

Notice of Grant Opportunity

**New Jersey School Improvement Grant (SIG)
Cohorts 4 and 4R - Year 5 of 5
21-SG17-H03**

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Commissioner of Education**

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March 2020

CFDA# 84.377A

Application Due Date: June 18, 2020

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

<http://www.state.nj.us/education>

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TABLE OF CONTENTS

When responding to this Notice of Grant Opportunity (NGO), applicants must use the forms and instructions that are part of this NGO.

		PAGE
SECTION 1:	GRANT PROGRAM INFORMATION	
1.1	Description of the Grant Program	4
1.2	Eligibility to Apply	5
1.3	Federal Compliance Requirements (DUNS, SAM)	5
1.4	Statutory/Regulatory Source and Funding	6
1.5	Dissemination of this Notice	6
1.6	Technical Assistance	6
1.7	Application Submission	7
1.8	Reporting Requirements	7
1.9	Assessment of Statewide Program Results	8
1.10	Reimbursement Requests	8
SECTION 2:	PROJECT GUIDELINES	
2.1	Project Design Considerations	9
2.2	Project Requirements	10
2.3	Budget Design Considerations	10
2.4	Budget Requirements	11
SECTION 3:	COMPLETING THE APPLICATION	
3.1	General Instructions for Applying	13
3.2	Review of Applications	13
3.3	Application Component Checklist	13
APPENDICES		
A	LEA Section (Instructions and Application)	16
B	School Section (Instructions)	39
C	Budget Section (Instructions)	40
D	NGO Allowing Fairfield Township School District to Use Remaining SIG Funds to Transition to ESSA	47

SECTION 1: GRANT PROGRAM INFORMATION

1.1 DESCRIPTION OF THE GRANT PROGRAM

Public schools and districts across the country have long struggled to improve student outcomes in persistently low-achieving schools, and New Jersey is no exception. In the aggregate, New Jersey's students perform at nation-leading levels, yet an achievement gap between economically disadvantaged students¹ and their peers persists in 4th and 8th grade reading and mathematics. Specifically, the 2019 National Assessment for Education Progress (NAEP)² results indicate that, as a subgroup, low-income students in 4th grade and 8th grade scored 30 and 31 points lower, respectively, in reading when compared to higher income peers. This gap is also prevalent at both grade levels in mathematics, with low-income students scoring 26 and 38 points lower in 4th and 8th grade, respectively, when compared to their higher income peers. Prior school improvement efforts have not yielded substantial, sustainable positive outcomes, as evidenced by the fact that these gaps do not differ significantly from the 2000 NAEP results. In addition to the challenges observed at the elementary level, a distressingly high percentage of students who graduate from high school are not prepared for college and career. At some of New Jersey's community colleges, more than 90 percent of entering students must complete remedial coursework.³ The New Jersey Department of Education (NJDOE) seeks to continue its partnership with Cohort 4/4R local educational agencies (LEAs) in the relentless pursuit of improved academic achievement through the School Improvement Grant (SIG) program.

SIG, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act (ESEA), are grants to support implementation of federally-approved interventions in eligible schools⁴. The federal requirements were originally re-regulated in 2010, and the amended requirements, which can be accessed [here](#), were finalized in February 2015. The goal of this multi-year grant is to provide Cohort 4/4R awardees with the necessary resources and services to continue full implementation of their selected intervention models. It is expected that these interventions, when implemented with fidelity, will result in **dramatic, sustainable** improvement in student outcomes.

Awardees may receive up to five years of funding, through August 31, 2021. Grant renewal is contingent upon the availability of federal funds and the LEA meeting continuation benchmarks.

¹ Low-income students are identified based on eligibility for free/reduced lunch per federal guidelines.

² NAEP results for New Jersey can be found at: <http://www.nces.ed.gov/nationsreportcard/states>

³ New Jersey Department of Education. (2012). Final Report of the New Jersey Department of Education College and Career Readiness Task Force. Retrieved from <http://www.state.nj.us/education/genfo/readiness.pdf>.

⁴ Federal guidance (located at <https://www2.ed.gov/programs/sif/legislation.html>) in effect at the time of Cohort 4's initial award stated that "for SEAs with an approved ESEA flexibility request, an LEA that receives Title I, Part A funds and that has one or more priority or focus schools may apply for a SIG." The priority and focus designations no longer exist under the current Every Student Succeeds Act (ESSA). However, schools that were awarded a SIG, in part, due to their former priority or focus designation, are eligible to receive continuation funds through FY-21.

1.2 ELIGIBILITY TO APPLY

Eligibility for this grant program is limited to the following LEAs with schools currently participating in the SIG Cohort 4 or 4R:

LEA	SCHOOL	SCHOOL CODE
Fairfield Township*	Fairfield Township School	11-1460-070
Glassboro	Glassboro Intermediate School	15-1730-078
Newark	Belmont Runyon Elementary School	13-3570-225
Newark	BRICK Avon Academy	13-3570-220
Newark	BRICK Peshine Academy	13-3570-370
Newark	Spencer - Miller Community School	13-3570-495
Newark	Malcolm X Shabazz High School	13-3570-050

*Fairfield Township School District shall use its remaining SIG funds in a manner consistent with section 1003 of the Elementary and Secondary Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). See Appendix D of this NGO for further guidance.

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 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 for free to all entities required to register under FFATA.

- To obtain a DUNS number, applicants must go to the Dun & Bradstreet [website](#).
- To register with the SAM database, applicants must go to SAM [website](#).

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 (i.e., 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 [SAM](#) profile (which displays their DUNS number and street address with ZIP+4 code), and upload a scan of the page using the Upload tab in the grant application.

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 eight (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 (i.e., Contacts). The term “federal award” includes federal contracts, subcontracts, 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 School Improvement Grant is 100 percent funded from Title I, 1003(g) funds, CFDA # 84.377A.

Final awards are subject to the availability of Title I, 1003(g) funds. Total funds for the Cohort 4/4R – Year 4 School Improvement Grant are \$6,054,735. Approved continuation allocations for eligible LEAs are as follow:

LEA	SCHOOL	SCHOOL CODE	YEAR 5 ALLOCATION
Fairfield Township*	Fairfield Township School	11-1460-070	\$380,533
Glassboro	Glassboro Intermediate School	15-1730-078	\$439,198
Newark	Belmont Runyon Elementary	13-3570-225	\$1,293,685
Newark	BRICK Avon Academy	13-3570-220	\$1,158,535
Newark	BRICK Peshine Academy	13-3570-370	\$1,188,819
Newark	Spencer – Miller Community School	13-3570-495	\$1,032,875
Newark	Malcolm X. Shabazz High School	13-3570-050	\$561,090

*Fairfield Township School District shall use its remaining SIG funds in a manner consistent with section 1003 of the Elementary and Secondary Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). See Appendix D of this NGO for further guidance.

The grantee is expected to complete the goal(s) and objectives described 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 September 1, 2020 to August 31, 2021.

1.5 DISSEMINATION OF THIS NOTICE

The Office of Comprehensive Support (OCS) will make this notice available to eligible applicants listed in section 1.2 based on the eligibility statement, to team leads in the Office of Comprehensive Support and to the county superintendents in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE's Discretionary Grant web site or by contacting the Office of Comprehensive Support - SIG Unit 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) 376-3727.

1.6 TECHNICAL ASSISTANCE

Technical assistance is available upon request. Please contact your SIG program officer for support and guidance.

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 **original and five copies** of the complete application **no later than 4:00 P.M. on Thursday, June 18, 2020**, at the following mailing or courier service addresses listed below. Without exception, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application after this deadline.

Mailing Address	Courier Service Address
Application Control Center New Jersey Department of Education 100 River View Plaza P.O. Box 500 Trenton, NJ 08625-0500	Application Control Center New Jersey Department of Education 100 River View Plaza Trenton, NJ 08625

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 specified time will be screened to determine whether they are, in fact, eligible for consideration. The Department of Education (NJDOE) reserves the right to reject any application not in conformance with the requirements of this NGO.

Applications submitted by FAX will not be accepted under any circumstances.

1.8 REPORTING REQUIREMENTS

Grant recipients must submit periodic project and fiscal progress reports. All fiscal reports will be submitted through the EWEG system. Fiscal reports for this program will be due as follows:

Report	Reporting Period	Due Date
1 st Interim	September 1, 2020 – November 30, 2020	December 31, 2020
2 nd Interim	September 1, 2020 – February 28, 2021	March 31, 2021
3 rd Interim	September 1, 2020 – May 31, 2021	June 30, 2021
Final	September 1, 2020 – August 31, 2021	September 30, 2021

Project progress reports will be submitted through the Annual School Planning System (ASPS). SIG program officers will monitor project implementation and may request supplemental information, as warranted, throughout the project period.

1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

In addition to the review of quarterly program and fiscal reports, the NJDOE will assess statewide outcomes by conducting on-site visits and analyzing the schools' progress on specific metrics.

On-Site Visits

The NJDOE will conduct on-site visits to each school receiving a SIG grant. The objectives of the visit are:

- To ensure that SIG schools are implementing the approved activity plan with fidelity;
- To review SIG budget expenditures in conjunction with the approved activity plan to ensure necessary resources are available in a timely fashion; and
- To examine potential barriers to implementation and make subsequent recommendations to ensure the project's success.

Progress on Select Metrics

As per the SIG final requirements, LEAs must support implementation of the selected intervention and monitor student outcomes. This role includes interim examination of relevant data to ensure that schools are making appropriate progress toward goal attainment. The SIG program office will ensure that LEAs establish and monitor progress towards annual goals for student achievement on the state's assessments in both reading/language arts and mathematics in SIG-funded schools. Additionally, LEAs are expected to ensure that their SIG school(s) are making progress on the following leading indicators:

- Student participation rate on state assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools or dual enrollment classes;
- Discipline incidents;
- Chronic absenteeism rates;
- Distribution of teachers by performance level on an LEA's teacher evaluation and support system; and
- Teacher attendance rate.

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.

Only one (1) request may be submitted per month. Grantees must submit their request no later than the 15th 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 between the 8th and 10th of the following month. The last day to submit a reimbursement request is 9/30/2021. The last day to submit a budget modification is 5/31/2021.

SECTION 2: PROJECT GUIDELINES

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, 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 this 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 PROJECT DESIGN CONSIDERATIONS

Cohort 4/4R SIG grantees are expected to optimize this limited funding opportunity to continue to implement research-based systems and practices that address the identified needs of its eligible schools and result in dramatic, sustainable improvement in student outcomes. Although much of the work will occur at the school-level, "school turnaround – especially when facilitated by a SIG – is an LEA initiative, and the LEA must itself function at a level of proficiency that enables it to support the major overhaul of one or more of its schools."⁵ Hence, the revised federal guidance requires, and the NJDOE expects, that the project's design includes a prominent LEA presence in facilitating implementation and in monitoring student outcomes. Specifically, the LEA must demonstrate that it will:

- Implement interventions consistent with the SIG final requirements;
- Use SIG funds to provide adequate resources and related support to each school it commits to serve in order to fully and effectively implement the selected intervention on the first day of the FY-21 school year;
- Recruit, screen and select external providers, if applicable, to ensure their quality;
- Regularly review the external provider's performance and hold the external provider accountable for its performance;
- Align non-SIG resources with the interventions;
- Modify practices and policies, if necessary, to enable full and effective implementation of interventions;
- Provide effective oversight and support for implementation of the selected intervention for each SIG school; and
- Plan to sustain effective practices after the funding period ends.

During the planning year, school year (SY) 2016–17, each LEA selected and completed preparatory tasks to support implementation of an evidence-based, whole-school reform model. During SY 2017-18 LEAs commenced with full implementation of the required components of its intervention model.

⁵ Redding, S., Dunn, L., & McCauley, C. (2015). School Improvement Grants: Guidance and tools for the 2015 amended regulations: Maximizing the optional planning/pre-implementation year. San Francisco: WestEd.

Implementation of the Year 5 (2020-21) project activity plan shall include:

- Continued collaboration with the selected whole-school reform developer;
- Continued implementation of the whole-school reform model's required activities;
- Continued interim checks by the developer to ensure implementation fidelity; and
- Continued interim benchmark assessments to monitor student outcomes and to make appropriate instructional modifications, if necessary.

2.2 PROJECT REQUIREMENTS

The SIG application is comprised of three required components; the LEA section, the school section and the budget section. Each section must be completed as instructed. Information contained in the application will be used, in part, as the basis for making renewal determinations.

LEA Section

LEA support and monitoring is crucial to the successful implementation of school-level SIG interventions. Hence, this section of the application gives the LEA the opportunity to describe its role in facilitating activities and monitoring outcomes. The LEA section, which should be completed once regardless of the number of SIG-funded schools, includes forms L-1, L-2 (**not L-2A**), L-3 and L-4. These forms and the corresponding instructions can be found in Appendix A of the NGO.

School Section

The LEA, in collaboration with school leadership, must complete this section (forms S-1 through S-4) for each SIG-funded school. This section includes the opportunity for LEAs to:

- Describe how stakeholders (including family and community members) have been and will continue to be engaged throughout implementation;
- Describe the strategies implemented to address specific metrics and the corresponding outcomes; and,
- Describe SIG-funded educational field trips, if applicable.

Detailed instructions can be found in Appendix B and the forms are in the Excel Workbook posted to the same website as this NGO.

Important Note: A copy of the 2020-21 Annual School Plan (ASP) must be submitted with the SIG continuation application. It shall include activities that are aligned to the selected SIG intervention and to the SIG budget.

2.3 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

The budget submitted as part of the application is for the 2020-21 (Year 5) grant period only.

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.

2.4 BUDGET REQUIREMENTS

Budget requests should be linked to specific project activities and objectives of the School Improvement 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; and
- Mileage reimbursement is capped at \$.35/mile.

Eligible costs may include:

- Resources to enhance teacher instructional capacity (e.g. job-embedded professional development, instructional coaches, etc.);
- Compensation to teachers (not to exceed customary contract rates) to implement SIG activities beyond the regular school day (e.g. extended learning time, professional learning communities, etc.);
- Nominal resources to enhance parent involvement (e.g. light refreshments, child care, etc.) and
- LEA administrative costs (not to exceed 5% of the grant) to monitor and support schools in the implementation of the selected intervention model.

Ineligible costs - Funds may not be used for the following:

- Entertainment;
- Costs for capital renovations or construction;
- Cash or cash equivalent incentives;
- Field trips that are not an extension of the educational program;
- Costs that significantly deviate from established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award's cost. [Uniform Grant Guidance 200.404(e)]; and
- Costs unallowable under the Uniform Grant Guidance (UGG), section 200.400 et. seq.

Indirect costs:

Indirect costs may be requested in the budget from applicants that either 1) have a current federally negotiated indirect cost rate agreement; or 2) have never received a federally negotiated indirect cost rate agreement. The actual indirect cost rate that may be used in budgeting is a de minimis rate, which is subject to the requirements of the grant program. If indirect costs are requested, care must be taken to ensure that costs that would be considered an indirect cost are not included in the budget as a direct cost. Please refer to 2 CFR Part 200.414 for additional information.

- Applicants with a current federally negotiated indirect cost rate agreement must scan and upload a copy of their indirect cost rate agreement. If this program is subject to a supplement, not supplant requirement, applicants with an approved restricted indirect cost rate must use that rate; Non-LEA applicants with rate agreements that do not include a restricted indirect cost rate are limited to 8% MTDC. LEAs without an approved indirect cost rate are limited to the state median-approved indirect cost rate applicable to this program.
- Applicants that have never received a federally negotiated indirect cost rate agreement must scan and upload a signed statement as part of the application. This statement must attest to the fact that the organization has never received a federally negotiated indirect cost rate agreement, and that the applicant is requesting the use of a de minimis indirect cost rate. This statement must be signed by the Chief Executive Officer or designee of the organization.

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.

3.2 REVIEW OF APPLICATIONS

Department staff will review each continuation grant application on the basis of quality and comprehensiveness, including consistency with the 5-year project plan approved in the application under the initial multi-year NGO. Applications will also be reviewed for completeness, accuracy and appropriateness of response to each of the items specified in Section 2.

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.

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>	Location	<i>LEA and School Checklist</i>	<i>Included(✓)</i>
LEA Section (one for each LEA)			
✓	NGO	L-1: Cover Page and Board Resolution to Apply	
✓	NGO	L-2: Assurances for SIG Schools	
	NGO	L-2A: Assurances for LEAs Using Remaining SIG Funds to Transition to ESSA	
✓	NGO	L-3: Documentation of Federal Compliance (DUNS/SAM) Form and Entity Overview page from applicant's www.sam.gov profile	
✓	NGO	L-4: LEA Commitment and Capacity Update	

School Section (one for each school)			
✓	Excel Workbook	S-1: Cover Page	
✓	Excel Workbook	S-2: Stakeholder Participation	
✓	Excel Workbook	S-3: Summary of Strategies	
✓	Excel Workbook	S-4: Educational Field Trip Request	
✓	NJDOE Homeroom	Copy of 2020-21 Annual School Plan (ASP)	
Budget Section (one for each school)			
✓	Excel Workbook	Budget Narrative	
✓	Excel Workbook	Budget Detail Form A – Personal Services - Salaries	
✓	Excel Workbook	Budget Detail Form B – Personal Services - Employee Benefits	
✓	Excel Workbook	Budget Detail Form C -- Purchased Professional and Technical Services	
✓	Excel Workbook	Budget Detail Form D – Supplies and Materials	
✓	Excel Workbook	Budget Detail Form E -- Equipment	
✓	Excel Workbook	Budget Detail Form F – Other Purchased Services	
	Excel Workbook	Budget Detail Form G – LEA Administrative Costs	
	Excel Workbook	Budget Detail Form H – Pre-Award Costs (if costs are requested)	
✓	Excel Workbook	FY-21 Budget Summary	
	Excel Workbook	Pre-Award Budget Summary (if costs are requested)	

SECTION 4: APPENDICES

- A. LEA Section Instructions and Forms
- B. School Section Instructions
- C. Budget Section Instructions
- D. NGO Allowing Fairfield Township School District to Use Remaining SIG Funds to Transition to ESSA

APPENDIX A

LEA Section

Instructions for LEA Section
L-1: Cover Page and Board Resolution to Apply
L-2: Assurances for SIG Schools
L-2A: Assurances for LEAs Using Remaining SIG Funds to Transition to ESSA
L-3: Documentation of Federal Compliance (DUNS/SAM) Form
L-4: LEA Commitment and Capacity Update

Instructions for LEA Section

L-1 Title Page & Board Resolution to Apply

Insert all requested information. Ensure that the Chief School Administrator's signature is included at the bottom of the page.

Indicate the Board's approval for submission of the application by completing the attached form or by submitting a copy of the approved Board resolution. If the Board meeting is scheduled to occur after the application's due date, indicate the date of the Board meeting and forward the board resolution as soon as it is available.

L-2 & L-2A Assurances

Review each assurance. The Chief School Administrator shall sign the bottom of the page indicating the LEA's commitment to adhere to the terms outlined therein.

L-3 Documentation of Federal Compliance

Insert all requested information. The Chief School Administrator shall sign the bottom of the page indicating the accuracy of the information reported and the assurance that SAM registration will remain current throughout the grant period. The applicant must include a copy of their "Entity Overview" page from their www.sam.gov profile.

L-4 LEA Commitment and Capacity Update

Describe the actions taken during Year 4 implementation and any anticipated modifications for Year 5 to address each of the following capacity focus areas:

- Capacity Focus Area 1 - District Leadership
- Capacity Focus Area 2 - Differentiated Support and Accountability
- Capacity Focus Area 3 - Effective Talent Management
- Capacity Focus Area 4 - Effective Instructional Infrastructure
- Capacity Focus Area 5 - Management of External Providers

Form L-1
NEW JERSEY DEPARTMENT OF EDUCATION
NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA

SECTION I:

FY NGO# WKL
21 SG17 H03

TITLE OF NGO: School Improvement Grant Program (SIG) (Cohort 4/4R - Year 5 of 5)
DIVISION: Learning Supports and Specialized Services
OFFICE: Office of Comprehensive Support

SECTION II:

COUNTY: ☐☐
LEA/OTHER: ☐☐☐☐
SCHOOL: ☐☐☐☐

COUNTY NAME: Gloucester
Glassboro Public School District: Glassboro Intermediate School

APPLICANT AGENCY
202 Delsea Drive North

AGENCY ADDRESS
Glassboro New Jersey 08020
CITY STATE ZIP

(856) 652-2700 (856) 881-3751

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): Denise Barr

TELEPHONE NUMBER: (856) 652-2700 ext 2106 FAX#: (856) 881-3751 E-MAIL dbarr@gpsd.us

BUSINESS MANAGER: Jennifer Johnson PHONE#: (856) 652-2700 ext 6205 E-MAIL jjohnson@gpsd.us

DURATION OF PROJECT: FROM: 9/1/2020 TO 8/31/2021

APPLICATION CERTIFICATION:

To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:

AGENCY TITLE PAGE
SIGNED STATEMENT OF ASSURANCES
BOARD RESOLUTION TO APPLY
LEA & SCHOOL APPLICATIONS*
BUDGET SUMMARY AND BUDGET DETAIL FORMS*
ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE


SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR

Superintendent
TITLE

5/19/2020
DATE

Dr. Mark Silverstein
(Please print or type name)

***FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION** (See NGO Section 3.3 for itemized list).

SECTION III:

SEND OR DELIVER APPLICATIONS TO:

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION CONTROL CENTER
RIVER VIEW EXECUTIVE PLAZA
BLDG. 100, ROUTE 29 - PO Box 500
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:
4:00 P.M. on June 18, 2020

Form L-1

BOARD RESOLUTION TO APPLY

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The ___Glassboro Public School District___ Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

for the purposes described in the application, in the amount of,

\$ ___439,198_____.00

starting on __September 1, 2020___, and

ending on __August 31, 2020_____.

The filing of this application was authorized at the Board meeting held on,

_____May 27, 2020__

Secretary of the Board

Date

Form L-2

GENERAL ASSURANCES

The certifications listed below shall be treated as a material representation of fact by the applicant upon which the New Jersey Department of Education (NJDOE) will place reliance in making a grant award. The NJDOE is hereby assured that the applicant:

Legal Authority

Has the legal authority to apply for funds made available under the requirements for this grant program application, and has the institutional, managerial and financial capacity (including funds sufficient to pay the federal/state/local share of project costs, as appropriate) to ensure proper planning, management and completion of the project described in this grant application.

Access to Records

Gives the New Jersey Department of Education (NJDOE), or its authorized representatives, access to, and the right to examine all records, books or discounts related to the award; and will establish a proper accounting system in accordance with Generally Accepted Accounting Principles (GAAP) and the Uniform Grant Guidance (UGG) at 2 CFR Part 200.

Conflict of Interest

Shall establish safeguards to prohibit employees from using their positions for a purpose that constitute or present the appearance of personal or organizational conflict of interest or personal gain in accordance with §200.112 of the Uniform Grant Guidance (UGG).

Non-discrimination

Shall comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to, the following:

- Title VI of the *Civil Rights Act of 1964* (P.L. 88-352; 34 CFR Part 100), which prohibits discrimination on the basis of race, color, or national origin;
- Title IX of the *Education Amendments of 1972*, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
- Section 504 of the *Rehabilitation Act of 1973*, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of disability;
- Section 503 of the *Rehabilitation Act of 1973*, as amended (41 CFR Parts 61-741.5(a), as applicable, which requires affirmative action in employment;
- *The Age Discrimination Act of 1975*, as amended (42 U.S.C. 6101 et. seq.; 45 CFR Part 90), which prohibits discrimination on the basis of age;
- *The Americans with Disabilities Act of 1990*, as amended (P. L. 101-336), which

prohibits discrimination on the basis of disability;

- *The Drug Abuse Office and Treatment Act of 1972* (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse;
- *The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970* (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
- Any other nondiscrimination provisions in the specific statute(s) under which the application for Federal assistance is being made; and
- The requirements of any other nondiscrimination statute(s), which may apply to the application.

Hatch Act

Shall comply, as applicable, with provisions of the *Hatch Act* (5 U.S.C 1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole, or in part, with Federal funds.

Trafficking Victims Protection Act

Shall comply with the requirements of §106(g) of the *Trafficking Victims Act (TVPA) of 2000*, as amended (22 U.S.C. 7104), which prohibits grant award recipients or a sub-recipient from: (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect; (2) Procuring a commercial sex act during the period of time that the award is in effect; or (3) Using forced labor in the performance of the award or sub-awards under the award.

Lobbying

Shall comply, for all contracts in excess of \$100,000, with the *New Restrictions on Lobbying* (34 CFR Part 82). This certification extends to all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements and subcontracts).

Debarment and Suspension

Shall certify that the applicant, as well as its principals (Board of Education, Superintendent, Business Administrator, or others in equivalent positions) and subcontractors, is not presently debarred, proposed for debarment, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction from receiving federal funds in accordance with Executive Orders 12549 and 12689 and 34 CFR Part 85.

Drug Free Workplace

Shall comply with the provisions of the *Drug Free Workplace Act of 1988*, as implemented at 34 CFR Part 84, Subpart A – Purpose and Coverage and Subpart B – Requirements for Recipients Other Than Individuals.

Equal Employment Opportunity

Shall comply with Executive Order 11246, *Equal Employment Opportunity*, dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 *CFR* Part 60.

General Educational Provisions Act (GEPA)

Shall comply with the provisions of the *General Education Provisions Act* (GEPA) (20 *U.S.C.* 1221).

Education Department General Administrative Regulations (EDGAR)

Shall comply with the provisions of the *Education Department General Administrative Regulations* (EDGAR) Part 76, Part 81, Part 82 and Part 99.

Stevens Amendment

Shall ensure projects will be administered in conformity with *The Stevens Amendment* (P.L. 101-166, §511). Projects or programs funded in whole, or in part, with Federal grant funds must credit the Federal government for the Federal government's portion of the financial support.

Federal Fiscal Accountability and Transparency Act (FFATA)

Shall comply with the provisions of *The Federal Fiscal Accountability and Transparency Act* (FFATA) and has provided to the NJDOE a correct and valid Data Universal Numbering System (DUNS) number for the applicant organization, as well as any controlling parent organization.

Shall establish and maintain a current and complete registration in the System for Award Management (SAM), located at <http://www.sam.gov> prior to the submission of this grant application, and shall maintain a current SAM registration throughout the period of the grant award.

Administration

Shall adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations.

NJ Public School Contracts Law

Shall comply with provisions of the *Public School Contracts Law: N.J.S.A.* 18A:18A-1 et. seq., and other relevant state laws and regulations whenever the program supported with these funds involves the procurement of goods or services from vendors or consultants, written contracts between the LEA and such vendors or consultants and the award for such contracts.

Board Resolution

- Local Educational Agency (LEA) applicants shall obtain and maintain on file a certified board resolution or board minutes verifying the District Board of Education's

authorization for submission of this application or of any amendments that entail either programmatic or fiscal changes to the final NJDOE approved grant application.

- Non-LEA applicants shall obtain, and maintain on file, from officials authorized to bind the applicant, documentation verifying the applicant's authorization for submission of this application or of any amendments that entail programmatic or fiscal changes to the final NJDOE approved grant application.

Uniform Grant Guidance

Shall comply with the provisions of the *Uniform Grant Guidance*, as applicable (2 CFR Part 200 including, but not limited to, the following:

- **Key Personnel** standards as outlined in §200.201 (b) (5), with regard to changes in the project director, other key personnel or scope of effort which require prior written approval of the NJDOE.
- **Property Standards** as outlined in §§200.310 through 200.316, with an emphasis on internal controls related to equipment in §200.313.
- **Procurement Standards** as outlined in §§200.318 through 200.326, as well as the provisions of the New Jersey Public Schools Contracts Law (N.J.S.A. 18A:18A-1 et. seq.) applicable to the grantee.
- **Performance and Reporting Standards** as outlined in §§200.327 through 200.329. Reports will be submitted in accordance with established procedures and timelines and any addenda, to enable the NJDOE to meet its responsibilities under the program.
- **Record Retention and Access Standards** as outlined in §§200.333 through 200.337. Records which document the compliance with program requirements, relate to fiscal control and/or the accounting of project funds, shall be maintained for three years after the submission of all required reports to the NJDOE.
- **Remedies for Noncompliance** as outlined in §200.338, including the imposition of additional conditions as outlined in §200.207.
- **Closeout** as outlined in §200.343.

- **Cost Principles** as outlined in Subpart E, §§200.400 through 200.475.
- **Audit Requirements** in accordance with Subpart F, §200.501 and New Jersey Treasury Circular 15-08-OMB.

Student Records and Privacy

Shall comply with the provisions of:

- 34 *CFR* Part 99, *Family Educational Rights and Privacy Act*;
- 45 *CFR* Parts 160, 162, and 164, *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* [P.L. 104-191].

Safe and Drug Free Schools

Shall comply with the provisions of:

- 42 *CFR* Part 2, *Confidentiality of Drug and Alcohol Abuse Patient Records*;
- 34 *CFR* Part 98, *Protection of Pupil Rights Amendment*;
- 20 *U.S.C.* 7151, *Gun-Free Schools Act* and *N.J.S.A.* 18A:37-7 through 12, *Zero Tolerance for Guns Act*;
- 20 *U.S.C.* 7171, *Transfer of Student Disciplinary Records* and *N.J.S.A.* 18A:36-19a, *Record requests for newly enrolled students*; and
- P.L. 102-321, Section 1926, *Synar Amendment* and *N.J.S.A.* 26:3D-17, *Smoking Prohibitions in Educational Institutions*.

Shall maintain a policy requiring referral to the appropriate law enforcement agency of any student who brings a firearm or weapon to a school served by the LEA, pursuant to 20 *U.S.C.* 7151(h) and *N.J.A.C.* 6A:16-5.5(d)4 and 5.6(d)4.

Shall maintain a description of the circumstances surrounding all student removals imposed under the one-year removal requirement for firearms offenses, pursuant to 20 *U.S.C.* 7151, *Gun-Free Schools Act*, *N.J.S.A.* 18A:37-7 through 12, *Zero Tolerance for Guns Act* and *N.J.A.C.* 6A:16-5.5, Removal of students for firearms offenses, which includes, at a minimum, the name of the school concerned, the number of students removed from the school, and the type of firearms concerned, as reported on the Electronic Violence and Vandalism Reporting system, pursuant to *N.J.A.C.* 6A:16-5.3. Additionally, pursuant to *N.J.A.C.* 6A:16-5.5(b)1 i, the chief school administrator will develop and maintain a written record of any case-by-case modifications of the one-year removal requirement made by the chief school administrator.

SIG-Specific Assurances

In addition to the NJDOE general assurances delineated above, the applicant affirms that it will comply with the following SIG-specific assurances as required by the United States Department of Education (ED):

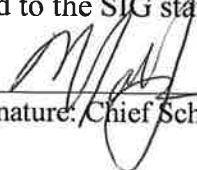
- The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each eligible school that the LEA commits to serve consistent with the final requirements.
- The LEA will establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each eligible school that it serves with school improvement funds and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
- The LEA will report to the SEA the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
- The LEA will ensure that each eligible school that it commits to serve receives all of the state and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

NJDOE SIG-Specific Assurances

In addition to the general assurances required by the NJDOE and the SIG-specific assurances required by ED, the LEA affirms that it will abide by the following assurances specified by the NJDOE SIG program office:

- The LEA will ensure that each school's principal and appropriate staff will participate in NJDOE-sponsored professional development including the Professional Learning Academy. Failure to ensure consistent and active attendance and participation of the principal and appropriate staff may result in forfeiture of the grant.
- The LEA will ensure the school's full commitment to the implementation of the entire project activity plan as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.
- The LEA will consult with its SIG program officer prior to making any revisions to the approved project activity plan.
- Upon request, a report from the whole-school-reform model developer documenting the status of implementation will be provided to the SIG staff.

Glassboro Public School
LEA


Signature: Chief School Administrator

5-27-2020
Date

Dr. Mark Silverstein
Print Name: Chief School Administrator

Form L-2A

GENERAL ASSURANCES

The certifications listed below shall be treated as a material representation of fact by the applicant upon which the New Jersey Department of Education (NJDOE) will place reliance in making a grant award. The NJDOE is hereby assured that the applicant:

Legal Authority

Has the legal authority to apply for funds made available under the requirements for this grant program application, and has the institutional, managerial and financial capacity (including funds sufficient to pay the federal/state/local share of project costs, as appropriate) to ensure proper planning, management and completion of the project described in this grant application.

Access to Records

Gives the New Jersey Department of Education (NJDOE), or its authorized representatives, access to, and the right to examine all records, books or documents related to the award; and will establish a proper accounting system in accordance with Generally Accepted Accounting Principles (GAAP) and the Uniform Grant Guidance (UGG) at 2 CFR Part 200.

Conflict of Interest

Shall establish safeguards to prohibit employees from using their positions for a purpose that constitute or present the appearance of personal or organizational conflict of interest or personal gain in accordance with §200.112 of the Uniform Grant Guidance (UGG).

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- Section 504 of the *Rehabilitation Act of 1973*, as amended (29 *U.S.C.* 794; 34 *CFR* Part 104), which prohibits discrimination on the basis of disability;
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- *The Americans with Disabilities Act of 1990*, as amended (P. L. 101-336), which

prohibits discrimination on the basis of disability;

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- *The Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970* (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism;
- Any other nondiscrimination provisions in the specific statute(s) under which the application for Federal assistance is being made; and
- The requirements of any other nondiscrimination statute(s), which may apply to the application.

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Shall comply, as applicable, with provisions of the *Hatch Act* (5 U.S.C 1501-1508 and 7324-7328), which limit the political activities of employees whose principal employment activities are funded in whole, or in part, with Federal funds.

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Lobbying

Shall comply, for all contracts in excess of \$100,000, with the *New Restrictions on Lobbying* (34 CFR Part 82). This certification extends to all sub-awards at all tiers (including sub-grants, contracts under grants and cooperative agreements and subcontracts).

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Shall establish and maintain a current and complete registration in the System for Award Management (SAM), located at <http://www.sam.gov> prior to the submission of this grant application, and shall maintain a current SAM registration throughout the period of the grant award.

Administration

Shall adopt and use proper methods of administering each program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations and other recipients responsible for carrying out each program and the correction of deficiencies in program operations that are identified through audits, monitoring or evaluations.

NJ Public School Contracts Law

Shall comply with provisions of the *Public School Contracts Law: N.J.S.A. 18A:18A-1 et. seq.*, and other relevant state laws and regulations whenever the program supported with these funds involves the procurement of goods or services from vendors or consultants, written contracts between the LEA and such vendors or consultants and the award for such contracts.

Board Resolution

- Local Educational Agency (LEA) applicants shall obtain and maintain on file a certified board resolution or board minutes verifying the District Board of Education's

authorization for submission of this application or of any amendments that entail either programmatic or fiscal changes to the final NJDOE approved grant application.

- Non-LEA applicants shall obtain, and maintain on file, from officials authorized to bind the applicant, documentation verifying the applicant's authorization for submission of this application or of any amendments that entail programmatic or fiscal changes to the final NJDOE approved grant application.

Uniform Grant Guidance

Shall comply with the provisions of the *Uniform Grant Guidance*, as applicable (2 CFR Part 200 including, but not limited to, the following:

- **Key Personnel** standards as outlined in §200.201 (b) (5), with regard to changes in the project director, other key personnel or scope of effort which require prior written approval of the NJDOE.
- **Property Standards** as outlined in §§200.310 through 200.316, with an emphasis on internal controls related to equipment in §200.313.
- **Procurement Standards** as outlined in §§200.318 through 200.326, as well as the provisions of the New Jersey Public Schools Contracts Law (N.J.S.A. 18A:18A-1 et. seq.) applicable to the grantee.
- **Performance and Reporting Standards** as outlined in §§200.327 through 200.329. Reports will be submitted in accordance with established procedures and timelines and any addenda, to enable the NJDOE to meet its responsibilities under the program.
- **Record Retention and Access Standards** as outlined in §§200.333 through 200.337. Records which document the compliance with program requirements, relate to fiscal control and/or the accounting of project funds, shall be maintained for three years after the submission of all required reports to the NJDOE.
- **Remedies for Noncompliance** as outlined in §200.338, including the imposition of additional conditions as outlined in §200.207.
- **Closeout** as outlined in §200.343.

- **Cost Principles** as outlined in Subpart E, §§200.400 through 200.475.
- **Audit Requirements** in accordance with Subpart F, §200.501 and New Jersey Treasury Circular 15-08-OMB.

Student Records and Privacy

Shall comply with the provisions of:

- 34 *CFR* Part 99, *Family Educational Rights and Privacy Act*;
- 45 *CFR* Parts 160, 162, and 164, *Health Insurance Portability and Accountability Act of 1996 (HIPAA)* [P.L. 104-191].

Safe and Drug Free Schools

Shall comply with the provisions of:

- 42 *CFR* Part 2, *Confidentiality of Drug and Alcohol Abuse Patient Records*;
- 34 *CFR* Part 98, *Protection of Pupil Rights Amendment*;
- 20 *U.S.C.* 7151, *Gun-Free Schools Act* and *N.J.S.A.* 18A:37-7 through 12, *Zero Tolerance for Guns Act*;
- 20 *U.S.C.* 7171, *Transfer of Student Disciplinary Records* and *N.J.S.A.* 18A:36-19a, *Record requests for newly enrolled students*; and
- P.L. 102-321, Section 1926, *Synar Amendment* and *N.J.S.A.* 26:3D-17, *Smoking Prohibitions in Educational Institutions*.

Shall maintain a policy requiring referral to the appropriate law enforcement agency of any student who brings a firearm or weapon to a school served by the LEA, pursuant to 20 *U.S.C.* 7151(h) and *N.J.A.C.* 6A:16-5.5(d)4 and 5.6(d)4.

Shall maintain a description of the circumstances surrounding all student removals imposed under the one-year removal requirement for firearms offenses, pursuant to 20 *U.S.C.* 7151, *Gun-Free Schools Act*, *N.J.S.A.* 18A:37-7 through 12, *Zero Tolerance for Guns Act* and *N.J.A.C.* 6A:16-5.5, Removal of students for firearms offenses, which includes, at a minimum, the name of the school concerned, the number of students removed from the school, and the type of firearms concerned, as reported on the Electronic Violence and Vandalism Reporting system, pursuant to *N.J.A.C.* 6A:16-5.3. Additionally, pursuant to *N.J.A.C.* 6A:16-5.5(b)1 i, the chief school administrator will develop and maintain a written record of any case-by-case modifications of the one-year removal requirement made by the chief school administrator.

Assurances for LEAs Using Remaining SIG Funds to Transition to ESSA Requirements

In addition to the general assurances required by the NJDOE, the LEA affirms that it will abide by the following assurances, specified by the program office, as it uses SIG funds to transition to the ESSA requirements:

- The LEA will establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics in order to monitor each eligible school that it serves with school improvement funds and establish goals (approved by the SEA) to hold accountable its school(s) that receive school improvement funds.
- The LEA will ensure that each eligible school that it commits to serve receives all of the state and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
- The LEA will ensure that all external providers demonstrate their capacity to offer high-quality service that is responsive to the school's needs through successful completion of a rigorous screening and selection process.
- The LEA will establish and monitor interim benchmarks for external providers to ensure the realization of anticipated outcomes.
- The LEA will ensure that each school's principal and appropriate staff will participate in NJDOE-sponsored professional development including the Professional Learning Academy. Failure to ensure consistent and active attendance and participation of the principal and appropriate staff may result in forfeiture of the grant.
- The LEA will ensure the school's full commitment to the implementation of the entire project activity plan as outlined in the approved grant application.
- The LEA will consult with its SIG program officer prior to revising the approved project activity plan.

LEA Glassboro Public Schools


Signature: Chief School Administrator

Date 5-27-2020

Dr. Mark Silverstein
Print Name: Chief School Administrator

Form L-3 page 1
Documentation of Federal Compliance (DUNS/SAM) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant _____ *Glassboro Public School District* _____

Address _____ *560 Joseph E. Bowe Boulevard, Glassboro , NJ, 08020* _____

DUNS number _____ *059586263* _____

Expiration Date of SAM registration _____ *06/17/2020* _____

Congressional District _____ *NJ-3* _____

Part II – Primary Place of Performance under this award

City _____ *Glassboro* _____

County _____ *Gloucester* _____

Part III– Parent Organization

Is the applicant owned or controlled by another entity? _____ Yes _____ X No

If yes, please provide the following:

Parent organization name _____

Parent organization DUNS number _____

Form L-3, page 2

Part IV – Executive Compensation Disclosure Criteria

Please circle the appropriate response to the questions below:

Question 1: In the preceding fiscal year, did the applicant receive at least \$25 million in federal awards?

(Yes) **(No)**

Question 2: In the preceding fiscal year, did the applicant receive at least eighty (80) percent of their gross annual revenues from federal awards?

(Yes) **(No)**

If the applicant answered **YES** to both questions, in the space below, please provide the name and total compensation of the five (5) most highly compensated officers of the applicant organization.

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the federal System for Award Management website, found at www.sam.gov and shall maintain a current registration throughout the grant period.



Signature of Chief School Administrator or equivalent

Dr. Mark Silverstein, Superintendent
Name and Title

PLEASE ATTACH A COPY OF THE APPLICANT'S "ENTITY OVERVIEW" PAGE FROM THEIR WWW.SAM.GOV PROFILE TO THIS FORM.

Form L-4 LEA Commitment and Capacity Update

Capacity Area 1 - District Leadership

The LEA's commitment and willingness to implement bold and dramatic change to support school turnaround as demonstrated by the following:

- The extent to which the LEA has established and communicated bold goals to reflect its commitment to success and change;
- How it has examined and modified its policies and practices to support its turnaround agenda;
- The LEA's organizational structure to support turnaround including the staff, titles and the proportion of time in which LEA staff members will be dedicated to addressing the needs of SIG schools (clearly delineate which staff will oversee administration of the grant and which will provide direct support to the principal on instruction and student outcomes); and
- Its readiness to align non-SIG resources to support recurring expenses necessary to support sustained turnaround.

Describe the actions taken during Year 4 implementation to address this area and any anticipated modifications for Year 5.

The extent to which the LEA has established and communicated bold goals to reflect its commitment to success and change

Glassboro Public School's Strategic Plan reflects SIG PRESS purposes and initiatives, especially in the priority areas of student achievement and parent / community partnerships. In developing our strategic plan, it was vital that all stakeholders met and developed these goals together. The resulting goals were created through a collaboration of all stakeholders—educators, parents, and community members—who were of like mind in terms of what is most essential for Glassboro Public Schools—that all students are able to obtain a high-quality education.

Glassboro Public Schools supports Glassboro Intermediate School in their push for students increase in 21st Century skills in Educational Technology. NJDOE Student Learning Standards state that "All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge." Glassboro Public Schools charges GIS with infusing technology into all classrooms in order to meet these rigorous standards and to keep pace with Glassboro High School's technology initiatives.

Glassboro Public Schools embraces its critical role in implementing school turnaround for GIS; it also communicates these bold goals to all stakeholders in the Glassboro community. Glassboro Public Schools' commitment to success and change has been communicated by the Board of Education President, the Superintendent, and the Chief Academic Officer through Back-to-School Night presentations, Board Meetings, and the Superintendent's Budget Informational Meetings. Glassboro Public Schools also released information and expressed its commitment to the Glassboro community through its Bulldog Bulletin newsletter and local newspapers.

How it has examined and will modify its policies and practices to support its turnaround agenda

Glassboro Public Schools continuously examines and re-examines its board policies and practices and the impact they have on students. Glassboro Public Schools is willing to support the GIS building principal's efforts to create and implement a whole-school reform turnaround agenda. For example, Glassboro Public Schools modified Glassboro Board of Education grading policies to increase the rigor and challenge students need to meet more demanding student achievement goals. Glassboro Public Schools considers its policies and practices to be a constant work in progress, with input from all stakeholders, including administrators, faculty, staff, students, families, and the community.

The LEA's organizational structure to support turnaround including the staff, titles and the proportion of time in which LEA staff members will be dedicated to addressing the needs of the schools listed on L-4 (clearly delineate which staff will oversee administration of the grant and which will provide direct support to the principal on instruction and student outcomes)

Glassboro Public Schools' organizational structure to support turnaround at Glassboro Intermediate will include its Board President, its Chief Academic Officer, Glassboro Intermediate's building principal, GIS SIG Committee, and the SIG Project Coordinator to oversee and support GIS SIG PRESS Grant initiatives. Glassboro School District Board of Education's president will provide oversight to the Chief Academic Officer. The SIG Project Coordinator of Glassboro Intermediate School will report to the Chief Academic Officer. In turn, the GIS SIG Committee and SIG Project Coordinator, along with the building principal will oversee the daily administration of the grant and provide direct support to GIS instructional staff and support staff to ensure successful student outcomes. The SIG Committee and SIG Project Coordinator, under the guidance of the building principal of Glassboro Intermediate School will report directly to the Chief Academic Officer. The SIG Committee and SIG Project Coordinator will meet quarterly with stakeholders to review surveys and data including student benchmarks to revise and develop SIG PRESS grant initiatives as needed. Glassboro Public Schools will allot time for SIG members to work, unhindered by any other outside responsibilities, in order to allow for optimal support to GIS. The SIG Project will update the Chief Academic Officer following SIG Committee meetings. The SIG Project Coordinator will report to the Glassboro Board of Education once a year on the status of implementation of the SIG PRESS grant initiatives. The District Chief Academic Officer will report to the Glassboro Board of Education once a year on the status of implementation of the SIG PRESS grant initiatives.

Its readiness to align non-SIG resources to support recurring expenses necessary to support sustained turnaround

Glassboro Public Schools Business Administrator, along with its Chief Academic Officer, have committed to work to ensure sustainability of programs through non-SIG resources. Glassboro Public Schools will align resources to support recurring expenses, which in turn will maintain sustained turnaround, in order to attain post-SIG Grant sustainability.

Form L-4

LEA Commitment and Capacity Update

Capacity Area 2 – Differentiated Support and Accountability

The LEA's proposed structure of support and accountability for SIG schools as demonstrated by the following:

- The LEA's expectations for SIG-funded schools and their principals;
- Interim goals that will be the basis for assessing the school's progress towards meeting annual goals;
- The primary LEA liaison's (with supervisory authority and an instructional focus) presence in the school to monitor fulfillment of expectations, to facilitate resolution to barriers that impede goal attainment and to provide on-going feedback to school leaders; and
- The LEA's structure for supporting the principal's authority to drive change including staffing advantages and an efficient mechanism for the removal of ineffective teachers if interventions and support don't yield improved performance.

Describe the actions taken during Year 4 implementation to address this area and any anticipated modifications for Year 5.

LEA's proposed structure of support and accountability for PRESS schools including the following:

LEA's expectations for SIG-funded schools and their principals:

Glassboro Public Schools envisions its Intermediate School as a place where all students are participating in challenging, state-of-the-art, rigorous courses. GIS uses the Positive Action Evidence-Based Whole-School Reform Strategy System as a framework. Students were introduced to courses that will help them succeed in 7th and 8th grades, then into high school and future careers. Using the whole school reform approach by implementing the Positive Action System, Glassboro Public Schools tasks GIS with improving student academic achievement, providing high-quality instruction and learning, providing extensive content on which to practice and applying the instruction so that deep learning takes place, to use ample, engaging content to motivate students to be cognitive of their own thought processes, to teach directly the skills for higher-order thinking which are the priority of the Common Core State Standards and New Jersey's SLS, to teach thinking skills directly, to intrinsically motivate students to achieve and attain in academics, to teach students prerequisite skills for learning, and to ensure more time on task for our students. The idea of whole-school reform means we will include and support all students and use a system that addresses optimally and in a coordinated manner school leadership and all content areas, provides students non-academic social and emotional support, and includes family and community engagement. A SIG Committee oversaw the development and implementation, planning, and coordination of this whole school reform. The SIG Project Coordinator will report monthly to the Chief Academic Officer concerning SIG Committee recommendations. The Chief Academic Officer will perform two walk-throughs annually to insure accountability by principal and staff. As stated in Glassboro Public School District's State of the Schools Report, "Glassboro School District provides its staff with many professional development activities.

Each building has Professional Learning Communities. Rowan has served as a great resource for presenters and workshops.”
Glassboro Public School District also offers its staff extensive professional development for administration in leadership training.

Interim goals that will be the basis for assessing the school’s progress towards meeting annual goals

In the area of Language Arts, Glassboro Public Schools anticipates that 80% of GIS students will show proficiency on the Language Arts Department Benchmark. In the subject area of math, Glassboro Public Schools anticipates that 70% of GIS students will show proficiency on the Math Department Benchmark. Glassboro Public Schools will acquire School Information System in order for GIS to track progress toward meeting these academic goals. Other primary goals are embedded in the school’s 2020 – 2021 annual school plan. Goals in the Annual School Plan address student achievement goals for both literacy and math and a climate/culture goal. These annual school plan goals are monitored, reviewed, and updated quarterly. Glassboro Intermediate School established a SIG Committee that included the principal, head teacher, union leadership, Family / Community liaison, the SIG Grant counselor, the SIG Project Coordinator, and staff educators. The SIG Committee will be responsible for the successful completion of interim goals, such as revising relevant policies and practices, garnering the support of key stakeholders, contracting with essential providers including the positive action program director, preparing a public relations plan, revising job descriptions, developing a program mission and vision, hiring key staff members, and providing professional development to staff. These interim goals will be revised annually to support student growth and development. Here are our overall priorities:

1. A whole school reform utilizing the Positive Action Primary Plan.
2. Implement a research-based math intervention program for all eligible students.
3. Expand our existing research-based reading intervention program.
4. Implement a full-school STEAM program.
5. Provide professional development for all teachers on our new initiatives.
6. Fulfill increased technology needs for students and staff.
7. Address the social-emotional well-being of all students through a behavior specialist.
8. Provide more opportunities for parent and community engagement

The primary LEA liaison’s (with supervisory authority and an instructional focus) presence in the school to monitor fulfillment of expectations, to facilitate resolution to barriers that impede goal attainment and to provide on-going feedback to school leaders:

Glassboro Public Schools’ Chief Academic Officer will be the primary LEA liaison for Glassboro Intermediate School’s SIG PRESS Grant initiatives. The CAO will conduct two walkthroughs annually and the building principal of GIS will report monthly to the CAO, so that the CAO can monitor the fulfillment of expectations, facilitate barriers that might impeded GIS goal attainment, and to

provide on-going feedback.

The LEA's structure for supporting the principal's authority to drive change including staffing advantages and an efficient mechanism for the removal of ineffective teachers if interventions and support don't yield improved performance:

The LEA's structure for supporting the principal's authority to drive change including staffing advantages and an efficient mechanism for the removal of ineffective teachers if interventions and support don't yield improved performance: The principal is currently responsible for the observation and evaluation of all teachers and staff members. The principal routinely observes classes, participates in professional development, and provides feedback as well as disciplinary actions to Glassboro Intermediate School teachers and support staff. The principal participates in the active role of the removal of ineffective teachers who do not yield improved performance. The principal also oversees NJAchieve's educator evaluation process, which monitors and tracks every GIS teacher's effectiveness in student achievement and teacher practice.

Form L-4

LEA Commitment and Capacity Update

Capacity Area 3 – Effective Talent Management

The LEA's plan for staffing SIG school(s) with teachers and leaders who are willing and able to implement the interventions and enhance their instructional and/or leadership capacity as demonstrated by the following:

- LEA identification of competencies that are essential for teachers and leaders to work in SIG schools;
- A process for redeploying or hiring personnel (including staffing advantages for SIG-funded schools) to ensure SIG schools are staffed with teachers and leaders who possess the competencies described by the LEA;
- A plan for monitoring staff performance in order to identify professional development needs and to offer opportunities for advancement; and
- LEA-sponsored opportunities for turnaround principals to further develop their leadership skills.

Describe the actions taken during Year 4 implementation to address this area and any anticipated modifications for Year 5.

LEA identification of competencies that are essential for teachers and leaders to work in SIG schools:

Glassboro Public Schools ("GPS") is a district that is committed to maintaining an environment of continuous and sustainable improvement. GPS has ensured that all teachers at the middle school level attain higher level content certification. GPS has identified the competencies necessary for leaders and teachers to be successful in a whole school reform model and has created a selection protocol that aligns with these needs. Therefore, any future teachers hired or redeployed to work in Glassboro Intermediate School will be certified by the State of New Jersey in their subject area and show a willingness and determination to implement the Positive Action Program and Positive Action Exploratory block with commitment. Also, professional development has been provided for teachers and leaders in 1:1 technology use in the classroom and data-based technology programs to assure that Intermediate School's staff is up to the task of teaching and leading in a PRESS school.

A process for redeploying or hiring personnel (including staffing advantages for SIG-funded schools) to ensure SIG schools are staffed with teachers and leaders who possess the competencies described by the LEA:

Glassboro Public Schools has made a specific commitment to hire, maintain, and redeploy high quality personnel as needed. According to Glassboro Public Schools Board of Education Policy 3125, titled Employment of Teaching Staff Members, "The Board of Education believes it is vital to the successful operation of the school district that teaching staff member positions be filled with highly qualified and competent professionals. In accordance with the provisions of N.J.S.A. 18A:27-4.1, the Board shall appoint, transfer, remove, or renew a certificated or non-certificated officer or employee only upon the recommendation of the Superintendent of Schools and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. The Board shall approve the employment, fix the compensation, and establish the term of

employment for every teaching staff member employed by this district. No teaching staff member shall be employed unless he/she is a holder of a valid certificate in accordance with the New Jersey Department of Education and applicable statutes and administrative codes. The Superintendent shall require proof of any candidate's certification or pending application for certification. In accordance with the provisions of N.J.S.A. 18A:16-1.1, the Board of Education will provide written notice to a teaching staff member, other than a per diem substitute, of his/her designation as a replacement when the teaching staff member has been designated or appointed by the Board to act in place of any officer or employee during an absence, disability, or disqualification of any such officer or employee subject to the provisions of N.J.S.A. 18A:17-13."

A plan for monitoring staff performance in order to identify professional development needs and to offer opportunities for advancement:

Glassboro Public School District will provide their teachers and staff with targeted recommendations that are aligned to specific domain indicators. Teachers who are noted as Highly Effective will be given the opportunity to participate in Action Research. All teachers are evaluated with research-based tools and administration has been trained and certified in the Danielson model. Teacher evaluations must meet a specific threshold of 2.65 or higher. If teachers are deemed as Partially Effective, the administrator implements a Corrective Action Plan. SMART goals approved by RAC indicate that teachers utilize research-based instruction to meet the needs of all students as evidenced by benchmarks and unit assessments. In accordance with AchieveNJ, Glassboro Intermediate School will:

- Conduct pre and post observations. The administrative team will meet with instructional staff to discuss self-assessments, professional growth plan, and written description of the lesson (s) to be observed.
- All staff will be observed according to state approved guidelines
- Professional development will be provided to all teachers in targeted instructional areas
- Professional development and PLCs have been implemented concerning culturally responsive instruction
- PLCs and PD workshops will use data collected by Data/Technology Specialist to further hone the strategies needed and monitor results of staff performance and to further opportunities for advancement as needed

The LEA-sponsored opportunities for turnaround principals to further develop their leadership skills:

Glassboro Public School District will provide its continued assurance to further develop Intermediate School's whole school reform. The district will continue supporting leadership by allowing for professional development, professional development conferences, external professional growth opportunities, as well as encouraging leaders to participate in relevant webinars and workshops. These provisions will continue to be given by GPS so that principals can further develop their leadership skills.

Form L-4 LEA Commitment and Capacity Update

Capacity Area 4 – Effective Instructional Infrastructure

The LEA's data structure that supports the regular use of student data to inform instruction as demonstrated by the following:

- LEA supports to build teacher capacity in the use of formative and summative interim assessments to understand students' progress towards learning goals and to inform instructional modifications;
- LEA's modeling of a data-driven culture by using data to understand trends and by providing professional development to support its expectation of continuous use of data by school leaders and teachers to address teacher, classroom and individual student performance; and
- Timely accessibility of student data to teachers and school leaders including diagnostic and interim assessment results.

Describe the actions taken during Year 4 implementation to address this area and any anticipated modifications for Year 5.

LEA supports to build teacher capacity in the use of formative and summative interim assessments to understand students' progress towards learning goals and to inform instructional modifications:

Glassboro Public Schools has invested significant resources and time in providing GIS staff with professional development in formative and interim assessments. Glassboro Intermediate uses MAP assessment as a tool to provide immediate feedback, and is a comprehensive data collection system that allows all teachers to utilize the results to inform their instruction. Glassboro Public Schools is committed to providing its staff with on-going job-embedded support to ensure teachers have the ability to effectively use formative and interim assessments.

LEA's modeling of a data-driven culture by using data to understand trends and by providing professional development to support its expectation of continuous use of data by school leaders and teachers to address teacher, classroom and individual student performance:

Glassboro Public Schools has supported GIS in creating an environment that is data rich and focused on providing documented research programs. NJSLA, benchmark results, absentee, culture and discipline data are all examined to identify trends and specific focuses for intervention. Teacher evaluation data is utilized to provide targeted assistance specific to the Danielson framework. Teachers have received profession development on how to incorporate data and utilize it to inform their lessons. The GIS School Leadership Team meets monthly to review school-wide data as it pertains to instructional performance, discipline, and school wide referral rates. Data is used to drive all instructional decisions.

Timely accessibility of student data to teachers and school leaders including diagnostic and interim assessment results:

In addition to the existing in-house data tracking methods, designed to focus attention on individual student needs, Glassboro tracking methods, designed to focus attention on individual student needs, Glassboro Public Schools has supplied GIS with various other platforms such as PowerSchool, MAP, and OnCourse, which provide immediate feedback to staff.

Form L-4

LEA Commitment and Capacity Update

Capacity Area 5 – Management of External Providers

The LEA's capacity to select and manage external providers as demonstrated by the following:

- The LEA's process for selecting providers, including but not limited to, determining providers' expertise, experience and their evidence-based effectiveness in successfully addressing similar needs in comparable LEAs and/or schools; and
- The LEA's process for evaluating the effectiveness of services, including but not limited to: in-school presence, data to evaluate effectiveness, monitoring of records to ensure services are being rendered, as expected, and recording and reporting of progress with the selected provider(s) to ensure that supports are in place and are adjusted according to the school's identified needs.

Describe the actions taken during Year 4 implementation to address this area and any anticipated modifications for Year 5.

The LEA's process for selecting providers, including but not limited to, determining providers' expertise, experience and their evidence-based effectiveness in successfully addressing similar needs in comparable LEAs and/or schools:

An important component of this SIG application includes hiring of various service providers that will be stringently evaluated with input from various stakeholders. Glassboro Public Schools has created district policies and practices for contracting for outside services, which are as follows: The Board of Education may from time to time engage the services of one or more independent contractors to advise and assist the Board in analyzing school district operations and preparing Board reports when those tasks cannot be performed as economically by district staff members. Wherever possible, the Board will seek proposals from multiple sources before a contract with an independent consultant is entered. The Board will not contract with a Board member or the spouse, child, parent(s) or legal guardian(s), or sibling, in fact or in law, of a Board member as an independent consultant. The Board will engage the services of an independent consultant only by written contract, which must specify the work to be accomplished by the consultant, the time within which the work is to be completed, and the fee that will be paid the consultant. An independent consultant engaged by the Board is neither agent nor employee of the Board and may represent the Board only as expressly authorized to do so in writing. An independent consultant may have access to such school facilities and school district employees as may be reasonably required in the performance of the consultant's contract with the Board. Except as expressly permitted by the contract, any communication between the consultant and a district employee or community member regarding the work of the contract must be conducted through the Board or a designated school official. Materials and reports generated and created by the independent consultant in the performance of his/her contract with the Board are and will remain the property of the Board and are subject to Board Policy No. 8310 on public records.

The LEA's process for evaluating the effectiveness of services, including but not limited to: in-school presence, data to evaluate effectiveness, monitoring of records to ensure services are being rendered, as expected, and recording and reporting of progress with the selected provider(s) to ensure that supports are in place and are adjusted according to the school's identified needs:

Glassboro Public Schools will evaluate the effectiveness of services by insuring that GIS follows Board policies and procedures concerning external providers, including reviewing relevant data for the particular service via surveys, observations, cost analyses, and in some cases student progress. All data related to student performance and the progress made towards SIG goals will be shared with the teachers during regular staff meetings, along with the Board at regularly scheduled Board meetings. Stakeholders will be surveyed to garner input of effectiveness. Various benchmark indicators will be used to determine if interim progress is being made. A data review committee will be established in concert with RAC representatives that offer more effective feedback loops. Meetings with external providers' management teams routinely scheduled to monitor progress, provide recommendations, and offer feedback.

APPENDIX B

School Section Instructions

S-1: Cover Page

Insert all requested information below the appropriate heading or on the appropriate line. Ensure that the Chief School Administrator's signature is included in **both** areas denoted on the cover page.

S-2: Stakeholder Participation

Stakeholder collaboration is critical to the success of sustained school turnaround. Describe how family and community members are involved in SIG implementation on an on-going basis. Additionally, indicate how information will be shared with the community.

S-3: Summary of Strategies' Impact on Metrics

In this section answer each question clearly and provide data for each of the areas to support your answer. Briefly describe the current strategies to address each metric and any anticipated modifications to be made in Year 4.

S-4 Field Trip Request Form

SIG-funded field trips, though allowable, **must** be educationally related, address an identified need in the school and be reasonable in cost. Programmatic requirements for field trips are:

- They must be available to all students as an extension of classroom instruction;
- They must be integrated into lesson plans and other instructional activities, as appropriate, in order to impact academic achievement;
- They must address factors impacting student academic proficiency as identified in the needs assessment;
- They must be grade-appropriate and foster students' understanding of concepts/ideas related to core subject areas; and
- They cannot be offered as incentives to a subgroup of students.

The Field Trip Request form must be completed as part of the school application if SIG funds are allocated for this purpose. A separate form must be completed for each excursion.

Important Note: Schools must submit all sections of their FY-21 Annual School Plan (ASP) as part of the SIG application.

APPENDIX C

Budget Section Instructions

Budget Title Page

Provide the requested information in the adjacent cell.

Budget Narrative

Indicate the amount allocated for LEA administrative expenses and the amount allocated to the school; the sum of these two figures should be reflected in the “total” cell. The total should not exceed the allocation listed in section 1.4 of the NGO and should match the figure reflected on the Budget Summary Form.

Provide the following information in the budget narrative:

- Delineate how the budget is tied to the SMART goals, intervention strategies and action steps;
- Provide a strong justification to show that costs of the program are reasonable and necessary; and
- Provide evidence to clearly show that the budget is sufficient to meet the program’s needs.

Budget Detail Pages A-H

The budget detail forms are designed to link project activities to requested expenditures and to provide the cost basis for each item. **The clearer the link between the project and a proposed expenditure, the less likely it is that the proposed expenditure will be questioned or removed from the budget.** Itemization and/or detail are required to ensure that the cost is eligible under the Federal Cost Principles, specifically under the *NGO*, and that it is budgeted in the appropriate line.

Caution: To avoid errors with built-in formulas and self-populating cells, PLEASE DO NOT delete or rename tabs or cut and paste.

General Information

Complete all identifying information at the top of each budget detail form and **complete all columns** on each form.

Show on the budget detail forms the cost basis for each proposed expenditure. The cost basis shows how you arrived at the estimate you have provided. In most cases it includes a calculation (e.g., 50 notebooks @ \$1.00 = \$50.00). If any cost is unusual, you may be asked to provide documentation or an explanation to support your estimate.

Itemized List: Where the instructions here and/or on the budget detail form call for an itemized list, provide the following information for each item:

- Item name and/or description, if the name does not readily describe the purpose or use for the item
- Unit cost (the cost of one unit of the item, as packaged)
- Quantity of the item to be purchased
- Total Cost (unit cost x quantity)
- Grant request amount for this item.

Important Note: If all of your information is not visible adjust the cell height by doing the following: Select the cell you would like to modify. Next, click the “Home” tab. Then, under “Cells,” click “Format” and select “AutoFit Row Height.” The full text for the selected cell should then be visible.

Check all calculations for accuracy.

Show all entries in whole dollars only. Cents will be deleted if included; therefore, your approved budget may reflect money lost through rounding errors.

Link each proposed expenditure to the SMART Goal(s) by entering in the “SMART Goal/Strategy/Step” column the codes for the SMART goal, strategy and step that provide direct programmatic support for each proposed expenditure.

Form A: Personal Services – Salaries

100-100: Full-Time & Part-Time Salaries – Instruction

200-100: Full-Time & Part-Time Salaries – Support Services

Use Form A for the salaries of all employees whose duties include grant-related activities.

List separately the title of each position and the name of the staff person who holds the position or enter “vacant” after the position title if the position is unfilled at the time of application. If the duties of the position are not clear from the title, enter enough information to make the duties of the staff person clear and/or the reason for requesting the funds evident.

Example: “Teacher/Smith for curriculum development,” or “4 substitutes for teachers attending professional development workshops.”

If a staff member serves in more than one capacity, enter that staff member in each applicable Function & Object Code. For example, if a staff member serves as a teacher and as a counselor, enter that staff member in two separate budget lines under the appropriate Function & Object

Codes, i.e., 100-100 (“Salaries–Instruction”) for *Teacher/* Murphy, and 200-100 (“Salaries–Support Services”) for *Counselor/* Murphy.

Show in the “Cost Calculation” column how the total cost for the position was determined.

Example - Part-Time Salary: 2 teachers x \$75/day x 5 days each = \$750

Example - Full-Time Salary: 1 math teacher at \$50,000/yr annual salary x 50% time on the grant = \$25,000.

Enter in the “Grant Request Amount” column the amount of grant funds being requested for this salary. If only a portion of the salary for this position is to be paid from grant funds, enter the amount to be paid from grant funds in the “Grant Request Amount” column.

Form B: Personal Services – Employee Benefits

200-200: Personal Services - Employee Benefits

Use Form B for fringe benefits for all employees whose salaries will be wholly or partially funded by the grant.

Ensure that all fringe benefits calculations are based on the correct corresponding grant - requested salaries.

Ensure that the percentage of an individual’s fringe benefits charged to the grant does not exceed the corresponding percentage of that individual’s salary charged to the grant.

Example: If 25% of a staff member’s salary is charged to the grant project, up to 25% of his/her fringe benefits can be charged to the grant project.

Complete the heading on each column by filling in the appropriate “%” for each fringe benefit. **NOTE:** The standard FICA rate is already entered on the form.

Enter in the “Position/Name” column the title and person’s name (where known) for each position. Make certain that this entry matches the Budget Detail Form A entry for the same staff position/staff member. **NOTE:** If a staff member has been entered more than once on Budget Detail Form A, the staff member should be entered more than once on Budget Detail Form B.

Enter in the “Salary Grant Request Amount” column the amount of the staff member’s salary that is being requested from the grant.

Complete each column by multiplying the total salary requested from the grant for the position by the appropriate percentage of the fringe benefit.

Example: For a staff member whose salary from the grant equals \$15,000: to enter requested FICA amount, multiply \$15,000 x 7.65% which equals \$1,147.50.

Add all the fringe benefits for the position entered in this line.

Calculate the total percentage of fringe benefits by dividing the total fringe benefits by the grant-funded salary ("Salary Grant Request Amount" column). Enter this percentage in the "Total % of Benefits" column.

NOTES:

FICA/TPAF

7.65% has already been entered in the "FICA" column. This percentage includes both Social Security (6.20%) and Medicare (1.45%).

For grant projects funded with **federal funds**, you **must** charge to the grant FICA and Teacher Pension and Annuity Fund (TPAF) benefits calculated on the base salary for any employee of a Local Education Agency (LEA) who holds a New Jersey teaching certificate, if grant funds are requested for the employee's salary.

Health Benefits

Health benefits are frequently determined by the coverage chosen by the employee rather than by percentage of salary. Where this is the case, enter a phrase such as "Varies" or "Employee Choice" to provide an explanation for the costs. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee's salary charged to the grant.

Health benefits are sometimes fixed (the coverage is the same for every employee). In this case enter "Fixed" and the fixed amount in the column heading.

Example: If your agency pays \$8,000 in health benefits for each employee, you would enter "Fixed: \$8,000" at top of the column. The percentage of such benefits requested from grant funds may not exceed the percentage of the employee's salary charged to the grant.

Form C: Purchased Professional and Technical Services

100-300: Purchased Professional and Technical Services (instructional)

200-300: Purchased Professional and Technical Services (noninstructional/support)

Use Form C for purchased professional and technical services, *i.e.*, consultant costs. Consultants are paid on an hourly, daily, or flat fee basis, and are **not** employees of the applicant (lead) agency.

Group all costs in the same Function & Object Code together. Enter the Function & Object Codes sequentially, *e.g.*, enter all costs for 100-300 before entering costs for 200-300.

Provide a description of the type(s) of consultants to be engaged (an individual and/or company) and the purpose for which the consultant(s) will be hired. Identify, where possible, the services and/or products to be purchased.

Identify the rate of compensation, *e.g.*, \$10/hour or \$200/workshop or \$300/day.

NOTE: If a “flat fee” is used as the cost basis, you must identify the specific products or services to be provided for that fee and an approximate number of hours or days the consultant will spend on the project.

Enter the time for which you are contracting with the consultant. The time should refer to the fee basis, *e.g.*, if the fee shown in the “Rate” column is \$10/hour, show the number of hours (*e.g.*, 15 hours) in the “Time Required” column.

Form D: Supplies and Materials

100-600 Instructional Supplies and Textbooks

200-600 Noninstructional Supplies and Materials

Use Budget Detail Form D for classroom/instructional supplies and materials, noninstructional supplies and materials, and textbooks.

Identify the specific supplies to be purchased, *e.g.*, paper, notebooks, printer toner cartridges, envelopes, *etc.*

NOTE: In some cases, it may be acceptable for you to identify only the types of supplies to be purchased, rather than provide an itemized list of the supplies. However, for all entries, you must provide as much detail as necessary for the DOE to accurately determine the **necessity** for the proposed expenditure.

In the case of textbooks, workbooks, reference or library books, software programs, *etc.*, it is **not** necessary to identify the specific titles of the books or software programs to be purchased. However, it is necessary to identify the course(s) or subjects for which the books or software programs will be purchased.

Where itemization is required, enter in the “Unit Cost” column the cost for **one** item as the item is priced for purchase (*i.e.*, by individual item, by the box, case, carton, *etc.*).

Enter the number of items (*i.e.*, individual items, boxes, cases, cartons, *etc.*) in the “Quantity” column for each particular supply to be purchased.

Form E: Equipment

400-731: Instructional Equipment

400-732: Non-instructional Equipment

Use Budget Detail Form E for instructional and noninstructional equipment.

An item to be purchased is categorized as equipment if it meets ALL of the following criteria:

- 1. It retains its original shape, appearance and character with use;*
- 2. It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;*
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it;*

4. *Under normal conditions of use, including reasonable care and maintenance, the item can be expected to serve its primary purpose for at least one year;*
5. *The unit cost is more than \$2,000.*

Provide a clear description in the “Item Description” column of the item to be purchased (*e.g.*, the number of desktop computers, along with any peripherals that are included). Include in the “Item Description” column information on how and by whom the equipment will be used (*e.g.*, for student instructional use in computer lab). This will help the reviewer to assess the appropriateness of the funds requested. You may also include any additional information that will clarify the relevance to the grant project of the proposed costs that will help the reviewer determine whether the costs have been entered with the correct Function & Object Code.

Identify the full “package price” where equipment is purchased from a single vendor as well as the package components (*e.g.*, computer packaged with software, printer, *etc.*). Do not show the cost of the components separately if they are not purchased separately.

Form F: Other Costs

100-500: Other Purchased Services

100-800: Other Objects

200-400: Purchased Property Services

200-500: Other Purchased Services

200-580: Travel

200-800: Other Objects

Use Budget Detail Form F for all Function & Object Codes that are **not** properly entered on Budget Detail Forms A through E.

When requesting mileage costs for staff travel, identify the staff member who will be traveling and the purpose for which the travel will be undertaken.

Example: Project director round trip from Anytown to Trenton for meeting with DOE Program Officer, 100 miles round trip.

Enter the description of the requested cost and the cost calculation. Both the description and the cost calculation must provide enough detail to clarify the relevance of the requested cost to the grant project and to enable the reviewer to assess the reasonableness of your request.

Special Cost Considerations on Form F:

Purchased Property Services

For all rentals (property, vehicles, equipment) please be aware that you may be requested to provide a copy of a lease agreement or a written quote from the prospective leaser. However, it is not necessary to provide this documentation as part of your proposed budget.

Form G – LEA Administrative Costs

The LEA may budget in each school application up to five percent (5%) for LEA administrative purposes. These costs must be reflected on the Budget Detail as a part of the individual school application and included in column 5 of the Budget Summary.

Form H – Pre-Award Costs

LEAs may request approval for pre-award costs that occur no more than 60 days prior to the Year 5 project period, September 1, 2020. These costs must be reasonable and necessary to support implementation of the grant. Requests for resources (such as equipment, materials and supplies) to ensure full implementation on the first day of school are such allowable budget items. Proposed pre-award costs must be included with the Year 5 grant application.

FY-20 Budget Summary Form

The Application for Funds - Budget Summary is linked to the budget detail pages and will reflect the funds requested on the appropriate lines. Once the budget details pages are completed, the summary will reflect all proposed expenditures for the school and should not exceed the allocation reflected in Section 1.4 of the NGO.

Pre-Award Budget Summary Form

The Pre-Award Budget Summary is linked to Budget Detail Form H. Once the budget detail page is complete, the summary will reflect all proposed pre-award expenditures for the school. The sum of the totals on this page and on the FY-21 Budget Summary Form should not exceed the allocation reflected in Section 1.4 of the NGO.

APPENDIX D

NGO Allowing Fairfield Township School District to Use Remaining SIG Funds to Transition to the Requirements of Every Student Succeeds Act (ESSA)

Section 1: Grant Program Information
Section 2: Project Guidelines
Section 3: Completing the Application

Notice of Grant Opportunity

**New Jersey School Improvement Grant (SIG): Year 5 of 5
Allowing Fairfield Township School District
to Use Remaining SIG Funds to Transition to the
Requirements of Every Student Succeeds Act (ESSA)**

**Lamont O. Repollet, Ed.D.
Commissioner of Education**

**Abdulsaleem Hasan
Assistant Commissioner
Division of Field Services**

**Katherine Gallagher
Deputy Assistant Commissioner
Division of Field Services**

**Katherine Gallagher
Director
Office of Comprehensive Support**

March 2020

CFDA# 84.377A

Application Due Date: June 18, 2020

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

<http://www.state.nj.us/education>

SECTION 1: GRANT PROGRAM INFORMATION

1.1 DESCRIPTION OF THE GRANT PROGRAM

In the initial application for the five-year School Improvement Grant (SIG), Fairfield Township School District (FTSD) opted to implement Positive Action (PA), an evidence-based, whole school reform model approved by the United States Department of Education (ED). FTSD selected this approach because 2015-16 data indicated that there were significant climate and culture issues including 66.6% of survey respondents being dissatisfied with community and parent engagement activities, 26% of students being absent 11 or more days and a 52% suspension rate. They concluded that an approach solely focused on addressing student proficiency in English Language Arts (ELA) and mathematics would be stymied if they failed to first address the school's climate and culture. Their theory of action was that the consistent, effective implementation of PA would lead to better parent engagement, higher student attendance and a lower suspension rate. Significant progress on these metrics would result in enhanced student readiness for learning and greater proficiency in ELA and math.

During the Winter 2019 SIG on-site visit, it was noted that the school's leadership concluded that teachers can independently and effectively implement the PA lessons; hence they no longer receive coaching support in this area. Substantial improvements in the climate and culture metrics had been realized. From 2015-16 to 2017-18, the chronic absenteeism rate decreased from 13.2% to 6.7% and the suspension rate decreased from 22.7% to 3.7%. Further, the 2017-18 median student growth percentile in ELA and Math of 45 and 49, respectively, represented typical growth compared to similarly performing peers. However, comparable improvement has not been realized in student proficiency in ELA and math. Specifically, school-wide student proficiency in ELA decreased slightly (.6 percentage points) from 15.4% in 2015-16 to 14.8% in 2017-18 and increased slightly (.2 percentage points) in math from 7.7% to 7.9% during the same time period. Given the improved climate and culture metrics and teachers' demonstrated capacity to implement PA lessons independently, the NJDOE has concluded that it is in FTSD's best interest to begin transitioning from implementing PA as a whole-school reform approach. Instead FTSD shall begin implementing a more aggressive approach to address ELA and math proficiency while sustaining the gains realized in climate and culture. The NJDOE will support FTSD's effort in this regard by exercising the flexibility with SIG funds described in ED's January 9, 2018 Dear Colleague letter. FTSD will be permitted to use its remaining SIG funds in a manner consistent with the requirements of section 1003 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), rather than continuing to use the funds in a manner consistent with the SIG final requirements.

1.2 ELIGIBILITY TO APPLY

See section 1.2 on page 5 of the School Improvement Grant (SIG) Notice of Grant Opportunity (NGO).

1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, SAM)

See section 1.3 on page 5 of the SIG NGO.

1.4 STATUTORY/REGULATORY SOURCE AND FUNDING

See section 1.4 on page 6 of the SIG NGO.

1.5 DISSEMINATION OF THIS NOTICE

See section 1.5 on page 6 of the SIG NGO.

1.6 TECHNICAL ASSISTANCE

See section 1.6 on page 6 of the SIG NGO.

1.7 APPLICATION SUBMISSION

See section 1.7 on page 7 of the SIG NGO.

1.8 REPORTING REQUIREMENTS

See section 1.8 on page 7 of the SIG NGO.

1.9 ASSESSMENT OF STATEWIDE PROGRAM RESULTS

In addition to the review of quarterly program and fiscal reports, the NJDOE will assess statewide outcomes by conducting on-site visits and analyzing the schools' progress on specific metrics.

On-Site Visits/Desk Audits

The NJDOE will maintain regular communication with FTSD through on-site visits and/or desk audits to ensure they are achieving critical benchmarks throughout the year. The objectives of the visits/desk audits are:

- To ensure that FTSD is implementing the approved activity plan with fidelity;
- To ensure the approved activity plan is yielding the desired instructional and learning outcomes;

- To review FTSD budget expenditures in conjunction with the approved activity plan to ensure necessary resources are available in a timely fashion; and
- To examine potential barriers to implementation and make subsequent recommendations to ensure the project's success.

Progress on Select Metrics

FTSD is the primary facilitator of the school improvement plan and must assume an active role in continuously reviewing relevant metrics to inform instructional and program modifications. The NJDOE will ensure that FTSD establishes and monitors progress towards annual goals for student achievement on the state's assessments in both ELA and mathematics. Additionally, FTSD is expected to ensure that they continue to make progress on climate and culture metrics as reported in the Annual School Plan (ASP).

1.10 REIMBURSEMENT REQUESTS

See section 1.10 on page 8 of the SIG NGO.

SECTION 2: PROJECT GUIDELINES

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, 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 this 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 PROJECT DESIGN CONSIDERATIONS

As per ED's January 9, 2018 Dear Colleague letter, FTSD is being afforded the flexibility to use its remaining SIG funds in a manner consistent with the requirements of section 1003 of the ESEA, as amended by the ESSA. Section 1003 of the ESEA states, in part, that the LEA shall submit an application that at a minimum includes a description of how the local educational agency will carry out its responsibilities under section 1111(d) for schools receiving funds under this section, including how the local educational agency will—

- Develop comprehensive support and improvement plans under section 1111(d)(1) for schools receiving funds under this section;
- Support schools developing or implementing targeted support and improvement plans under section 1111(d)(2), if funds received under this section are used for such purpose;
- Monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted support and improvement plans;
- Use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the local educational agency will partner;
- Align other Federal, State, and local resources to carry out the activities supported with funds received under subsection (b)(1);
- As appropriate, modify practices and policies to provide operational flexibility that enables full and effective implementation of the plans described in paragraphs (1) and (2) of section 1111(d); and an assurance that each school the local educational agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section.

FTSD is expected to optimize this limited funding opportunity to identify and implement evidence-based strategies that address its challenges in ELA and mathematics and result in dramatic, sustainable improvement in student outcomes. These funds shall not be used to continue existing strategies that have not yielded improved student achievement.

Developing a sound approach to address student learning goals must be preceded by thoughtful, authentic analysis of existing programs and strategies. Hence, FTSD must review its relevant data and complete a needs assessment that, at a minimum, includes the following:

- Examination of current strategies for ELA and math instruction and interventions. Are they yielding the desired outcomes?
- Analysis of student performance on ELA and math content strands. Are there trends that suggest there may be curricular/instructional gaps?
- Assessment of staff expectations for student performance. Is there a culture of high expectations for all students? Are high expectations reflected in the caliber of materials and coursework given to students?
- Review of teacher evaluation data. Does it align with student outcomes? Are there trends in teacher evaluation data that suggest there are unaddressed professional development needs?

Following the needs assessment, FTSD shall develop program plans that address the factors that have impeded optimal ELA and mathematics proficiency. The plans shall focus on the implementation of evidence-based practices and strategies (not programs) that will address the identified needs. At a minimum, the program plans shall include the following:

- Implementation of strategies to ensure all students receive high-quality, differentiated instruction in ELA and mathematics.
- Ensuring that content coaches have the skills to support teachers with data-driven ELA and mathematics instruction.
- Continuous examination of teacher practice and student outcomes to ensure that instruction is yielding the expected learning goals.
- Opportunities for teachers to meet and discuss student work and problem-solve instructional challenges.
- Interim assessments to ensure students are proficient with grade-level content.
- Research-based interventions for students who are demonstrating challenges with grade-level content.

2.2 PROJECT REQUIREMENTS

The FTSD application is comprised of three required components; the LEA section, the school section and the budget section. Each section must be completed as instructed.

LEA Section

LEA/school leadership support and monitoring is crucial to the successful implementation of school-level interventions. Hence, this section of the application gives FTSD the opportunity to describe its role in facilitating activities and monitoring outcomes. This section includes forms L-1, L-2A (**not L-2**), L-3 and L-4. These forms and the corresponding instructions can be found in Appendix A of the NGO.

School Section

FTSD must complete **forms S1 and S3 only**. In addition to the demographic information requested on S1, FTSD shall provide the following on S3:

- A description of the strategies that were implemented in 2019-20 to address attendance, discipline and support to teachers with corrective action plans;
- The 2019-20 outcomes that were realized following implementation of the strategies; and,
- Modifications to the strategies, if any, that will be made for the 2020-21 school year.

Detailed instructions for completing these forms can be found in Appendix B and the forms are in the Excel Workbook posted to the same website as this NGO.

Important Note: A copy of the 2020-21 Annual School Plan (ASP) must be submitted with the SIG continuation application. It shall include evidence-based strategies to address student proficiency in ELA and mathematics and be aligned to the SIG budget.

2.3 BUDGET DESIGN CONSIDERATIONS

See section 2.3 on page 10 of the SIG NGO.

2.4 BUDGET REQUIREMENTS

See section 2.4 on page 11 of the SIG NGO.

SECTION 3: COMPLETING THE APPLICATION

3.1 GENERAL INSTRUCTIONS FOR APPLYING

See section 3.1 on page 13 of the SIG NGO.

3.3 REVIEW OF APPLICATIONS

See section 3.2 on page 13 of the SIG NGO.

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>LEA and School Checklist</i>	<i>Included (✓)</i>
LEA Section			
✓	NGO	L-1: Cover Page and Board Resolution to Apply	
	NGO	L-2: Assurances for SIG Schools	
✓	NGO	L-2A: Assurances for LEAs Using Remaining SIG Funds to Transition to ESSA	
✓	NGO	L-3: Documentation of Federal Compliance (DUNS/SAM) Form and Entity Overview page from applicant's www.sam.gov profile	
✓	NGO	L-4: LEA Commitment and Capacity Update	
School Section			
✓	Excel Workbook	S-1: Cover Page	
	Excel Workbook	S-2: Stakeholder Participation	
✓	Excel Workbook	S-3: Summary of Strategies	
	Excel Workbook	S-4: Educational Field Trip Request	
✓	NJDOE Homeroom	Copy of 2020-21 Annual School Plan (ASP)	

Budget Section			
✓	Excel Workbook	Budget Narrative	
✓	Excel Workbook	Budget Detail Form A – Personal Services - Salaries	
✓	Excel Workbook	Budget Detail Form B – Personal Services - Employee Benefits	
✓	Excel Workbook	Budget Detail Form C -- Purchased Professional and Technical Services	
✓	Excel Workbook	Budget Detail Form D – Supplies and Materials	
✓	Excel Workbook	Budget Detail Form E -- Equipment	
✓	Excel Workbook	Budget Detail Form F – Other Purchased Services	
✓	Excel Workbook	Budget Detail Form G – LEA Administrative Costs	
	Excel Workbook	Budget Detail Form H – Pre-Award Costs (if costs are requested)	
✓	Excel Workbook	FY-21 Budget Summary	
	Excel Workbook	Pre-Award Budget Summary (if costs are requested)	

NEW JERSEY DEPARTMENT OF EDUCATION

School Improvement Grant (SIG): Cohort 4/4R - Year 5

S-1: COVER PAGE

Section I: NGO#:		Title: School Improvement Grant			
Section II, Part A:	Internal Use Only				
	School Code	Type	Region	Sequence	
School Name Glassboro Intermediate School	LEA Name Glassboro Public School District				
School Address 202 N. Delsea Dr	SIG Program Director Name Denise Barr				
City, State, Zip Code Glassboro NJ 08028	SIG Program Director Telephone Number (856)652-2700 ext 2106				
Grade Span of School 7th and 8th Grade	SIG Program Director Fax Number (856)881-3751				
School Principal Name LaVonya Mitchell	SIG Program Director E-Mail dbarr@gpsd.us				
School Principal Phone Number (856) 652-2700 ext. 2104	SIG Model				
Total amount of funds requested for 2020-21 (Year 5) school application		\$439,198			
To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.					
Signature - Chief School Administrator		Date			
Section II, Part B:					
The school application has been duly authorized by the governing body of the Glassboro Public School District school district, (county code 15 district code, 1730 school code, 78).					
Signature - Chief School Administrator		Superintendent		Date	
Jennifer Johnson		856-652-2700 6201		5/19/2020	
Business Administrator's Name		Phone		Fax	
				856-881-0884	

S-2: Stakeholder Participation

LEA: _____ **Glassboro Public Schools** **School:** _____ **Glassboro Intermediate School**

Describe how family and community members have been and will continue to be involved in implementation on an on-going basis. Additionally, indicate the methods used to inform the school community about SIG initiatives (e.g. posting on website, parent meetings, community forums, etc.).

Glassboro Intermediate School will involve its families and the Glassboro Community in the Positive Action Initiatives through the SIG Committee. The SIG Committee will hold monthly meetings to continue educating, including, informing, and surveying family members and the Glassboro Community in its SIG PRESS initiatives, progress, and goals. Other Family updates and programs will be planned by the Family Community Liason, with assistance from SIG Committee. Family events will be posted in our Bulldog Bark Newsletter, Robo Calls from our Principal, on our school Facebook page, Instagram, twitter, Powerschool Bulletin, school webpage and our district web page. The Family Community Liason will also utilize local community groups as a way to spread our goals and activities.

S-3: Summary of Strategies' Impact on Metrics

LEA: Glassboro Public School School: Glassboro Intermediate School

Briefly describe the current strategies to address each area described below and any anticipated Year 5 modifications. Include data to support your findings.

<p>Describe student attendance strategies and their impact on maintaining or increasing student attendance to at least 96% and decreasing chronic absenteeism. Describe any anticipated modifications to these strategies during Year 5.</p> <p>Glassboro Intermediate School tracks our attendance rate, which is between 94% and 97%, on a monthly basis. At this time, we have noticed a chronic absenteeism issue in both subgroups, however, subgroup 1 is a larger issue. We had some students return to district this year from out of district placements, homeschool, or homebound instruction and in each case not all the necessary supports were in place to ensure student success. Our SIG counselor meets with students with attendance concerns as well as reaching out to their parents. We anticipate implementing some type of monthly reward program in the next school year.</p>	
<p>Describe student discipline strategies and their impact on decreasing office conduct referrals (OCRs) and suspensions. Describe any anticipated modifications to these strategies during Year 5.</p> <p>In 2018/2019 had 394 OCR's in 2019/2020 we saw a dramatic increase to 607 OCR's as of March 1, 2020. We did see a decrease in referral from students who are in year two of Positive Action program. We plan to use time in the beginning of the school year to educate students better on our discipline code. By implementing the Positive Action program and its behavior components, we have students with discipline issues meet with our behavior specialist. She also holds weekly meetings for at-risk students. We use data to identify students who are struggling with either academic, behavioral, or attendance patterns to insure they are meeting with the counselor as well. We plan to include professional development for staff to increase student engagement,</p> <p>Describe teacher attendance strategies and their impact on maintaining or increasing teacher attendance to at least 96%. Describe any anticipated modifications to these strategies during Year 5.</p> <p>Teacher attendance rates ranges between 84%- 95%. The district tracks attendance rates and patterns, and encourages teachers to maintain a high attendance rate. Teacher attendance is reflected in the district evaluations. We also anticipate utilizing a reward program with staff to encourage better attendance. In this school year we had two teachers on extended medical leaves as well as one on a maternity leave, which we hope will not happen in the upcoming school year.</p>	
<p>Describe the support provided to teachers with corrective action plans (CAPs). Indicate the extent to which this support has improved instruction. Describe any anticipated modifications to these strategies during Year 5.</p> <p>This school year there was one teacher on a CAP, who had been transferred to Intermediate school. Our principal, SIG Director, and departmental colleagues met with this teacher regularly to assist with curriculum, classroom management, school policies, or any other concerns. Our SCIP team and SIG Committee are also available if the need arises. We have no anticipated modifications to these strategies during Year 5.</p>	

S-4: Field Trip Request Form

LEA:

School:

An educational field trip request form must be completed for each excursion. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

[illegible]

NJ School Improvement Grant (SIG)

Cohort 4/4R - Year 5

Budget Title Page

Date:

5/15/2020

School:

Glassboro Intermediate School

County:

Gloucester

District:

Glassbor Public School District

CDS Code:

15-1730-078

Caution: To avoid errors with built-in formulas and self-populating cells, **PLEASE DO NOT** delete or rename tabs or cut and paste.

BUDGET NARRATIVE

NGO TITLE: School Improvement Grant

SCHOOL NAME: Glassboro Intermediate School

Date: 5/15/2020

Year 5 (2020-21) Allocation	
(see NGO Section 1.4 for approved amount)	
LEA (maximum 5% administrative)	
School	Glassboro Intermediate School
Total	0

Describe how requested funds are aligned to the SMART Goals and the requirements of the selected intervention.

SMART Goal #1: By June 2021, through the effective implementation of the Literacy curriculum and through blended learning instructional strategies and targeted interventions, 80% of students in grades 7-8 will achieve an average score between 200-250 as measured by the MAP assessment: GIS's 1:1 student technology initiative, created with SIG PRESS requested funds, will assist in increasing student reading skills. Increased use of technology in a blended learning environment will assist in data collection and analysis to identify academic needs in reading. Addition of two ELA certified stipend tutors to pull at risk students for added instruction. New staffing positions created by the SIG PRESS Grant requested funds allows GIS to increase students' social-emotional well-being through the Positive Action Program, having a two-fold effect: increase student social-emotional well-being and hone student reading skills. SMART Goal #2: By June 2021, through the effective implementation of the Math curriculum and through blended learning instructional strategies and targeted interventions, 70% of students in grades 7-8 will achieve an average score between 200-250 as measured by the MAP assessment: Glassboro District's poverty rate is greater than 50%, which directly correlates to low mathematics academic achievement. Our 1:1 technology initiative, achieved through the requested SIG PRESS Grant funds, allows us to level this playing field by giving technology access to all students. GIS's 1:1 computer usage in math classes allows students better facility with mathematical computer skills (math equation editor, online question types and tools). Addition of two Math certified stipend tutors to pull at risk students for added instruction. Staff hired through SIG PRESS Grant funds increases students' social-emotional well-being through the Positive Action Program, improving their desire to learn. Increased technology usage, along with proper coaching support, blended learning using Education Elements of technology, all have shown to increase effective instructional time and data collection and analysis will help increase students' math skills. SMART Goal #3: By June 2021, through the effective implementation of the SEL curriculum and through blended learning instructional strategies and targeted interventions office conduct referrals will be reduced by 30% of the 18/19 school year total of 607: GIS will continue its Positive Action Exploratory Block and SIG-funded counselor to work with at-risk students and those with frequent OCRs. In addition, professional development and PLC's will focus on student engagement and decreasing the achievement gap.

How the Requested Funds are Aligned with the Requirements of the Selected SIG Model:

Salaries & Employee Benefits (200-100 & 200-200): In its implementation year, GIS increased staffing needs as requested in order to plan, train staff, and implement its whole school reform model. We hired a Project Coordinator, Counselor, Positive Action Coach, Data/Tech Specialist, Family/Community liaison, and 4 SIG Committee members. GIS will continue these positions through NGO 5's 20/21 year. SIG PRESS grant staff will have school year duties, and then stipend summer duties. Summer duties for Project Coordinator, Counselor, Positive Action coach, family/community liaison, and data specialist include reviewing exploratory block scheduling, reviewing exploratory block lessons, ordering exploratory block materials, planning Positive Action materials, planning staff training, reviewing data from previous school year, and developing Positive Action calendar for the following school year. To satisfy SMART Goals 1 & 2, GIS will run a summer boot camp for ELA and for Math, in order to increase students success in ELA and in Math.

Purchased Professional and Technical Services (200-300) & Other Purchased Services... (200-500): Implementing a whole school reform model with the Positive

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: NJ School Improvement Grant (SIG)

SCHOOL NAME: Glassboro Intermediate School

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

Function & Object Codes 100 - 600 and 200 - 600

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

BUDGET DETAIL FORM A*Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*

NGO TITLE: NJ School Improvement Grant (SIG)

SCHOOL NAME: Glassboro Intermediate School

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL & Step Number(s)	FUNCTION - OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Positive Action Project Coordinator	\$92,792 x 1 FTE	\$ 94,792.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Positive Action Coach	\$76,296 x .25 FTE	\$ 19,074.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Positive Action Counselor	\$61,256x 1 FTE	\$ 61,256.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Family/ Community Liaison	4hr/week x 40 weeks x \$37/hr	\$ 5,920.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Data Specialist	4hr/week x 40 weeks x \$37/hr	\$ 5,920.00

BUDGET DETAIL FORM A*Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*

NGO TITLE: NJ School Improvement Grant (SIG)

SCHOOL NAME: Glassboro Intermediate School

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL & Step Number(s)	FUNCTION - OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Positive Action Training	200 - 100: Full Time and Part Time Salaries Support Services	SIG Committee: During School year, SIG Committee members will attend bi-monthly meetings to monitor progress of SIG PRESS Grant initiatives, attend eneing and community and family events, plan quarterly Positive Action Schoolwide acties, review academic and behavior data and analyse survey data.	9 members x 2hrs/month x 10 months x \$37/hr	\$ 6,660.00
Increasing Student Achievement	200 - 100: Full Time and Part Time Salaries Support Services	Math Tutor	2 tutors x \$37/hr x 37min x 180 days-- tutoring 2 tutors x\$37/h x 23min x 180 days-- prep time	\$ 13,320.00
Increasing Student Achievement	200 - 100: Full Time and Part Time Salaries Support Services	ELA Tutor	1 tutors x \$37/hr x 37min x 180 days-- tutoring 1 tutors x\$37/h x 23min x 180 days-- prep time	\$ 6,660.00
Increasing Student Achievement	200 - 100: Full Time and Part Time Salaries Support Services	Lunchtime Tutors	4 tutors x \$37/hr x.5hr/dayx 180 days	\$ 13,320.00

BUDGET DETAIL FORM A*Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*

NGO TITLE: NJ School Improvement Grant (SIG)

SCHOOL NAME: Glassboro Intermediate School

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL & Step Number(s)	FUNCTION - OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Increasing Student Achievement	200 - 100: Full Time and Part Time Salaries Support Services	Homework Helpers	2 helpers x \$37/hr x 1hr 2days/week x 35 weeks	\$ 5,180.00
Planning Time	200 - 100: Full Time and Part Time Salaries Support Services	Planning time to prepare for Summer 2021 ELA & Math Enrichment Programs	8 staff x 12 hours x \$37/hr	\$ 3,552.00
Increasing Student Achievement	200 - 100: Full Time and Part Time Salaries Support Services	Summer 2020 ELA & Math Enrichment Program	8 staff x 5hrs/day x 16 days x \$37/hr	\$ 23,680.00
Increasing Student Achievement	200 - 100: Full Time and Part Time Salaries Support Services	Supervision of Summer 2021 ELA & Math Enrichment Program	\$300/day x 16 days x 2 supervisors	\$ 9,600.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Positive Action Coordinator Summer work	48 hours x \$37/hr	\$ 1,776.00

BUDGET DETAIL FORM A*Personal Services - Salaries**Function & Object Codes 100-100 and 200-100*

NGO TITLE: NJ School Improvement Grant (SIG)

SCHOOL NAME: Glassboro Intermediate School

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL & Step Number(s)	FUNCTION - OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Positive Action Coach Summer work	48hours x \$37/hr	\$ 1,776.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Positive Action Counselor Summer work	48hours x \$37/hr	\$ 1,776.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Family/Community Liaison Summer work	24 hours x \$37/hr	\$ 888.00
Leadership & Staffing	200 - 100: Full Time and Part Time Salaries Support Services	Data Specialist Summer work	24 hours x \$37/hr	\$ 888.00
Positive Action Training	200 - 100: Full Time and Part Time Salaries Support Services	60 hours for staff to stay beyond contractual hours for professional development tied to SMART Goals	60 hoursx \$37/hr	\$ 2,220.00

*Personal Services - Employee Benefits
Function & Object Codes 200 - 200*

SCHOOL NAME: Glassboro Intermediate

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

*Personal Services - Employee Benefits
Function & Object Codes 200 - 200*

Date: 5/15/2020

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

*Purchased Professional and Technical Services
Function & Object Codes 100 - 300 and 200 - 300*

SCHOOL NAME: Glassboro Intermediate School

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

*Purchased Professional and Technical Services
Function & Object Codes 100 - 300 and 200 - 300*

SCHOOL NAME: Glassboro Intermediate School

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

[illegible]

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: NJ School Improvement Grant (SIG)

SCHOOL NAME: Glassboro Intermediate School

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns.
Use multiple lines for a single entry if necessary.

SMART GOAL & Step Number(s)	FUNCTION - OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings Function & Object Codes 100 - 500, 100 - 800, 200 - 400, 200 - 500, 200 - 580, 200 - 800, 200 - 860, 400 - 720

SCHOOL NAME: Glassboro Intermediate School

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

LEA Administrative Costs - Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Services, Travel, Supplies, Other Objects, Indirect Costs, Equipment

NGO TITLE: NJ School Improvement Grant (SIG)

Glassboro Intermediate School

Date:

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

Pre-Award Costs - Instructional Materials & Supplies, Other Purchased Services, Other Objects, Purchased Property Services, Travel, Supplies, Other Objects, Equipment

NGO TITLE: NJ School Improvement Grant (SIG)

Glassboro Intermediate School

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

[illegible]

School Name: Glassboro Intermediate School

NGO Title: New Jersey School Improvement Grant (SIG)

FY2021 - Project Period: September 1, 2020 to August 31, 2021

BUDGET CATEGORY	FUNCTION & OBJECT CODE	SIG FUNDS	SIG ADMIN FUNDS	SIG TOTAL
INSTRUCTION				
Personnel Services - Salaries	100-100	\$ -		\$ -
Purchased Professional & Technical Services	100-300	\$ -		\$ -
Other Purchased Services	100-500	\$ -		\$ -
Supplies & Materials	100-600	\$ 1,235		\$ 1,235
Other Objects	100-800	\$ -		\$ -
SUBTOTAL - INSTRUCTION		\$ 1,235		\$ 1,235
SUPPORT SERVICES				
Personnel Services - Salaries	200-100	\$ 278,258	\$ -	\$ 278,258
Personnel Services - Employee Benefits	200-200	\$ 105,542	\$ -	\$ 105,542
Purchased Professional & Technical Services	200-300	\$ 39,000	\$ -	\$ 39,000
Purchased Property Services	200-400	\$ -	\$ -	\$ -
Other Purchased Services	200-500	\$ -	\$ -	\$ -
Travel	200-580	\$ -	\$ -	\$ -
Supplies & Materials	200-600	\$ 2,360	\$ -	\$ 2,360
Other Objects	200-800	\$ -	\$ -	\$ -
Indirect Costs	200-860		\$ -	\$ -
SUBTOTAL - SUPPORT SERVICES		\$ 425,160	\$ -	\$ 425,160
Buildings	400-720			
Instructional Equipment	400-731	\$ 12,803		\$ 12,803
Non-instructional Equipment	400-732	\$ -	\$ -	\$ -
SUBTOTAL - FACILITIES		\$ 12,803	\$ -	\$ 12,803
TOTAL COST		\$ 439,198	\$ -	\$ 439,198

School Name:

Glassboro Intermediate School

NGO Title: New Jersey School Improvement Grant (SIG)

FY2021 - Pre-Award Period: July 1, 2020 to August 31, 2021

BUDGET CATEGORY	FUNCTION & OBJECT CODE	SIG TOTAL
INSTRUCTION		
Personnel Services - Salaries	100-100	\$ -
Purchased Professional & Technical Services	100-300	\$ -
Other Purchased Services	100-500	\$ -
Supplies & Materials	100-600	\$ -
Other Objects	100-800	\$ -
SUBTOTAL - INSTRUCTION		\$ -
SUPPORT SERVICES		
Personnel Services - Salaries	200-100	\$ -
Personnel Services - Employee Benefits	200-200	\$ -
Purchased Professional & Technical Services	200-300	\$ -
Purchased Property Services	200-400	\$ -
Other Purchased Services	200-500	\$ -
Travel	200-580	\$ -
Supplies & Materials	200-600	\$ -
Other Objects	200-800	\$ -
Indirect Costs	200-860	\$ -
SUBTOTAL - SUPPORT SERVICES		\$ -
Buildings	400-720	
Instructional Equipment	400-731	\$ -
Non-instructional Equipment	400-732	\$ -
SUBTOTAL - FACILITIES		\$ -
TOTAL COST		\$ -

