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| *Climate Literacy for Community Resilience (CLCR)*25-WB04-G02Program Term Date: June 1, 2025 – May 31, 2026Application Due Date: Thursday, January 30, 2025no later than 4:00 P.M. |
| Kevin DehmerActing Commissioner of EducationJorden Schiff, Ed.D.Assistant CommissionerSarah Sterling-LaldeeSenior Climate Change AdvisorDivision of Teaching and Learning ServicesFY 2025ORG/APU #: 5063-359New Jersey Department of EducationP.O. Box 500 ● Trenton, NJ 08625-0500 |

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

When responding to this NGO, applicants must use the 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) webpage for the NGO and click on “Available Grants” for information about 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 through the NJDOE Homeroom webpage by no later than 4:00 P.M. on the due date of the application. Without exception, the ACC will not accept and the Office of Grants Management (OGM) cannot evaluate an application submitted after this deadline for funding consideration.

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**State Board of Education**

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It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

# Grant Program Information

## Purpose of the NGO

### Background

With the adoption of the [2020 New Jersey Student Learning Standards (NJSLS) that support climate change education](https://www.nj.gov/education/climate/learning/gradeband/), New Jersey became the first state in the nation to require the teaching of climate change across multiple content areas (i.e., visual and performing arts; comprehensive health and physical education; science; social studies; world languages; computer science and design thinking; career readiness, life literacies, and key skills). Additionally, the 2023 NJSLS in [English language arts (ELA)](https://www.nj.gov/education/standards/ela/Index.shtml) and [mathematics](https://www.nj.gov/education/standards/math/Index.shtml) identify the standards through which climate change topics could be integrated as an interdisciplinary, authentic learning experience within these content areas. Collectively, these initiatives are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and how to act in informed and sustainable ways.

In the fiscal year (FY) 2023 and 2024 State budgets, Governor Phil Murphy allocated $4.5 million to assist schools with the implementation of the NJSLS supporting Climate Change Education. In FY 2023, the New Jersey Department of Education (NJDOE) administered the *Climate Awareness Education* grant opportunities (NGO #’s [23-WB01-G02](https://www.nj.gov/education/grants/opportunities/2023/23-WB01-G02.shtml) and [23-WB02-G02](https://www.nj.gov/education/grants/opportunities/2023/23-WB02-G02.shtml)), and in FY 2024, the NJDOE administered the *Expanding Access to Climate Change Education* grant opportunities (NGO #’s [24-WB05-G02](https://www.nj.gov/education/grants/opportunities/2024/24-WB05-G02.shtml) and [24-WB06-G02](https://www.nj.gov/education/grants/opportunities/2024/24-WB06-G02.shtml)) in fulfillment of these appropriations. In the FY 2025 State budget, Governor Murphy allocated an additional $3.5 million to assist schools with the implementation of the NJSLS supporting Climate Change Education. The NJDOE is offering this grant opportunity in partial fulfillment of the FY 2025 State budget appropriation.

### Overview

The overarching goals of this program are to:

1. Expand equitable access to high-quality, standards-based climate change education for K-12 students.
2. Encourage student-centered experiential learning opportunities and engagement in location-based climate change solutions.
3. Expand and strengthen a network of local education agencies (LEAs) dedicated to sharing best practices and resources for implementing climate change education across New Jersey.

To further their standards-based climate change education initiatives, and with the support of their regional Climate Change Learning Collaborative (CCLC) partners, LEAs will plan, coordinate, and execute an interdisciplinary, project-based unit plan and a corresponding student-led community resilience project focused on climate action and solutions in the students’ local community.

This is a 12-month grant program. The project period is June 1, 2025 to May 31, 2026. The NJDOE expects to make up to 40 awards. Applicants may each apply for up to $30,500.

Schools Development Authority (SDA) LEAs are to receive priority for awards. To ensure prioritization of SDA LEAs, ten (10) of the forty (40) awards will be reserved for SDA LEAs, and SDA LEAs will receive seven (7) bonus points during the application review process if their application scores a minimum of seventy (70) points. A list of SDA LEAs is provided in [Appendix 6](#_Appendix_6:_Schools).

Additionally, due to the lack of FY 2024 funded projects targeting K-5 students, and to emphasize the importance of providing developmentally appropriate climate change education for these youngest learners, priority will also be given to LEAs submitting projects focused on developing curricular units and corresponding community resilience projects for any grade in the K-5 band. These applications will receive five (5) bonus points during the application review process if their application scores a minimum of seventy (70) points. SDA LEAs will be eligible for these five bonus points in addition to the seven bonus points they will receive as an SDA LEA. [Appendix 7](#_Appendix_7:_Target) contains the required form for applicants to indicate the grade-level focus of their project.

**Application Type: Limited Competitive\***

**Target Audience:** [ ] Local Education Agency (LEA),
[ ]  Community-Based Nonprofit Organization (CBO), or
[ ]  Institutes of Higher Education (IHE)
[x] Other\*:Operating New Jersey LEAs who did not receive grant funding via the FY 24 *Expanding Access to Climate Change Education and the New Jersey Student Learning Standards through Interdisciplinary Learning and Community Resilience Projects* grant opportunity (NGO # [24-WB05-G02](https://www.nj.gov/education/grants/opportunities/2024/24-WB05-G02.shtml))

### Eligibility to Apply

This limited competitive grant opportunity **is open to operating New Jersey LEAs who did not receive grant funding via the FY 24** *Expanding Access to Climate Change Education and the New Jersey Student Learning Standards through Interdisciplinary Learning and Community Resilience Projects* grant opportunity (NGO # [24-WB05-G02](https://www.nj.gov/education/grants/opportunities/2024/24-WB05-G02.shtml))**.** An eligible LEA may submit only one application. A grant project team member from the LEA must be designated as the “lead applicant” for the grant application.

To effectively plan and implement the interdisciplinary unit and community resilience project, the LEA must collaborate with their regional CCLC and at least one community partner (e.g., their municipality, a CBO that is currently engaged in place-based environmental education in their region, etc.). The NJDOE is requiring LEAs to develop partnerships for this NGO to ensure the development of culturally responsive and locally focused community resilience projects. Applicants will be required to complete and upload the Documentation of Required Collaboration form for their community partner(s) (see [Appendix 1](#_Appendix_1:_Documentation)). Applicants must ensure the mission, vision, and general services of their partner(s) align with the intent of the NJSLS supporting climate change education and the goals of this grant program.

## 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, the 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 the System for Award Management (SAM) through the SAM.gov website.

FFATA Executive Compensation Disclosure Criteria:

In the preceding fiscal year, if an applicant:

* Received at least $25,000,000 in annual gross revenues from federal awards; and
* If at least eighty (80) percent of the applicant’s annual gross revenues came from federal awards, the applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered into the Award Management SAM Application in EWEG and updated on a yearly basis.

## Award Management SAM Application

Prior to applying for a grant application, a LEA, CBO, or IHE must provide the requisite information in the SAM section in the NJDOE’s EWEG system. The entity will need its valid UEI to complete this step.

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 its SAM Entity Overview page. Applicants must ensure their address has the correct hyphenated nine-digit zip code in their address. Information provided in the LEA Central Contacts must match information from SAM.gov to be compliant with FFATA reporting.
			3. To renew an existing SAM UEI or to 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.**

## Dissemination of This Notice

The Office of the Assistant Commissioner will make this notice available to eligible applicants listed in [Section I.1.](#_Purpose_of_the) based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders, and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE’s [Discretionary Grant](http://www.nj.gov/njded/grants/discretionary/) website or by contacting the Program Office (Office of the Assistant Commissioner of the Division of Teaching and Learning Services) at the New Jersey Department of Education, 100 River View Plaza, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; Email Contact – ClimateEducation@doe.nj.gov.

## Access to the EWEG Application

Each eligible applicant must have login credentials to access the application through the EWEG system. LEA applicants should contact their district’s Web (Homeroom) Administrator for access. Non-LEA applicants should request access by sending an email to: eweghelp@doe.nj.gov. Please allow up to 48 hours for the registration to be completed in the EWEG system.

The NJDOE advises applicants to plan appropriately and to allow for 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 the consistency check with no error messages, the applicant may submit the application by clicking the “Submit” button. The applicant should wait for a message from the EWEG system indicating the application was submitted. The application status will update in the Grants Management System (GMS) on the GMS Select page as “Submitted for Review” along with the date the application was submitted.

Please direct all questions regarding the EWEG system to the EWEG help desk: eweghelp@doe.nj.gov.

**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 [Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/) for instructions on how to work in EWEG.

## Application Submission

The Office of Grants Management’s Application Control Center (ACC) must receive the completed application through the EWEG system accessible through the NJDOE’s Homeroom webpage **no later than 4:00 P.M. on Thursday, January 30, 2025.** Without exception, the ACC will not accept nor evaluate an application after this deadline for funding consideration.

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.1.](#_General_Instructions_for), General Instructions for Applying, and [Section II.5.](#_Application_Component_Required), Application Component Required Uploads. See [Appendix 4](#_Appendix_4:_Application) for an application component checklist. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

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

## Application Review Criteria

To be considered for funding, all grant applications complete a two-tiered review. First, the application will be reviewed and scored by a panel of three evaluators. The evaluators will only use the information provided in the EWEG grant application under the Narrative Tab, which includes the Abstract, Need, Project Description, Project Activity Plan, Goals/Objectives/Indicators, and Commitment/Capacity, the Budget Tab, and all required documentation uploaded as noted in [Section II.5](#_Application_Component_Required). 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 second review is done by the Program Office responsible for administering the program. The Program Office reviews the application as noted in [Section I.1.](#_Purpose_of_the), Purpose of the NGO, and [Section II.4.](#_Project_Design_Considerations_1), Project Design Considerations. The NJDOE reserves the right to reject any application that is not in conformance with the requirements and intent of this NGO. The total point value for the NGO is 100 points. Bonus points will only be added if the grant application scores 70 points or greater and meets the intent of the NGO.

**Bonus Points:** LEAs scoring a minimum of seventy (70) points on the grant application may receive bonus points in the following manner:

1. SDA LEAs will receive seven (7) bonus points during the application review process.
2. Any LEA that targets their unit plan and corresponding community resilience project for any grade in the K-5 band will receive five (5) bonus points.
	1. SDA LEAs will be eligible for these five (5) bonus points in addition to the seven (7) bonus points they will receive as an SDA LEA.

For the purposes of this grant program, New Jersey has been geographically divided into three regions (northern, central, and southern). The table below indicates the counties located within each of the three regions, as well as the CCLC partner that is serving each region. The county in which the LEA is located will determine the regional designation of the applicant.

**CCLC Regional Distribution of New Jersey Counties**

|  |  |  |  |
| --- | --- | --- | --- |
| **Ramapo College Northern Region**  | **Rutgers University****Central Region**  | **Monmouth University****Central Region** | **Stockton University Southern Region**  |
| * Bergen County
* Essex County
* Hudson County
* Morris County
* Passaic County
* Sussex County
* Warren County
 | * Hunterdon County
* Middlesex County
* Somerset County
 | * Mercer County
* Monmouth County
* Union County
 | * Atlantic County
* Burlington County
* Camden County
* Cape May County
* Cumberland County
* Gloucester County
* Ocean County
* Salem County
 |

The NJDOE expects to make up to 40 awards, provided there are enough applications that receive a passing score (i.e., 70 points) during the application review process. Ten awards will be reserved exclusively for SDA LEAs. The remaining 30 awards will be distributed evenly across the three regions.

* The 10 awards reserved exclusively for SDA LEAs will be awarded in rank order regardless of regional designation. Any SDA LEAs that receive a passing score but do not receive one of the 10 awards reserved for SDA LEAs will be eligible for the awards within their region.
* Of the remaining 30 awards, 10 awards are designated for LEAs in each region. These awards will be made in rank order by region.

If there are not enough applications that receive a passing score to make the maximum number of awards reserved for SDA LEAs and/or the maximum number of awards designated for a region, the NJDOE expects to distribute the remaining funds in rank order to eligible LEAs regardless of SDA designation or region.

## Grantee Award Notifications

The EWEG system notifies applicants of awards through emails to individuals listed in the Contacts Tab. A list will also be posted on the NJDOE’s website under the Office of Grants Management> 2025 NGOs> Climate Literacy through Community Resilience> Awardee List.

In addition to the notifications mentioned above, the status in EWEG will change on the GMS page from “Submitted for Review” to one of the following:

* Preliminary Approved – For applicants awarded the grant funds by scoring 70 points or greater and meeting the eligibility criteria, where funds are available. Approved applications will be notified via EWEG with instructions on how to proceed with the pre-award process. In addition, instructions on how to initiate the pre-award process can be found in the [Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/).
* No Award – No award is made for applicants that fall into one of two categories: applicants who do not meet the 70-point score and/or the intent of the NGO listed in [Section II.4.](#_Project_Design_Considerations_1), Project Design Considerations; and applicants who score 70 points or greater and meet the eligibility criteria but funds are exhausted.

## Open Public Records

In accordance with the Open Public Records Act P.L. 2001, c. 404, applications, evaluation results, and other competitive grant information for discretionary grant funds received September 1, 2003 or later will become matters of public record and will be available to members of the public upon request at the completion of the evaluation process.

#  Completing the Application

The intent of this section is to provide the framework within which the applicant 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, of this NGO to ensure a full understanding of the State’s vision and purpose for offering the program. Additionally, the information contained in [Section III.](#_Grant_Agreement_and_1), Grant Agreement and Program Requirements, will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in the project.

## General Instructions for Applying

To apply for a grant under this NGO, applicants must prepare and submit a complete application by the deadline. The following sections in the EWEG 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 be a response to the State’s vision as articulated in [Section I.](#_Grant_Program_Information), Grant Program Information, of this NGO. 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 wish to consult additional guidance found in the [[Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/)](https://www.nj.gov/education/grants/discretionary/apps/docs/PreAwardManual.pdf).

## Application Technical Assistance Session

**Thursday, December 12, 2024**

[x]  **Teams Virtual Meeting:** [**Click here to register.**](https://homeroom5.doe.state.nj.us/events/)

Registrants requiring special accommodation for the Technical Assistance Workshop should identify their needs at the time of registration.

Please direct questions regarding the EWEG online application system to eweghelp@doe.nj.gov. Please direct programmatic questions to ClimateEducation@doe.nj.gov. All questions must be submitted electronically to one of the email addresses above. No questions will be answered live during this session. Answers to any programmatic questions received at ClimateEducation@doe.nj.gov by the end of the second full business day following this session will be posted on the NGO webpage shortly thereafter. The Program Office is not permitted to provide a response to programmatic questions received after the end of the second full business day following this session.

## Grant Deliverables

Please see the Mandatory Objectives listed in [Section II.4.](#_Project_Design_Considerations_1) for a detailed description of each required deliverable related to the Mandatory Goals. The activity reports detailed in [Section III.](#_Grant_Agreement_and_1) are also required deliverables of this grant program.

## Project Design Considerations

The applicant is strongly encouraged to read this section ([Section II.4.](#_Project_Design_Considerations_1)), [Section II.6.](#_Allowable_Uses_and), [Section II.10.](#_Eligible_Costs), and [Section II.11.](#_Ineligible_Costs) in their entirety **prior** to developing a project plan.

The purpose of this grant program is to support LEAs as they plan, develop, and implement a locally focused, interdisciplinary climate change education unit plan and a corresponding student-led community resilience project aligned with the NJSLS supporting climate change education.

LEAs submitting projects focused on developing curricular units and corresponding community resilience projects for any grade in the K-5 band will receive five (5) bonus points during the application review process. SDA LEAs are eligible for these five (5) bonus points in addition to the seven (7) bonus points they will receive as an SDA LEA.

### Mandatory Goals

The overarching goals of this program are to:

1. Expand equitable access to high-quality, standards-based climate change education for K-12 students.
2. Encourage student-centered experiential learning opportunities and engagement in location-based climate change solutions.
3. Expand and strengthen a network of LEAs dedicated to sharing best practices and resources for implementing climate change education across New Jersey.

Applicants must outline a clear, detailed plan as to how they will achieve these goals and provide justification for their plan of action.

### Mandatory Objectives

The following objectives must be included in the applicant’s plan to achieve the mandatory goals. When completing the application, applicants must expand upon these objectives, providing details regarding how they will fit in the applicant’s specific project plan.

Goal 1: Expand equitable access to high-quality, standards-based climate change education for K-12 students.

Objective 1.1: Develop a shared understanding of the community’s local climate change context.

1. Describe how the LEA will engage teachers and administrators in learning opportunities offered by their CCLC and community partners during the first two months of their project period to identify climate change issues facing their community.

Objective 1.2: Develop an interdisciplinary climate literacy unit plan within the grant period.

Describe how the unit plan, which may be developed in collaboration with the CCLC and community-based partners, will be crafted to include the following key elements. The application does not need to provide details for each key element at this time but should ensure that a plan is in place to incorporate each of them during the planning and implementation phase.

1. **Focus on local climate change context:** LEA teachers and administrators, in collaboration with their CCLC and community partners, will develop an interdisciplinary unit plan that supports students’ exploration of their community’s climate change issues.
2. **Standards-based:** Ground the unit in the NSJLS supporting climate change education with specific performance expectations.
3. **Interdisciplinary:** Intentionally integrate at least four content areas (ELA, mathematics; science; social studies; visual & performing arts; comprehensive health & physical education; world languages; computer science & design thinking; and career readiness, life literacies & key skills) in the unit. The unit plan development team must include representatives from each content area identified in the project plan.
4. **Climate justice orientation:** The unit plan must explore how and why climate change impacts are unevenly distributed in local communities. Extensions may be made to explore this across the nation and the globe.
5. **Project-based:** Describe how this unit will be designed to incorporate a project-based learning approach where the learning environment is student-centered so that students can explore complex interdisciplinary problems and develop actionable solutions.
6. **Experiential approach:** Describe how this unit will integrate student-centered experiential learning opportunities.
	* 1. For the purposes of this grant, experiential learning opportunities are learning activities that extend climate change education beyond the classroom, providing opportunities for students to interact with local ecosystems, become involved in climate solutions, and engage with community-based partners in dialogue and learning obtained through real-world experiences.
7. **Universal Design for Learning (UDL):** Describe how the unit plan and the instructional resources and assessments that are part of the unit plan are developed following UDL principles.
8. The UDL framework provides a blueprint for creating flexible instructional goals, methods, materials, and assessments that can be customized and adjusted for individual needs.
9. The NJDOE has compiled [UDL supports](https://www.nj.gov/education/udl/) that LEAs may find useful when developing their unit plans.
10. **Diversity, equity, and inclusion:** Describe how the unit plan is intentionally designed to highlight the contributions and experiences of individuals with diverse abilities, cultures, identities, and perspectives.
	* 1. The NJDOE has compiled [diversity, equity, and inclusion educational resources](https://www.nj.gov/education/standards/dei/index.shtml) that LEAs may find useful when developing their unit plans.

Goal 2: Encourage student-centered experiential learning opportunities and engagement in location-based climate change solutions.

Objective 2.1: Develop a student-led community resilience project.

Describe how your community resilience project, which may be crafted with the support of your CCLC and community-based partners, will include the following key elements. The application does not need to provide details for each key element at this time but should ensure that a plan is in place to incorporate each of them during the planning and implementation phases.

The New Jersey Department of Environmental Protection (NJDEP) defines [community resilience](https://dep.nj.gov/climatechange/training/asat-unit1/#1-resilience-is-a-communitys-ability-to-bounce-forward) as the ability of a community to prepare for anticipated hazards, adapt to changing conditions, and withstand and recover rapidly from changes in the environment and climate. Community resilience results from processes that ensure diverse, equitable, and inclusive engagement of socially diverse populations. It is not static, but rather dynamic in that it may depend on the circumstance of the impacting phenomenon (i.e., resilience can be negatively impacted by other factors such as financial, social, or health-related setbacks), and therefore, developing community resilience requires flexibility in planning and response.

Given that schools are reflective of the community that they serve, the issues that communities face because of climate change are the issues that students face. Therefore, schools and students are an integral part of planning and are key stakeholders in ensuring lasting community resilience. This grant program intends to support LEAs in their ongoing work to forge strong connections with their community and to help develop a sense of action and agency through student-led community resilience projects.

1. **Community partnership:** The grantee must collaborate with at least one community partner to complete their community resilience project.
	* 1. Applicants must complete and upload the Documentation of Required Collaboration form for each community partner (see [Appendix 1](#_Appendix_1:_Documentation)).
			1. Applicants must ensure the mission, vision, and general services of the community partner(s) align with the intent of the NJSLS supporting climate change education and the goals of this grant program.
			2. The community partner(s) for this project must have the capacity and logistical experience to address the climate change issues that the community resilience project may address.
			3. The final determination as to the suitability of the proposed community partner(s) will be determined by the NJDOE.
		2. At a minimum, bimonthly meetings between the grantee and its community partner(s) must occur to plan and review progress toward the completion of the community resilience project.
2. **Climate resilience strategies:** The community resilience project must develop a solution, or multiple solutions, to local climate change-related issues identified as a result of meeting Mandatory Objective 1.1 and as addressed in the unit plan. Solution strategies may be identified in collaboration with community partner(s), and may include specific strategies for mitigation, prevention, and/or adaptation to address the climate change related issues addressed in the unit plan.
	1. The [State of New Jersey Climate Change Resilience Strategy](https://dep.nj.gov/climatechange/resilience/resilience-strategy/), published by the NJDEP, has guidance for state-wide strategies in building community resilience.
	2. The United States Environmental Protection Agency published the [Regional Resilience Toolkit](https://www.epa.gov/smartgrowth/regional-resilience-toolkit), which identifies and provides additional guidance for developing community resilience plans.
	3. Community resilience projects identified by grantees may fall under different categories including, but not limited to:
		* 1. Climate and other weather-related mitigation.
			2. Energy (uses, efficiency, sources).
			3. Food and waste management.
			4. Land use and remediation.
			5. Human health, safety, and environmental justice.
			6. Civil engineering and architecture.
3. **Community engagement:** The resilience project must include multiple opportunities for students to learn from and provide learning opportunities to their community related to their resilience project goals.
	1. Students must gather information from community members to inform their resilience project goals and outcomes through conducting surveys, [charrettes](https://newbuildings.org/resource/zne-charrette-toolkit/), interviews, etc.
	2. Students must lead efforts to share learning opportunities and information about the community resilience project (e.g., project awareness, goals, progress, final results, etc.) with their community via social media, in-person presentations, videos, webinars, etc.

Goal 3: Expand and strengthen a network of LEAs dedicated to sharing best practices and resources for implementing climate change education across New Jersey.

Objective 3.1: Establish a partnership with the LEA’s regional CLCC to further their climate change education initiatives.

1. The CCLCs were established by the NJDOE in a previous FY24 grant opportunity and will be ready to provide services to the new cohort of FY25 LEAs by June 1, 2025.
2. The CCLCs and the counties they each serve can be found in [Section I.7.](#_Application_Review_Criteria)
3. The [CCLCs’ contact information and web pages](https://www.nj.gov/education/climate/collaboratives/) are available to all LEAs.
4. The Program Office will provide the LEA grantee’s contact information to the CCLCs to keep all grantees informed about CCLC services and events.
5. For the partnership requirement to be met, the grantee must:
6. Attend a mandatory training session provided by their CCLC.
7. Nominate a student representative to serve on their CCLC’s student advisory board.
8. Complete at least one of the following tasks:
	1. Participate in a professional development event offered by the CCLC.
	2. Engage in an educator experiential learning opportunity provided by the CCLC.
9. The regional CCLCs will keep records of interactions with LEA grantees of the Program Office to ensure the partnership requirement is met. LEA grantees must also keep their own records of their interactions with the CCLCs.
10. The CCLCs will be available as a resource to grantees when developing their climate change education unit plan and implementing their community resilience project.
11. The CCLCs will host a culminating event to showcase the work of their participating partner LEAs and CBOs.

Objective 3.2: Disseminate promising practices across the state, region, and nation by:

1. **Collecting program data:** The grantee must have a plan to collect program data to assess progress toward program goals and objectives. This data must be made available to the NJDOE upon request.
2. **Sharing developed materials:** The grantee must share the interdisciplinary unit plan and any plans associated with their community resilience project with the NJDOE and regional CCLC.
3. This includes the general unit plan, lesson activities, assessments, ancillary instructional materials, samples of student work, etc.
	* + 1. All student work must have personal identifying information removed, and any photographs of students must have written consent to be used in the materials.
4. The work completed by the grantee may serve as a model for use in future professional development events and/or may be posted to the regional CCLC’s webpage for use by other LEAs.
5. **Presenting developed materials:** At the request of the NJDOE, the grantee must present an overview of their unit plan and community resilience project in a live or recorded webinar or as an in-person presentation. This may include presentations at CCLC culminating events.
6. **Mentoring other LEAs:** The grantee must serve as a mentor to other New Jersey LEAs, at their request, by providing them with guidance and/or technical support.
7. The grantee’s contact information will be made available to other LEAs via the regional CCLC website and may also be made available by other means (e.g., NJDOE broadcast, etc.).
8. Guidance and/or technical support may include, but is not limited to, providing examples of the planning, design, and implementation of the grantee’s unit plan and/or community resilience project, advice for overcoming challenges in the planning and implementation of these initiatives, etc.
9. **Funding acknowledgment:** The following funding acknowledgment language must be used on all materials that are created as a part of this funded project:
	* 1. [insert name of LEA] is funded by a grant from the New Jersey Department of Education. This material and any opinions, results, conclusions, or recommendations expressed within are those of the author(s) and do not necessarily represent the views of the New Jersey Department of Education nor constitute an endorsement thereof.

### Mandatory Project Design Elements

The following project design elements must be met by grantees.

1. **Execution of the approved project within the project period**: The grantee must execute the project plan that was approved by the Program Office within the grant project period (June 1, 2025 – May 31, 2026). Any changes made to the project plan (e.g., goals, objectives, timeline, deliverables, etc.) must be submitted in a timely manner as an amendment request, which needs to be reviewed and approved by the NJDOE prior to the implementation of any changes.
	1. Please see [Section III.7.](#_Grant_Amendments) for additional information regarding grant amendments. Please note, amendment requests must be submitted at a minimum of 90 days before the end date of the grant agreement via the EWEG system.
2. **Not for profit**: Grantees and their partner(s) are not permitted to profit from events, work products, etc. undertaken or developed through this grant program.
	1. LEAs and their partner(s) may not commercialize work products developed under this grant program and must make any work products developed under this grant program freely available. Work products developed under this grant program must remain non-commercialized and freely available after the end of the project period.
3. **Reports and data collection**: Grantees must submit all required reports and assist in the collection of relevant qualitative and quantitative data to evaluate LEA progress on the implementation of climate change education initiatives.
	1. Additional details on the reporting and data collection requirements are provided in [Section III.](#_Grant_Agreement_and_1) and [Appendix 3](#_Appendix_3:_Project) of this NGO.
4. **Community of practice**: Grantees must engage in a community of practice.
	1. Participation in a statewide support network for the implementation of climate change education requires a positive, collaborative atmosphere among all grantees.
	2. Collaboration is key to maximizing expertise and providing high-quality climate change education.
5. **Program persistence**: Successful programs established with this funding should be sustainable beyond the end of the 12-month project period.

### Application Requirements

Ensure that all the information requested below is included within the correct section of the grant application. [Appendix 5](#_Appendix_5:_EWEG) contains an EWEG Application Narrative Tab Planning Template, which is meant to support applicants in ensuring that all the required components detailed below are included in the application in the appropriate Narrative subtab.

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

**Project Abstract[0 points]**

The Project Abstract is a summary (250 – 300 words) 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.

**Needs [6 points]**

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 conditions and the outcomes that the applicant would like to achieve (see above for mandatory goals, objectives, and project design elements).

In the Statement of Need, applicants must address the following:

1. Identify the conditions and/or needs that justify the project.
	1. Applicants are encouraged to provide supporting information to substantiate the stated conditions and/or needs. Supporting information may include, but is not limited to, demographics, test data, descriptions of target population(s), student data, and personnel data, challenges the community is facing related to climate change, and research.
2. Explain how the applicant’s proposed programming addresses (1) the stated conditions and/or needs and (2) the mandatory goals listed previously in this section.
	1. Do not attempt to address problems that are beyond the scope of the grant program and/or that do not align with the mandatory goals, objectives, and project design elements of this grant program as described previously in this section.

**Project Description [40 points]**

Describe, in narrative form, each of the key elements listed below. The application does not need to provide details for each key element at this time but should ensure that a plan is in place to incorporate each of them during the planning and implementation phase. Write clearly and succinctly, focusing on quality and not quantity. Include specific examples of systems, design approaches, and components that will be incorporated and justification for their use. Identify the grant project team members directly responsible for each component of the project. Ensure that the steps of the Project Activity Plan (see below) are well-articulated and logically sequenced in the Project Description narrative.

In the Project Description, applicants must include the following:

1. **Program impact:** A detailed description of the anticipated overall effect that the grant project will have upon completion, which should include:
	1. The total number of teachers, administrators, and other school staff that are anticipated to participate in the goals and objectives of this project.
	2. The total number of students, their grade levels, and where relevant, number of schools that are anticipated to participate in the goals and objectives of this project.
	3. The total number of community members expected to be impacted by this project's goals.
2. **Focus on the local climate change context:** A detailed description of the plan to convene stakeholders (i.e. students, educators, administrators, CCLC, community partner staff) to learn about local climate change-related issues that are relevant for the development of the unit plan and community resilience project.
	1. The timeline for convening this group during the first quarter of the project period.
	2. A deadline by which the group will select the issue(s) that will guide the development of the unit plan and climate resilience project.
3. **Interdisciplinary climate literacy unit plan:** A detailed description of the proposed process for developing the unit plan including, but not limited to, the unit plan development team and a proposed timeline for unit development. The description should include:
	1. How the team will select the NJSLS supporting climate change education to which the unit plan will be aligned.
	2. The content areas the interdisciplinary unit will integrate.
	3. Identification of the target grades for which the unit plan will be developed.
	4. The project-based learning framework for the unit plan, indicating how the student-selected climate change-related issue(s) will drive the development of the unit plan.
	5. The proposed experiential learning opportunities that will be part of the unit plan.
	6. How the unit plan will integrate the contributions and experiences of individuals with diverse abilities, cultures, identities, and perspectives.
	7. Potential strategies and modifications to ensure the unit plan follows a UDL framework.
4. **Community resilience project:** A detailed description of the proposed community resilience project including:
	1. How the proposed community resilience project will be driven by the student-selected local climate change-related issue(s) and build off student learning from the proposed unit plan.
	2. Proposed strategies for including students in the decision-making process.
	3. A plan to collaborate with at least one local community partner that includes:
		1. Identification of at least one local community partner other than the regional CCLC or the regional CCLC’s CBO partner(s).
		2. Proposed ways in which the LEA and community partner will collaborate to develop and implement the project.
		3. Proposed meeting schedule and methods for collecting data from the community partner(s). Note: Bimonthly meetings are required at a minimum.
	4. Proposed strategies for community engagement.
5. **Data collection plan:** A detailed description of the plan for collecting qualitative and quantitative data to assess progress in completing the overall project plan and assist the Program Office with evaluating the impact of the grant program.

**Goals/Objectives/Indicators [10 points]**

Applicants are required to include the mandatory goals and objectives and develop supporting indicators.

In the Goals, Objectives, and Indicators section of the application, the applicant must:

1. List the mandatory goals.
	1. State each of the mandatory goals identified in [Section II.4.](#_Mandatory_Goals) The first goal will be numbered “1” and each objective that falls under that goal should be numbered “1.1”, “1.2”, “1.3”, etc. Indicators corresponding to those objectives should be numbered “1.1.1”, “1.2.1”, “1.3.1”, etc. Repeat this numbering process for any additional goals, objectives, and indicators.
2. List and expand upon each of the five (5) mandatory objectives identified in [Section II.4.](#_Mandatory_Objectives), providing details as to how the mandatory objectives will fit in the applicant’s specific project plan.
	1. Objectives must be (1) mindful of the mandatory project design elements, (2) clearly written, (3) measurable, (4) and achievable and realistic, while identifying the “*who, what, and when”* of the proposed project.
	2. Make sure to:
		1. Define the target population(s), target grades, and NJSLS content areas to be served.
		2. Identify the timeline for implementing and completing each objective.
	3. Applicants may include additional objectives relevant to each goal.
3. Develop indicators for each mandatory objective.
	1. Indicators are specific, observable, and measurable characteristics that are used to determine if the objectives have been accomplished**.**
	2. In constructing the indicators, describe the methods that will be used to evaluate the progress toward achievement of the objectives.
		1. Describe the measures and instruments to be used, the individuals responsible for developing and conducting the evaluations, and how the results will be used to improve project outcomes.
		2. Identify the level of performance expected to indicate “successful achievement” of the objective.

**Project Activity Plan [16 points]**

The Project Activity Plan describes the steps that the applicant will take to achieve the goals and objectives that were listed in the previous section. The proposed budget expenditures should be directly tied to the activities that are identified in this section. Review the goals and the objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goals and objectives and the activities.

For the Project Activity Plan, applicants must:

1. Number each activity accordingly (e.g., goal 1, objective 1, activity 1 would be numbered 1.1.1.).
2. Describe, in detail, all the tasks and activities planned for the accomplishment of each goal and objective.
	1. List all the activities in chronological order.
3. Space the activities appropriately across all reporting periods of the grant project.
	1. In the “Reporting Period” column on the Project Activity Plan tab, indicate, with a checkmark, the period in which the activity will be implemented.
	2. If the activity is ongoing or recurring, place a checkmark in the boxes under each period in which the activity will take place.
4. Identify the staff directly responsible for the implementation of the activity.
	1. Do not list the project director, lead applicant, or other person with general oversight authority for the project as the “person responsible” for carrying out all the activities.
	2. 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.
5. List the documentation that tracks the progress and confirms the completion of each activity, such as agendas, meeting minutes, unit plans, etc.

**Commitment and Capacity [18 points]**

Describe the organization and its capacity to take on the project.

In the Organizational Commitment and Capacity section, applicants must:

1. Explain why the project being proposed is important to the LEA and the community partner(s) and the commitment of the LEA and community partner(s) to completing the proposed project.
2. Describe all LEA and any community partner resources (e.g., facilities, equipment, external funding, etc.) that will support successful project implementation.
3. Provide a detailed summary of the LEA grant project team’s capacity and the capacity and qualifications of the community partner(s) to implement the proposed project.
	1. This information should complement the information submitted on [Appendix 1](#_Appendix_1:_Documentation).
4. Describe any experience the grant project team and proposed community partner(s) have had in implementing similar types of projects, as well as the outcomes of those projects. What worked, what did not, and why?
	1. Explain how this previous experience will ensure successful implementation of the proposed project. When possible, cite examples of how the planned approach has been successful in the past.
		1. If the grant project team and proposed community partner(s) have not implemented similar projects, explain why the proposed project will be successful.
5. Describe how the grant project team, including the proposed community partner(s), will participate in a community of practice with the regional CCLCs and other LEAs.
6. Describe a proposed plan for ensuring the continuation of the program beyond the project period (e.g., developing additional unit plans for other grade-levels, enshrining the unit plan into district curriculum maps, seeking additional funding or allocating other resources to support the program after the grant period ends, etc.).

**Budget [10 points]**

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 the 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.

**The applicant is strongly encouraged to budget for the maximum eligible award amount.**

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/). Use the [Quick Reference for Commonly Requested Costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf) to locate the appropriate budget costs codes. [Appendix 8](#_Appendix_8:_Common) provides examples of common costs from previous Climate Change Education grant applications and their associated codes.

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

## Application Component Required Uploads

See [Section IV.](#_Appendices)**, Appendices,** for attached forms, assurances, and/or informational documents related to this NGO. Failure to upload any required forms and/or documentation may result in an adverse funding decision.

|  |  |  |
| --- | --- | --- |
|  | **Upload Name** | **Required Upload** |
|  | Documentation of Required Collaboration ([Appendix 1](#_Appendix_1:_Documentation)) |  |
|  | Program Statement of Assurances ([Appendix 2](#_Appendix_2:_Program)) |  |
|  | Target Grade(s) Acknowledgement ([Appendix 7](#_Appendix_7:_Target)) |  |

## Allowable Uses and Eligible Activities

Budget requests should be linked to specific project activities and objectives of the *Climate Literacy for Community Resilience (CLCR)* grant program. Eligible activities include those aligned with the mandatory objectives listed in [Section II.4](#_Project_Design_Considerations_1).

## Sub-granting Funds

The Grantee shall not subcontract any of the work or services covered by this grant, nor shall any interest be assigned or transferred except as may be provided for in this grant or with the express written approval of the Department.

## **Nonpublic Participation**

## 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. Total funds available are $1,220,000. This is 100 percent funded from the FY 2025 Appropriations Act (**25-100-034-5063-359-H300-6130**). The project period is June 1, 2025 – May 31, 2026.

All grant funds are subject to a 60-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.

Grants funds are to be used solely for the costs associated in implementing the grant program. Click on the links below to view the current rates:

[Max Administrative Cap](https://www.ecfr.gov/current/title-2/subtitle-A/chapter-II/part-200/subpart-E/subject-group-ECFRd41a10959e1acab/section-200.417): 10%

[NJ Travel Reimbursement Rate](https://www.nj.gov/infobank/circular/cir23-02-OMB.pdf): $0.47 cents per mile

[Max Benefit Cap Composite Rate](https://www.nj.gov/infobank/circular/cir24-11-OMB.pdf): 77.15%

[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) and [Section II.11.](#_Ineligible_Costs) of the NGO for information regarding the allowability, inclusion, and/or restriction(s) of indirect costs in a grant budget.

Additional guidance for indirect costs can be found in the glossary page of the [Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/).

The NJDOE will remove all ineligible costs and costs not supported by the Project Activity Plan from budget consideration. Through the pre-award revision (PAR) process, applicants will be given the opportunity to revise their budget. Providing opportunities for revisions or permitting the reallocation of the budgeted funds is at the discretion of the NJDOE. The final funding award will be contingent upon the applicant’s ability to justify its proposed budget.

## 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 costs codes. [Appendix 8](#_Appendix_8:_Common) provides examples of common costs from previous Climate Change Education grant applications and their associated 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 this NGO. Grantees are strongly encouraged to contact the Program Office if uncertain about the eligibility of a cost prior to incurring the cost in question. The final determination as to the eligibility of a cost will be determined by the NJDOE. Eligible costs may include:

* **Accommodations** – Reasonable and necessary services and accommodations, directly related to the proposed project, associated with serving students with special needs.
* **Administrative costs** – Administrative costs related to the grant program, not to exceed 10% of the total grant award.
* **Conference attendance** – Registration fees and mileage costs for LEA staff attendance at in-state professional conferences, meetings, workshops, summits, etc. Mileage reimbursement is limited to $0.47 per mile, and commutation, one’s standard commute, must be subtracted from mileage estimates. Program Office approval is required prior to incurring any conference attendance expenses.
* **Guest speakers** – Reasonable fees for a guest speaker to present on a specialized topic during professional development events or experiential learning opportunities if the LEA grant project team staff do not have the expertise in this specialized topic area and the inclusion of the specialized topic will bring a significant positive impact to the grant program. Please note, guest speakers are those who provide a short segment during an event. They do not assist in planning or running events, should not be presenting on a regular basis, and should be used sparingly throughout the program. Guest speakers cannot be used in place of LEA, community partner, or CCLC and partner CBO staff to deliver PD or ELOs. Applicants are strongly encouraged to contact the Program Office if they are uncertain about what constitutes a guest speaker. Program Office approval of guest speakers is required prior to incurring any guest speaker expenses.
* **Instructional materials** – Costs for instructional materials needed to administer grant-related events and activities (e.g., books and other instructional resources for implementing the unit plan, etc.).
* **Instructional opportunities** – Costs for opportunities that are components of the unit plan or community resilience project such as experiential learning opportunities, including those offered by the identified community partner beyond what was identified in the Documentation of Required Collaboration.
* **LEA staff stipends and benefits** – Costs for stipends and associated benefits for LEA staff to lead project activities that take place outside of contractually obligated hours (field experiences, etc.) or collaborative planning of project activities with other LEA staff outside of contractually obligated hours.
* **Marketing Costs –** Costs for the community outreach component of the community resilience project.
* **Substitute teachers** – Costs related to acquiring substitute teachers to cover for LEA teachers participating in grant-related program activities.
* **Supplies** – Costs for supplies needed to administer grant-related events and activities (e.g., supplies for the community resilience project, etc.).
* **Transportation** – Costs related to transporting students to grant-related events and activities.
* **Travel** – For LEA staff to travel to grant-related events and activities.

## Ineligible Costs

The NJDOE will not reimburse grantees or sub-grantees for ineligible costs. Grantees are strongly encouraged to contact the Program Office if uncertain about the eligibility of a cost prior to incurring the cost in question. The final determination as to the ineligibility of a cost will be determined by the NJDOE. Funds may not be used for the following costs:

* **Community partner staff salaries/stipends/benefits**.
* **Entertainment**.
* **Food**.
* **Grant writing** – Costs associated with writing this or other grant applications.
* **Indirect costs**.
* **LEA staff salaries**.
* **LEA staff stipends and benefits** – Stipends and/or benefits for LEA staff members who are not directly contributing to the project development and implementation.
* **No benefit** – Costs incurred for salaries, services, media, etc. which do not benefit the end user of the grant program.
* **Not reasonable or necessary** – Costs that are not directly related to the educational program, are unsupported by the NGO, or are not reasonable or necessary to carry out the grant program.
* **Off message** – Costs for services, supplies, media, etc. which are prohibited or off message.
* **Out of state travel**.
* **Outside of grant project period** – Costs incurred outside of the grant project period (June 1, 2025 – May 31, 2026).
* **Outside of target area** – The purpose of the grant is to provide statewide coverage; therefore, any activities undertaken outside of New Jersey must have prior NJDOE approval before costs are incurred.
* **Personal productivity devices** **and services** – Costs associated with the purchase of personal productivity devices (e.g., computers, printers, etc.) and services (video conferencing, wireless internet access, etc.) unless determined by the Program Office as necessary and reasonable for the implementation of the proposed grant program.
* **Poorly documented/undocumented** – Costs which are not supported by adequate documentation.
* **Routine operating/administrative costs** – Costs for the routine operation of or administration of the organization, including standard office supplies, unless determined by the Program Office as necessary and reasonable for the implementation of the proposed grant program.
* **Subgrants or any other form of payment to ineligible entities or individuals**.
* **Supplanting** – Costs for salaries, services, media, etc. which 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/) webpage.

## Mandatory Orientation and Training

The grantee will be required to attend a program orientation. The NJDOE staff will provide the grantee with general program information, requirements of the program (including grant management, mandated staffing, policies and procedures), and compliance with applicable state and federal program regulations. Additional mandatory meetings and training may be scheduled at the discretion of the NJDOE.

## Reporting Requirements

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

## Interim Activity Reports

The Program Office will provide grantees with an activity report template. Interim and final activity reports using this template are to be delivered to the NJDOE electronically via the EWEG system. Activity reports should be submitted through the “Upload” tab in the corresponding EWEG fiscal report. The activity reports uploaded to EWEG using the Program Office provided template are not cumulative. Reports submitted by other means will not be accepted. Reports will be considered late if not uploaded by the due date listed in [Section III.4.a.](#_III.4.a._Reporting_Periods), Reporting Periods. This report tracks actual progress in meeting benchmarks and documenting measurable outcomes from the program activities listed in the application. Specific instructions for uploading 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 Interim 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. Reimbursement requests will be shut down 30 days before the end of the grant period. Any payments of remaining grant funds due to the grantee will be paid in the Final Expenditure Report. 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.

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 NJDOE’s program policies.

**Fiscal Interim Reports:** These reports are due as stated in [Section III.4.a.](#_III.4.a._Reporting_Periods), Reporting Periods, with the interim activity report. In this report, the grantee will report on actual expenditures incurred during the reporting period. The expenditures reported in the interim report should match what has been paid to the district during the reporting period.

**Final Expenditure Reports:** This report generates a final payment to the grantee upon selecting the “Final Report” button.

## **III.4.a. Reporting Periods**

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

**The reporting periods are as follows:**

|  |  |  |
| --- | --- | --- |
| Report Number: | Reporting period: | Date Due: |
| Interim Report 1 | June 1, 2025 – August 31, 2025 | 9/30/2025 |
| Interim Report 2 | June 1, 2025 – November 30, 2025 | 12/31/2025 |
| Interim Report 3 | June 1, 2025 – February 28, 2026 | 3/31/2026 |
| Final Report\* | June 1, 2025 – May 31, 2026 | 7/31/2026 |
| \*Includes 60-day liquidation period. |

##

## Monitoring

The NJDOE Program Managers may schedule on-site monitoring visits with the program coordinator during the term of the program contract to review program performance and fiscal documentation. These visits may be a comprehensive program assessment, or they may be oriented toward a review of performance in specific areas. In either case, program staff shall cooperate with program managers and provide them with files and other information as requested.

Upon request, grantees must allow the NJDOE to review any work products, etc. developed or used as part of this grant program and to attend any events sponsored through this grant program to ensure alignment with the goals of the grant program and NJDOE policies and procedures. Following NJDOE review, grantees must revise or replace any work products, etc. in conflict with the goals of the grant program and NJDOE policies and procedures. These terms extend to services purchased by the grantee from an outside vendor.

Grantees must acknowledge the NJDOE as the funding source on any presentations, publications, websites, other work products, etc. related to or developed under this grant program using the following language:

[insert name of LEA] is funded by a grant from the New Jersey Department of Education. This material and any opinions, results, conclusions, or recommendations expressed within are those of the author(s) and do not necessarily represent the views of the New Jersey Department of Education nor constitute an endorsement thereof.

## 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 the expenditures of the grantee and all sub-grantees.

* + 1. **Activity Reports**

These reports consist of documentation and/or evidence of educational, outreach events, and program activities. This can be in the form of a properly completed programmatic Activity Report uploaded into EWEG. Sample documentation includes flyers, attendance sheets, and newspaper clippings. Documentation should be retained with the grantee for monitoring purposes unless otherwise specified by the program office.

* + 1. **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.

**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, travel beyond one’s standard commute, must be subtracted from the mileage claimed. The travel reimbursement rate is $0.47 cents 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 program manager.

**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 at 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 using the Upload Tab in the grant application. Instructions on how to initiate the amendment are available in [the Discretionary Grants Manual](https://www.nj.gov/education/grants/discretionary/apps/). 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](https://www.nj.gov/education/finance/fp/af/coa/) to locate the appropriate budget costs 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. Grantees 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**: If the grantee has a subgrantee, the subgrantee is subject to the same terms and conditions as the grantee. The subgrantee is responsible to the grantee 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. The NJDOE requires sub-grantee amendment approval for changes the grantee supports. Grantees are to forward the requested changes to the NJDOE Program Office for review. Grantees do not have the authority to approve any changes in their project activities or any budget variances 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, and 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 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 Report referenced in [Section III.4.a.](#_III.4.a._Reporting_Periods)

## Federal Requirements

#  Appendices

## *Appendix 1:Documentation of Required Collaboration*

(Please duplicate for each community partner.)

This document is to be signed and submitted with the grant application as evidence of the collaboration between the applicant and the community partner with whom the applicant has or will coordinate in the planning and execution of the community resilience project outlined in the grant application.

Name of Applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of Community Partner:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Partner Contact Person Name and Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Partner Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Community Partner Telephone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Community Partner Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It is my understanding that the applicant listed above plans to submit a *Climate Literacy for Community Resilience (CLCR)* grant application, available through the New Jersey Department of Education to support the applicant in their implementation of climate change education as envisioned through the New Jersey Student Learning Standards supporting climate change education. Recognizing the need for such services, I am committed to ensuring that my organization acts in full support of the proposed program through the provision of activities, services, and/or resources because of the collaborative effort between my organization and the aforementioned applicant agency. In addition, my organization will provide data or other information to the applicant for the purposes of documentation of services and the state evaluation of the program.

Please check off the services that the community partner will provide:

|  |  |
| --- | --- |
| \_\_\_ Contribute to professional development.\_\_\_ Contribute paid staffing.\_\_\_ Contribute volunteer staffing.\_\_\_ Contribute in-kind donations.\_\_\_ Contribute goods/materials. | \_\_\_ Collaborate on experiential learning opportunities for teachers and/or students.\_\_\_ Provide transportation.\_\_\_ Provide technical assistance.\_\_\_ Other (please specify). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

Print Name of Community Partner Representative

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

Signature of Community Partner Representative Date

## *Appendix 2:Program Statement of Assurances*

The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (LEA name) hereby assures that if awarded funding:

* + - 1. The LEA will partner with one of the regional Climate Change Learning Collaboratives (CCLCs) and will keep records to ensure this partnership requirement is met.
			2. The LEA will identify and collaborate with at least one community partner currently engaged in climate change or sustainability education efforts in communities in their region to develop a culturally responsive and locally focused unit plan and community resilience project.
			3. The LEA will ground their overall project plan in the NJSLS.
			4. The LEA will share the interdisciplinary unit plan and any plans associated with their community resilience project with the NJDOE and regional CCLC.
			5. At the request of the NJDOE, the LEA will present an overview of their unit plan and community resilience project in a live or recorded webinar or as an in-person presentation.
			6. The LEA will serve as a mentor to other New Jersey LEAs, at their request, by providing them with guidance and/or technical support.
			7. The LEA will present at and/or attend one of the CCLC year-end culminating events showcasing the work completed by CCLC staff and their CBO and LEA partners.
			8. Using language provided by the Program Office, the LEA will acknowledge the NJDOE as the funding source on any presentations, work products, etc. developed under this grant program.
			9. The LEA will execute the project plan that was approved by the Program Office within the grant project period (June 1, 2025 – May 31, 2026).
			10. Any proposed changes to the project plan will be submitted in a timely manner as an amendment request, which needs to be reviewed and approved by the NJDOE prior to the implementation of any changes.
			11. The LEA and community partner(s) will not profit from events, work products, etc. undertaken or developed through this grant program.
			12. Funds under the program will only be used for authorized programs and activities.
			13. Reimbursement requests will be submitted monthly via the EWEG system, as specified in the NGO.

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

Print Name of Lead Applicant

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

Signature of Lead Applicant Date

## *Appendix 3:Project Reporting Requirements*

Over the project period, the Program Office will require ongoing reporting and data submission to monitor the LEA’s progress in meeting the goals of the grant program. The data submission requirements will minimally include the following:

* The number and names of schools that participated in this grant program.
* Unit plan documentation in accordance with the project activity plan.
* The number and demographic information (including gender and racial/ethnic group) of students impacted by the unit plan.
* The number, grade band(s), and demographic information (including gender and racial/ethnic group) of students that engaged in experiential learning opportunities as part of the unit plan.
* Student work samples and other community resilience project documentation in accordance with the project activity plan.
* The number, grade band(s), and demographic information (including gender and racial/ethnic group) of students that engaged in the community resilience project.
* The type and frequency of community outreach events that took place as a part of the community resilience project.
* The number of community members in attendance at community outreach events.
* The demographic and socio-economic information regarding the population(s) served and/or impacted by the community resilience project.
* Any information needed to ensure that the LEA is meeting the community partner requirements.
* Any information needed to ensure that the LEA is meeting the CCLC partnership requirements. For example:
	+ The number and demographic information (including gender, racial/ethnic group) of the LEA’s educators in attendance at CCLC professional development events.
	+ The number and demographic information (including gender, racial/ethnic group) of the LEA’s students in attendance at CCLC experiential learning opportunities.
	+ The type and frequency of technical assistance sought by the LEA from their regional CCLC.

## *Appendix 4:Application Component Checklist*

| ***Required (******)*** | ***Location*** | ***EWEG Tab/Subtab*** |
| --- | --- | --- |
|  | EWEG | Admin (Contacts; UEI; FFATA; Board Approval; Assurances). |
|  | EWEG | Narrative (Abstract, Need, Description, Goals/Objectives/Indicators, Project Activity Plan, Organizational Commitment & Capacity). |
|  | EWEG | Budget (any applicable subtabs). |
| ***Required (******)*** | ***Form Location*** | ***The following forms are to be uploaded in the EWEG application, as PDF files, prior to submission.*** |
|  | NGO | Documentation of Required Collaboration ([Appendix 1](#_Appendix_1:_Documentation)). |
|  | NGO | Program Statement of Assurances ([Appendix 2](#_Appendix_2:_Program)). |
|  | NGO | Target Grade(s) Acknowledgement ([Appendix 7](#_Appendix_7:_Target)). |

## *Appendix 5: EWEG Application Narrative Tab Planning Template*

This template is intended to assist applicants with developing their application before working in the EWEG system. The EWEG application is divided into sections by tabs and subtabs. The Narrative tab incorporates various required components of the NGO.

Each table below represents a separate sub-tab in the EWEG application that applicants must complete in the Narrative tab. This planning template is meant to support applicants in ensuring that all required components are included in the application in the appropriate Narrative subtab. This template does not represent all tabs and sub-tabs; only the sections that require the applicant to develop substantial information are included below. **It is the applicant's responsibility to review all NGO requirements and ensure all necessary information is provided in their EWEG application.**

|  |
| --- |
| **Project Abstract (2,500 characters maximum, including spaces)** |
| *The Project Abstract is a summary (250 – 300 words) 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.* |
|  |

|  |
| --- |
| **Needs (7,500 characters maximum, including spaces)** |
| *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 conditions and the outcomes that the applicant would like to achieve (see above for mandatory goals, objectives, and project design elements).* |
| **1. Identify the conditions and/or needs that justify the project.** |
|  |
| **2. Explain how the applicant’s proposed programming addresses (1) the stated conditions and/or needs and (2) the mandatory goals listed previously in this section.** |
|  |

|  |
| --- |
| **Project Description****(7,500 characters maximum per page x 3 pages = 22,500 characters maximum)** |
| *Describe, in narrative form, each of the key elements listed below. The application does not need to provide details for each key element at this time but should ensure that a plan is in place to incorporate each of them during the planning and implementation phase. Write clearly and succinctly, focusing on quality and not quantity. Include specific examples of systems, design approaches, and components that will be incorporated and justification for their use. Identify the grant project team members directly responsible for each component of the project. Ensure that the steps of the Project Activity Plan (see below) are well-articulated and logically sequenced in the Project Description narrative.**Please refer to the NGO* [*Section II.4.*](#_Project_Design_Considerations_1)*, Project Design Considerations, for specific requirements on each heading identified below.* ***Be sure to include the headings below to indicate the different sections of your Project Description.*** |
| 1. Program Impact:2. Focus on the Local Climate Change Context:3. Interdisciplinary Climate Literacy Unit Plan:4. Community Resilience Project:5. Data Collection Plan: |

|  |
| --- |
| **Goals/Objectives/Indicators** |
| ***Applicants DO NOT need to add additional mandatory goals or revise the three existing mandatory goals.*** *Applicants* ***may wish*** *to revise each of the five mandatory objectives by including LEA-specific information. These revisions should not alter the intent or focus of the objective.**Applicants* ***must*** *develop indicators for each goal and objective. Indicators are specific, observable, and measurable characteristics used to determine if the objectives have been accomplished. In constructing the indicators, describe the methods used to evaluate the progress toward achieving the objectives. Describe the measures and instruments to be used, the individuals responsible for developing and conducting the evaluations, and how the results will be used to improve project outcomes.****Add indicators as needed. Implementation activities from the Project Activity Plan must align with the objectives and indicators from this section.*** |
| **Goal 1** |
| **Goal 1** |
| 1. Expand equitable access to high-quality, standards-based climate change education for K-12 students. |
| **Objective** |
| 1.1 Develop a shared understanding of the community’s local climate change context. |
| **Indicator (2,000 characters maximum, including spaces)** |
| 1.1.1 |
| **Objective** |
| 1.2 Develop an interdisciplinary climate literacy unit plan within the grant period. |
| **Indicator (2,000 characters maximum, including spaces)** |
| 1.2.1 |
| **Goal 2** |
| **Goal 2** |
| 2. Encourage student-centered experiential learning opportunities and engagement in location-based climate change solutions. |
| **Objective** |
| 2.1 Develop a student-led community resilience project. |
| **Indicator (2,000 characters maximum, including spaces)** |
| 2.1.1 |
| **Goal 3** |
| **Goal 3** |
| 3. Expand and strengthen a network of local education agencies (LEAs) dedicated to sharing best practices and resources for implementing climate change education across New Jersey. |
| **Objective** |
| 3.1 Establish a partnership with the regional Climate Change Learning Collaborative to further their climate change education initiatives. |
| **Indicator (2,000 characters maximum, including spaces)** |
| 3.1.1 |
| **Objective** |
| 3.2 Disseminate promising practices across the state, region, and nation by: |
| **Indicator (2,000 characters maximum, including spaces)** |
| 3.2.1 |

|  |
| --- |
| **Project Activity Plan** |
| *The Project Activity Plan describes the steps that the applicant will take to achieve the goals and objectives that were listed in the previous section. The proposed budget expenditures should be directly tied to the activities that are identified in this section. Review the goals and the objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goals and objectives and the activities.**The Project Activity Plan tab provides space for 48 Implementation Activities across 4 pages. Each row below should represent one implementation activity.* ***Add rows as necessary to the table below to include all of your implementation activities.*** *Number each activity accordingly (e.g., goal 1, objective 1, activity 1 would be numbered 1.1.1.)**Note: In EWEG, you must select the reporting period(s) in which each activity occurs. Please ensure that you space the activities appropriately across all reporting periods of the grant project. An activity may take place across multiple reporting periods.*  |
| **Implementation Activity****(300 Characters max.)** | **Staff Responsible for Conducting Activity** **(100 characters max.)** | **Documentation****(250 characters max.)** | **Reporting Period(s)****(1, 2, 3, 4)** |
|  |  |  |  |
|  |  |  |  |
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|  |
| --- |
| **Commitment-Capacity****(7,500 characters maximum, including spaces, per page x 2 pages = 15,000 characters maximum)** |
| Describe the organization and its capacity to take on the project in the categories identified below.  |
| 1. Project significance to LEA and Community Partner(s)2. LEA & Community Partner(s) Resources3. Capacity and Qualifications of LEA and Community Partner(s)4. Grant Project Team Past Experience5. Anticipated participation in Community of Practice6. Plan for Program Continuation  |

## *Appendix 6: Schools Development Authority District List*

The following is a list of New Jersey Local Education Agencies (LEAs) that are designated as Schools Development Authority LEAs. This information is intended to inform applicants of their eligibility for bonus points on their application as described in [Section I.1.](#_Purpose_of_the) and [Section I.7.](#_Application_Review_Criteria)

|  |  |  |  |
| --- | --- | --- | --- |
| **District Name** | **District Code** | **County** | **Region** |
| Asbury Park | 100 | Monmouth | Central |
| Bridgeton | 540 | Cumberland | Southern |
| Burlington City | 600 | Burlington | Southern |
| Camden City | 680 | Camden | Southern |
| East Orange | 1210 | Essex | Northern |
| Elizabeth | 1320 | Union | Central |
| Garfield | 1700 | Bergen | Northern |
| Gloucester City | 1770 | Camden | Southern |
| Harrison | 2060 | Hudson | Northern |
| Hoboken | 2210 | Hudson | Northern |
| Irvington | 2330 | Essex | Northern |
| Jersey City | 2390 | Hudson | Northern |
| Keansburg | 2400 | Monmouth | Central |
| Long Branch | 2770 | Monmouth | Central |
| Millville | 3230 | Cumberland | Southern |
| Neptune Township | 3510 | Monmouth | Central |
| New Brunswick | 3530 | Middlesex | Central |
| Newark | 3570 | Essex | Northern |
| Orange | 3880 | Essex | Northern |
| Passaic City | 3970 | Passaic | Northern |
| Paterson City | 4010 | Passaic | Northern |
| Pemberton Township | 4050 | Burlington | Southern |
| Perth Amboy | 4090 | Middlesex | Central |
| Phillipsburg | 4100 | Warren | Northern |
| Plainfield | 4160 | Union | Central |
| Pleasantville | 4180 | Atlantic | Southern |
| Salem City | 4630 | Salem | Southern |
| Trenton | 5210 | Mercer | Central |
| Union City | 5240 | Hudson | Northern |
| Vineland City | 5390 | Cumberland | Southern |
| West New York | 5670 | Hudson | Northern |

## *Appendix 7: Target Grade(s) Acknowledgement*

This document is to be signed and submitted with the grant application to determine the eligibility of the applicant for receiving five (5) bonus points in addition to potential bonus points added as a result of Schools Development Authority designation (see [Section I.1.](#_Purpose_of_the) and [Section I.7.](#_Application_Review_Criteria)).

As stated in [Section I.1.](#_Purpose_of_the), due to the lack of Fiscal Year (FY) 2024 funded projects targeting K-5 students and to emphasize the importance of providing developmentally appropriate climate change education for these youngest learners, priority will be given to local education agencies (LEAs) submitting projects focused on developing curricular units and corresponding community resilience projects for any grade in the K-5 band.

Name of LEA applicant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Target Grade(s)

Please check off each grade the unit plan and community resilience project will impact. While projects may impact more than one grade, to be eligible for five (5) bonus points on the application, the project must primarily focus on priority grades (Grades K-5).

|  |  |
| --- | --- |
| Priority Grades (eligible for five (5) bonus points) | Non-Priority Grades |
| \_\_\_ Kindergarten (K)\_\_\_ 1st Grade (1)\_\_\_ 2nd Grade (2) | \_\_\_ 3rd Grade (3)\_\_\_ 4th Grade (4)\_\_\_ 5th Grade (5) | \_\_\_ 6th Grade (6)\_\_\_ 7th Grade (7)\_\_\_ 8th Grade (8) | \_\_\_ 9th Grade (9)\_\_\_ 10th Grade (10)\_\_\_ 11th Grade (11)\_\_\_ 12th Grade (12) |

## *Appendix 8: Common Function & Object Codes*

The table below lists common expenditures and the associated function and object codes for accurately categorizing items in your budget. This list is not exhaustive but provides examples of common costs associated with previous Climate Change Education grant applications. Visit the [NJDOE Grant Application](https://www.nj.gov/education/grants/discretionary/apps/) webpage for additional guidance on [commonly requested costs](https://www.nj.gov/education/grants/discretionary/apps/docs/common_costs.pdf).

|  |  |
| --- | --- |
| Eligible Cost | Function and Object Code |
| Teacher stipends (instructional activities with students that take place outside of regular contract obligations, such as extracurricular activities/clubs, after hours field trips, after school programs, etc.) | 100-100 |
| Entry fees/registration for student conferences and competitions | 100-580 |
| Instructional supplies | 100-600 |
| Field trip entry fees | 100-800 |
| Teacher stipends (professional development or other non-instructional meetings that take place outside of regular contract obligations) | 200-100 |
| Busing costs  | 200-500 |
| Travel costs (accommodation, registration for teacher professional development, transit transfers, etc.) | 200-580 |
| Furniture or other equipment that will be used for instructional purposes | 400-731 |