



Notice of Grant Opportunity:
FY2026 Innovation Dual Enrollment Program
Submission Deadline: September 5, 2025
Term: July 1, 2025 through June 30, 2026

The Dual Enrollment Study Commission ("Commission") established under P.L. 2018, c. 145, recommended, in part, that New Jersey develop and invest in an innovative dual enrollment pilot, which would inform future dual enrollment policies and expand dual enrollment opportunities across the State. The State has committed \$250,000 of Fiscal Year 2026 funding to a third year of the Innovation Dual Enrollment Program. In collaboration with the New Jersey Department of Education (NJDOE), the Office of the Secretary of Higher Education (OSHE) has developed this grant to expand this integral opportunity for New Jersey students to earn high school and college credits simultaneously.

The Commission's [Report](#) highlights that dual enrollment prepares students to meet the rigor and academic demands of college and improve access, affordability, and completion of college coursework. Applicants should review the Report and the NJDOE's Dual Enrollment [website](#) and [toolkit](#). The toolkit provides step-by-step technical assistance for high schools and colleges looking to expand their dual enrollment offerings.

Purpose

This program prioritizes funding for projects that:

- Utilize innovative policies and practices to increase access to dual enrollment;
- Offer credit-bearing dual enrollment courses directly applicable to degree attainment, especially core requirements, awarded by an institution of higher education (IHE);
- Commit to sharing data on grant outcomes and participate in other collaborative efforts to inform future actions at the State and local levels, with the ultimate goal of scaling programs across the State; and,
- Target high participation and success rates for student groups with historically lower participation rates—Black/African American, Hispanic, military-connected, economically disadvantaged students, students experiencing homelessness, students with disabilities, students in foster care, migrant students, and multilingual learners—with an emphasis on groups that currently sit below the 12% participation rate highlighted in the Commission's Report (students experiencing homelessness, students with disabilities, students in foster care, migrant students, and multilingual learners).

Eligibility Criteria

Open to all operating New Jersey public school districts that, according to the 2023-24 NJ School Performance Report, had at least forty percent (40%) economically disadvantaged (i.e., free and/or reduced lunch-eligible) student enrollment in grades 9 through 12 (see appendix for eligibility list) **AND either:** a) have an established dual enrollment partnership with an accredited New Jersey IHE (including an articulation of agreement signed by the local education agency's (LEA's) superintendent and the IHE's president or their designee), **or** b) present a letter of intent to partner during the grant term with an accredited New Jersey IHE signed by LEA's superintendent and the IHE's president or their designee. School districts that were awarded grants in the FY2024 and/or FY2025 pilot programs that meet the eligibility criteria above based on the 2023-24 NJ School Performance Report may apply for a grant under the FY2026 program only if they plan to submit a project plan for a new dual enrollment program, new program component, or new program extension that is different from the program for which they were awarded in a prior year.

Applicants may apply for up to a maximum grant amount based on the LEA grade 9-12 student enrollment, as indicated in Table 1. Grants will be awarded by score and region until funds are exhausted. The regions for this grant are defined by the county groupings below:

- **Northern counties:** Bergen, Essex, Hudson, Morris, Passaic, Sussex, Union, and Warren
- **Central counties:** Middlesex, Monmouth, Mercer, Somerset, Ocean, and Hunterdon
- **Southern counties:** Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, and Salem

Final award amounts will be subject to available funding. The grant program begins on July 1, 2025, and closes on June 30, 2026. Eligible LEAs should partner with accredited New Jersey Institutions of Higher Education (IHEs) to propose strategic and innovative solutions to expand dual enrollment access, participation, and completion.

Table 1: Grant Award Tier Structure

	LEA Grade 9-12 Student Enrollment	Maximum Award Eligibility
Tier 3	Greater than 2,000	\$100,000
Tier 2	500 to 2,000	\$75,000
Tier 1	Fewer than 500	\$50,000

Application Submission

Completed applications are due to OSHE **no later than Friday, September 5, 2025, 5:00 p.m.** Applications received after this deadline cannot be considered. Applications should be submitted at https://oshe.co1.qualtrics.com/jfe/form/SV_8HW86T82lg9oEp8 with three (3) attachments: 1) PDF of the grant narrative (see details below); 2) Excel spreadsheet of the proposed budget; and 3) PDF of LEA/IHE partnership agreement signed by both parties OR PDF of intent to enter into partnership with an IHE by September 30, 2025, signed by LEA and IHE. Following successful upload, please send an email to FinanceDocs@oshe.nj.gov with the subject line **[LEA NAME]_Dual Enrollment Grant_FY26** to confirm your LEA's single submission via Qualtrics and to additionally attach all related materials. To ensure all materials are received and reviewed, please provide all attachments via Qualtrics **and** via this email process. **The application MUST include a grant narrative as a PDF file, one proposed budget as an Excel file, and a signed partnership agreement or intent to partner as a PDF file.**

Applications missing components will be disqualified. Additionally, please submit only one submission per LEA; additional submissions or modifications after first submission will not be accepted.

Applicants must use the provided Excel budget template found at

<https://nj.gov/highereducation/finance/grants.shtml>. Instructions are included in the template form. Proposed budgets that do not conform to the provided template will not be considered.

Application documents must use the following naming convention for submission via both Qualtrics and email:

[LEA NAME]_Narrative.pdf

[LEA NAME]_Budget.xlsx

[LEA NAME]_[IHE NAME]_Agreement.pdf

Questions about this Notice may be submitted via email to Vance T. Stephens, Director of Policy, at vance.stephens@oshe.nj.gov with a copy to Sara Lipsett, Grants Manager, at sara.lipsett@oshe.nj.gov through Wednesday, September 3, 2025, 11:59 p.m.

Application Criteria

The PDF grant narrative must include the following eight components as headings:

- 1. Contact Information**
- 2. Project Abstract**
- 3. Statement of Need**
- 4. Project Description**
 - a. **Equitable Access**
 - b. **Innovation**
 - c. **LEA-IHE Collaboration**
- 5. Goals/Objectives/Indicators**
- 6. Project Activity Plan**
- 7. Commitment and Capacity**
- 8. Budget Description**

- 1. Contact Information** – Phone number and email address for Authorized Representative (Chief School Administrator/Agency Lead Person); Business Manager; and Project Director.
- 2. Project Abstract (500 words)** – The Project Abstract summarizes the proposed project's needs, purpose, and targets. The applicant should provide a response that briefly outlines relevant details, including specific needs/challenges, program goals, and direct solutions/strategies—each with corresponding data points. Do not include information in the abstract that is not supported elsewhere in the application.
- 3. Statement of Need (500 words)** – The Statement of Need identifies the local conditions and/or needs that justify the project proposed in the application. A "need" in this context is defined as the difference between the current status and the outcomes and/or standard(s) that the LEA would like to achieve.

Applicants must use data to identify the needs of the LEAs and student group(s) that will be impacted. In addition, applicants must provide and describe the data for one or more of the following identified barriers:

- Financial Barriers: Including but not limited to the cost of tuition, textbooks, and transportation.
 - Academic Barriers: Including but not limited to prerequisites like grade point average and standardized test thresholds.
 - Informational Barriers: Including but not limited to a lack of awareness and/or complete understanding of dual enrollment across stakeholder groups.
 - Structural and Systemic Barriers: Including but not limited to a lack of alignment spanning programs, course curricula, and various organizational policies and practices at the LEA and/or the partnering IHE(s).
- Note: Applicants are welcome to include other relevant characteristics specific to their circumstances.

Suggestions for applicants to consider when determining relevant need:

- The identified need(s) the LEA proposes to address.
- The root causes of identified needs and challenges.
- How all relevant stakeholders (e.g., LEA/school staff, parents, IHE, etc.) are involved in data analysis and selecting the strategy, project, or intervention(s).
- Documentation to substantiate the stated conditions and/or needs. Documentation may include, but is not limited to, demographic data, assessment data, descriptions of target population(s), student data, personnel data, and research.
- Stakeholder review of LEA, school, grade-level, and student group data to identify and document students' needs.
- Program implementation which identifies the anticipated student, educator, family, and community outcome(s).

4. Project Description (1,500 words) – Describe the project plan for implementation of the project within the grant period in a detailed narrative. Assure strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Describe the evidence that informs the project design and addresses how the project will respond to the identified needs of the students within the LEA. Describe the project's anticipated effect on the identified student population(s) upon completion and how the project impact will be evaluated. Explain how the proposed model, strategy, or approach is innovative, will facilitate high participation rates, and serve as a model for expanding dual enrollment use statewide in collaboration with at least one eligible IHE. At a minimum, the project description should articulate:

- A program that allows students to earn college credits up to and/or including an associate degree;
- The data used to identify the specific schools, grade levels, and student groups that will benefit most from programs and services funded under this NGO. This data must include all student groups and have the low participation threshold groups identified in the Commission's Report;
- The interventions and strategies that will be implemented as part of the project to increase opportunities for all students, particularly increasing the access and participation rates of the student groups mentioned above;
- Justification supporting the selected program or intervention for engagement of the targeted students, parents, and other stakeholders to achieve the intended results. Including the research the LEA used to identify and design the best approach to serve the target schools, targeted grade levels, and/or student groups, as well as to address identified needs;

- How student progress and fidelity of the project's implementation or strategies will be measured during the project period;
- How the partnership between the LEA and IHE will foster goal attainment, including data sharing surrounding impact, outcomes, lessons learned and to be learned; and,
- Clear explanations of the value proposition of the project to serve as a model of expanding dual enrollment to similar LEAs.

a. **Equitable Access:** Include project elements such as data-driven efforts to identify, recruit, enroll, and support students with historically lower participation rates—Black/African American, Hispanic, military-connected, economically disadvantaged students, students experiencing homelessness, students with disabilities, students in foster care, migrant students, and multilingual learners—with an emphasis on groups that currently sit below the 12% participation rate highlighted in the Commission's Report (students experiencing homelessness, students with disabilities, students in foster care, migrant students, and multilingual learners). LEAs are advised to include data, strategy, and other information that:

- Identifies localized dual enrollment participation trends and outcomes;
- Articulates any systemic barriers to participation in dual enrollment for student groups with low participation rates;
- Demonstrates how the proposed interventions will address any identified gaps and disparities in current dual enrollment access, participation, and completion trends;
- Makes considerations for a range of student needs, including, but not limited to, language, financial, and accessibility needs;
- Provides for exploration through access to courses/programs of choice; and,
- Promotes dual enrollment for students from low-participation groups, with an emphasis on awareness, support, family engagement, and/or other relevant factors.

b. **Innovation:** Include projects that implement strategies, methods, or technologies to increase the effectiveness, accessibility, and sustainability of dual enrollment programs. Innovation may take a variety of forms. For the purposes of this grant, applicants should explain how their approach uses specific practices and/or policies to achieve high participation rates while navigating the hurdles and opportunities inherent to the State's educational landscape. LEAs must work closely with their IHE partners to develop innovative strategies. Ideas may include but are not limited to:

- Considering interdisciplinary approaches to teaching,
- Broadening the selection of available dual enrollment offerings for increased accessibility to courses without stringent prerequisites;
- Offering pre-enrollment orientation to prepare students for success in specific courses of interest;
- Implementing a co-teaching model (e.g., an IHE teacher with an LEA teacher); and,
- Using new technologies as teaching tools, such as virtual learning systems.

Applicants should emphasize how innovations meaningfully reduce access barriers, support student success, and may be reproducible across the State. It is anticipated that successful programs are more likely to:

- Provide dual enrollment learning experiences that are accessible to and engaging for student groups with low participation rates;
- Meet the needs of students with different learning styles, special needs, and varying levels of academic mastery; and,

- Be practical, reproducible, and scalable for other schools to apply.

c. **LEA-IHE Collaboration:** The application is accompanied by a signed partnership agreement or intent to partner that serves as evidence of LEA-IHE collaboration. From the project description and the signed forms, it must be clear that the LEA applicant has a formalized partnership with a 2-year or 4-year IHE. The applicant must provide a detailed plan for the frequency and duration of the partnership program or events, describe the enrollment number and targeted student groups to be served through the partnership(s) and state the organizational structure for equitable program communication and delivery. This affirmation of partnership between the LEA and IHE must include:

- Dual Enrollment Articulation of Agreement (signed by the LEA and the partnering IHE);
Or,
- Statement of intent to partner with an IHE by September 30, 2025 (signed by the LEA and the partnering IHE).

5. **Goals/Objectives/Indicators (500 words)** – Establish one or more local goal(s) for this program. Using the goal(s), create objectives that are (1) relevant to the selected goal, (2) applicable to grant-funded activities, (3) clearly written, and (4) measurable. Objectives should clearly illustrate the plan to achieve the goal(s). They must be achievable and realistic while identifying the "*who, what, and when*" of the proposed project. Objectives must be results-oriented and clearly identify what the project is intended to accomplish. The objectives must contain quantitative information, benchmark(s), and measure how progress is accomplished. Objectives should also link directly to the individual stated needs and provide a time frame for completion.

The applicant must implement ***measurable and well-developed local objectives*** aligned with the State goal and outcomes for the NGO and the applicant's articulated needs. These objectives and indicators should include the required implementation activities that clearly outline how the objectives will be realized and what support the LEA will require to achieve the stated objectives. Within this section, LEAs should also indicate the evidence/documentation demonstrating how the objectives will be accomplished.

Using project goals, the LEA should ensure the objectives are:

- Relevant to the goal;
- applicable to grant-funded activities;
- clearly written; and,
- measurable.

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

At a minimum, this section should:

- Review the Statement of Need before and after constructing the objectives to ensure that the objectives clearly address identified needs.
- Identify the project's anticipated outcomes in measurable terms and in relation to the stated needs.
- Define the population to be served.
- Identify the timeline for implementing and completing each objective.
- Identify the expected performance level to indicate the achievement of the objective.
- Construct measurable indicators of success that directly link to and support project objectives.

6. Project Activity Plan (750 words) –The Project Activity Plan follows the goals and objectives listed in the previous section. Activities represent the steps necessary to achieve each identified objective. Additionally, the activities identified in this section serve as the basis for the individual expenditures that are being proposed in the budget. Review the goal and the objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal, objectives, and the activities.

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

7. Commitment and Capacity (500 words) – After identifying the conditions and/or needs and the plan to address them, describe the LEA's commitment and capacity to take on the project. Describe the LEA's and the IHE's commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project. Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation.

Identify the current programs and initiatives that already exist within your LEA to address the targeted population's needs.

- Identify opportunities to complement and/or improve existing programs and initiatives and the changes the grant project intends to accomplish; and,
- Identify IHE partnerships and describe how they will contribute to the success of the program, if applicable.

Key elements to be addressed include:

Performance History: A description of the following:

- Descriptive examples of previous experience(s) implementing the same or similar strategies of dual enrollment for achieving high student participation rates in target student groups to create a scalable and sustainable implementation of the proposed program(s) or service(s).

Fit and Usability: A description of the following:

- How the program or service fits with existing priorities and/or initiatives in the LEA;
- The existing priorities and/or initiatives currently being implemented that will intersect with the program(s) or service(s);
- Other existing priorities and/or initiatives that will make it easier or more challenging to implement the proposed program(s) or service(s) and achieve the desired outcomes; and,
- How have the program(s) or service(s) been adapted for use within racially, ethnically, culturally, and linguistically specific populations.

Capacity to Implement: A description of the following:

- The staffing requirements for the program(s) or service(s) (e.g., number and type of staff, education, credentials, content knowledge, cultural competency, cultural congruency);
- How training and professional development services related to the program(s) or service(s) are readily available. The ways the training uses best practices, as well as whether the training addresses issues of race, equity, cultural responsiveness, or implicit bias;
- The ways capacity is created for staff to collect and use data to inform ongoing monitoring and improvement of the program(s) or service(s); and,
- How the program(s) or service(s) require new technology (hardware or software, such as a data system).

Sustainability: A description of the following:

- A description of how the awarded funds will allow the LEA to leverage additional dollars, if any (consider reviewing NJDOE's resource [Maximizing Federal Funds](#)); and,
- A description of how the LEA will continue to address the identified needs when the grant funding ends.

A successful program that is developed from this grant funding must be sustainable past the end of the grant period by establishing or bolstering a steering committee. The committee should engage in the program's planning process implementation and management. This committee may include the following members:

- Central Administrator (i.e., Superintendent, Assistant Superintendent, or Director of Curriculum);
- Building Level Administrator (i.e., Principal or Vice Principal);
- Guidance Director (i.e., School Counseling Lead);
- Curriculum Lead (i.e., Supervisor of Instruction);
- Program Lead/coordinator (if applicable);
- Parent/Community Partner;
- Institution of Higher Education Partner; and,
- Student Representative.

- 8. Budget Description (500 words)** – In addition to the Excel file submission of the proposed budget, applicants must submit a brief budget description of the applicant's proposed use for an FY2026 grant award.

The applicant's budget must be well considered and 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. If the LEA wishes to supplement grant funds with the LEA's funds, the LEA must document those supplemental funds in the budget submitted in the application.

The applicant must provide a justification 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 details sufficient to support each proposed cost.

Elements of a well-considered budget meet the following criteria:

Budget costs are necessary, reasonable, and allowable: The costs are recognized as appropriate for the NGO. The applicant should not inflate costs from the established practices of the applicant or the partnering institutions. All relevant budget items should be complete with appropriate costs. For example, all salaries should be entered under either the instructional or non-instructional salary categories, as appropriate. Budget costs must be effectively expended within the grant's performance period.

Budget costs link to the activity plan: The budget should support the proposed costs of activities outlined in the Project Activity Plan and Project Description and contain no surprises or unjustified requests.

Budget costs are student-centered: The budget should comprehensively reflect the project description by including the various identified student-centered costs. An applicant's budget may include costs that span instructional and non-instructional uses.

Application Review

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

- | | |
|--|-------------|
| • Statement of Need | [10] |
| • Project Description | [30] |
| • Goals/Objectives/Indicators | [10] |
| • Project Activity Plan | [20] |
| • Commitment and Capacity | [10] |
| • Budget and Budget Description | [20] |

Maximum Potential Score	[100]
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Award Notification

Upon selection, grantees will be notified via email at the email addresses provided in the contact information section of the grant narrative. A grant agreement will be executed and payment will be processed. Grant awards will be made in two payments—one 50% disbursement upon execution of the grant agreement and a second 50% disbursement upon submission, review, and approval of the January 23, 2026 interim report to OSHE.

Reporting Requirements

Interim reports will be due to OSHE by 5:00 p.m. on the dates listed below. OSHE will provide a template for this interim report to grantees ahead of the reporting deadline. A final report, inclusive of final grant expenditures, will be due to OSHE no later than July 31, 2026. OSHE will provide a template for the final report ahead of the deadline. Use of funding must abide by State guidelines. Funds must be expended by end of the project term, June 30, 2026.

Interim Reports

November 21, 2025

January 23, 2026

April 24, 2026

Final Report

July 31, 2026

Questions about this Notice may be submitted via email to Vance T. Stephens, Director of Policy, at vance.stephens@oshe.nj.gov with a copy to Sara Lipsett, Grants Manager, at sara.lipsett@oshe.nj.gov through Wednesday, September 3, 2025, 11:59 p.m.

FY2026 Innovation Dual Enrollment Program Eligibility List

*Source: [2023-24 NJ School Performance Report](#)

County Name	District Name	Region	Grades 9-12 Enrollment Size
Atlantic	Atlantic City School District	Southern	Medium
Atlantic	Atlantic County Vocational School District	Southern	Medium
Atlantic	Atlantic County Special Services School District	Southern	Small
Atlantic	Buena Regional School District	Southern	Medium
Atlantic	Egg Harbor Township School District	Southern	Large
Atlantic	Greater Egg Harbor Regional High School District	Southern	Large
Atlantic	Pleasantville Public School District	Southern	Medium
Atlantic	Chartertech High School for the Performing Arts	Southern	Small
Bergen	Bogota Public School District	Northern	Small
Bergen	Cliffside Park School District	Northern	Medium
Bergen	Englewood Public School District	Northern	Medium
Bergen	Garfield Public School District	Northern	Medium
Bergen	Hackensack School District	Northern	Medium
Bergen	Lodi School District	Northern	Medium
Bergen	Palisades Park School District	Northern	Small
Bergen	Ridgefield Park Public School District	Northern	Medium
Bergen	Bergen Arts and Science Charter School	Northern	Small
Burlington	Burlington City Public School District	Southern	Medium
Burlington	Maple Shade School District	Southern	Medium
Burlington	Pemberton Township School District	Southern	Medium
Burlington	Riverside Township School District	Southern	Small
Burlington	Willingboro Public School District	Southern	Medium
Camden	Camden City School District	Southern	Medium
Camden	Camden County Technical School District	Southern	Large
Camden	KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation	Southern	Medium
Camden	Camden Prep, Inc.	Southern	Small
Camden	Mastery Schools of Camden, Inc.	Southern	Medium
Camden	Lindenwold Public School District	Southern	Medium
Camden	Pennsauken Township Board of Education School District	Southern	Medium
Camden	Pine Hill School District	Southern	Medium
Camden	Winslow Township School District	Southern	Medium
Camden	Camden's Promise Charter School	Southern	Medium
Camden	LEAP Academy University Charter School	Southern	Small
Cape May	Wildwood City School District	Southern	Small
Cumberland	Bridgeton City School District	Southern	Medium

Cumberland	Cumberland Regional School District	Southern	Medium
Cumberland	Millville School District	Southern	Medium
Cumberland	Vineland Public School District	Southern	Large
Essex	Belleville Public School District	Northern	Medium
Essex	Bloomfield Township School District	Northern	Large
Essex	East Orange School District	Northern	Large
Essex	Essex Regional Educational Services Commission	Northern	Small
Essex	Essex County Schools of Technology	Northern	Large
Essex	Irvington Public School District	Northern	Medium
Essex	Newark Public School District	Northern	Large
Essex	Orange Board Of Education School District	Northern	Medium
Essex	Great Oaks Legacy Charter School	Northern	Small
Essex	LEAD Charter School	Northern	Small
Essex	People's Achieve Community Charter School	Northern	Small
Essex	Marion P. Thomas Charter School	Northern	Small
Essex	North Star Academy Charter School	Northern	Medium
Essex	TEAM Academy Charter School	Northern	Medium
Gloucester	Clayton Public School District	Southern	Small
Gloucester	Glassboro School District	Southern	Medium
Gloucester	Paulsboro School District	Southern	Small
Gloucester	Woodbury City Public School District	Southern	Small
Hudson	Bayonne School District	Northern	Large
Hudson	Harrison Public Schools	Northern	Medium
Hudson	Hoboken Public School District	Northern	Medium
Hudson	Hudson County Schools of Technology School District	Northern	Large
Hudson	Jersey City Public Schools	Northern	Large
Hudson	Kearny	Northern	Medium
Hudson	North Bergen School District	Northern	Large
Hudson	Secaucus School District	Northern	Medium
Hudson	Union City School District	Northern	Large
Hudson	West New York School District	Northern	Large
Hudson	BelovED Community Charter	Northern	Small
Hudson	Empowerment Academy Charter School	Northern	Small
Hudson	Hoboken Charter School District	Northern	Small
Hudson	University Academy Charter High School	Northern	Small
Mercer	Ewing Township School District	Central	Medium
Mercer	Hamilton Township Public School District	Central	Large
Mercer	Mercer County Special Services School District	Central	Small
Mercer	Area Vocational Technical School District of Mercer County	Central	Medium
Mercer	Trenton Public School District	Central	Large
Mercer	Foundation Academy Charter School	Central	Small
Mercer	Achievers Early College Prep Charter School	Central	Small
Middlesex	Carteret Public School District	Central	Medium

Middlesex	Dunellen Public School District	Central	Small
Middlesex	Middlesex Borough School District	Central	Medium
Middlesex	New Brunswick School District	Central	Large
Middlesex	North Brunswick Township School District	Central	Medium
Middlesex	Perth Amboy Public School District	Central	Large
Middlesex	South Amboy School District	Central	Small
Middlesex	South River Public School District	Central	Medium
Middlesex	Woodbridge Township School District	Central	Large
Middlesex	Academy for Urban Leadership Charter School	Central	Small
Monmouth	Asbury Park School District	Central	Small
Monmouth	Keansburg School District	Central	Small
Monmouth	Keyport School District	Central	Small
Monmouth	Long Branch Public School District	Central	Medium
Monmouth	Monmouth-Ocean Educational Services Commission School District	Central	Small
Monmouth	Neptune Township School District	Central	Medium
Monmouth	Academy Charter High School	Central	Small
Monmouth	College Achieve Greater Asbury Park Charter School District	Central	Small
Morris	Dover Public School District	Northern	Medium
Ocean	Lakewood Township School District	Central	Medium
Ocean	Manchester Township School District	Central	Medium
Ocean	Pinelands Regional School District	Central	Medium
Passaic	Clifton Public School District	Northern	Large
Passaic	Passaic City School District	Northern	Large
Passaic	Northern Region Educational Services Commission	Northern	Small
Passaic	Passaic County Manchester Regional High School District	Northern	Medium
Passaic	Passaic County Technical-Vocational School District	Northern	Large
Passaic	Paterson Public School District	Northern	Large
Passaic	Passaic Arts and Science Charter School	Northern	Small
Passaic	Paterson Arts and Science Charter School	Northern	Small
Passaic	Paterson Charter School for Science and Technology	Northern	Small
Passaic	College Achieve Paterson Charter School	Northern	Small
Salem	Penns Grove-Carneys Point Regional School District	Southern	Medium
Salem	Salem City School District	Southern	Small
Somerset	Bound Brook School District	Central	Medium
Somerset	Franklin Township Public School District	Central	Large
Somerset	Manville School District	Central	Medium
Somerset	North Plainfield School District	Central	Medium
Somerset	Somerset County Educational Services Commission School District	Central	Small
Union	Elizabeth Public Schools	Northern	Large
Union	Hillside Public School District	Northern	Medium
Union	Linden Public School District	Northern	Medium
Union	Plainfield Public School District	Northern	Large
Union	Rahway Public School District	Northern	Medium

Union	Roselle Public School District	Northern	Medium
Union	Roselle Park Public School District	Northern	Medium
Union	Township of Union School District	Northern	Large
Union	The Barack Obama Green Charter High School District	Northern	Small
Union	College Achieve Central Charter School	Northern	Small
Union	The Queen City Academy Charter School District	Northern	Small
Union	Union County TEAMS Charter School-High School/College LA	Northern	Small