State of the State address, Governor Murphy introduced JobsNJ. This initiative was created to set New Jersey on the path to a stronger and fairer future where innovation and diversity are at the forefront of the State's economy. It ensures that career-seeking residents of New Jersey have the education and training necessary to access high-quality employment. It also supports businesses by helping employers find the talent to support continued prosperity. The *Building Capacity for Career Pathways: A Pilot Program for Comprehensive Schools* initiative is a starting point for building a pipeline of trained and educated residents at the secondary level who are prepared to enter directly into the workforce or continue to higher education. This NGO continues the successes and best practices learned from the pilot program while building stronger methods for access, opportunity, and equity in CTE.

Building Capacity for Career Pathways in Comprehensive Schoolsoffers equitable access to high-quality CTE for students to achieve academic and career success aligned to economic opportunities. Through statewide agency collaboration with the Department of Labor (NJDOL), the Office of the Secretary of Higher Education (OSHE), the Economic Development Authority (NJEDA), and NJDOE, New Jersey is committed to the creation of a talent development system focused on ensuring that all residents have the skills, abilities, and connections that lead to meaningful careers.

This NGO aligns this multi-agency effort to develop career pathways for students in the nine New Jersey Key Industries[[1]](#footnote-2) identified by NJDOL:

* Construction and Energy;
* Finance;
* Health Care;
* Leisure and Hospitality;
* Life Sciences;
* Transportation, Logistics, and Distribution;
* Manufacturing;
* Retail Trade; and
* Technology.

Students who participate in CTE programs are prepared for stable careers and success in a modern, global, and competitive economy. CTE programs offer a sequence of courses that provide students with a coherent and rigorous curriculum aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs expose students to high-skill, high-wage, and in-demand careers, developing academic, technical, and employability skills contributing to greater postsecondary success. High school students graduate with increased opportunities to immediately experience and enter careers they are passionate about or to pursue continued postsecondary education.

The overall expected outcomes of this grant program are to:

* Increase the number of students participating in high-quality CTE programs through career pathways;
* Improve career preparation of students;
* Increase the number of students attaining industry-valued and postsecondary credentials during high school and who are eligible to continue education and credential attainment in a career pathway after graduation; and
* Provide technical assistance to build capacity for model career pathways statewide, creating a community of experienced and knowledgeable educators, industry, and postsecondary partners.

This NGO represents the fourth year of an expected four-year grant program. This fourth year will function as an implementation year. The project period is from February 1, 2025, to January 31, 2026.

### 1.2 Eligibility to Apply

The Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2) initiating year grant was a limited competitive grant program open to comprehensive high schools, regional high school districts, and charter schools serving grades 9-12. The three school districts funded in year three of the multi-year grant program are eligible to apply for continuation funding in year four, pending the attainment of state goals and objectives yearly and the availability of state vocational aid to the districts awarded through limited competition in Year One.

Eligibility for continuation funding is contingent upon Building Capacity for Career Pathways (Cohort 2) applicants' timely and accurate submission of interim and final programmatic and fiscal reports required under this grant program, and Department of Education approval of these reports; monitoring reports approved by the Office of Career Readiness that identifies Building Capacity for Career Pathways (Cohort 2) applicants' progress in implementation of the comprehensive multi-year plan; and satisfactory progress toward the completion of any remediation identified as necessary by the Office of Career Readiness.

Districts currently eligible for Year 4 of the Building Capacity for Career Pathways (Cohort 2) include Cherry Hill School District, Collingswood Public School District, and Pitman Boro School District.

*Under multi-year grant programs, applicants must retain a copy of the initiating multi-year NGO and a copy of each subsequent year's NGO for reference when applying for continuation funding.* Information from the initiating NGO may not be repeated in subsequent NGOs. Therefore, the grant recipient must maintain accurate records of all project requirements for subsequent grant award period applications.

### 1.3 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 and be registered with the Federal System for Award Management (SAM), the successor to the Federal Central Contractor Registration (CCR) database.

To register with the SAM database, applicants must go to the SAM [website.](https://www.sam.gov/SAM/)

* FFATA Executive Compensation Disclosure Criteria:

In the preceding fiscal year, if an applicant:

* Received at least $25,000,000 in annual gross revenues from federal awards; and
* Has at least eighty percent of annual gross revenue coming from federal awards; the applicant is required to disclose the name and total compensation of the five most highly compensated officers of the applicant as part of the grant application.

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

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

### 1.4 Statutory/Regulatory Source and Funding

The applicant's project must be designed and implemented in conformance with all applicable state and federal regulations. The Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2) Year 4 of 4is 100percent funded byState Vocational Educational Aid. ORG/APU # 5062/032.

Final awards are subject to the availability ofState Vocational Educational Aidfunds. Total funds for Building Capacity for Career Pathways in Comprehensive Schools are $506,250 annually. The three districts are eligible for the continuation grant and will receive up to $168,750. If balances are available or additional funds become available during the fiscal year, the eligible grantees will be awarded additional funds.

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

The project period for this fourth year of the expected four-year grant period is from February 1, 2025 – January 31, 2026.

### 1.5 Dissemination of This Notice

The Office of Career Readiness will make this notice available to eligible applicants listed in section 1.2 based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders, and to the Executive County Superintendents of the counties where the eligible applicants are located.

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 Office of Career Readiness at the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone   
(609) 376-9067; fax (609) 984-5347.

### 1.6 Technical Assistance

Technical assistance will be provided as needed for each eligible district. Eligible districts can request a meeting with the Building Career Pathways in Comprehensive Schools (Cohort 2) program officer, Genevieve Cross, by emailing [genevieve.cross@doe.nj.gov](mailto:genevieve.cross@doe.nj.gov).

### 1.7 Application Submission

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

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG system access through the NJDOE [Homeroom](http://homeroom.state.nj.us) web page **no later than 4:00 p.m. on Thursday, December 5, 2024**. Without exception,the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate an application for funding consideration after this deadline.

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 to the [EWEG help desk](mailto:eweghelp@doe.state.nj.us). Please allow 24-48 hours for the registration to be completed.

Please direct questions regarding access to EWEG to the [EWEG help](mailto:eweghelp@doe.nj.gov) desk email account.

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

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

**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.**

### 1.8 Reporting Requirements

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

| **Report** | **Reporting period** | **Due date** |
| --- | --- | --- |
| Year Four - Interim | February 1, 2025 – July 31, 2025 | August 31, 2025 |
| Year Four - Final | February 1, 2025 – January 31, 2026 | March 31, 2026 |

Reminder: do not upload student-identifying information with your interim or final reports.

### 1.9 Assessment of Statewide Program Results

Over the four-year grant period, the Office of Career Readiness will require ongoing reporting and data submission from the grantee to monitor the grantee's progress toward meeting the grant's statewide goal, objectives, and outcomes. Assessments will be in the form of desk audits of periodic interim project and fiscal reports and onsite monitoring visits.

After successful planning, grantees will concentrate on implementing, supporting, and evaluating the career pathways realized through high-quality CTE programs of study and support planned during year one. The second CTE program of study will be implemented no later than September 2025.

Districts may optionally use the knowledge and information learned during the grant program to create additional CTE programs of study; however, only the two approved CTE programs of study developed through this grant will be eligible for funding through this grant opportunity.

Reports, monitoring visits, and participation by all required participants in NJDOE-sponsored project events and supports will be used to evaluate the progress of the grant programs to determine continuation funding through the subsequent grant periods. Additional assessments may include surveys and external evaluations.

### 1.10 Reimbursement Requests

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

Only one reimbursement request may be submitted per month. Grantees must submit their request no later than the 15th of the month. It is expected that reimbursements are submitted monthly. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the NJDOE program officer approves the grantee's request, the grantee should receive payment around the 10th of the following month.

**Note:** Payments cannot be processed until the award has been accepted in EWEG. No reimbursement requests will be accepted after January 15, 2026.

## Section 2: Project Guidelines

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 grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to fully understand the State's goal and purpose for offering the program. Additionally, the information in Section 2 will complete the applicant's understanding of the specific considerations and requirements to be considered and/or addressed in their project.

Please note that 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.

Successful grant applications will include:

* Successful completion of years one, two, and three;
* Measurable activities that will lead to accomplishing the objectives and
* A budget that will lead to accomplishing the activities.

The State goal and purpose for offering the Building Capacity for Career Pathways in Comprehensive Schools grant is "to increase access and opportunities for New Jersey students to participate in high-quality career and technical education programs in comprehensive high schools, delivered through career pathways leading to high-skill, high-wage, and in-demand careers." This cohort will support comprehensive school districts, including regional school districts and charter schools, serving grades 9-12 that currently do not have approved CTE programs or programs of study. Additionally, this cohort will assist districts that are seeking to plan and implement career pathway programs as a strategy to equitably improve student achievement, postsecondary and career outcomes linked to New Jersey Key Industries identified by NJDOL:

* Construction and Energy;
* Finance;
* Health Care;
* Leisure and Hospitality;
* Life Sciences;
* Transportation, Logistics, and Distribution;
* Manufacturing;
* Retail Trade; and
* Technology.

The development of career pathways supports the strategic goals identified in the [New Jersey Perkins V State Plan](https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf): quality programs, work-based learning, career advisement, and development, and CTE teacher recruitment and retention and will provide the necessary groundwork for students to pursue and receive equitable career education and talent development in New Jersey's school districts. This grant will help build upon New Jersey's highly educated and skilled workforce with a focus on innovation and diversity, which are the foundation of our economy.

Continuation funding will be available to the three awarded districts selected in year one, including comprehensive and regional school districts serving grades 9-12. This NGO is for the project period February 1, 2025, through January 31, 2026. The activities during this project period fall into two phases, as described below:

| **Phase** | **Dates** | **Description of Activities** |
| --- | --- | --- |
| Phase Two:  Implementation | September 1, 2022 to  January 31, 2026 | Concentrate on implementing, supporting, and evaluating the career pathways and supports realized through high-quality CTE programs of study created in Phase One;  The first CTE program of study must be implemented no later than September 2022, and  The second CTE program of study will be implemented no later than September 2025, with the option for the grantee to begin sooner if the district demonstrates capacity. |

While conducting planning and research for a career pathway program, applicants should review the following:

* Review the CTE program of study [CTE-DMS system guide](https://www.nj.gov/education/cte/study/approval/CTE-DMSManual.pdf) for information on submitting a CTE program of study for approval.
* Create a career pathway based on the needs of your school district and those of the local, regional, and/or State labor market. Some programs are costlier than others to implement and maintain because of the cost of equipment and supplies. Applicants must be fiscally responsible for strategic planning and administer all grant funds when implementing their career pathway CTE programs of study.
* Review the [New Jersey Perkins V State Plan](https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf) for size, secondary scope, and quality information. Also found in the New Jersey Comprehensive Local Needs Assessment ([CLNA](https://www.nj.gov/education/cte/perkins/NJ_CLNA_Final_02282020.pdf)) guide and template. A CTE program of study must contain a minimum enrollment of 10 students in the first course, and the programs of study must retain 40% of participants initially enrolled through their program completion.
* Establish a Career Pathways Program Advisory Team consisting of:
* Central office and building administrators;
* Director of school counseling/guidance director;
* Curriculum lead;
* Teaching leads to operate effective career pathways in CTE programs of study;
* Industry partners;
* Postsecondary partners; and
* Additional partners who represent community organizations or business partnerships that are established throughout the grant program.
* Ensure engagement in an intensive, required professional development program provided by the school district, NJDOE, identified partners, and/or other outside vendors. The district must commit to having Career Pathways Program Advisory Team members participate in planned professional development sessions throughout the grant period. The training provided by the NJDOE will include a variety of experts, including NJDOE staff, related State and/or federal agency staff, educational consultants, and industry and postsecondary partners.
* Research and include student support programs and other methodologies to aid in recruiting and enrolling a diverse student population into the career pathway CTE program of study through an extended school day or year. Learning workshops such as Saturday school, after-school programming, and/or a summer bridge program are examples of such programs.
* Develop an industry-informed curriculum for a minimum sequence of three courses aligned to New Jersey Student Learning Standards ([NJSLS](https://www.nj.gov/education/cccs/)). The curriculum should be rigorous and develop academic, technical, and employability skills for students. Skills mapping with industry and postsecondary partners is recommended.

### 2.1 Project Requirements

Applicants will find within this section the requirements that must be addressed by the grant applications in the project update, project description, and the project activity plan. All the planning and designs should support the Statewide Goal, Objectives, and Indicators.

Project Description/Update

The Project update is a recap of the project from year one and includes the project's future needs, purpose, and projected outcomes. Describe the progress made in Year Three of the grant project and how work towards meeting the goals and objectives outlined in the Year Two grant application will continue in Year Four. The activities that were accomplished in years one, two, and three should be addressed, as well as the next steps that the district will take regarding professional development, student recruitment activities and projections, and activity plan actions.

Goals, Objectives, and Indicators

The goals and objectives for the Building Capacity for Career Pathways for Comprehensive Schools (Cohort 2) were established in Year one of the NGO. For year four of the grant, eligible districts may add or revise indicators as needed.

Project Activity Plan

The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. **The Activity Plan is for the current grant period**. Activities represent the district's steps 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 Goals and Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

For this section:

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

### 2.2 Budget Design Considerations

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

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

The applicant must provide a direct link for each cost to the goals, objectives, and activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and details sufficient to support each proposed cost.

Guidance on constructing a grant budget may be found in the [Pre-award Manual for Discretionary Grants](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

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

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 pre-award revisions will be limited by the NJDOE, which is not responsible for either providing repeated opportunities for revisions or permitting reallocation of the funds previously requested for costs that have not been approved or disallowed.

#### Budget Requirements

Budget requests should be linked to specific project activities and objectives of the Building Capacity for Career Pathways in Comprehensive Schools (Cohort 2).

The provisions of N.J.A.C. 6A:23A-7 contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget. The NJDOE applies these restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

* No reimbursement for in-state overnight travel (meals and/or lodging);
* No reimbursement for meals on in-state travel; and
* Mileage reimbursement is capped at $.47/mile.

**Eligible costs may include**

* Curriculum development
* Professional development/learning
* Attracting, enrolling, and supporting a diverse group of students to the program
* Classroom equipment and supplies for use during the grant period
* Travel related to the program
* Other costs that directly relate to the operation of the program
* Administrative costs are not to exceed 5 percent of the total budget

**Ineligible costs**

Funds may not be used for the following costs:

* Indirect costs
* Costs not supported by the program plan
* Entertainment

## Section 3: Completing the Application

### General Instructions for Applying

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

### Review of Continuation Applications

Department staff will review each continuation grant application based on quality and comprehensiveness, including consistency with the comprehensive project plan selected and approved in the application under the initiating multi-year NGO. Applications will also be reviewed for completeness, accuracy, and appropriateness of response to each of the items identified in Section 2.

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.

### Application Component Checklist

The following components are required (see *Required  Column*) to be included as part of the application. Failure to include a required component may result in the application being removed from consideration for funding. Use the checklist (see *Included  Column*) to ensure that all the necessary elements have been completed in the application.

|  |  |  |
| --- | --- | --- |
| **Required Components in EWEG** |  | |
| EWEG Tab/Subtab | Check (*)* if included | |
| Admin (Contacts, Allocation, Assurance, and Board Resolution) |  | |
| Budget |  | |
| Narrative (Description, Goals/Objectives/Indicators, Activity Plan) |  | |
|  |  |

## Appendix A: Eligible Career Clusters® and New Jersey Key Industry Pathways

In the New Jersey Perkins V State Plan, the NJDOE announced its focus on rigorous CTE programs of study at the high school that align with high-wage, high-skill, in-demand careers. Our sister agency, the NJDOL, has identified nine key industry clusters in New Jersey: Construction and Energy, Finance, Health Care, Leisure and Hospitality, Life Sciences, Manufacturing, Retail Trade, Technology, and Transportation, Logistics and Distribution.

This grant opportunity focuses on the high-skill, high-wage, in-demand pathways that fall within each of these key industry clusters.A brief description of each industry and the focus of the CTE cluster are included for reference. It is critical to note that not all occupations within these clusters meet the high-skill, high-wage, in-demand designation. Key pathways have been selected for your reference and review, with a link to brief descriptions found on the  
 [Advance CTE website](https://careertech.org/career-clusters) ⎸ <https://careertech.org/career-clusters>

**Architecture and Construction**

This Career Cluster is focused on careers in designing, planning, managing, building, and maintaining the built environment*.*

* Design/Pre-Construction Pathway: People with careers in design/pre-construction turn a concept into a set of plans. Their plans guide other construction professionals as they continue the building process.
* Construction Pathway: Employees in construction build and remodel houses, apartments, industrial buildings, warehouses, office buildings, churches, schools, and recreational facilities. This pathway also includes the builders of highways, streets, bridges, tunnels, airports, and power plants, chemical plants, refineries, and mills.
* Maintenance/Operations Pathway: Employees in maintenance and operations unload, inspect, and move new equipment into position. They determine the optimal placement of machines in a plant, assemble machinery, install machinery, repair machinery, and perform preventive maintenance. They detect, diagnose, and correct minor problems on machinery.

**Business Management**

This Career Cluster is focused on careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations.

* General Management Pathway: General Management focuses on careers that plan, organize, direct, and evaluate all or part of a business organization through the allocation and use of financial, human, and material resources.

**Finance**

This Career Cluster is focused on planning services for financial and investment planning, banking, insurance, and business financial management.

* Business Finance Pathway: The business finance function in a company is to manage policy and strategy for (and the implementation of) capital structure, budgeting, acquisition and investment, financial modeling and planning, funding, dividends, and taxation.
* Accounting Pathway: Accounting encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision-making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.
* Banking Services Pathway: Primarily concerned with accepting deposits, lending funds, and extending credit, banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payments. Banking services are delivered via several institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks).

**Health Sciences**

This Career Cluster is focused on planning, managing, and providing therapeutic services, diagnostic services, health informatics, and biotechnology research and development.

* Therapeutic Services Pathway: Careers in the Therapeutic Services pathway are focused primarily on changing the patient's health status over time. Health professionals in this pathway work directly with patients; they may provide care, treatment, counseling, and health education information.
* Diagnostic Services Pathway: Careers in the Diagnostic Services pathway use tests and evaluations that aid in the detection, diagnosis, and treatment of diseases, injuries, or other physical conditions.
* Biotechnology Research & Development Pathway: Careers in the Biotechnology Research and Development pathway involve bioscience research and development as it applies to human health. These scientists may study diseases to discover new treatments or invent medical devices to directly assist patients or improve diagnostic test accuracy.

**Information Technology**

This Career Cluster is focused on building linkages in information technology occupations for careers in the design, development, and management of hardware, software, multimedia, and systems integration services.

* Network Systems Pathway: Careers in Network Systems involve network analysis, planning and implementation, including design, installation, maintenance, and management of network systems. Successful establishment and maintenance of information technology infrastructure is critical to the success of almost every 21st-century organization.
* Web & Digital Communications Pathway: Careers in Web and Digital Communications involve creating, designing, and producing interactive multimedia products and services, including developing digitally generated or computer-enhanced media for business, training, entertainment, communications, and marketing. Organizations of all types and sizes use digital media to communicate with existing and potential customers, track transactions, and collaborate with colleagues.
* Programming & Software Development Pathway: Careers in Programming and Software Development involve the design, development, implementation, and maintenance of computer systems and software, requiring knowledge of computer operating systems, programming languages, and software development.

**Manufacturing**

This Career Cluster is focused on planning, managing, and processing materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing, and process engineering.

* Production Pathway: People with careers in production work on the shop floor, making or assembling parts. They work with machines, making or assembling electronic parts, constructing or assembling them, assembling modular housing, performing welding jobs, or printing various materials, and providing access to technologies that support the development of wind, solar, and other renewable energy.
* Manufacturing Production Process Development Pathway: Employees in Manufacturing Production Process Development are responsible for product design and design of the manufacturing process. They work with customers to ensure the manufacturing process produces a product that meets or exceeds customer expectations. They also monitor the manufacturing process and the materials used to manufacture the product*.*

**Science, Technology, Engineering, and Mathematics (STEM)**

This Career Cluster is focused on planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, research and development services, and geothermal generation technologies*.* The Science, Technology, Engineering, and Mathematics cluster prepares students for careers using problem-solving and science, technology, engineering, and math (STEM) skills.

* Engineering & Technology Pathway: Careers aligned with the engineering and technology pathway involve studying and applying principles from advanced mathematics, science disciplines, and technology. All engineers and technologists apply key science concepts and processes to design solutions to identified problems.

**Transportation, Distribution and Logistics**

This Career Cluster is focused on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

* Logistics Planning & Management Services Pathway:Careers in the Logistics Planning and Management Services pathway involve planning, managing, and controlling the distribution of materials, products, and people. Often, more than one mode of transportation is used as distribution efforts can be complex, even national or global. These people are responsible for the plans to ensure that cargo arrives at the right location, on time, and in the safest, most economical manner.
* Facility and Mobile Equipment Maintenance Pathway: Careers in the Facility and Mobile Equipment pathway include the maintenance, repair, and servicing of vehicles and transportation facilities. All transportation relies on equipment that must function as designed whenever needed. The people in this pathway keep the equipment and machinery running while looking for more efficient, safe, and cost-effective ways.

**Marketing**

This Career Cluster® is focused on planning, managing, and performing marketing activities to reach organizational objectives.

* Marketing Management: People with careers in marketing management formulate policies and direct the operations of businesses and corporations, nonprofit institutions, and other organizations. The owner or chief executive officer may assume all advertising, promotions, marketing, sales, and public relations responsibilities in small firms. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, promotions, marketing, sales, and public relations policies.
* Merchandising: Employees in buying and merchandising positions get the product into the hands of the customer. This process includes forecasting, planning, buying, displaying, selling, and providing customer service.
* Marketing Communications: In marketing communications, employees plan, coordinate, and implement marketing strategies, advertising, promotion, and public relations activities. Because of their jobs' importance and high visibility, these individuals often are prime candidates for advancement.
* Marketing Research: Employees in marketing research are concerned with understanding people and organizations. They collect and analyze many different types of information to design new products, predict future sales, and position their company's strategies against those of its competitors.

**Hospitality and Tourism**

This Career Cluster® is focused on the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

* Restaurant and Food/Beverage Services: Employees working in the Restaurant and Food/Beverage Services pathway perform various tasks to maintain operations and promote guest services in eating and drinking establishments.
* Lodging Pathway: Employees working in the Lodging pathway perform tasks related to the operation of lodging facilities and the care of guests who use these facilities, either through direct guest contact or the provision of background services that enhance the guest experience.
* Travel and Tourism Pathway: Employees in the Travel and Tourism pathway focus on the development, research, packaging, promotion, and delivery of a traveler's experiences. There is a broad range of jobs in this pathway. Employees may be involved in developing a heritage area for the enjoyment and education of visitors, creating guidebooks, planning trips and events, managing a customer's travel plans, or overseeing a huge urban convention center.

1. New Jersey Department of Labor and Workforce Development, Key Industry

   <https://www.nj.gov/education/cte/perkins/Final%20PerkinsVStatePlan_April2020.pdf> [↑](#footnote-ref-2)