



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

NOTICE OF GRANT OPPORTUNITY

Addressing Student Learning Loss

Coronavirus Aid, Relief, and Economic Security Act (CARES)
Elementary and Secondary School Education Relief Fund (ESSER)

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December 2020

CFDA #84.425D

Application Due Date: January 21, 2021

NEW JERSEY DEPARTMENT OF EDUCATION
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SECTION 1: GRANT PROGRAM INFORMATION

1.1. EXECUTIVE SUMMARY

Estimated Federal CARES/ESSER Funds Available: \$2,502,856

Maximum Number of Awards: 16

Estimated Federal CARES/ESSER Award Amount: \$156,425

Anticipated Start Date: April 1, 2021

Estimated Period of Performance: April 1, 2021—August 31, 2022

Type of Application Accepted: Electronic via the EWEG system ONLY

Note: *The Notice of Grant Opportunity (NGO) is subject to the availability of Federal funds and the Department is not bound by any estimates in the NGO.*

The New Jersey Department of Education (NJDOE) announces the availability of funds for State Fiscal Year (SFY) 2021 competitive grant awards under the *Coronavirus Aid, Relief, and Economic Security Act (CARES Act)*, *Elementary and Secondary School Emergency Relief Fund (ESSER Fund)*. This NGO, **Addressing Student Learning Loss**, solicits applications from public school districts, including Charter and Renaissance schools (hereinafter referred to as applicants), for projects that implement evidence-based interventions or quality instructional strategies to address student learning loss through additional: **mathematics and/or English language arts literacy (ELA) instruction; and/or social-emotional learning (SEL) support.**

The goal of projects funded under **Addressing Student Learning Loss** is to significantly reduce students' learning loss resulting from school closures due to COVID-19 through the implementation of evidence-based interventions that scale-up and enhance existing academic and/or non-academic programs and initiatives that mitigate further learning loss and accelerate academic progress.

Applicants must provide specific information regarding: 1) the achievement, performance, and/or non-academic data used to identify the specific student subgroups that will benefit most from programs and services funded under this NGO. This data must analyze performance for all student subgroups within the district and/or schools (economically disadvantaged; English learners; students with disabilities; and homeless students), targeted grade-levels, and content area(s) of the project (mathematics, English language arts literacy, and/or social-emotional learning); 2) the data-based decision-making process used to analyze data, identify students, and match students to specific evidence-based interventions or strategies; and 3) the evidence-based interventions and strategies that will be implemented as part of this project to mitigate further learning loss and accelerate academic progress. Applicants also must describe how the implemented evidence-based interventions will focus on nurturing the whole child and embed social-emotional competencies in the project – including projects designed to address mathematics and/or ELA instruction – to ensure that all students have access to the conditions and resources that enhance learning and development. Evidence-based interventions may be

implemented during core instruction time, intervention periods during the school day, after school, and/or during the summer. Accommodations for English learners and students with disabilities must be available.

1.2. BACKGROUND

Many years of research have documented learning loss over the summer months—the loss of skills that students experience from the end of one school year to the beginning of the next. Recent research conducted by the nonprofit assessment organization Northwest Evaluation Association (NWEA) suggests that the transition to remote learning in the 2019-2020 academic year as a result of the COVID-19 pandemic—combined with expected summer learning losses for students across all grade levels—will likely result in major losses in student learning and academic achievement. The NWEA predicted that due to the "COVID-19 slide," students would return in fall 2020 with roughly 70% of learning gains in reading achievement relative to a typical school year. In mathematics, NWEA estimated, students were likely to return with less than 50% of learning gains.¹

These recent COVID-19 estimates do not consider other serious health and economic hardships that affect students' learning and general well-being under pandemic conditions. Under normal conditions, health and economic struggles tend to disproportionately affect low-income families and families of color.² The COVID-19 pandemic has amplified existing societal inequalities. The Centers for Disease Control and Prevention (CDC) has reported increasing evidence that some racial ethnic minority groups are disproportionately affected by COVID-19, which is linked to inequities in the social determinants of health.³ Consequently, many of New Jersey's economically disadvantaged and minority students have inevitably returned to school in 2020-2021 with not only more dramatic academic achievement gaps, but also with the emotional effects of sickness or the loss of a family member, giving rise to heightened SEL and academic needs.

Differentiated interventions in academics and social emotional development will be necessary to close the gaps resulting from the COVID-19 pandemic. The Annenberg Institute at Brown University, in collaboration with the University of Chicago Consortium on School Research, examined potential interventions for K-12 students who have digressed in their typical grade range—particularly those who struggled pre-COVID-19. Results conclude that:

- Learning losses are likely to show up differently across grades and subjects, with intensive recovery needs concentrated in the early grades and among already struggling students.
- Supportive school environments and strong teacher-student relationships speed recovery from learning loss.

¹ Kuhfeld, M. & Tarasawa, B. (2020). *The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement*. NWEA.
https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf

² National Academy of Sciences (2017). *Communities in Action: Pathways to Health Equity*.
<https://www.ncbi.nlm.nih.gov/books/NBK425844/>

³ Centers for Disease Control. (2020) *Health Equity Considerations and Racial and Ethnic Minority Groups*
<https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>

- High-dosage tutoring that is directly tied to classroom content—helping students succeed in their coursework—can substantially accelerate learning in both math and reading for the most struggling students.
- Extended learning time interventions, including week-long acceleration academies staffed with highly effective teachers and “double dose” math structures, show strong evidence of mitigating learning loss and accelerating academic progress.
- Strong systems to monitor for early student warning signs, paired with strong norms and routines, help students recover emotionally and engage academically.⁴

1.3. AVAILABLE FUNDING

Through this NGO, the NJDOE will provide approximately \$2.5 million in grant awards funded by the *Coronavirus Aid, Relief, and Economic Security Act (CARES Act)*, *Elementary and Secondary School Emergency Relief (ESSER) Fund*. The NJDOE expects to make 16 awards of approximately \$156,425 each for successful applicants. Final awards are subject to the availability of ESSER funds.

Funds provided under this grant program are NOT subject to the federal [Elementary and Secondary Education Act \(ESEA\) section 1118](#) “supplement, not supplant” rule. ESSER is its own, separate, flexible program intended to assist with the COVID-19 response. Guidance on the allowable uses of ESSER can be found on the NJDOE website (<https://www.nj.gov/education/covid19/boardops/caresact.shtml>).

1.4. ELIGIBILITY INFORMATION

Eligible Applicants: New Jersey public school districts, including Charter and Renaissance schools.

Cost Sharing or Matching: This NGO does not require cost sharing or matching.

Subgrantees: A grantee awarded under this competition may not award subgrants to entities to directly carry out project activities described in this application.

1.5. FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM)

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Data Universal Numbering System (DUNS) number and also must be registered with the federal System for Award Management (SAM), the successor to the federal Central Contractor Registration (CCR) database. DUNS numbers are issued by Dun and Bradstreet and are available at no cost to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the SAM database, go to: www.sam.gov

⁴ Annenberg Institute for School Reform at Brown University: *School Practices to Address Student Learning Loss*, June 2020; <https://annenberg.brown.edu/school/categories/student-learning#927>

Applicants are required to submit their DUNS number and expiration date of their SAM registration as part of the grant application using the appropriate EWEG tab (contacts) and must certify that they will ensure their registration will remain active for the entire grant period.

Applicants also must print the “Entity Overview” page from their www.sam.gov profile (which displays their DUNS number and street address with ZIP+4 code), and upload a scan of the page using the UPLOAD tab.

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; then 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 using the appropriate EWEG tab (contacts). The term “federal award” includes federal contracts, sub-contracts, grants, and sub-grants.

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

1.6. STATUTORY/REGULATORY SOURCE AND FUNDING

The following statutory and regulatory sources and funding are applicable under the **Addressing Student Learning Loss** NGO:

- Title 2 of the Code of Federal Regulations (CFR), Part 200 as adopted at 2 CFR 3474; the applicable parts of the Education Department General Administrative Regulations (EDGAR), specific program regulations (if any), and other titles of the CFR that govern the award and administration of this grant.
- Public Law 116-136, *the Coronavirus Aid, Relief, and Economic Security Act (CARES Act)*.

1.7. DISSEMINATION OF THIS NOTICE

Copies of the NGO will be made available for download on the NJDOE website at: www.state.nj.us/education/grants/discretionary/ (Click on “Available Grants”).

NOTE: No paper copies of the NGO will be made available.

1.8. TECHNICAL ASSISTANCE

A technical assistance (TA) webinar for potential applicants will be held via Microsoft Teams on **Thursday, December 17, 2020 from 1:00 pm-2:30 pm ET**. Potential applicants should email Cierra.Belin@doe.nj.gov requesting access to the **Addressing Student Learning Loss** webinar. Registrants requiring special accommodations for the technical assistance session should identify their needs in the email request. An invitation will be sent to all interested potential applicants on **Tuesday, December 15, 2020**.

Questions related to this NGO must be submitted to Cierra.Belin@doe.nj.gov no later than **Tuesday, December 15, 2020**; questions will not be accepted after this date. Answers to all

questions received will be available on NJDOE's Grant Opportunities webpage on or about **Tuesday, December 22, 2020.**

1.9 APPLICATION SUBMISSION

The NJDOE administers competitive (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. The Application Control Center (ACC) must receive the complete application through the online Electronic Web-Enabled Grant (EWEG) system at: <http://homeroom.state.nj.gov/> **NO LATER THAN 4:00 P.M. ON Thursday, January 21, 2021. Without exception,** the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline.

Each eligible applicant must have a logon ID and password to access the EWEG system. School districts (LEAs) should contact their district's Web Administrator, who will complete the process to register for access credentials. **PLEASE NOTE:** At least 24-48 hours are needed to enable setup for users. Users are urged to request access well in advance of the application due date.

Questions regarding access to the EWEG system may be directed to: eweghelp@doe.nj.gov.

Applicants are advised to plan appropriately to allow time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 24 hours before the due date to determine any errors that might prevent submission of the application. Applicants are advised not to wait until the due date to submit the application online, as the 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 submit button is clicked, the application may not be edited, additional information may not be submitted, and the application can no longer be accessed or returned. **Please note that the submit button in the EWEG system will disappear as of 4:00 PM on Thursday, January 21, 2021, the specified due date.**

Completed applications are those that include all elements listed in Section 3.3 - Application Component Checklist of this notice. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for evaluation. 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 electronic EWEG application submission.

1.10 REPORTING REQUIREMENTS

Successful applicants will be required to submit performance data as part of the reporting requirements under this award. Award recipients will be required to provide the relevant data as part of their interim and final program and fiscal progress reports.

Reporting Period	Report Period Dates	Due Date
1st Interim Program & Fiscal	April 1, 2021 – September 30, 2021	October 31, 2021
2nd Interim Program & Fiscal	April 1, 2021 – March 31, 2022	April 30, 2022
Final Program & Fiscal	April 1, 2021 – August 31, 2022	September 30, 2022

***All program and fiscal progress reports will be submitted through the EWEG system.**

Grantees are required to submit all interim and final progress reports through the online EWEG system at: <http://homeroom.state.nj.us> on the dates specified above. Paper (hard copy) reports will not be accepted, reviewed, or processed.

1.11 Reimbursement Requests and Budget Modifications

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

Only one (1) request may be submitted per month. Grantees must submit their request no later than the 15th of the month. Requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantee’s request is approved by the NJDOE program officer, the grantee should receive payment around the 8th-10th of the following month.

The last day that a reimbursement request may be submitted in the EWEG system is Wednesday, July 31, 2022. No reimbursement requests may be submitted in the EWEG system after this date. **The deadline for submitting budget modifications is May 31, 2022.** No modifications may be submitted in the EWEG system after this date.

SECTION 2: PROJECT GUIDELINES

The New Jersey Department of Education (NJDOE) recognizes district and school improvement as a continuous, systemic, and cyclical process. Therefore, the **Addressing Student Learning Loss** NGO emphasizes the use of evidence-based interventions in decision-making throughout a continuous improvement cycle. This focus is meant to support evidence-based decision-making (especially selection of interventions) that is an integral part of a larger academic improvement process.

One of the wide-ranging purposes of the *ESEA*, as amended by the *Every Student Succeeds Act (ESSA)*, is to encourage evidence-based decision-making as a routine, continuous school and district practice. The U.S. Department of Education (USED)'s [nonregulatory Guidance](#) issued in September 2016 clarifies and expands on both the nature of evidence-based improvement and the levels of evidence that are specified in the law.

Evidence is a powerful tool to identify ways to address educational learning loss and build knowledge. Evidence-based interventions help increase the effectiveness of educational investments by ensuring that implemented interventions result in desired outcomes, namely improved student learning, achievement, and enhanced skill development.

Evidence-based interventions are practices or programs that have **evidence** to show they are effective at producing results and improving outcomes when implemented with fidelity. *ESEA* section 8101(21)(A) defines four (4) tiers, or levels, of evidence as:

- **Strong Evidence** – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented randomized control experimental study.
- **Moderate Evidence**—demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study.
- **Promising Evidence**—demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study (with statistical controls for selection bias).
- **Demonstrates a Rationale**—demonstrates a rationale based on high-quality research findings or positive evaluations that such intervention is likely to improve student outcomes or other relevant outcomes; practices that have a well-defined logic model or theory of action; and includes ongoing efforts to examine the effects of the intervention by the SEA, LEA, or outside research organization to determine its effectiveness.

While *ESEA* requires “at least one study” on an intervention to provide strong evidence, moderate evidence, or promising evidence, districts and schools should consider the entire body of relevant evidence when selecting an evidence-based intervention. This practice will increase

the likelihood that the selected interventions will succeed in raising academic performance and closing achievement gaps.

2.1. PROGRAM DESIGN CONSIDERATIONS

To be successful in raising student learning and achievement, as well as enhancing skill development, it is important to understand how needs, context, implementation strategies, desired outcomes, and sustainability considerations inform choices of evidence-based interventions, and how formative and summative evaluations are integral to an evidence-based improvement cycle.

Interventions supported by higher levels of evidence, specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective. When strong evidence or moderate evidence is not available, promising evidence may suggest that an intervention is worth exploring. Interventions with little to no evidence should at least demonstrate a rationale for how they will achieve their intended goals and be examined to understand how they are working.

The relevance of the evidence, especially to the student subgroups (economically disadvantaged, English learners, students with disabilities, and homeless students) and targeted grade-levels (e.g., elementary school, middle school, etc.), assists in determining how well an evidence-based intervention will work in a particular context related to identified students' needs. Some questions to consider about the relevance of the evidence include, but are not limited to:

- Are there any interventions supported by strong evidence or moderate evidence?
- Were studies conducted in settings and with populations relevant to the local context [setting] (e.g., economically disadvantaged students, English learners, students with disabilities, etc.)?
- Does the intervention demonstrate a rationale that suggests it may work (e.g., it is represented in a logic model supported by research)?
- How can the success of the intervention and fidelity of implementation be measured?
- Will professional development be required in order for educators to implement the evidence-based intervention?

Local capacity also helps predict the success of an intervention. Therefore, available funding, staff resources, staff skills, and support for interventions should be considered when selecting an evidence-based intervention. Some questions to consider about local capacity include, but are not limited to:

- Will the potential impact of this intervention justify the costs, or are there more cost-effective interventions that will accomplish the same outcomes?
- What is the local capacity to implement this intervention?
- Do staff have the needed skills?
- How does this intervention fit into larger strategic goals and other existing efforts?
- How will this intervention be sustained over time?

2.2. PROJECT SPECIFIC MEASURES AND OTHER REQUIREMENTS

A non-exhaustive list of evidence-based interventions and research organizations with evidence-based resources is provided in Appendix A to assist districts and schools with addressing student learning loss through additional: **mathematics and/or English language arts literacy (ELA) instruction; and/or SEL support.**

Applicants may select evidence-based interventions from Appendix A in any of the following three (3) focus areas: **ELA; mathematics; or social-emotional learning.** Applicants may also select other evidence-based interventions or instructional strategies aligned with those three (3) focus areas that the district and/or school has used previously and found to improve student learning and achievement, or interventions that meet the criteria above for evidence-based interventions. **Please note:** Inclusion in Appendix A does not constitute an endorsement of the intervention by the NJDOE.

Applicants must provide specific information regarding: 1) the achievement, performance, and/or non-academic data used to identify the specific schools, grade levels, and/or student subgroups that will benefit most from programs and services funded under this NGO. This data must analyze all applicable student subgroups (economically disadvantaged; English learners; students with disabilities; and homeless students), targeted grade-levels, and content area(s) of the project (mathematics, ELA, and/or social-emotional learning); 2) the decision-making process that will be used to analyze student-level data and identify students who need interventions, and match students to specific research/evidence-based interventions and strategies; and; 3) the evidence-based interventions and strategies that will be implemented through the project to mitigate further learning loss and accelerate academic progress. Applicants also must describe how the implemented evidence-based interventions will focus on nurturing the whole child and embed social-emotional competencies in the project – including projects designed to address mathematics and/or ELA instruction – to ensure that all students have access to the conditions and resources that enhance learning and development.

The NJDOE has established the following performance measures for the **Addressing Student Learning Loss** grant program:

1. The number of students receiving evidence-based interventions in mathematics, ELA, and/or social-emotional learning disaggregated by school, grade level, and student subgroup, as implemented by the project;
2. The number/percentage of participating students who made progress toward established benchmarks/goals;
3. The level of fidelity of implementation of one or more evidence-based intervention to address the identified needs; and
4. The number/percent of staff, if applicable, who received professional development regarding data-based decision-making and the implementation of the evidence-based interventions.

In addition, proposed project-specific performance measures and performance targets must align with the objectives of the proposed project.

Each of the following requirements should be addressed by completing the Addressing Student Learning Loss grant application template in the EWEG system.

2.2.1. ABSTRACT

Applicants must provide a project abstract. The abstract will be used to provide reviewers with an overview of the project. The project abstract must identify: (1) one or more of the three (3) focus areas for the project **(ELA; mathematics; or social-emotional learning)**; (2) the evidence-based intervention(s) to be implemented; and (3) the schools, student grade levels, and student subgroup(s) to be served. The abstract must not exceed 200 words. Do not include information in the project abstract that is not included elsewhere in the application.

2.2.2. STATEMENT OF NEED (up to 10 points)

The Statement of Need (800-1000 words) identifies the local conditions and/or needs that justify the proposed project. Applicants must use data to identify the needs of the schools, student grade levels, and student subgroup(s) that will be addressed. **Responses to this section must be submitted in the NEED section of the Addressing Student Learning Loss grant application in the EWEG system.**

Need

- What is/are the identified need(s) in the district/schools that you are proposing to address? What are the root causes of these needs? How were all relevant stakeholders (e.g., district/school staff, parents, service providers, etc.) involved in the analysis of data and selection of the evidence-based intervention(s)?
- Clearly define and identify who is impacted by the need, including identified schools, student grade levels, and student subgroup(s), as applicable. Are there specific skill areas most impacted by the school closures that will be the focus of this project?
- Clearly define demographics and important socio-economic characteristics of the schools, student grade levels, and student subgroup(s) who will participate in this project.
- Report the estimated number of students proposed to be served by the implemented program(s) or service(s), as well as their targeted grade levels.
- When the program(s) or service(s) is/are implemented, what is/are the anticipated student outcome(s)?

Local Data

- What local district, school, grade-level, and student subgroup data were reviewed by the relevant stakeholders to identify and document students' needs? How were the data disaggregated to review the differential impact of the COVID-19 school closures on specific demographic groups?
- Provide a clear analysis of the data used to determine the school(s), grade-levels, content area(s), and student subgroups targeted for the project.

2.2.3. PROJECT DESCRIPTION (up to 15 points)

The foundation of a successful project rests with result-oriented goals and objectives designed for the student subgroup(s) to be served. Applicants must develop goals and objectives to

address the identified needs and result in the attainment of the desired program outcomes. Goals identify the desired change to be achieved by the end of the program implementation. Objectives are the action steps that the applicant will take and the benchmarks that the applicant will use to measure progress towards achieving the goals. Objectives are data-driven and measurable, identify the target (e.g., student subgroup, grade-levels, geographic area) of the program activity, set a timeframe for completion, and provide an expected direction of change (e.g., an increase or decrease in behavior or service, increased academic performance). **Responses to this section must be submitted in the PROJECT DESCRIPTION section in the EWEG grant application.**

Applicants must provide specific information regarding:

- 1) The achievement, performance, and/or non-academic data used to identify the specific schools, grade levels and student subgroups that will benefit most from programs and services funded under this NGO (e.g., benchmark assessments, formative assessment data reviewed by the MTSS or intervention and referral services team, teacher recommendations, etc.) This data must analyze all student subgroups (economically disadvantaged; English learners; students with disabilities; homeless students), targeted grade-levels, and content area(s) of the project (mathematics, ELA, and/or social-emotional learning);
- 2) The data-based decision-making process used to analyze data, identify students who need intervention, and match students to specific research/evidence-based interventions and strategies;
- 3) The evidence-based interventions and strategies that will be implemented as part of the project to mitigate further learning loss and accelerate academic progress;
- 4) The reason(s) this approach is the best way to engage the targeted students and help them achieve the intended results. Include the research the district/school did to identify and design the best approach to serve the target schools, targeted grade levels, and/or student subgroups, as well as to address identified needs; and
- 5) How student progress and fidelity of implementation of the evidence-based interventions or strategies will be measured during the project period.

Applicants also must describe how the implemented evidence-based interventions will focus on nurturing the whole child and embed social-emotional competencies in the project – including projects designed to address mathematics and/or ELA instruction – to ensure all students have access to the conditions and resources that enhance learning and development. Project funds may be used for an expansion of existing interventions to additional schools/grade-levels/students, and/or to extended learning opportunities after school or in the summer.

2.2.4. GOALS & OBJECTIVES (up to 20 points)

The applicant must establish one (1) or more SMART goals for each selected area of focus, as follows: ELA; mathematics; or social-emotional learning.

Each goal must have corresponding objectives that are:

- 1) Relevant to the selected goal(s);

- 2) Applicable to the grant funded activities;
- 3) Aligned with the NJDOE and project specific performance measures;
- 4) Clearly articulated; and
- 5) Measurable.

Responses to this section must be submitted in the GOALS & OBJECTIVES section in the EWEG grant application.

2.2.5. PROJECT ACTIVITY PLAN (up to 20 points)

Activities must directly support the budget, as it will serve as the basis for the proposed expenditures. Described activities must be specific and measurable and directly related to the goals and objectives. A carefully constructed Project Activity Plan lists activities that correspond to each objective.

- List the activities of relevant stakeholders to review/analyze district, school, and student subgroup data to identify students' needs in mathematics, ELA, and/or social-emotional learning.
- Identify the steps the district/school will take to implement the selected evidenced-based interventions or strategies including the following.
 - Detail the plan for implementing services (beginning and ending dates, frequency and duration, in-person and/or online); professional development, if applicable; and other specific activities the district/school will conduct.
 - Indicate the district/school's proposed outcomes, related to the performance measures, during the funding period. Activities must demonstrate how the district/school will accomplish its goals.
 - List the services to be completed (including when, where, and how often they are provided), the timeline for completing each component of the implementation (if necessary), the target student subgroup(s), targeted grade levels, and the roles and responsibilities of the designated district/school staff (program coordinator, teachers, paraprofessionals, etc.).
 - Include steps to report progress data at the district and school level, as well as to all relevant stakeholders.

Note: Staffing and Certification Requirements

- All teachers providing instruction in mathematics and ELA must possess New Jersey licensure certification in the content area in which they teach.
- Project coordinators are required to fulfill all responsibilities in accordance with this Project Activity Plan.

Responses to this section must be submitted in the PROJECT ACTIVITY PLAN section in the EWEG grant application.

2.2.6. ORGANIZATIONAL COMMITMENT AND CAPACITY (up to 10 points)

The applicant must address the following elements in its description of the organizational commitment and capacity:

Performance History

- Describe how previous experience(s) implementing Math, ELA, SEL instructional strategies or interventions will be used to support successful implementation of the proposed program(s) or service(s).

Fit & Usability

- How does the program or service fit with existing priorities and/or initiatives in the district/schools?
- What existing priorities and/or initiatives currently being implemented will intersect with the program(s) or service(s)?
- Will other existing priorities and/or initiatives make it easier or more difficult to implement the proposed program(s) or service(s) and achieve the desired outcomes?
- Has the program(s) or service(s) been adapted for use within racially, ethnically, culturally, and linguistically specific populations?

Capacity to Implement

- What are 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)?
- Is coaching for staff available for the program(s) or service(s)? Is coaching culturally sensitive?
- Are training and professional development services related to the program(s) or service(s) readily available? Is training culturally sensitive? Does the training use best practices in adult learning? Does the training address issues of race, equity, cultural responsiveness, or implicit bias?
- Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program(s) or service(s)?
- Does the program(s) or service(s) require new technology (hardware or software, such as a data system)?

Sustainability

- Explain how awarded funds will allow the district/school to leverage additional dollars, if any.
- Describe how the district/school will continue to address the identified needs when current funding ends.

Responses to this section must be submitted in the ORGANIZATIONAL COMMITMENT/CAPACITY section in the EWEG grant application.

2.2.7. EVALUATION METHODS (up to 5 points)

- Clearly describe the evaluation methodology of the proposed program(s) or service(s).
- Identify applicable evaluation measurement tools and explain how each appropriately measures and tracks outcomes.
- Illustrate how evaluation processes are incorporated into district/school policies and procedures.
- What data will be collected to determine if project goals and objectives are met?
- Does the research on the identified evidence-based intervention provide details that are specific to the local context (setting) in which the program(s) or service(s) will be implemented (e.g., research shows strong evidence that selected intervention or strategy is highly effective in an urban, rural, and/or suburban areas)?
- Do the studies (research, evaluation) provide data specific to the effectiveness of the program(s) or service(s) for racially, ethnically, culturally, and linguistically specific populations?

Responses to this section must be submitted in the EVALUATION METHODS section in the EWEG grant application.

2.3 BUDGET (up to 20 points)

The proposal must demonstrate a clear and strong relationship among the stated objectives, project activities, and the budget. The applicant must describe the proposed use of funds including direct services to children, administrative costs (not to exceed 2% of the total grant award) and other expenditures that are necessary for the implementation of the project. The New Jersey Department of Education (NJDOE) expects proposed budgets to be complete, cost effective, and allowable (e.g., necessary, reasonable, and allocable for project activities).

The provisions of *N.J.A.C. 6A:23A-7: School District Travel Policies and Procedures* contain additional requirements concerning prior approvals, as well as expenditures related to travel. It is strongly recommended that the applicant work with their business administrator when constructing the budget.

The NJDOE applies *N.J.A.C. 6A:23A* uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging);

- No reimbursement for meals on in-state travel; and
- Mileage reimbursement is capped at \$.35/mile.

Thus, the budget must be detailed, reasonable, adequate, cost efficient, and aligned with the proposed activity plan so that the reviewers are able to determine the adequacy and appropriateness of budgeted items related to the proposed activities.

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

- **Personnel and Fringe Benefits** – Identify each staff position title (e.g., administrator, teacher, paraprofessional, etc.), salary, and number of weeks/months and percentage of time allotted to the project. Itemize the components that comprise the fringe benefits rate (e.g., health insurance, FICA, life insurance, retirement plan, etc.);
- **Travel** – Detail out-of-state travel for conferences or workshops related to approved programs or services, in-state mileage reimbursement up to \$.35 per mile;
- **Equipment** – List only equipment as defined by 2 CFR Part 200;
- **Supplies** – Categorize supplies as defined by 2 CFR Part 200 according to type, such as office supplies, training materials, etc.;
- **Contractual** – List all contract providers, purchased services, professional and technical services, and other purchased services;
- **Other** – Itemize all costs in this category and explain each in sufficient detail to enable determinations for whether each cost is allowable;
- **Indirect costs** - May be included per 2 CFR Part 200 (Please note: Indirect costs are subject to the administrative costs cap); and
- **Administrative Costs** – Itemize all costs associated with the actual administration of the proposed program or service. Administrative costs are capped at 2% of the total grant award.

The NJDOE will remove from consideration all ineligible costs, as well as, costs not supported by the Project Activity Plan. Ineligible costs include:

- Entertainment costs, including “amusement, diversion, and social activities, as well as any cost associated with such items (i.e., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities);”
- Cash incentives for participation in programs/services;
- Construction costs (including renovations to existing spaces);
- Vehicles;
- Subgrants; and
- Furniture needed to set-up a standard classroom (e.g., desks, chairs, tables, etc.).

The actual amount awarded will be contingent upon the actual number of successful applications, and ultimately will be determined by the NJDOE through the pre-award revision process. Additional guidance on constructing a budget may be found in the Pre-Award Manual for Discretionary Grants.

The Budget must be submitted in the BUDGET section in the EWEG grant application.

SECTION 3: COMPLETING THE APPLICATION

3.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, you must prepare and submit a complete application via the Electronic Web-Enabled Grant (EWEG) system. Your application will be a response to the vision of the New Jersey Department of Education (NJDOE) as articulated in Section 1: Grant Program Information of this NGO. It will be planned, designed, and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. Applications must be submitted using the online EWEG system found at: [NJDOE Homeroom](#). **Paper (hard) copies of the application will not be accepted.**

The applicant may wish to consult additional guidance found in the Pre-award Manual for Discretionary Grants, found at: <http://www.nj.gov/education/grants/discretionary/apps/>.

3.2 REVIEW OF APPLICATIONS

Applications will be reviewed and scored by a panel of three (3) readers. Evaluators will use the selection criteria found in Part I: General Information and Guidance of the Pre-award Manual for Discretionary Grants to review and rate the application according to how well the content addresses Sections 1 and 2 in this NGO.

Please be advised that in accordance with the Open Public Records Act P.L. 2001, c. 404, all applications for discretionary grant funds received September 1, 2003 or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

Applications will also be reviewed for completeness and accuracy. The following point values apply to the evaluation of applications received in response to this NGO (Table 3):

Application Component	Point Value
2.2.1 ABSTRACT	0
2.2.2 STATEMENT OF NEED	10
2.2.3 PROJECT DESCRIPTION	15
2.2.4 GOALS AND OBJECTIVES	20
2.2.5 PROJECT ACTIVITY PLAN	20
2.2.6 ORGANIZATIONAL COMMITMENT AND CAPACITY	10
2.2.7 EVALUATION	5
2.3 BUDGET	20
TOTAL	100

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

If an application has been selected for pre-award revisions (PARs), the successful applicant will receive an email notification issued through the EWEG system. Only the personnel listed on the contact page will receive this email notification. The successful applicant will be required to initiate the PAR process by accessing the EWEG system, creating an amendment to the grant application, and submitting the amendment through the EWEG system to NJDOE. Applicants will not be able to make changes on any of the application pages at this time. Questions on how to submit an amendment should be directed to the [EWEG Help Desk](#).

3.3. APPLICATION COMPONENT CHECKLIST

The following components are required (see *Required ✓ Column*) to be included as part of the Addressing Student Learning Loss application submitted on the EWEG system. Failure to include a required component may result in the application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure all components have been completed.

<i>Required (✓)</i>	<i>Location</i>	<i>EWEG TAB/SUBTAB</i>	<i>Included (✓)</i>
✓	EWEG	ADMIN (<i>Contacts, Assurance, Board Resolution, DUNS-SAM, and FFATA</i>)	
✓	EWEG	ABSTRACT	
✓	EWEG	STATEMENT OF NEED	
✓	EWEG	PROJECT DESCRIPTION	
✓	EWEG	GOALS AND OBJECTIVES	
✓	EWEG	PROJECT ACTIVITY PLAN	
✓	EWEG	ORGANIZATIONAL COMMITMENT AND CAPACITY	
✓	EWEG	EVALUATION	
✓	EWEG	BUDGET	
✓	UPLOAD	“Entity Overview” page from the applicant’s www.sam.gov profile	
✓	UPLOAD	Indirect costs rate documentation, if indirect costs are requested	

APPENDIX A

English Language Arts & Literacy, Mathematics, and Social-Emotional Learning Evidence-Based Intervention Resources

ENGLISH LANGUAGE ARTS LITERACY

1. **American Institutes of Research – The IRIS Center Peabody College Vanderbilt University** is funded through a cooperative agreement with the U.S. Department of Education (USED), Office of Special Education Programs (OSEP): Modules for English Language Arts: <https://iris.peabody.vanderbilt.edu/module/math/>
2. **U.S. Department of Education – Ideas that Work – Evidence-Based Practices in Instruction** <https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>
3. **What Works Clearinghouse** - The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. The goal is to provide educators with the information they need to make evidence-based decisions.
4. Blueprints for Healthy Youth Development: University of Colorado Boulder: <https://www.blueprintsprograms.org/>
5. **Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide** https://ies.ed.gov/ncee/pubs/evidence_based/appendix_a.asp
6. **WestEd –**
 - **Areas of Work** https://www.wested.org/area_of_work/literacy/
 - **Doing What Works Library** <https://dwwlibrary.wested.org/>
7. **National Center on Improving Literacy –** <https://improvingliteracy.org/school>
8. **National Center on Intensive Intervention at American Institutes of Research – Intensive Interventions for Students Struggling in Reading and Mathematics** <https://intensiveintervention.org/resource/intensive-interventions-students-struggling-reading-and-mathematics>
9. **Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education: Evidence for ESSA** <https://www.evidenceforessa.org/>

10. The Results First Clearinghouse Database, The Pew Charitable Trusts

<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>

11. Institute of Education Sciences: National Center for Education Evaluation and Regional Assistance (IES:NCEE) <https://ies.ed.gov/ncee/>

MATHEMATICS

1. National Center on Intensive Intervention at American Institutes of Research –

- **Selecting and Evaluating Evidence-Based Practices (Intensive Intervention in Mathematics: Module 3)** <https://intensiveintervention.org/evidence-based-practice-math-course>
- **Intensive Interventions for Students Struggling in Reading and Mathematics** <https://intensiveintervention.org/resource/intensive-interventions-students-struggling-reading-and-mathematics>

2. U.S. Department of Education – Ideas that Work – Evidence-Based Practices in Instruction <https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>

3. American Institutes of Research – The IRIS Center: Peabody College Vanderbilt University is funded through a cooperative agreement with U.S. Department of Education – Office of Special Education Programs (OSEP):

- **Modules for Math:** <https://iris.peabody.vanderbilt.edu/>
- **High Quality Mathematics Instruction** <https://iris.peabody.vanderbilt.edu/module/math/cresource/q1/p01/#content>

4. Evidence-Based Intervention Network: University of Missouri –

<http://ebi.missouri.edu/>. To support the use of evidence-based interventions (EBI) in schools, the Evidence Based Intervention Network (EBIN) was developed to provide guidance in the selection and implementation of EBI in the classroom setting. The EBIN has an extensive resource base including evidence-based intervention briefs, video modeling of EBIs, information on selecting and using EBI.

5. What Works Clearinghouse - The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. The goal is to provide educators with the information they need to make evidence-based decisions.

6. Blueprints for Healthy Youth Development: University of Colorado Boulder: <https://www.blueprintsprograms.org/>

7. **Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide** https://ies.ed.gov/ncee/pubs/evidence_based/appendix_a.asp
8. **WestEd –**
 - **Areas of Work** https://www.wested.org/area_of_work/science-technology-engineering-mathematics/
 - **Doing What Works Library** <https://dwwlibrary.wested.org/>
9. **National Association of Elementary School Principals – Best Practices for Better Schools: Response to Intervention in Elementary-Middle Math**
http://www.naesp.org/sites/default/files/Math_Intervention_0.pdf
10. **Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education: Evidence for ESSA** <https://www.evidenceforessa.org/>
11. **The Results First Clearinghouse Database, The Pew Charitable Trusts**
<https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>
12. **Institute of Education Sciences: National Center for Education Evaluation and Regional Assistance (IES:NCEE)** <https://ies.ed.gov/ncee/>

SOCIAL EMOTIONAL LEARNING

1. **Harvard Graduate School of Education –**
 - **SEL website** <https://easel.gse.harvard.edu/>
 - **Selecting the Right SEL Program**
<https://www.gse.harvard.edu/news/uk/17/06/selecting-right-sel-program>
2. **Navigating SEL From The Inside Out: Looking Inside & Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary School Focus) [March 2017]** *This is a Harvard Graduate School of Education report funded by The Wallace Foundation (349 pages)* <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>
3. **The Annie E. Casey Foundation: Supporting Social-Emotional Learning With Evidence-Based Programs (April 11, 2018)** [46 pages]
<https://www.aecf.org/resources/supporting-social-emotional-learning-with-evidence-based-programs/>

4. **The Collaborative for Academic, Social, and Emotional Learning (CASEL) – CASEL Program Guides: Effective Social and Emotional Learning Programs**
 - <https://casel.org/guide/> - Effective Social and Emotional Learning Programs
 - <https://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf> [75 pages] - Preschool and Elementary Edition (2013)
 - <http://secondaryguide.casel.org/casel-secondary-guide.pdf> [42 pages] - Middle and High School Edition (2015)
5. **RAND Corporation, as funded by The Wallace Foundation – Social and Emotional Learning Interventions: Under the Every Student Succeeds Act Evidence Review (2017)** [154 pages] <https://www.nyscommunityschools.org/wp-content/uploads/2019/08/Evidence-Review-SEL-interventions.pdf>
6. **American Institutes for Research (AIR) – Social and Emotional Learning Solutions Provides Research on Evidence-Based Strategies; SEL Toolkits; SEL Webinars (free of charge), etc.** <https://www.air.org/resource/social-and-emotional-learning-sel-solutions-air>
7. **U.S. Department of Education – Office of Elementary & Secondary Education: Center to Improve Social and Emotional Learning and School Safety at WestEd –** <https://selcenter.wested.org/>
8. **Blueprints for Healthy Youth Development: University of Colorado Boulder:** <https://www.blueprintsprograms.org/>
9. **National Center for Education Evaluation and Regional Assistance: Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide** https://ies.ed.gov/ncee/pubs/evidence_based/appendix_a.asp
10. **WestEd –**
 - **Trauma Informed Practices** <https://www.wested.org/trauma-informed-practice-resilience/>
 - **Doing What Works Library** <https://dwwlibrary.wested.org/>
11. **Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education: Evidence for ESSA** <https://www.evidenceforessa.org/>
12. **The Results First Clearinghouse Database, The Pew Charitable Trusts** <https://www.pewtrusts.org/en/research-and-analysis/data-visualizations/2015/results-first-clearinghouse-database>
13. **Institute of Education Sciences: National Center for Education Evaluation and Regional Assistance (IES:NCEE)** <https://ies.ed.gov/ncee/>