

# Glassboro Public Schools

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Mark J. Silverstein, MBA, Ed.D, Superintendent of Schools

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September 27, 2018

To Whom It May Concern:

I am writing to offer my support of the RU Teacher Diversity Project grant proposal being submitted by the Rowan University College of Education. We have developed a strong relationship with the College of Education, specifically in the areas of professional development, pre-college programming, and program evaluation. I believe that the RU Teacher Diversity Project aligns with the district's strategic priorities and will result in a more diverse teacher workforce.

We are prepared to work with the Rowan University College of Education in establishing teacher academies in our high schools, implementing a residency program for teacher candidates in high shortage areas such as math, science and foreign languages, and support a mentoring and induction program for teachers of color in years 1-4 of their service. We believe that best and promising practices in these areas will result in a more diverse teacher workforce and positive outcomes for our students and their families.

We look forward to working collaboratively with the Rowan University College of Education on this exciting opportunity.

Sincerely,

A handwritten signature in blue ink, appearing to read "Mark J. Silverstein", with a long horizontal flourish extending to the right.

Dr. Mark J. Silverstein  
Superintendent

MJS/mm

## RU Teacher Diversity Project

### Abstract

The RU Teacher Diversity Project will develop and scale programs addressing a persistent problem in P-12 teacher preparation, increasing a diverse pool of high-quality educators. Rowan University's College of Education will collaborate with Glassboro Public Schools and the Camden City Collective, which includes Camden City High Schools and selected charters, to develop a model for the recruitment and retention of teachers of color. The goals of this project are to increase the number of students of color enrolling in and completing educator preparation programs, establish partnerships with high poverty districts to recruit, place and support teachers of color, and collaborate with district partners to identify and implement best and promising practices for new teacher support.

Key elements of the RU Teacher Diversity Project include: *a) the development and implementation of a comprehensive recruitment plan, b) expansion of high school teacher academies, c) supportive structures for a unique educator preparation program for male students of color, d) creation and launch of innovative residency programs co-constructed by Rowan University College of Education and P-12 school partners in critical shortage areas such as math, science and foreign languages, and e) district-wide professional learning communities for teachers of color to institutionalize mentoring and induction activities for novice teachers in years 1-4.* Rowan University's robust assessment system will track the performance of program participants as well as program completion and post-graduation placement for teacher candidates. Internal and external evaluations of project goals and outcomes will occur at mid-point and end-point of the projected timeline. The proposed project activities will take place during December 2018 and June 2020.

# **Notice of Grant Opportunity**

**DIVERSIFYING THE TEACHER PIPELINE  
19-TE01-G03**

**Dr. Lamont Repollet  
Commissioner of Education**

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Assistant Commissioner  
Division of Academics and Performance**

**Diana Pasculli  
Deputy Assistant Commissioner  
Division of Academics and Performance**

**Rebecca Sieg  
Director  
Office of Recruitment, Preparation, and Recognition**

**September 2018**

**ORG/APU #5064-221**

**Application Due Date: October 11, 2018**

**NEW JERSEY DEPARTMENT OF EDUCATION  
P.O. Box 500  
Trenton, NJ 08625-0500**

<http://www.nj.gov/education>

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Secretary, State Board of Education

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## **SECTION 1: GRANT PROGRAM INFORMATION**

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### **1.1 DIVERSIFYING THE TEACHER PIPELINE: DESCRIPTION OF THE GRANT PROGRAM**

#### ***Introduction***

The mission of the New Jersey Department of Education is to support schools, educators and districts to ensure all of New Jersey's 1.4 million students have equitable access to high quality education and achieve academic excellence. In committing to providing a first class education to all students, the Department must also ensure that each student has access to a diverse pool of high quality educators.

While the state of New Jersey is vastly diverse, as reflected in the race/ethnicity of the Pre-Kindergarten – Grade Twelve (P-12) students we serve, the current teacher workforce is, in fact, quite the contrary. As of 2016, 84% of New Jersey's teachers were white (NJSMART Staff Submissions (2013-2017)), while 51% of New Jersey's P-12 students were non-white (New Jersey School Performance Report 2015-2016).

Research has found that a diverse teacher workforce is beneficial to all students, regardless of race (Aragon, 2017). Teachers of color serve as role models for all students by creating positive perceptions, advocating for social justice, and developing trusting relationships, which in turn prepares students to function in a multiracial society. Further emerging research suggests that a diverse teacher workforce will contribute to closing the achievement gap (U.S. Department of Education, 2016).

#### ***Purpose of this NGO***

The purpose of the Diversifying the Teacher Pipeline NGO is to develop and scale programs that recruit, prepare, support and place a diverse pool of teacher candidates that better reflect the diversity of New Jersey's student population. Research indicates the importance of a diverse teacher workforce and the profound impact teachers of color can have on students of color, particularly in elementary school classrooms. Teachers with strong academic skills and racial/ethnic diversity improve outcomes for all students. Specifically, students of color taught by at least one teacher of color in grades K-5 have increased graduation rates and standardized test scores. Students of color from low-income families taught by one teacher of color in elementary school have increased intentions of going to college by 19%, 29% for black boys (Carver-Thomas, 2018). This NGO will provide funding to assist eligible approved educator preparation programs to expand in order to recruit and prepare a greater number of teacher candidates of color to meet the needs of partner LEAs. This is a nineteen (19) month grant program – December 1, 2018 to June 30, 2020.

### ***Goals of the Diversifying the Teacher Pipeline Project***

Grant applicants will develop plans and structures to address this issue in New Jersey by creating and/or scaling innovative methods to increase equity for all students by providing access to high quality, well prepared, diverse educators. These plans and structures will:

- (1) Increase the number of students of color enrolling in and completing educational preparation programs through innovative recruitment programs and fiscal and academic support programs;
- (2) Establish partnerships with high poverty school districts to implement programs that recruit candidates of color, place and support teachers of color; and
- (3) Collaborate with school district partners to identify and implement best and promising practices for new teacher support to establish induction programs that promote retention.

### ***Special Considerations for Programs Targeting Hard to Staff Areas***

Special consideration will be given to applicants who recruit, prepare and place a diverse pool of teacher candidates for dual certification in Science, Technology, Engineering and Math (STEM), Career and Technical Education (CTE) and Bilingual/Bicultural education endorsement areas.

## **1.2 ELIGIBILITY TO APPLY**

The Diversifying the Teacher Pipeline Project grant program is a limited competitive grant program open to those institutions of higher education (IHEs) that have approved eligible educator preparation programs (please see Appendix A for list). An eligible IHE must apply on behalf of a partnership that includes, at minimum, its approved educator preparation program and a high poverty school district. High poverty school district is defined as a school district in which the percentage of students designated as at-risk pupils, defined by section 3 of P.L. 2007, c. 260 (C.18A:7F-45), is equal to or greater than 40 percent. A list of eligible high poverty school districts is included as Appendix B. The partnership may also include additional LEAs, IHEs (both two and four year institutions), and other educational or community organizations.

An eligible IHE will serve as the lead agency of the partnership and may submit only one (1) application. A partner LEA may only participate in one (1) application.

Applicants must upload completed and signed Documentation of Eligibility (Attachment A) and Affirmation of Partnership (Attachment B forms) as part of their grant application.

## **1.3 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 must also 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](http://www.sam.gov)

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

Applicants must also print the “Entity Overview” page from their [www.sam.gov](http://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;

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.

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

### **1.4 STATUTORY/REGULATORY SOURCE AND FUNDING**

The applicant’s project must be designed and implemented in conformance with all applicable state and federal regulations. The Diversifying the Teacher Pipeline Grant is 100 percent funded from a FY19 State appropriation (ORG/APU # 5064-221).

Final awards are subject to the availability of state funds. Total funds for the Diversifying the Teacher Pipeline Grant are \$ 750,000. Applicants may apply for one (1) award. Up to two (2) awards of a maximum of \$375,000 will be available. If balances are available, or if additional funds become available during the fiscal year, the next highest scoring application(s) above 70 points and that meet the intent of the NGO may become eligible for award.

The grantee is expected to complete the goals and objectives laid out in the approved grant application, complete implementation activities established in its grant agreement, and make



satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by the New Jersey Department of Education (NJDOE) of the grantee's eligibility for the continuation of grant funding. The Department of Education will remove ineligible, inappropriate or undocumented costs from funding consideration.

The project period is December 1, 2018 to June 30, 2020.

## 1.5 DISSEMINATION OF THIS NOTICE

The Office of Recruitment, Preparation and Recognition will make this notice available to eligible applicants listed in section 1.2 based upon the eligibility statement and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE web site (<http://www.nj.gov/njded/grants/discretionary/>) or by contacting the Office of Office of Recruitment, Preparation and Recognition at the New Jersey Department of Education, River View Executive Plaza, Building 100, Route 29, P.O. Box 500, Trenton, NJ 08625-0500; telephone (609) 376-3972.

### *Notification of Intent to Apply*

In order to gauge interest in this grant program, the NJDOE requests any IHEs interested in applying as a lead agency to send an email to [rpr@doe.nj.gov](mailto:rpr@doe.nj.gov) on or before September 17, 2018. No confirmation of the email will be provided. Potential applicants will not lose the opportunity to submit an application if they do not submit a notification of their intent to apply.

## 1.6 TECHNICAL ASSISTANCE

A Technical Assistance Workshop will be held: **Monday, September 24<sup>th</sup> from 1:00-3:00pm at the New Jersey Department of Education**. Preregistration is required by **Monday, September 17<sup>th</sup>**. Please register online at <http://education.state.nj.us/events/>. Registrants requiring special accommodations for the Technical Assistance Workshop should identify their needs at the time of registration.

Representatives from all partnering agencies are invited to participate. An informational session on the EWEG application system will be provided following the technical assistance session for any applicants who are unfamiliar with the EWEG system. A document containing questions and answers from the technical assistance session will be posted on the NJDOE website the week of October 1, 2018.

## 1.7 APPLICATION SUBMISSION

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, ***will not accept late applications.***

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the complete application through the online Electronic Web Enabled Grant (EWEG) system at <http://homeroom.state.nj> **no later than 4:00 P.M. on Thursday, October 11, 2018**. **Without exception**, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application after this deadline.

**Each eligible applicant must have a logon ID and password to access the system.** If your organization does not have access to EWEG, send an email request for the EWEG help desk at [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov). Please allow 24-48 hours for the registration to be completed.

Questions regarding access to EWEG may be directed to [eweghelp@doe.nj.gov](mailto: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 the due date.**

Complete 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 consideration. The Department of Education reserves the right to reject any application not in conformance with the requirements of this NGO.

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

## **1.8 REPORTING REQUIREMENTS**

Grant recipients are required to submit periodic progress reports on their project's implementation. The lead agency is responsible for collecting and reporting information from all partners. Progress reports will be submitted through the EWEG system on a quarterly basis.

In addition to the information required for all progress reports as described in the Grant Recipient's Manual for Discretionary Grants referenced above, grant recipients are required to submit a narrative report as part of each project report that includes the following information:

1. Brief summary of the project's accomplishments, challenges, and problematic fiscal issues to date, in accordance with the project plan;

2. Report of any modifications to the original plan and the reason for the modifications  
All project and evaluation reports are to be submitted through the Electronic Web-Enabled Grant (EWEG) system at <http://homeroom.state.nj.us/> according to the following schedule:

<b>Report</b>	<b>Reporting Period</b>	<b>Due Date (via EWEG)</b>
1 <sup>st</sup> Interim	December 1 2018 – April 18, 2019	May 16, 2019
2 <sup>nd</sup> Interim	December 1 2018 – September 12, 2019	October 10, 2019
3 <sup>rd</sup> Interim	December 1 2018 – February 6, 2020	March 12, 2020
Final	December 1 2018 – June 30, 2020	August 30, 2020

Each interim report narrative is to include specific information on progress towards achieving each measurable goal and objective described in the application. Grantees must demonstrate project progress using data and other evidence identified in the application.

### **1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS**

The department is seeking best practice models and innovative programs with high likelihoods of success to disseminate statewide in order to support diversity and equity in the teacher workforce. Program results are to provide evidence of success of innovative practices to recruit and support teacher candidates of color in order to increase the number of teachers of color in classrooms throughout the state. Please see Section 2.2 for program goals and expectations and Section 2.3.3 for program evaluation requirements.

### **1.10 REIMBURSEMENT REQUESTS**

Payment of grant funds is made through a reimbursement system. Reimbursement requests for any grant funds the local project has expended are made through the 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 on 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 15<sup>th</sup> of the month. The requests may include funds that will be expended through the last calendar day of the month in which reimbursement is requested. If the grantees’ request is approved by the NJDOE program officer, the grantee should receive payment around the 8<sup>th</sup>-10<sup>th</sup> of the following month.

**NOTE:** Payments cannot be processed until the award has been accepted in EWEG. The last date to submit a reimbursement request is July 15, 2020. The last date to submit a budget modification is March 31, 2020.

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## **SECTION 2: PROJECT GUIDELINES**

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The intent of this section is to provide the applicant with the framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state’s vision and purpose for offering the program. Additionally, the information contained in Section 2 will complete the applicant’s understanding of the specific considerations and requirements that are to be considered and/or addressed in their project.

Please note that the passage of N.J.A.C 6A:23A-7 places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of school district personnel to participate in activities sponsored by the grant program.

### **2.1 ADDITIONAL BACKGROUND INFORMATION**

#### ***Improving Student Outcomes***

Research has shown that recruiting minority teachers can generate important achievement gains among minority students (Dee, T. 2004). Exposure to a black teacher during elementary school raises long-run educational attainment for black male students, especially among those from low-income households. For the most disadvantaged black males, conservative estimates suggest that exposure to a black teacher in primary school cuts high school dropout rates 39% (Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W., 2017). Studies such as these have made the increased presence of minority teachers in New Jersey classrooms a priority, and underlie the goals of this NGO.

#### ***Expanding the Pipeline***

A study by the Center for American Progress recommends that states develop programs that increase the potential pipeline of teachers of color by increasing the college readiness and high school graduation rates of students of color (Partelow, L., Spong, A., Brown, C., and Johnson, S. 2017). One of the goals of this grant is to identify innovative approaches to increasing the number of students of color enrolling in educator preparation programs.

Research also shows that reducing the debt burden can bring more students of color into high-quality teacher preparation programs (Podolsky & Kini, 2016). Grantees are to devise innovative programs to provide financial support to students of color to enrolled in, and complete an educator preparation program and obtain a teaching certification.

### ***Support for Minority Teaching Candidates***

Black and Hispanic students are far more likely to be placed in remedial courses during their freshman year, which can make it difficult for students to earn a sufficient number of credits to be on track to graduate in a timely manner. College degree attainment for black and Hispanic students are roughly half of the rate for white students. A contributing factor is the difficulty many minority students have in graduating with an undergraduate degree within six years (*Advancing Diversity and Inclusion in Higher Education*, U.S. Department of Education, Nov. 2016). Grantees which require completion of an undergraduate preparation program are encouraged to design systems of support to enable students of color to graduate on-time (within four-to-six years).

### ***Induction and New Teacher Support***

Research shows the importance of well-designed and implemented induction programs and ongoing professional development, especially in high-poverty at-risk districts and among teachers of color. A 2004 report by the Harvard Project on the Next General of Teachers found that new teachers' decisions to transfer out of low income schools rested on the extent to which those schools supported them with adequate mentoring and guidance (Berry, B., 2004). In academic year 2017, 63% of white teachers in New Jersey remained in the same school, while 53% of teachers of color remained in the same school. This same data shows that 74% of white teacher remained in the same district and 69% of teachers of color remained in the same district (NJ SMART 2013-2014). Work to recruit more teachers of color into the profession, must be partnered with strategies to retain teachers as well in order to diversify the teacher pipeline overall.

Districts should provide high-quality mentoring and induction to beginning teachers, and in particular, should consider how these supports can meet the needs of a diverse workforce. Induction programs that include being assigned a mentor, meeting frequently, and focusing on high leverage activities—observation and feedback; analyzing student strengths and needs; discussing instructional issues; and developing a professional growth plan—have been found to result in improved teacher retention (Gershenson et al., 2017). Grantees are to work with partner districts to improve induction policies and programs and should consider research-based, innovative strategies for improving retention of minority teachers.

## **2.2 PROJECT DESIGN CONSIDERATIONS**

The Commissioner of Education has established a competitive grant program to provide funding, over a period of one school year, to no more than two eligible organizations that recruit, train, and place new teachers, with special emphasis on minority teachers, in one or more high poverty school districts in the State. To be eligible to receive a grant under the program an organization must meet certain conditions established by the Commissioner of Education. “High poverty school district” means a school district in which the percentage of students who are at-risk pupils, as defined by section 3 of P.L.2007, c.260 (C.18A:7F-45) is equal to or greater than 40

percent. Please see Appendix A for a list of eligible programs and Appendix B for a list of eligible school districts.

The projects awarded through this NGO can be considered as development projects to identify best practices, model policies and programs, and innovative strategies to recruit, educate, employ and support teachers of color. The intent is to provide the state with successful models that can be implemented to increase diversity in the teacher workforce to better reflect the student population.

Successful grant applicants will propose projects that specifically address all of the goals of the grant. Project designs should include outcome measures for each goal and objective that is quantitative and qualitative.

All project designs must be compliant with regulations governing New Jersey Educator Preparation Programs (*N.J.A.C. 6A:9A*) and certification requirements (*N.J.A.C. 6A:9B*) and mentoring and induction requirements (*N.J.A.C. 6A:9C-5.1 et seq.*).

### ***Essential Elements***

Essential elements of a successful application will include:

- Formal partnerships that are well-defined and have consistent communication and collaboration components;
- Strategies to expand the pipeline of teachers of color;
- Research and best-practices in recruiting and supporting minority teaching candidates;
- Strategies to support teachers of color in their first years of teaching to promote retention; and
- The establishment of a system of data collection to track candidates who have participated in any of the components of the grantee's program past the end date of the grant period. Such systems should collect data on educator preparation program enrollment, program completer and placement data for all candidates, including minority teacher candidates.

### ***Achievement of Goals***

Project designs must include evaluation plans to assess achievement of project goals on an ongoing basis. Assessment must include data on success in expanding the pipeline, measures of success for student fiscal and academic support programs, evidence of collaboration between the lead agency and the high-poverty school district in reviewing and revising district mentoring plans that include research based, sustainable programs and policies to support teachers of color in their first years of teaching.

### ***Program Outcomes***

The project(s) funded by this grant opportunity will provide evidence based model programs, policies and strategies that will inform Department of Education policies, guidance and support

to educator preparation providers and school districts throughout the state aimed at increasing the number of teachers of color in the workforce.

## **2.3 PROJECT REQUIREMENTS**

### ***Implementation within the Designated Timeline***

Unless otherwise noted, all training, support, and other implementation activities for this program are to be conducted during the grant period, December 1, 2018 through June 30, 2020. The schedule for required program and fiscal reports is provided in Section 1.8 *Project Requirements*.

### **2.3.1 PROJECT MANAGEMENT REQUIREMENTS**

#### ***Selection of Partners***

As noted in Section 1.2 on grant eligibility, the lead agency educator preparation provider must form a partnership consisting of, at a minimum, one high-poverty school district. Additional partners will be considered if they support the achievement of program goals. Eligible teacher preparation providers and school districts are identified in Appendix A. These principal partners and any other additional partnering LEAs and agencies must be named in the grant application (see Attachment A).

#### ***Grant Management Partnership Team***

Grant recipients will be expected to form a project management team that includes, at a minimum, the grant lead person from the educator preparation program and at least one administrator from each of the partner districts. The project management team will be responsible for coordinating the project, creating and implementing a communication plan and ensuring that all aspects of the project requirements are fulfilled.

#### ***Attendance at Quarterly Meetings on Project Implementation***

The NJDOE will host meetings throughout the grant period to support grant recipients and provide a forum for addressing implementation best practices, challenges and successes. All grant recipients will be expected to send appropriate representatives to these meetings, which will be held on a quarterly basis.

#### ***Participation in Annual Grant Monitoring Reviews***

In addition to reviewing the quarterly report submissions, the NJDOE will conduct a comprehensive review of program and financial records once during the grant period and conduct at least one site visit to interview a number of project participants. All grant recipients will be expected to facilitate the NJDOE program staff in the reviews by providing the appropriate documents and arranging the site visits.

### **2.3.2 PROJECT ACTIVITY REQUIREMENTS**

All activities must comply with applicable statutes and regulations as cited in Section 2.2.

All projects awarded this grant will be required to:

- Partner with at least one high-poverty school district;
- Develop programs and strategies to increase the number of candidates of color in the educator preparation program;
- Develop an innovative approach to helping candidates overcome financial burdens associated with completing an educator preparation program and entering the profession;
- Develop programs that are likely to increase the percentage of candidates of color who complete an educator preparation program and are placed in high-poverty school districts;
- Develop, implement and institutionalize mentoring and induction programs in the partner district(s) to support new teachers of color in their first four years of teaching. Support should be differentiated based on new teacher experience and needs;
- Establish a system of data collection to track candidate participation in the program, as described in Section 2.2; and
- Provide a set of guidelines and recommended strategies, programs and procedures for increasing and retaining teachers of colors.

### **2.3.3 PROJECT EVALUATION REQUIREMENTS**

Each partnership is required to develop an evaluation and accountability plan to measure the extent to which the activities undertaken during the grant period were successful in meeting this NGO's broad outcomes and the individual grant project's specific measurable objectives. The evaluation plan must include:

- Baseline data on current recruitment, program completion, placement and retention for candidates and teachers of color;
- Needs assessments to identify appropriate targets for project activities in the LEA;
- Identification of current barriers to educator preparation program completion for students of color; and
- Indicators to be impacted by the grant programs. Indicators must address:
  - Minority students enrolling in the educator preparation program;
  - Minority student participation in financial and academic support programs;
  - Projection, based on available data, of the increased rate of program completion by minority students; and
  - Evidence of revised induction and mentoring programs, policies and procedures for partner districts.

### **2.4 APPLICATION REQUIREMENTS**

The applicant must provide the following written components as a part of the EWEG application: (1) Abstract; (2) Project Description; (3) Goals, Objectives and Indicators; (4) Activity Plan; and



(5) Organizational Commitment and Capacity.

### **2.4.1 PROJECT ABSTRACT**

The Project Abstract is a (250-300 words) summary of the proposed project's need, purpose, and projected outcomes. The proposed project and outcomes must cover the *full 19 month grant period*. Do not include information in the abstract that is not supported elsewhere in the application.

### **2.4.2 STATEMENT OF NEED: (5 points)**

Describe the current levels of diversity in the partner school district and in your educator preparation program. Provide the baseline data that supports the stated needs. Identify the changes that your grant project intends to accomplish as a result of this grant program.

### **2.4.2 PROJECT DESCRIPTION: (40 points)**

Describe in a detailed narrative the project design and plan for implementing the project. Provide assurance that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the needs identified in Section 2.4.2.

Describe the effect the project will have on the partner school district(s) upon completion. When possible, cite examples of how the approach or different strategies have led to success for other schools and programs.

### ***Background Information***

Please address the questions below in your narrative for this section:

- 1 Why do you want to participate in this program?
- 2 Why do you think your partnership will be effective?
- 3 What do you currently have in place (programs, systems, personnel, etc.) that will contribute to the success of your project?
- 4 Identify research that supports your project plan and expected outcomes.

### ***Project Description***

At a minimum, the project description should address the following elements:

1. Partnership: How did you select your primary high-poverty school district(s)? What are your key strategies for effective collaboration with your partner(s)?
2. Pipeline Activities: Describe the strategies you will use to increase the number of students of color enrolling in the educator preparation program
3. Candidate Support: Describe the support you will provide for students of color to be able to enroll and complete educator training.

4. **Partner School Programs:** Describe the strategies you will use to support your partner district(s) in developing and implementing programs, policies and procedures to hire, place and support beginning teachers of color to increase retention.
5. **Sustainability:** Describe the project elements you will put in place that will lay the foundation for sustaining the work of the grant both in the educator preparation program and in the partner school district(s).
6. **Project Evaluation:** Describe the critical pieces of evidence/data you will examine to track and inform project implementation decisions and determine if project goals are being achieved.
7. **Dissemination:** Provide an outline of the components that will comprise a “portfolio” of evidence based programs and strategies the New Jersey Department of Education will use to provide guidance to all New Jersey educator preparation providers and school districts and to inform department policies and programs.

### **2.4.3 GOALS, OBJECTIVES AND INDICATORS (20 points)**

Establish one or more local goal(s) for this program. Using the goals 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 goals. 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. They must contain quantitative information, benchmark(s) and how progress will be measured. Objectives should also link directly to individual stated needs and provide a time frame for completion.

Applications must also include a plan to evaluate the project’s success in achieving its 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 goal and objectives, as well as 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. They will also help to determine whether or not to refine an aspect of the project to ensure overall success.

- Review the Statement of Need before and after constructing the objectives to ensure that the objectives clearly address identified needs.
- Identify the anticipated outcomes of the project 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 level of performance expected in order to indicate successful achievement of the objective.
- Make certain to construct measurable indicators of success that directly link to and support project objectives.

When developing goals, objectives and indicators, do not conflate goals and objectives with activities and process measures. Goals should align with the goals of this grant program and identify the intended overall outcomes of this project. Objectives are steps to be accomplished to achieve project goals. Indicators are based on identified needs and should describe on what your project will “move the needle.”

#### **2.4.4 PROJECT ACTIVITY PLAN (10 points)**

The Project Activity Plan covers the entire 19 month project period. The Project Activity Plan follows the goal(s) and objectives that were listed in the previous section. Describe the steps that will be taken to achieve each identified objective. The activities identified in this section serve as the basis for the individual expenditures that are proposed in the budget. Review the Goals and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goals and objectives and the activities.

- State the relevant objective in full in the space provided. Number the Goal 1 and each objective 1.1, 1.2, 1.3, etc.
- Describe all of the tasks and activities planned for the accomplishment of each goal and objective.
- List all the activities in chronological order.
- Space the activities appropriately across all report periods of the grant project.
- Identify the staff directly responsible for the implementation of the activity. If the individual conducting the activity is not referenced appropriately on the Project Activity Plan, it may not be possible to determine an allocation of the requested cost, and costs may be disallowed.
- List the documentation or other evidence that tracks the progress and confirms the completion of each activity.
- 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.
- Do not list the project director or other person with general oversight authority for the project as the “person responsible” for carrying out **all** activities.

#### **2.4.5 ORGANIZATIONAL COMMITMENT AND CAPACITY (15 points)**

Describe the applicant organization and its capacity to take on the project and why the proposed project is important to the organization. The narrative should include, at a minimum, a description of:

1. The lead agency’s commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project;
2. The extent to which existing official policies, practices and contracts (including labor agreements) will support or challenge implementation, and how potential challenges will be addressed

3. Each project partner's ability to provide time, expertise, and resources so that all participants can achieve the project's goals;
4. The lead agency's ability to comply with the project evaluation requirements of the grant program;
5. The lead agency's commitment to working with their project's partner(s) to sustain the work done on the project; and
6. The lead agency's commitment to documenting and sharing key results and lessons learned with the wider PK-12 and higher education communities.

## **2.5 BUDGET DESIGN CONSIDERATIONS**

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

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

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

Guidance on constructing a grant budget may be found in the Pre-award Manual for Discretionary Grants, which can be accessed at [www.nj.gov/education/grants/discretionary/apps/](http://www.nj.gov/education/grants/discretionary/apps/).

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

## **2.6 BUDGET REQUIREMENTS (10 Points)**

Budget requests should be linked to specific project activities and objectives of the Diversifying the Teacher Pipeline grant.

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

restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging)
- No reimbursement for meals on in-state travel
- Mileage reimbursement is capped at \$.31/mile

### ***Allowable Expenses***

Eligible costs may include, *but are not limited to*:

- Grant Staff Positions – A resume, brief job description and rationale for each position proposed to assist in the management and implementation of the grant program must be provided. Enter the salary requests using the appropriate budget subtabs in the EWEG form
- Candidate Support – To provide financial support, such as fees and tuition assistance, to candidates of color in the IHE’s educator preparation program. Can also include fees associated with licensing and certification. Please note that grant funded support must be obligated within the grant funding period.
- Marketing Costs – Costs directly related to efforts to increase the enrollment of candidates of color in the applicant’s educator preparation program.
- Academic Support – Costs associated with assisting candidates of color with coursework and test preparation.
- Stipends - For participating teachers and administrators to attend grant related activities outside of contracted hours (please note that supervisors and curriculum directors may not be compensated through these funds to attend professional development activities).
- Substitute Teachers - Costs related to acquiring substitute teachers for LEA teachers participating in grant-related program activities.
- Travel – For program and LEA staff to travel to grant related events and activities. Please note the guidelines below per N.J.A.C. 6A:23A-7:
  - No reimbursement for in-state overnight travel (meals and/or lodging)
  - No reimbursement for meals on in-state travel
  - Mileage reimbursement is capped at \$.31/mile
  - Meal Expenses are only eligible for project events and activities that must be scheduled over a mealtime.

### ***Ineligible Expenses***

Funds *may not be used* for the following costs:

- Costs associated with writing the application;
- Supporting the research of individual scholars or faculty members;
- Costs for developing higher education courses related (or unrelated) to grant activities;
- Travel to out-of-state professional meetings, unless it is demonstrated that attendance at a meeting will directly and significantly advance a project;
- Stipends to teachers during regular school contracted days; and

- Costs not directly related to the educational program and that are unsupported by the NGO; and
- Indirect costs.

## **SECTION 3: COMPLETING THE APPLICATION**

### **3.1 GENERAL INSTRUCTIONS FOR APPLYING**

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

### **3.2 REVIEW OF APPLICATIONS**

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:

<i>Application Component</i>	<i>Point Value</i>
<b>STATEMENT OF NEED</b>	5
<b>PROJECT DESCRIPTION</b>	40
<b>GOALS, OBJECTIVES and INDICATORS</b>	20
<b>PROJECT ACTIVITY PLAN</b>	10
<b>ORGANIZATIONAL COMMITMENT AND CAPACITY</b>	15
<b>BUDGET</b>	10
<b>TOTAL</b>	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 be notified by the EWEG system via email. Only the personnel listed on the contact page will receive a notification. The successful applicant will be required to initiate the PAR process by accessing the EWEG system, creating an amendment for the application and submitting the amendment through EWEG to the NJDOE. You 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 at [eweghelp@doe.nj.gov](mailto:eweghelp@doe.nj.gov).

### 3.3 APPLICATION COMPONENT CHECKLIST

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

<i>Required (✓)</i>	<i>Location</i>	<i>EWEG TAB/SUBTAB</i>	<i>Included (✓)</i>
✓	EWEG	Admin (Contacts, Allocation, Assurance, Board Resolution and DUNS-SAM, and FFATA)	
	EWEG	Budget	
✓	EWEG	Narrative (Abstract, Need, Description, Goals/Objectives/Indicators, Activity Plan, Organizational Commitment & Capacity)	
		The following document(s) must be scanned and attached to the EWEG application using the UPLOAD tab:	
✓	UPLOAD	“Entity Overview” page from the applicant’s <a href="http://www.sam.gov">www.sam.gov</a> profile.	
✓	NGO	*Documentation of Eligibility ( <i>Attachment A</i> )	
✓	NGO	*Affirmation of Partnership ( <i>Attachment B</i> )	
		<i>Any additional forms required by the NGO</i>	

**ATTACHMENT A**

**DOCUMENTATION OF ELIGIBILITY**

**Diversifying the Teacher Pipeline**

*(This form must be completed, signed and uploaded in the application using the UPLOAD tab.)*

**LIST OF ELIGIBLE PARTNERS (print or type):**

**Name of Applicant /Lead Agency (Approved Educator Preparation Program)**

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**Name of High-Poverty LEA Principal Partner**

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**Name(s) of Additional Partner Agencies (as applicable)**

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By submitting this application, the Lead Agency assures that the partner agencies listed above participated in the preparation and planning of the **Diversifying the Teacher Pipeline** grant and will participate in the implementation of the grant and program activities.

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**Signature of Applicant/Lead Agency President/CEO**

**Date**



**ATTACHMENT B**

***AFFIRMATION OF PARTNERSHIP FORM***

**Diversifying the Teacher Pipeline**

*(This form must be completed, signed and uploaded in the application for each partner using the UPLOAD tab.)*

***High-Poverty LEA  
Other Agency Partner(s)***

**Diversifying the Teacher Pipeline  
December 2018 – June 2020**

**Instruction to Applicant/Lead Agency:** Please have each **partner** complete a separate copy this form, including the LEA principal partner, and any other agencies or LEA **partners**. Submit all copies as attachments using the upload tab with the grant application.

**Instruction to Partner Agency:** This document is to be signed by an eligible **partner** and included with the application as evidence of the collaboration between the applicant/lead agency and the eligible **partner** in the Diversifying the Teacher Pipeline grant program. The chief school administrator (CSA), Dean, chief executive officer (CEO) or other head of a partnering agency must complete and sign the statement below:

I COMMIT to being a collaborative partner with \_\_\_\_\_, the applicant/lead agency and to ensure that my agency acts in full support of the proposed project through the provision of personnel, time, activities, information, data, services, and/or resources necessary to plan, implement, monitor and evaluate the grant project with fidelity.

I AGREE to protect the confidentiality of individual students and/or educators as necessary when providing information to the applicant and the project evaluator to fulfill project requirements.

I CERTIFY that a designated representative, my agency’s grant lead person, will continue to collaborate with the applicant to meet the requirements of this grant opportunity as specified in the grant application.

\_\_\_\_\_  
**(Print Name) (Dean/CSA/CEO/Head from Partner Agency)**

of

\_\_\_\_\_  
**(Print Name) (Partner Agency)**

\_\_\_\_\_  
**Signature of CSA/Dean/CEO/Head from Partner Agency**

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Date

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*NJ SMART Staff Submissions* (2013-2017).

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the Teacher Shortage: How to Attract and Retain Excellent Educators (Palo Alto, Calif.: *Learning Policy Institute*).

## APPENDIX A

### ELIGIBLE EDUCATOR PREPARATION PROGRAM PROVIDERS

Bloomfield College (CE & CEAS)  
Brookdale Community College CTE Certificate of Eligibility Educator Preparation Program (CE)  
Caldwell University (CEAS)  
Centenary University (CE & CEAS)  
College of Saint Elizabeth (CEAS)  
Drew University (CEAS)  
Essex County Provisional Teacher Training Program (CE)  
Fairleigh Dickinson University (CE & CEAS)  
FASST: Foundation for the Advancement for a Strategic Science of Teaching (CE)  
Felician University (CE & CEAS)  
Georgian Court University (CEAS)  
Kean University (CE & CEAS)  
Monmouth University (CE & CEAS)  
Montclair State University (CE & CEAS)  
Morris-Union Jointure Commission (CE)  
New Jersey Center for Teaching and Learning (CE)  
New Jersey City University (CE & CEAS)  
Pillar College (CEAS)  
Princeton University (CEAS)  
Ramapo College of New Jersey (CEAS)  
Relay Graduate School of Education (CE & CEAS)  
Rider University (CEAS)  
Rowan University (CE & CEAS)  
Rutgers University, New Brunswick- (CE & CEAS)  
Rutgers University, Camden (CEAS)  
Rutgers University, Newark (CEAS)  
Saint Peter's University (CE & CEAS)  
Seton Hall University (CEAS)  
Stockton University (CE & CEAS)  
The College of New Jersey (CE & CEAS)  
William Paterson University (CE & CEAS)

**APPENDIX B**

**ELIGIBLE HIGH-POVERTY SCHOOL DISTRICTS**

<b>County</b>	<b>District</b>
ATLANTIC	Absecon City
	Atlantic City
	Atlantic County Vocational
	Atlantic County Special Services Commision
	Brigantine City
	Buena Regional
	Egg Harbor City
	Egg Harbor Twp
	Galloway Twp
	Greater Egg Harbor Reg
	Hamilton Twp
	Hammonton Town
	Pleasantville City
	Somers Point City
	Ventnor City
Weymouth Twp	
BERGEN	Bogota Boro
	Cliffside Park Boro
	Elmwood Park
	Englewood City
	Fairview Boro
	Garfield City
	Hackensack City
	Little Ferry Boro
	Lodi Borough
	Moonachie Boro
	Palisades Park
	Teaneck Twp
BURLINGTON	Beverly City
	Burlington City
	Burlington Co Vocational
	Delanco Twp
	Edgewater Park Twp
	Maple Shade Twp
	Mount Holly Twp

	New Hanover Twp
	Palmyra Boro
	Riverside Twp
	Willingboro Twp
CAMDEN	Bellmawr Boro
	Brooklawn Boro
	Camden City
	Camden County Vocational
	Gloucester City
	Gloucester Twp
	KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation
	Camden Prep, Inc.
	Mastery Schools of Camden, Inc.
	Lawnside Boro
	Lindenwold Boro
	Magnolia Boro
	Pennsauken Twp
	Pine Hill Boro
	Woodlynne Boro
CAPE MAY	Cape May City
	Cape May Co Special Services District
	Lower Cape May Regional
	Lower Twp
	Middle Twp
	North Wildwood City
	Wildwood City
	Woodbine Boro
CUMBERLAND	Bridgeton City
	Commercial Twp
	Cumberland Co Vocational
	Cumberland Regional
	Deerfield Twp
	Downe Twp
	Maurice River Twp
	Millville City
	Upper Deerfield Twp
	Vineland City
ESSEX	Belleville Town
	Bloomfield Twp

	East Orange
	Essex Co Ed Services Commission
	Essex Co Voc-Tech
	Irvington Township
	Newark City
	City Of Orange Twp
	West Orange Town
GLOUCESTER	Clayton Boro
	Deptford Twp
	Glassboro
	National Park Boro
	Paulsboro Boro
	Westville Boro
	Woodbury City
HUDSON	Bayonne City
	East Newark Boro
	Guttenberg Town
	Harrison Town
	Hoboken City
	Hudson County Vocational
	Jersey City
	Kearny Town
	North Bergen Twp
	Union City
	West New York Town
HUNTERDON	Hunterdon Co Ed Services Commission
MERCER	Ewing Twp
	Mercer County Special Services School District
	Trenton Public School District
MIDDLESEX	Carteret Boro
	Dunellen Boro
	Jamesburg Boro
	Middlesex Co Vocational
	New Brunswick City
	North Brunswick Twp
	Perth Amboy City
	South Amboy City
South River Boro	
MONMOUTH	Asbury Park City
	Belmar Boro

	Bradley Beach Boro
	Eatontown Boro
	Freehold Boro
	Highlands Boro
	Keansburg Boro
	Keyport Boro
	Long Branch City
	Monmouth-Ocean Ed Services Commission
	Neptune City
	Neptune Twp
	Red Bank Boro
MORRIS	Dover Town
	Wharton Boro
OCEAN	Lakehurst Boro
	Lakewood Twp
	Little Egg Harbor Twp
	Ocean Gate Boro
	Seaside Heights Boro
PASSAIC	Clifton City
	Haledon Boro
	Passaic City
	Northern Region Educational Services Commission
	Passaic Co Manchester Reg
	Passaic County Vocational
	Paterson City
	Prospect Park Boro
SALEM	Elsinboro Twp
	Penns Grove-Carneys Pt Reg
	Salem City
SOMERSET	Bound Brook Boro
	Franklin Twp
	Manville Boro
	North Plainfield Boro
	Somerset Co Ed Serv Comm
	South Bound Brook
UNION	Elizabeth City
	Hillside Twp
	Linden City
	Plainfield City
	Rahway City

	Roselle Boro
	Union Co Ed Services Commission
WARREN	Phillipsburg Town
CHARTERS	Academy Charter High School
	Academy for Urban Leadership Charter School
	Achieve Community Charter School
	Atlantic Community Charter School
	Beloved Community Charter School
	Benjamin Banneker Prep CS
	Bergen Arts and Sciences Charter School
	Bridgeton Public Charter School
	Burch Charter School of Excellence
	Camden's Promise Charter School
	chARTer~TECH HIGH SCHOOL
	College Achieve Central Charter School
	College Achieve Greater Asbury Park Charter School
	College Achieve Paterson Charter School
	Community Charter School of Paterso
	Compass Academy CS
	Cresthaven Academy Charter School
	Discovery CS
	Dr Lena Edwards Academic Charter School
	East Orange Community CS
	Empowerment Academy Charter School
	Environment Community CS
	Foundation Academy CS
	Freedom Prep Charter School
	Gray CS
	Great Oaks Legacy Charter School
	Greater Brunswick CS
	Hope Academy CS
	Hope Community CS
	Hudson Arts and Science Charter School
	International Academy of Atlantic City Charter School
	International Academy of Trenton Charter School
	International Charter School
Jersey City Comm. CS	
Jersey City Global CS	
Jersey City Golden Door Charter School	
John P Holland Charter School	



Kingdom CS of Leadership
LEAP Academy University CS
Link Community Charter School
M E T S Charter School
Maria L. Varisco-Rogers CS
Marion P. Thomas CS
Millville Public Charter School
New Horizons Comm. CS
Newark Educators Community Charter School
North Star Academy Charter School
Ocean Academy Charter School
Pace CS of Hamilton
Passaic Arts and Science Charter School
Paterson Arts and Science Charter School
Paterson CS for Science/Technology
Paul Robeson Humanities Charter School
Peoples Preparatory Charter School
Philip's Charter School of Paterson
Phillip's Academy Charter School
Pride Academy Charter School
Queen City Academy CS
Robert Treat Academy CS
Roseville Community CS
Soaring Heights CS
TEAM Academy Charter School
The Barack Obama Green Charter High School
The Ethical Community Charter School
The Red Bank CS
Trenton Stem-to-Civics CS
Union County TEAMS CS
University Academy CS
University Heights CS
Village CS
Vineland Public Charter School