



## Climate Literacy Innovation Opportunity (CLIO) NGO # 26-WB11-G02

**Technical Assistance Session**  
Climate Change Education Unit  
Division of Teaching & Learning

December 19, 2025

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Welcome to the technical assistance session for the Climate Literacy Innovation Opportunity notice of grant opportunity. We'll refer to this opportunity as CLIO for the remainder of the presentation.

## Questions and Answers

- All questions must be submitted electronically to one of the email addresses below. No questions will be answered live during this session.
- Please direct questions regarding the Electronic Web Enabled Grant (EWEG) online application system to [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov).
- Please direct programmatic questions to [climateeducation@doe.nj.gov](mailto:climateeducation@doe.nj.gov).
- Answers to programmatic questions received by December 19, 2025, at [climateeducation@doe.nj.gov](mailto:climateeducation@doe.nj.gov) will be posted on the [Notice of Grant Opportunity \(NGO\) webpage](https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02_NGO.shtml) ([https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02\\_NGO.shtml](https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02_NGO.shtml)).
- The Program Office (Climate Change Education Unit) is not permitted to provide a response to programmatic questions received after December 19, 2025.



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All attendees will be in listen-only mode throughout the webinar.

All questions must be submitted electronically to one of the email addresses listed on this slide.

No questions will be answered live during this session.

Please direct questions regarding the Electronic Web Enabled Grant online application system to [eweg help at doe.nj.gov](mailto:eweghelp@doe.nj.gov).

Please direct programmatic questions to [climate education at doe.nj.gov](mailto:climateeducation@doe.nj.gov).

Answers to any programmatic questions received by December 19, 2025, at [climate education at doe.nj.gov](mailto:climateeducation@doe.nj.gov) will be posted on the Notice of Grant Opportunity webpage by December 22, 2025.

Please note, the Program Office is not permitted to provide a response to programmatic questions received after December 19, 2025.

Please keep in mind when submitting programmatic questions that only general programmatic questions related to the Notice of Grant Opportunity can be answered, not project-specific questions.

## Technical Assistance Session Overview

- The slides from this presentation will be posted by December 22, 2025, on the [NGO webpage](https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02_NGO.shtml) ([https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02\\_NGO.shtml](https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02_NGO.shtml)).
- This session will provide an overview of the major components of the NGO and the application process.
- Applicants are advised to thoroughly read the NGO for a complete understanding of the grant.



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The slides from this presentation will be posted by December 22, 2025, on the Notice of Grant Opportunity webpage.

This session will take approximately 45 minutes and will provide an overview of the major components of the Notice of Grant Opportunity and the application process.

Applicants are advised to thoroughly read the Notice of Grant Opportunity for a complete understanding of the grant.

## Climate Change Education in New Jersey

2020	2021-22	2023	2024	2025
<ul style="list-style-type: none"> <li>• <a href="#">Standards</a> are adopted in 7 content areas: Visual &amp; Performing Arts, Comprehensive Health and Physical Education, Science, Social Studies, World Languages, Computer Science and Design Thinking, and Career Readiness, Life Literacies and Key Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Local curriculum revision and teacher training are meant to take place.</li> <li>• COVID response impedes implementation.</li> <li>• Governor Murphy allocates \$5M to support implementation efforts.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">ELA</a> and <a href="#">Math</a> Climate Change Companion Guides are released to accompany the 2023 standards.</li> <li>• CCE Unit is created.</li> <li>• 48% of LEAs receive grant funding from Climate Awareness Education grant opportunities (NGO #'s 23-WB01-G02 and 23-WB02-G02) .</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change Learning Collaboratives are established and begin to train teachers through grant opportunity 24-WB06-G02.</li> <li>• Model Interdisciplinary Units and Community Resilience Projects begin at LEAs through grant opportunity NGO #'s 24-WB05-G02.</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change Collaboratives and LEA Community Resilience grants continue through grant opportunities 25-WB04-01, 25-WB04-02, 25-WB04-03 .</li> </ul>

We will start the session with some brief background information on the New Jersey Student Learning Standards that support Climate Change Education.

With the adoption of the 2020 New Jersey Student Learning Standards that integrate Climate Change Education, New Jersey became the first state in the nation to require the teaching of climate change across multiple content areas, including in Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Computer Science and Design Thinking; and Career Readiness, Life Literacies, and Key Skills.

While local curriculum revision and teacher training were meant to take place in 2021 – 2022 to prepare for standards implementation, the COVID-19 pandemic and its related challenges meant that LEAs were not ready for implementation as expected.

In response to this challenge, Governor Phil Murphy allocated \$5 million in the fiscal year 2023 State budget to establish the Climate Change Education Unit and support schools with the implementation of climate change education in New Jersey through competitive grant opportunities.

In 2023, the Climate Awareness Education grant opportunities engaged 48% of LEAs in climate learning for staff and students. The Office of Standards also released Climate Change Companion Guides for the 2023 revised ELA and Mathematics standards.

In the fiscal year 2024 State budget, Governor Murphy allocated an additional \$5 million to continue to fund the Climate Change Education Unit and provide ongoing grant support for school implementation.

The New Jersey Department of Education released two grant opportunities in 2024. The first established the Climate Change Learning Collaboratives at four regional institutes of higher education to provide teacher professional development, technical assistance, and experiential learning opportunities. The second supported LEAs in the development of interdisciplinary learning units regarding local climate change impacts and related, student-driven community resilience projects. Over 400 schools participated in grant related activities, establishing partnerships with a wide variety of local community partners to address climate impacts from coastal erosion to food insecurity.

In the fiscal year 2025 budget, Governor Murphy allocated \$3.5 million to continue to support these efforts. The Climate Change Learning Collaboratives and FY24 LEA grantees were able to apply for continuation funding for their programs, and a new cohort of LEA grantees were awarded through the competitive grant process. These FY25 grants are still in their program period.

In fiscal year 2026, Governor Murphy has allocated an additional \$2.225 million to continue to support these efforts. The New Jersey Department of Education is offering this grant opportunity in partial fulfillment of this FY26 state budget appropriation.

## Grant Overview

CLIO seeks to expand access to high quality climate change learning by promoting innovation that supports:

- interdisciplinary and experiential learning opportunities for students;
- less traditional instructional methods for educators.

Grantees will plan and execute an out-of-school time program (after school, weekend, or summer) that offers sustained professional development opportunities for instructional program staff before, during, and after their student program, with the support of their regional [Climate Change Learning Collaborative](#) (CCLC) partners.

The NJDOE expects to make up to fifteen (15) awards. Eligible applicants may only submit one application for up to \$45,863.

The 15-month project period for this grant is June 1, 2026 – August 31, 2027.



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The NJDOE expects to make up to fifteen (15) awards. Eligible applicants may only submit one application for up to \$45,863.

The 15-month project period for this grant is June 1, 2026 – August 31, 2027.

## Grant Goals and Expectations

The overarching goals and expectations of this grant program are to:

- Create innovative, high-quality climate change learning opportunities for K-12 students from eligible local education agencies (LEAs) outside of formal classroom instruction.
- Provide sustained opportunities for an interdisciplinary team of instructional staff to learn, co-plan, co-teach, and reflect on high-quality, standards-based climate change education.
- Expand and strengthen a network of LEAs dedicated to sharing best practices and resources for implementing climate change education across New Jersey.



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The overarching goals and expectations of this grant program are to create innovative, high-quality climate change learning opportunities for K-12 students from eligible local education agencies (LEAs) outside of formal classroom instruction, provide sustained opportunities for an interdisciplinary team of instructional staff to learn, co-plan, co-teach, and reflect on high-quality, standards-based climate change education, and expand and strengthen a network of LEAs dedicated to sharing best practices and resources for implementing climate change education across New Jersey.



## Where to Apply

- The application for this grant opportunity can be found in the EWEG online application system under the title of “Climate Literacy Innovation Opportunity”.
- Each applicant must have login credentials to access the application through the EWEG system.
- LEA applicants should contact their district’s Web Administrator for access to EWEG. ([Homeroom](https://homeroom.state.nj.us/) (<https://homeroom.state.nj.us/>))
- Applications are due in the EWEG online application system by Thursday, February 12, 2026, at 4:00 p.m.



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he application for this grant opportunity can be found in the Electronic Web Enabled Grant online application system under the title of “**Climate Literacy Innovation Opportunity**”. Applicants are reminded to carefully check that they are applying for the correct grant in the Electronic Web-Enabled Grant System. Again, the title of this notice of grant opportunity in the Electronic Web-Enabled Grant System is “**Climate Literacy Innovation Opportunity.**”

Each applicant must have login credentials to access the application through the Electronic Web-Enabled Grant system.

Local education agency applicants should contact their district’s Web (Homeroom) Administrator for access to Electronic Web Enabled Grant system.

Applications are due in the Electronic Web-Enabled Grant online application system by Thursday, February 12, 2026 at 4:00 p.m.

## Eligibility to Apply

- This open competitive grant opportunity is available to all operating New Jersey LEAs.
- Each eligible LEA may only submit one application.
- LEAs who are eligible for CLCR continuation grant funding may not use this application to support additional funds for the same project.



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This open competitive grant opportunity is available to all operating New Jersey LEAs.

Each eligible LEA may only submit one application.

LEAs who are eligible for CLCR continuation grant funding may not use this application to support additional funds for the same project.

Details on the eligibility requirements for this notice of grant opportunity can be found in the NGO document under section I.1

## Project Design Considerations

The purpose of this grant program is to support LEAs in developing innovations in climate change education that may be challenging to enact during the formal school day.

Using an out-of-school time model with sustained professional development, LEAs will provide student-centered learning opportunities that are interdisciplinary and experiential in nature and based in the NJSLS that support climate change education that may include:

- [work-based learning](#);
- credit-bearing coursework ([summer bridge](#), accelerated programming, or [credit recovery](#));
- [intergenerational community education efforts](#);
- multi-day experiential learning opportunities.

To develop a core instructional team, the instructional program staff must be selected early in the grant project period to ensure their active participation in the development of the program theme and curricular materials.



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The intent of this next section of the presentation is to provide the applicant with an overview of the goals, objectives, and project design elements that must be included when planning, designing, and developing a project to meet the purpose of this grant program.

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[work-based learning](#), credit-bearing coursework, including [summer bridge](#), accelerated programming, or [credit recovery](#) courses,

[intergenerational community education efforts](#), or multi-day experiential learning opportunities.

Examples of some model programs are linked to this slide for your reference when creating your application.

To develop a core instructional team, the instructional program staff must be selected early in the grant project period to ensure their active participation in the development of the program theme and curricular materials.

## Project Design Considerations: Mandatory Goals

The goals of this grant program are to:

- Goal 1: Create innovative, high-quality climate change learning opportunities for K-12 students from eligible LEAs outside of formal classroom instruction.
- Goal 2: Provide sustained opportunities for an interdisciplinary team of instructional staff to learn, co-plan, co-teach, and reflect on high-quality, standards-based climate change education.
- Goal 3: Expand and strengthen the network of LEAs dedicated to sharing best practices and resources for implementing climate change education across New Jersey.



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The mandatory goals of this grant program are to create innovative, high-quality climate change learning opportunities for K-12 students from eligible LEAs outside of formal classroom instruction, provide sustained opportunities for an interdisciplinary team of instructional staff to learn, co-plan, co-teach, and reflect on high-quality, standards-based climate change education, and expand and strengthen the 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.

## Project Design Considerations: Mandatory Objectives

- There are six mandatory objectives related to the three mandatory goals.
- The six mandatory objectives must be included in the applicant's plan to achieve the mandatory goals.
- When completing the application, applicants must expand upon each objective, providing details as to how they will fit into the applicant's specific project plan.



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The five mandatory objectives for this grant opportunity are organized under the three mandatory goals. In the forthcoming slides, we will discuss each of these objectives in more detail.

The applicant's plan must include the five objectives to achieve the mandatory goals.

When completing the application, applicants must expand upon the objectives, providing details as to how they will fit into the applicant's specific project plan.

In the next few slides, we will review the mandatory objectives for each goal.

## Project Design Considerations: Mandatory Goal 1

### Objective 1.1

Goal 1: Create innovative, high-quality climate change learning opportunities for K-12 students from eligible LEAs outside of formal classroom instruction.

Objective 1.1: Convene stakeholders to develop innovative, out-of-school time climate change education programming that is place-based and experiential.

- Select an interdisciplinary leadership team comprised of curriculum specialists representing at least four content areas.
- Engage the leadership team in professional learning to develop a shared understanding of their community's local climate change context, the NJDOE's Key Elements of CCE, and green and blue workforce opportunities in their area.
- Develop a recruitment plan to identify the interdisciplinary certified teacher team for the project.
- If applicable, obtain course and curriculum approval if the program will create credit-bearing coursework for high school students.



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In order to achieve goal one objective 1, applicants must first convene stakeholders to develop their innovative, place-based, and experiential out-of-school time programming. **The LEA must select an internal, interdisciplinary leadership team, comprised of curriculum specialists (i.e., supervisors, directors, instructional coaches) in at least four content areas (ELA, Mathematics, Science, Social Studies, Visual & Performing Arts, Comprehensive Health & Physical Education, World Language, Computer Science & Design Thinking, and Career Readiness, Life Literacies & Key Skills) to develop and implement the program plan. The LEA leadership team must engage in professional learning to develop a shared understanding**

of their community's local climate change context, the NJDOE's key elements of climate change education (see [Mandatory Project Design Elements](#)), and [green and blue workforce opportunities](#) in their area. The LEA leadership team must convene local and regional partners, such as their [regional CCLC](#) community-based organizations, municipal agencies, and/or local businesses to support their selection of a place-based, climate-related theme for their program. The LEA leadership team must develop a recruitment plan to identify an interdisciplinary team of certified teachers to serve as program instructional staff. And lastly, if applicable, the LEA leadership team must obtain course and curriculum approval if the program will create credit-bearing coursework for students in grades 9 – 12.

Section II.4 of the NGO has explicit guidance regarding meeting each objective. It is highly encouraged that you follow this guidance when crafting your application.



## Project Design Considerations: Mandatory Goal 1

### Objective 1.2 (1 of 2)

Goal 1: Create innovative, high-quality climate change learning opportunities for K-12 students from eligible LEAs outside of formal classroom instruction.

Objective 1.2: Develop and implement innovative out-of-school time climate change education programming that is place-based and experiential.

- Provide a minimum of 80 hours of contact time with students, in the out-of-school time format (summer, after school, or weekend) that best fits the LEA's learning context.
- Integrate at least four content areas.
- Engage students in thematic learning that incorporates a local climate change challenge that can be addressed through resiliency measures.
- Integrate student-centered experiential learning opportunities.



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In order to achieve goal one objective 2, the program must provide a minimum of 80 hours of contact time with students. The LEA may choose the out-of-school time format (summer, after school, or weekend) that best fits their learning context. Such programs may may include [work-based learning](#), credit-bearing coursework ([summer bridge](#), accelerated programming, or [credit recovery](#)), [intergenerational community education efforts](#), or multi-day experiential learning opportunities, as appropriate.

The program plan must integrate at least four content

areas (ELA, Mathematics, Science, Social Studies, Visual & Performing Arts, Comprehensive Health & Physical Education, World Language, Computer Science & Design Thinking, and Career Readiness, Life Literacies & Key Skills). The LEA leadership team and program instructional staff must be representative of each content area identified in the program plan.

Programs must engage students in thematic learning that incorporates a local climate change challenge that can be addressed through resiliency measures. Section II.4 of the NGO provides resources that explore climate resiliency strategies. Programmatic themes identified by grantees may fall under different categories, including, but not limited to climate and other weather-related mitigation, energy resources, uses, and efficiency, food and waste management, land use and remediation, water use and conservation, human health, safety, and environmental justice, and civil engineering and architecture.

Program plans must integrate student-centered experiential learning opportunities, including ample opportunities for outdoor learning, on the program site, in the local community, or further afield as appropriate to the program's theme. 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. This may include work-based learning experiences, where appropriate.

Again, Section II.4 of the NGO has explicit guidance regarding meeting each objective. It is highly encouraged that you follow this guidance when crafting your application.

## Project Design Considerations: Mandatory Goal 1

### Objective 1.2 (2 of 2)

Goal 1: Create innovative, high-quality climate change learning opportunities for K-12 students from eligible LEAs outside of formal classroom instruction.

Objective 1.2: Develop and implement innovative out-of-school time climate change education programming that is place-based and experiential.

- Integrate opportunities for students to learn about green and blue career opportunities in their community and region.
- Include multiple opportunities for students to learn from and provide learning opportunities to their community related to their program theme.
- Intentionally designed to highlight the contributions and experiences of individuals with diverse abilities, cultures, identities, and perspectives.
- Incorporate co-teaching or other collaborative instructional methods.



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Additionally, in order to achieve goal one objective 2, program plans must integrate opportunities for students to learn about green and blue career opportunities in their community and region, as well as how more traditional jobs may include more green skills and competencies to increase our resilience to climate change. Wherever possible, students should be afforded the opportunity to interact with green and blue industry professionals that are representative of their communities.

The program activities must include multiple opportunities for students to learn from

and provide learning opportunities to their community related to their program theme. Students must gather information from community members to support the program's learning goals and outcomes through methods such as conducting surveys, [charrettes](#), interviews, or focus groups. Students must lead efforts to share information about the program's theme through methods such as social media campaigns, in-person presentations, videos, webinars, school-community events, etc.

The grantee must ensure that the program plan is intentionally designed to highlight the contributions and experiences of individuals with diverse abilities, cultures, identities, and perspectives.

The grantee must use co-teaching or other collaborative instructional methods, where appropriate, to ensure interdisciplinary learning content can be taught effectively, that experiential learning opportunities can be conducted safely, and that students of all abilities have the support services they require to ensure their ability to thrive in the program.

Please refer to Section II.4 of the NGO for more explicit guidance regarding meeting each objective.

## Project Design Considerations: Mandatory Goal 1

### Objective 1.3

Goal 1: Create innovative, high-quality climate change learning opportunities for K-12 students from eligible LEAs outside of formal classroom instruction.

Objective 1.3: Increase the number of students who will engage with and be impacted by climate change education learning opportunities.

- Include learners of all abilities, including, but not limited to multi-lingual, special and general education, and gifted and talented students.
- Develop a student recruitment plan for the program, including messaging to families and the broader community to ensure an inclusive student body.



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In order to meet goal one objective three, applicants should design a program and recruitment plan, that when implemented, will increase access to climate change learning opportunities to students who may not otherwise have been afforded opportunities in the past. Section II.4 of the NGO has explicit guidance regarding meeting each objective. It is highly encouraged that you follow this guidance when crafting your application.

## Project Design Considerations: Mandatory Goals 2

### Objective 2.1

Goal 2: Provide sustained opportunities for an interdisciplinary team of instructional staff to learn, co-plan, co-teach, and reflect on high-quality, standards-based climate change education.

Objective 2.1: Recruit and train an interdisciplinary team of certified teachers to lead program activities.

The Leadership Team must:

- Develop a professional development plan for the program instructional staff that provides opportunities for collaborative learning and planning.
- Engage the instructional program staff in asset-based reflective practices before, during, and after the program.
- Develop a plan to engage other instructional staff within their LEA in learning opportunities that share best practices and learning outcomes.



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To achieve goal two, applicants will need to recruit and train in interdisciplinary team of certified teachers to lead program activities. Goal two rests on the shoulders of the leadership team identified in goal one, objective one. This leadership team must **develop a professional development plan for the program instructional staff that provides opportunities for collaborative learning and planning, which may include the utilization of CCLC workshops and technical assistance, as appropriate.**

Collaborative learning opportunities must begin well in advance of the program start date to provide an opportunity for program instructional staff to participate in the creation of program curriculum and

lesson development. They should continue during the program period to ensure that instructional staff can reflect on program progress, refine lesson content based upon these reflections and student performance, and effectively plan to co-teach and engage in field experiences. Programs may include extended hours for teaching staff or other scheduling arrangements that allow teaching staff to meet while students engage in other activities.

The LEA leadership team must engage the instructional program staff in asset-based reflective practices before, during, and after the program to support their own growth and ensure that they bring best practices back to their classroom after the program's completion. Program staff should meet at least one time after the program has ended to reflect wholistically on the experience, make recommendations for future programming, and plan for implementation of relevant learning goals and activities in the upcoming school year.

The program leadership team and instructional staff must engage other instructional staff within their LEA in learning opportunities that share best practices and learning outcomes to support the dissemination of best practices across the LEA and beyond.

Again, Section II.4 of the NGO has explicit guidance regarding meeting each objective. It is highly encouraged that you follow this guidance when crafting your



application.

## Project Design Considerations: Mandatory Goals 3

### Objective 3.1

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

Objective 3.1: Establish or continue the existing partnership with the regionally designated CCLC throughout the project period.

Participate in CCLC:

- technical assistance regarding program planning and theme selection
- professional development events
- educator experiential learning opportunities



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To achieve goal three objective 3.1, applicants must establish or expand their existing relationship with their regional Climate Change Learning Collaborative. The CCLCs were established through a separate NGO and will be ready to provide services to LEAs within their designated regions by June 1, 2026. The [NJDOE's CCLC webpage](#) has a list of CCLC contact information and links to each CCLC webpage. The Program Office will provide the CCLCs with LEA contact information for successful applications, and the CCLCs will ensure all grantees within their region are informed about their services and events. The LEA leadership team and instructional program staff must participate in CCLC technical assistance regarding program planning and

theme selection and CCLC professional development events and/or educator experiential learning opportunities.

## Project Design Considerations: Mandatory Goals 3

### Objective 3.2

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

Objective 3.2: Continue to assist in the dissemination of promising practices in climate change education throughout the grant period and ensure the persistence of developed programming beyond the end of the project period.

- Develop and implement a plan for the collection of program data to assess progress toward program goals and objectives.
- Share the program plan and any associated artifacts of learning with us at the end of the project period.
- Attend the regional CCLC culminating event and present an overview of the program plan and activities.
- Present an overview of the program plan and activities at additional in-person events or webinars at our request.



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To achieve goal three objective 3.2, applicants must support the dissemination of promising practices and ensure the persistence of their developed programming beyond the project period. Successful applicants will develop and implement a plan for the collection of program data to assess progress toward program goals and objectives and ensure the collected data is made available to the NJDOE upon request. They will share the program plan and any associated artifacts of learning with the NJDOE and regional CCLC at the end of the project period. This includes the general unit plan, lesson activities, assessments, ancillary instructional materials, samples of student work, etc. All work completed by the grantee as a part of this project may

serve as a model for future professional development events and/or may be posted to the regional CCLC's webpage for use by other LEAs.

Successful applicants must attend the regional CCLC culminating event and present an overview of the program plan and activities. Additionally , they must present an overview of the program plan and activities at additional in-person events or webinars (live or recorded) at the request of the NJDOE.

## Mandatory Project Design Elements

### Key Elements of High-Quality Climate Change Education

- Developmentally Appropriate
- Grounded in Climate Science
- Interdisciplinary
- Justice-Focused
- Oriented Towards a Thriving Future
- Place-Based
- Standards-Based
- Student-Centered



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The NJSLS that support climate change education aim to improve students' climate literacy, building the foundational knowledge and skills they need to thrive as individuals, productive citizens, and caretakers of the planet now and into the future. The key elements identified on this slide serve as a guide for developing instructional materials and professional learning tools aligned with research-based best practices to meet that aim. The grantee's program plan and professional learning for instructional program staff must exhibit and emphasize these key elements. Section II.4 of the NGO describes each element and links to further resources that can support their inclusion in your application.

## Other Mandatory Project Design Elements

- Replicable Practices
- Community of Practice
- Execution of the Approved Program Plan within the Grant Project Period
- Not for Profit
- Reports and Data Collection



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In addition to the key elements, this slide lists the other mandatory project design considerations.

Successful programs established with this funding will introduce learning concepts, tools, and resources that instructional staff can utilize beyond the end of the grant period.

Grantees must engage in a community of practice. Participation in a statewide support network for the implementation of climate change education requires a positive, collaborative atmosphere among all grantees.

The grantee must execute the program plan that was

approved by the Program Office within the grant project period (June 1, 2026 – August 31, 2027).

Grantees and their partner(s) are not permitted to profit from events, work products, etc., undertaken or developed through this grant program.

**Lastly,** 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.

Additional details regarding each of these mandatory project design elements can also be found in Section II.4 of the NGO.



## Application Requirements

Applicants are required to fill out the following tabs, including all subtabs, in the EWEG online application system:

- Admin
- Narrative
  - Abstract (0 points)
  - Need (6 points)
  - Project Description (40 points)
  - Goals and Objectives (10 points)
  - Project Activity Plan (16 points)
  - Commitment and Capacity (18 points)
- Budget (10 points)
- Upload



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The next section of this presentation briefly describes the required application components and the application review process.

Applicants are referred to the Notice of Grant Opportunity for the full details.

Applicants are required to fill out the following tabs, including all the subtabs, in the Electronic Web Enabled Grant online application system.

The Admin tab has multiple subtabs, including the Contacts subtabs.

Please ensure that the contact information provided on the Contacts subtab is accurate prior to submitting the application, as this information will be used by the New Jersey Department of Education to communicate with applicants.

The Narrative tab includes the following six subtabs: abstract, need, project description, goals and objectives, project activity plan, and commitment and capacity.

These six sections account for ninety of the one hundred possible points in the

evaluation of applications received in response to this Notice of Grant Opportunity.

Applicants are strongly encouraged to thoroughly read the Notice of Grant Opportunity prior to completing the Narrative subtabs, as it provides explicit instructions for what information applicants must include in each subtab.

The budget accounts for the remaining ten points in the evaluation of applications received in response to this Notice of Grant Opportunity.

Please make sure the Budget reflects the project outlined in the Narrative subtabs, adheres to the fiscal rates listed in the Notice of Grant Opportunity, and includes only eligible costs.

Lists of example eligible and ineligible costs are provided in the Notice of Grant Opportunity.

Applicants are strongly encouraged to review the lists of example eligible and ineligible costs prior to developing a project plan and filling out the budget subtabs.

The budget will be reviewed to ensure that costs are customary and reasonable for the implementation of each project activity.

The New Jersey Department of Education will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan.

Applicants must use the upload tab to provide the Program Statement of Assurances, Appendix 7 as a part of the application.

## Application Review Process

### Tier 1 Review

All applications will undergo a two-tiered review process.

Tier 1 Review:

- Scored by a panel of three evaluators.
- Limited to the information provided in the EWEG grant application under the Narrative subtabs and the Budget subtabs and all required uploaded documentation.
- Review for completeness and accuracy.



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As mentioned previously, the total point value for this Notice of Grant Opportunity is one-hundred points, and applicants must receive at least seventy points to be considered for an award.

All applications will undergo a two-tiered review process.

First, the application will be reviewed and scored by a panel of three evaluators.

The evaluators will only use the information provided in the Electronic Web-Enabled Grant application under the Narrative subtabs and the Budget subtabs and all required uploaded documentation.

the evaluators will review the application for completeness and accuracy.

## Application Review Process

### Tier 2 Review

All applications will undergo a two-tiered review process.

Tier 2 Review:

- Performed by the Program Office (Climate Change Education Unit).
- Ensures applicants meet eligibility requirements.
  - The NJDOE reserves the right to reject any application that is not in conformance with the requirements and intent of this NGO.

After the review process is complete, the EWEG system should notify applicants of decisions through emails to the individuals listed in the Contacts subtab.

In addition to the email notification, the status of the application in the EWEG system will change from “Submitted for Review” to either “Preliminary Approved” or “No Award”.



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The second review is performed by the Program Office responsible for administering the program, in this case, the Climate Change Education Unit. In this review, the PO assures that the applicants meet the eligibility requirements. The New Jersey Department of Education reserves the right to reject any application that is not in conformance with the requirements and intent of this Notice of Grant Opportunity.

After the review process is complete, the Electronic Web-Enabled Grant system should notify applicants of decisions through emails to the individuals listed in the Contacts subtab.

In addition to the email notification, the status of the application in Electronic Web-Enabled Grant system will change from “Submitted for Review” to either “Preliminary Approved” or “No Award”.

## Application Points Allocation

The total point value for this NGO is 100 points, and applicants must receive at least 70 points to be considered for an award.

To ensure prioritization of Schools Development Authority (SDA) LEAs, five (5) of the fifteen (15) awards will be reserved for SDA LEAs.

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

- SDA LEAs will receive seven (7) bonus points during the application review process.
- Any LEA that was not a grantee in FY 2024 or FY 2025 will receive five (5) bonus points.
  - SDA LEAs that meet this criteria will be eligible for these five (5) bonus points in addition to the seven (7) bonus points they will receive as an SDA LEA.



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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.

To ensure prioritization of Schools Development Authority (SDA) LEAs, five (5) of the fifteen (15) 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 and meets the intent of the NGO. Any SDA LEA that receives a passing score but does not receive one of the five (5) awards reserved for SDA LEAs will be eligible for the remaining ten (10) awards. A list of SDA LEAs is provided in [Appendix 1 of the NGO](#).

To ensure prioritization of LEAs who have not participated in previous NJDOE climate change education grant opportunities, LEAs who were not grantees in FY 2024 or FY 2025 will receive five (5) bonus points during the application review process if their application scores a minimum of seventy (70) points and meets the intent of the NGO. If applicable, 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. A list of the FY 2024 and FY 2025 grantees is provided in [Appendix 2 of the NGO](#).

## LEA Regions for CCLC Services

- For the purposes of this grant program, New Jersey has been geographically divided into three regions (northern, central, and southern).

Ramapo College Northern Region	Rutgers University Central Region	Monmouth University Central Region	Stockton University Southern Region
<ul style="list-style-type: none"> <li>•Bergen County</li> <li>•Essex County</li> <li>•Hudson County</li> <li>•Morris County</li> <li>•Passaic County</li> <li>•Sussex County</li> <li>•Warren County</li> </ul>	<ul style="list-style-type: none"> <li>•Hunterdon County</li> <li>•Middlesex County</li> <li>•Somerset County</li> </ul>	<ul style="list-style-type: none"> <li>•Mercer County</li> <li>•Monmouth County</li> <li>•Union County</li> </ul>	<ul style="list-style-type: none"> <li>•Atlantic County</li> <li>•Burlington County</li> <li>•Camden County</li> <li>•Cape May County</li> <li>•Cumberland County</li> <li>•Gloucester County</li> <li>•Ocean County</li> <li>•Salem County</li> </ul>



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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.

## Funding and Awards

- The NJDOE expects to make up to 15 awards.
- Applicants may each apply for up to \$45,863.
- Five awards will be reserved exclusively for Schools Development Authority (SDA) LEAs.
  - 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 five awards reserved for SDA LEAs will be eligible for the remaining 10 awards based on their ranking.
- The remaining 10 awards will be distributed in rank order.
- If there are not enough applications that receive a passing score to make the maximum number of awards reserved for SDAs, the NJDOE expects to distribute the remaining funds in rank order to eligible LEAs regardless of SDA designation.
- This is a reimbursement-only grant opportunity.



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We expect to make up to 15 awards, provided there are enough applications that receive a passing score (i.e., 70 points) during the application review process. Five awards will be reserved exclusively for SDA LEAs.

Schools Development Authority local education agencies will be awarded in rank order.

Any Schools Development Authority local education agencies that receive a passing score but do not receive one of the five awards reserved for Schools Development Authority local education agencies will be eligible for the remaining 10 awards based on their ranking.

The remaining 10 awards will be awarded in rank order.

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

Please note that this is a reimbursement-only grant opportunity. All reimbursement



requests must be submitted through the Electronic Web Enabled Grant system.

## Grantee Meeting and Reporting Requirements

Grantees will be required to:

- Attend a program orientation and quarterly meetings
- Submit fiscal and activity reports via the EWEG system throughout the project period.

Report Number	Reporting Periods	Due Date
Report 1	June 1, 2026 – September 30, 2026	October 30, 2026
Report 2	June 1, 2026 – January 31, 2027	February 26, 2027
Report 3	June 1, 2026 – May 31, 2027	June 30, 2027
Final Report*	June 1, 2026 – August 31, 2027	October 29, 2027



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Grantees will be required to attend a program orientation and quarterly meetings. These meetings provide valuable information regarding grant requirements, as well as an opportunity to build the collaborative network described in goal 3. Grantees will also submit fiscal and activity reports via the Electronic Web Enabled Grant system throughout the project period.

The due dates for the interim reports are approximately thirty days after the end of the respective reporting period, and the due date for the fiscal and activity final reports is approximately sixty days after the end of the respective reporting periods.

## Summary

- This grant opportunity intends expand access to high quality climate change learning by promoting innovation that supports interdisciplinary and experiential learning opportunities for students and less traditional instructional methods for educators.
- The 15-month project period for this grant opportunity is June 1, 2026, to August 31, 2027.
- There are three goals, six objectives, and six project design elements that must be addressed in the applicant's project plan.
- The NGO provides explicit instructions for what information applicants must include in each subtab of the application.
- Applications are due in the EWEG online application system by Thursday, February 12, 2026, by 4:00 p.m.



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In summary, this grant opportunity intends expand access to high quality climate change learning by promoting innovation that supports interdisciplinary and experiential learning opportunities for students and less traditional instructional methods for educators.

The 15-month project period for this grant opportunity is June 1, 2026, to August 31, 2027.

There are three goals, six objectives, and six project design elements that must be addressed in the applicant's project plan.

The NGO provides explicit instructions for what information applicants must include in each subtab of the application.

Applications are due in the EWEG online application system by Thursday, February 12, 2026, by 4:00 p.m.

## Q&A

- All questions must be submitted electronically to one of the email addresses below. There will be no Q&A period at the end of this presentation.
- Please direct questions regarding the EWEG online application system to eweghelp@doe.nj.gov.
- Please direct programmatic questions to climateeducation@doe.nj.gov.
  - Answers to any programmatic questions received by December 19, 2025, at climateeducation@doe.nj.gov will be posted on the NGO webpage ([https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02\\_NGO.shtml](https://www.nj.gov/education/grants/opportunities/2026/26-WB11-G02_NGO.shtml)) on December 22, 2025.
  - The Program Office is not permitted to provide a response to programmatic questions received after December 19, 2025.



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As a reminder, all questions must be submitted electronically to one of the email addresses listed on this slide.

There will be no question-and-answer period at the end of this presentation.

Please direct questions regarding the Electronic Web Enabled Grant online application system to eweg help at doe.nj.gov.

Please direct programmatic questions to climate education at doe.nj.gov.

Answers to any programmatic questions received today, **Friday, December 19, 2025**, at climate education at doe.nj.gov will be posted on the **Notice of Grant Opportunity webpage by Monday, December 22, 2025**.

Please note, the Program Office is not permitted to provide a response to programmatic questions received after **December 19, 2025**.

Please keep in mind when submitting programmatic questions that only general programmatic questions related to the Notice of Grant Opportunity can be answered,

not project-specific questions.

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Program Office Email: [climateeducation@doe.nj.gov](mailto:climateeducation@doe.nj.gov)

EWEG Help Desk: [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov)



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