

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

The National Professional Development Program

CFDA # 84.365Z

PR/Award # T365Z160071

Grants.gov Tracking#: GRANT12099597

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Feb 19, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/18/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="22-2797398"/>	* c. Organizational DUNS: <input type="text" value="0303159800000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Special Ed, Language, Literacy"/>	Division Name: <input type="text" value="School of Ed/Academic Affairs"/>
---	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.365

CFDA Title:

English Language Acquisition State Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-121115-001

* Title:

Office of English Language Acquisition (OELA): National Professional Development Program CFDA Number 84.365Z

13. Competition Identification Number:

84-365Z2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

SELLAffected Areas.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Success for English Language Learners (SELL)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,642,089.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,642,089.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Affected Areas by Project:

This project will address the cities/towns and counties of the following school districts in the State of New Jersey:

School District	City/Town	County
Elizabeth Public Schools	Elizabeth	Union
Franklin Township Public Schools	Franklin	Somerset
Jamesburg Public Schools	Jamesburg	Middlesex
Linden Public Schools	Linden	Union
North Plainfield Public Schools	North Plainfield	Somerset
Perth Amboy Public Schools	Perth Amboy	Middlesex
Plainfield Public Schools	Plainfield	Union
Trenton Board of Education	Trenton	Mercer

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) 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; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will 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.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection 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 subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Ieva Zake</p>	<p>TITLE</p> <p>Vice Provost</p>
<p>APPLICANT ORGANIZATION</p> <p>The College of New Jersey</p>	<p>DATE SUBMITTED</p> <p>02/18/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: The College of New Jersey * Street 1: 2000 Pennington Road Street 2: * City: Ewing State: NJ: New Jersey Zip: 08628-0718 Congressional District, if known: NJ-012		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: English Language Acquisition State Grants CFDA Number, if applicable: 84.365	
8. Federal Action Number, if known: ED-GRANTS-121115-001	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A State: Zip:		
b. Individual Performing Services (including address if different from No. 10a) Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A Street 2: * City: N/A State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Ieva Zake * Name: Prefix: Dr. * First Name: Ieva Middle Name: * Last Name: Zake Suffix: PhD Title: Vice Provost Telephone No.: 609-771-3080 Date: 02/18/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The College of New Jersey	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Ieva Middle Name:
* Last Name: Zake	Suffix: Ph.D
* Title: Vice Provost	
* SIGNATURE: Ieva Zake	* DATE: 02/18/2016

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

IHE: The College of New Jersey (TCNJ)

LEA Partners: Linden School District (SD), Perth Amboy SD, Trenton SD, Elizabeth SD, Franklin SD, Jamesburg SD, North Plainfield SD, Plainfield SD,

Project Title: Success for English Language Learners (SELL)

Project Director: Yiqiang Wu, Ph.D., (609) 771-2808, wuyiqian@tcnj.edu

Priorities: Absolute Priority, Competitive Preference Priorities 1* and 2, Invitational Priority 1

* <http://www.tandfonline.com/doi/full/10.1080/09500690903117921>

<http://aer.sagepub.com/content/51/6/1159.full.pdf+html>

<http://www.tandfonline.com/doi/full/10.1080/19345747.2010.523513>

<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2008.00273.x/full>

Project description: Support K-12 English language learners by providing professional development and paths to ESL/Bilingual certification for school instructional, administrative, and support staff, and by developing community outreach strategies. Strengthen TCNJ's own ESL/Bilingual program: increase enrollment, create variations on licensure, and revise syllabi. **Type/number of participants served each year:** 10 pre-service, 60 in-service seeking licensure off-site; 15-20 administrators/school staff seeking enrichment off-campus; 150 instructional and professional staff on site; 10 seeking certification on-campus

Type/number of participants served by the end of the project: 20 pre-service staff seeking initial licensure off site; 120 in-service teachers seeking secondary endorsement off site; 80 administrators, school staff, and community members at workshops off site; 750 in-state ESL/Bilingual teachers and school staff at workshops on site; 20 new certifications on site.

Goals, objectives, performance outcomes: The overarching goal of SELL is to enhance the long-term economic and social opportunities of immigrant communities in New Jersey. It does this by improving ELL access to robust instruction, support, and opportunity in K-12 education. This, in turn, requires enhancing the skill sets, knowledge of challenges, and mutual understanding of all parties invested in education, namely teachers, school administrators, immigrant families and communities, and teacher preparation programs. As such, the project implements six objectives addressing the following: **1)** ESL-Bilingual certification for 120 in-service content area teachers. Outcomes measured by the number of participants receiving NJ ESL/Bilingual certification and a follow-up assessment one year after completion of the program. **2)** Initial ESL/Bilingual certification for 20 pre-service paraprofessionals. Outcomes measured by the number of participants receiving initial ESL certification determined by rosters of completion provided by our certification office, and instructional ability to be determined through classroom observation protocols of participants' own field practice coursework, and a follow-up questionnaire. **3)** A knowledge enrichment program for 80 administrators, psychologists, and counselors. Outcomes measured by pre- and post-surveys, and assessment of projects designed and implemented by participants. **4)** A Summer ESL Academy, an annual workshop series addressing issues related to ELL education for 750 teachers, administrators, psychologists, counselors, and paraprofessionals across NJ. Outcomes measured by results from workshop feedback form, participant's registration data, and interviews of participants. **5)** Increased enrollment in TCNJ's ESL/Bilingual certification program by 20 participants and strengthened program resources. Outcomes measured by the number of new candidates entering TCNJ's TESL program and increased resources. **6)** Dissemination of project design and outcomes for replication. Outcomes measured by number of dissemination points utilized.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Success for English Language Learners (SELL)

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A. INTRODUCTION

The overarching goal of Success for English Language Learners (SELL) is to enhance the long-term economic and social opportunities of immigrant communities in New Jersey. It will do this by improving access to robust instruction, support, and opportunity in K-12 education. This, in turn, requires enhancing the skill sets, knowledge of challenges, and mutual understanding of all parties involved in education, namely the teachers, the school administrators, the immigrant families and communities, and teacher preparation programs. To achieve this goal, SELL will implement a five-year professional development project in partnership with eight school districts in central New Jersey. Each of the partnering school districts has either a significant English Language Learner (ELL) population relative to its size, or is experiencing an influx of new language groups. SELL identifies the following six major objectives to support the achievement of the overarching project goal:

1. Prepare 120 in-service teachers to work effectively with ELLs through in-district, cohort-based ESL and Bilingual endorsement programs;
2. Prepare 20 pre-service teachers to earn initial ESL/Bilingual certification through in-district, cohort-based ESL and Bilingual endorsement programs;
3. Prepare 80 academic personnel (administrators, counselors, psychologists, paraprofessionals, and community members) to better work with ELLs and the community through in-district workshop programs;
4. Provide summer professional development workshops for 750 participants statewide on matters related to ELL academic and family support;
5. Strengthen TCNJ's on-campus TESL/Bilingual certification program enrollment and resources; and

6. Disseminate of the program’s design and outcomes for purposes of replication.

Through these six objectives (discussed in detail in Section C. Project Design), SELL will address the **Absolute Priority**: Providing Professional Development to Improve Instruction for English Learners, **Competitive Priority 1**: Moderate Evidence of Effectiveness, **Competitive Priority 2**: Improving Parent, Family, and Community Engagement, and **Invitational Priority 1**: Dual Language Approaches. The project is distinct in that it aims to develop ELL support both inside and outside the classroom, and provides needs-differentiated professional development. (See Section C. Project Design for detailed information on connections to NPD grant priorities.)

SELL will take advantage of existing beliefs, goals, and operations that were established in the 2011-2016 NPD Grant Award # T365Z110080, entitled Creating a Team of Highly Qualified Professionals (CTHQP). At the time of the writing of this SELL proposal, we have been able to produce nearly 150 in-service teachers and 16 pre-service participants with new ESL certifications through CTHQP. One of the school districts that we served was cited among 230 districts nationwide as a “Bright Spot in Hispanic Education” by the White House Initiative on Educational Excellence for Hispanics in significant part due to implementation of CTHQP. The SELL project capitalizes on this existing, successful TCNJ NPD grant-funded project that has achieved operational efficiencies and wisdom from experience. As such, we have a strong platform for meeting the priorities set forth in the current USDOE NPD initiative.

Our new project (SELL) recognizes the challenges faced during implementation of CTHQP, refocuses the budget (resource allocation) to address those challenges, and uses the experience of CTHQP to create an action plan that provides high quality in-service and pre-service professional development programs and activities to our local school districts. The following pages will describe in more depth the critical knowledge base, professional

development experiences, and partnerships that will drive the SELL project.

The College of New Jersey (TCNJ). TCNJ is a public institution of higher education that is strongly committed to the preparation and sustained training and development of mainstream and specialized educators. The College conducts evolved teacher certification programs and partners in a well-established professional development network for educational professionals. As part of its regular operations, TCNJ utilizes four ELL teacher training programs: (1) an ESL endorsement program for content-area teachers in an initial ESL certification program (five courses); (2) an ESL endorsement program for content-area teachers (seven courses); (3) a bilingual certification program for certified teachers with either elementary or secondary certification (four courses); and, (4) a M.Ed. in TESL program. These programs prepare graduates to meet the CAEP/TESOL, Bilingual, NJ ESL, WIDA, and National Common Core standards, as well as provide the instructional basis of the SELL project.

In addition to rich and varied curricula, TCNJ houses two existing administrative centers that can efficiently support the achievement of the proposed SELL objectives. First, is the Office of Off-Site Graduate Programs, whose policies and procedures are integral to managing the logistical aspects of site-location, instructor selection, and student enrollment for off-campus graduate courses. Second, is the PDSN network--which is a consortium of school districts that works with TCNJ for the purposes of professional development and information dissemination.

TCNJ holds an influential position in New Jersey in terms of its relationship to the K-12 educational establishment. This is due in part to the state's small geography, its dense and diverse population, and the College's respected and strong teacher training programs. Thus, TCNJ represents a strong foundation for effectuating broad-based educational change in the state.

B. EXTENT OF NEED FOR THE PROJECT

Needs of the State. The State of New Jersey continues to grow as a home for thousands of immigrants from around the world. According to data from the 2014 American Community Survey (ACS) of the U.S. Census Bureau, only two states, New York and California, have a greater percentage of foreign-born persons than New Jersey. The 2014 ACS data also indicated that New Jersey ranks fifth in the percentage of population (30.6%) age five and older that speaks a language other than English at home. According to the New Jersey Department of Education (NJDOE), during 2014-2015 there were 1,369,379 students enrolled in public K-12 schools, among them 70,119 were classified as limited English proficient (LEP). This growing LEP population, and our diverse state population as a whole, must be supported by an educational infrastructure appropriately equipped to meet its linguistic, social, and academic needs. Specifically, as attested to in the February 2016 issue of the Association for Supervision and Curriculum Development (ASCD) journal, *Educational Leadership*, appropriate support of the educational infrastructure is dependent upon coordinating the following: the quality of preparation of ESL teachers; the quality of programs for ELLs; the school environment; content area teachers' knowledge and skills in working with ELLs; support from administrators; and, outreach to families. This combined understanding of population need and foci for remediation presents an argument for specialized, comprehensive, systemic training, which is the impetus for this proposed project.

Needs of Local Education Agencies (LEAs). Based on data from the 2015-2016 Market Data Retrieval's (MDR) New Jersey School Directory, the New Jersey school districts listed in Table 1 have significant ELL or non-native populations in proportion to their respective populations. These constitute the primary target districts of the SELL project. Cumulatively,

there are 111 schools within the target districts, and 72,395 total students, of whom 7,884 are classified as ELLs. It is important to note that this figure does not include unclassified bilingual students who are also ELLs, who nonetheless would benefit from our project. All of these school districts, have bilingual programs and receive bilingual education funds from the State of New Jersey. Additionally, the Jamesburg School District remains partially served by the CTHQP project until its completion in 2016. Teachers from that district were able to undertake part of their coursework with funds from CTHQP, and would complete their coursework through SELL.

The student populations of these eight targeted school districts are linguistically diverse, and within that diversity there is concentration of Spanish speakers, with the Perth Amboy School District having the highest percentage of Spanish speaking students, 90% of the total student population. In several of these districts, there are increasing numbers of Arabic and South Asian language speakers, which creates the corresponding need for relevant dual language support. Those districts also have high percentage of students in poverty, ranging from 9% to 32% of their respective total student populations, a fact that speaks to the populations' educational challenges and limited access to social capital. This combination of diverse ELL populations, sizeable Spanish-speaking populations, and increasing concentrations of other language groups indicates an intense and pressing need for both ESL and bilingual/dual language services. Furthermore, there are increasing state-level initiatives in New Jersey that mandate ESL and bilingual support for learners. The result has compounded the pressure, both internally and externally, on school districts.

Our prospective LEA partners expressed a strong desire to work with TCNJ to provide flexible programming leading to ESL and Bilingual certification for in-service teachers and pre-service staff, and enrichment for administrative staff and paraprofessionals for the purposes of

advocacy, awareness, and specific job skills. The school districts assert that they are in short supply of ESL and Bilingual teachers given the growing populations, e.g., the ever expanding Spanish-speaking community or, in some cases, changing populations, such as the newly founded Arabic and south Asian speaking communities. Given the increasingly diverse needs of their student populations and the cited obstacles to meeting those needs, these sites have been selected as the focus of SELL.

Discussions with the intended LEAs for SELL, and with LEAs under the CTHQP project, indicated that there have been some persistent obstacles in meeting both the needs of ELL populations and the requirements of the NJDOE for professional development, as follow below.

1. The implementation of teacher training programs and professional development, to date, has been hampered at an institutional level for both the LEA and IHE by budgetary constraints.
2. A poll of prospective participants revealed that even the reasonable costs of tuition fees for certification at TCNJ are a major barrier to enrollment, especially in the context of paraprofessional or teacher pay grades and the cost of living in New Jersey.
3. Given the worsening traffic conditions in many parts of New Jersey, including central New Jersey, the time necessary to travel to and from TCNJ campus presents considerable difficulties for working professionals, especially when the work days of prospective participants end so close to the start of graduate class times. Given these difficulties, we intend to use federal funds to help offset tuition/fee costs and the logistics of travel for participants, thereby facilitating enrollment. This approach worked well in CTHQP and will be implemented again for SELL.

Table 1. Total Student and ELL population in Participating School Districts (All data are from 2015-2016 New Jersey School Directory by MDR)						
School Districts	# of Teachers	# of Schools	# of Students	Spanish Speakers	# of ELL	Poverty
Elizabeth SD	2,084	36	25,500	69%	3390	26%
Franklin TWP SD	658	9	7,650	28%	481	9%
Linden SD	504	11	6,028	36%	296	14%
Perth Amboy SD	766	10	10,475	90%	1,741	32%
North Plainfield SD	289	5	3,289	60%	214	17%
Trenton SD	1,149	21	11,183	40%	1,715	34%
Plainfield SD *	601	17	7600	58%	2,057	25%
Jamesburg SD ⁺	47	2	670	42%	47	14%
Total	6,098	111	72,395		7,884	
<p>*At the time of this proposal deadline, the Plainfield School District verbally expressed strong interest in participating. The district is still in the process of reviewing the project with its board at the time of submission of this proposal.</p> <p>+ The Jamesburg Elementary District participated in the CTHQP grant and was able to only partially complete its programming with USDOE support. The district will continue under SELL to complete its programming.</p>						

The Needs of TCNJ. In light of its public mission, The TCNJ School of Education strives to remain relevant to the needs of school districts in the state. One important means to achieve relevance is through the campus-based ESL/Bilingual program. To increase the pool of potential ELL-trained teaching candidates outside of our target districts, TCNJ intends to use

SELL to increase enrollment in the campus-based certification program. It also needs to continually update instructional resources such as research-based texts, methodologies, and materials, which are part of our on-campus resource library, and which are used by graduate instructors and students alike. Finally, the on-campus program needs computers for language testing (e.g., ACTFL and Basic Skills) to familiarize teacher candidates with instructional technologies, which are increasingly central to pedagogy in schools.

C. PROJECT DESIGN

As stated previously, SELL is based on the experience of a prior grant award for the CTHQP (2011-2016), though expanded and enhanced. Furthermore, the project goals of SELL, particularly those addressing pre-service and in-service certification, are consistent with the new NPD priorities, as described below.

At its core, SELL seeks to reduce the barriers to professional development participation cited above, principally through cost, travel, and access to training resources. Resource use efficiency will be maximized by creating graduate study cohorts within the home districts, creating in-district workshops for administrators, and using federal funds for tuition subsidies and capacity building. The objectives of SELL, and indeed the mission of the TCNJ ESL/Bilingual certification program, are predicated on the knowledge that specialized programming, either in dual language or ESL, strengthens the academic success of ELLs (Umansky, Valentino, & Reardon, 2016). SELL is composed of six objectives (identified previously and described in more detail below): four major objectives that incorporate such programming, entailing programs specially designed to graduate highly qualified teachers, administrators, counselors, and psychologists who are capable of serving ELLs, and two objectives that entail program strengthening and knowledge dissemination. Populations and

numbers to be served under each objective are presented in Table 2.

Table 2: Project Participants			
	Project Objectives	Total # Served	Description
Obj. 1	Provide in-service content teachers with ESL / Bilingual endorsement	120	Content area teachers (Pre-k-12) gain ESL endorsement. The first 60 will be served in years 1-3, the second 60 will be served in years 3-5
Obj. 2	Provide pre-service ESL / Bilingual certification program	20	Paraprofessionals and community members gain first NJ certification. The first 10 will be served years 1-3, the second 10 will be served years 3-5
Obj. 3	Provide In-service enrichment programming	80	In-district workshops for administrators, paraprofessionals and community members; 16 served yearly
Obj. 4	Conduct Summer ESL Academy workshop series	750	All partner district participants + statewide invitation to teachers and pre-service teachers. 150 served yearly
Obj. 5	Improve TCNJ's on-campus enrollment and resources	20	Recruit Secondary Education and other majors to get ESL certification; 4 served yearly
Obj. 6	Disseminate project information		Website, presentations
Total		990	

Objective #1: One-hundred and twenty (120) mainstream/content area teachers will complete the program and receive NJ ESL endorsement. SELL will serve 120

mainstream/content area teachers through agreements with the targeted school districts over five years. Participants are required to take five graduate-level courses over five semesters leading to NJ ESL endorsement. Part of their coursework will address the competitive priorities of this application, in that participants will develop projects targeting content area and academic ELL support. Projects will also entail developing connections between the parents, the community at large, and the school. Where possible, cohorts will be subdivided according to elementary or secondary needs so as to optimize instruction and relevance to their own contexts. The first three cohorts of 60 teachers will complete their program in the 3rd year, and the other 60 will complete in the 5th year of the project. Those who are proficient in another language will be eligible to obtain an additional bilingual endorsement.

Objective #2: Twenty (20) participants will complete the pre-service program and receive NJ initial ESL certification. SELL will serve 20 paraprofessionals or community members who do not have NJ instructional certification. Participants are required to take six graduate courses, one per semester, plus two semesters of field practice. We anticipate 10 pre-service completers in the 3rd year of the project and another 10 in the 5th year of the project. We believe this is a realistic target in proportion to in-service participants because of the heavy course load and time commitment associated with first certifications. Furthermore, the field practice creates problems of job instability due to the near full-time commitment over two semesters. As such we intend to provide additional tuition support for this population to support achievement of this objective. We will also ask partnering school districts to support pre-service participants by

hosting field practice in their local schools, which should reduce the stresses of finding suitable field placements.

Objective #3: Eighty (80) administrators, counselors, psychologists, paraprofessionals, and community members in the LEA will attend in-service knowledge enrichment programs.

During implementation of the CTHQP project, we found that administrators were reluctant to travel to TCNJ campus for professional development during the Summer Academy workshop series. Despite our plans, they were also reluctant to seek ESL/Bilingual certification. Therefore SELL, will institute *in-district* workshops specifically for administrators, psychologists, counselors, paraprofessionals, and community members (e.g., Parent Teacher Organization members) so that they may create supportive and integrated contexts for ESL and content teachers, paraprofessionals, administration, students, families, and the community. Workshops will be required for school district participation in SELL. As an outcome of this objective, each partner district will have hosted at least one workshop of this type. In total, we will target 80 participants over the course of five years.

Objective #4: One-hundred and fifty (150) teachers and school professionals will attend the ESL Summer Academy annually on issues related to ELL education. A three-day Summer ESL Academy entailing day-long workshops will be developed and conducted in each summer of the project for project participants and other interested parties in K-12 and higher education in New Jersey. The purpose of this ESL Summer Academy is to update NJ educators with current research and issues related to ELLs. It will offer an important platform for collaboration among ESL/Bilingual teachers, content area teachers, administrator, counselors, and TCNJ faculty. The

topics of workshops, as suggested by a review of the literature, identified through conferences, and as suggested by partnering districts, will include, but not be limited to: Dual Language, the Sheltered Instruction Observation Protocol (SIOP) model, parenting and community-related strategies, differentiated instruction, special education, and ELLs. World-recognized leaders and scholars who have documented experience, training, and research in the topical areas will design and conduct the workshops. As an outcome of this program, it is anticipated that 150 individuals will participate in the ESL Summer Academy each year. Pre- and in-service participants from our LEA partner districts are required to attend. Workshop proceedings will be placed on the project's website.

Objective #5: Strengthen TCNJ On-Campus TESL/Bilingual program enrollment and resources. This objective will entail several initiatives: (1) increasing enrollment in the TESL program by 20 participants across five years by means of grant-funded tuition incentives; (2) augmenting the TESL resource library with instructional materials related to the priorities of this grant: ELL language and content-area support, literacy support, dual-language approaches, family and community outreach; (3) updating a small, program-dedicated computer lab with 12 computers to conduct program testing, enhance instructional techniques, and promote awareness of software resources.

Objective #6: Disseminate the project's design and outcomes for the program replication. To assimilate the accomplishments of the project, participants are required to share with their colleagues their knowledge and skills obtained in courses and workshops, and share their reflections from the project. Participants, who will be provided small stipends, will submit

proposals for presentations in the TCNJ School of Education and at the International TESOL or NJ TESL conferences, or other professional conferences on theory and practice of issues covered in the project. The results will be disseminated through a variety of methods: (1) a dedicated project website; (2) an informational brochure disseminated in the PDSN; (3) a presentation of the program components, design, and effectiveness by the Project Director, project organizers, and participating SDs at the New Jersey ESL/Bilingual Conference and the Summer Academy; and, (4) at the International TESOL conference.

Connections to NPD Priorities:

Absolute Priority: Our entire program is focused on providing teaching certification and professional development for teachers and interested professionals who work with English Language Learners. As noted previously in this proposal, SELL is distinct in that it aims to develop ELL support both inside and outside the classroom, and provides needs-differentiated professional development.

Competitive Priority #1: Projects that are supported by moderate evidence of effectiveness.

The What Works Clearinghouse has provided a number of practice guides, the most relevant of which for present purposes is the Teaching Academic Content and Literacy to English Learners in Elementary and Middle School. This practice guide advocates several principles: teaching of academic vocabulary in spaced intervals (Lesaux, Kieffer, Kelley, & Harris, in press), integrating oral and written language instruction in the content areas (Brown, Ryoo, & Rodriguez, 2010), providing structured opportunities to develop written language (Kim et al., 2011), and providing small group instruction intervention (Solari & Gerber, 2008). First, all program participants will

be exposed to such ideas in our ESL Summer Academy workshops. Second, these principles are *central* to the syllabus of our Theory and Practice class. In this course, students must regularly design and judiciously implement ELL-supportive tasks such as those in the SIOP model, that integrate small group work, focused literacy skills, academic language and content. Furthermore, we expect students to integrate these tasks into larger sequenced units with appropriate intervention intervals and across timelines, as conducive to language and content acquisition. One-hundred and twenty (120) content area teachers will take the Theory and Practice course over the duration of the project and, as part of the course, will be asked to integrate these principles in their own content-area classrooms. Twenty (20) pre-service teachers will also have benefit of this course and will also pursue further enquiry through the Language and Literacy class, which investigates models of reading and writing and requires students to develop a structured sequence of tasks that support growth in that area. Furthermore, these principles are central to our final assessments, including the comprehensive exam and field practice observations.

Competitive Preference Priority #2: Improving Parent, Family, and Community

Engagement. We intend to operationalize this priority through two means: (1) student projects in our Curriculum and Methods class and Field Practice class; and, (2) as a critical feature of our in-district workshops for administrators (Objective 3). The Curriculum and Methods class asks students to consider the broader forces that shape ELL outcomes, such as curriculum mandates, learner identity and community, and school policies. The class asks participants to complete a project that specifically promotes strategies to integrate family, culture, and community into a model of teaching, learning, and support. One important aspect of this project includes

developing family language clinics, and initiatives that increase parent involvement in conferences and school events and PTOs. As an outcome of these workshops, participants will have generated priorities and strategies for family and community outreach.

Invitational Priority: Dual Language Approaches: Effective Instruction for ELs. We intend to operationalize this priority through focused workshops at our ESL Summer Academy and through focused assignments in our Curriculum & Methods course. One unit in the Curriculum & Methods course asks students to review and critique the relative approaches of ESL-based pedagogy and dual-language/bilingual-based pedagogy. This is done in the context of a broader understanding of how, at a local level, the ELL populations relate to the school in the paradigm of teaching and learning. Some districts may find better service and solutions through dual-language models, whereas others may find better service and solutions through ESL-based models. Participants are asked to make these determinations.

D. PROJECT PERSONNEL

SELL will be managed, implemented, and evaluated by the following key project personnel that includes a Project Director, a Project Coordinator, liaisons from the participating school districts, student assistants, and a project evaluator.

Project director (PD). Dr. Yiqiang Wu is associate professor in the Department of Special Education, Language and Literacy at TCNJ. He received his Ph.D. in ESL/Bilingual Education from Texas A&M University. He coordinates the graduate TESL and Bilingual programs at the College and its global sites. Dr. Wu has more than 25 years of ESL teaching in higher education and ESL/Bilingual teacher training experience both in the US and many other countries. He participated in several Title VII grant projects at ARC, Inc., in California in the

early 1990s. In 2002, he was Chair of Bilingual Interest Section of TESOL. In 2001, 2002, and 2003-05, he was awarded the Education for Language Minority Students Grant for ESL teacher training by Commission of Higher Education, State of New Jersey. In 2008, he successfully launched a collaborative program with the Piscataway School District in NJ to offer on-site ESL certification programs for the elementary teachers. (In 2015, the Piscataway School District was recognized by the White house as one of the 230 school districts that offer great programs for ELLs.) In 2011, Dr. Wu received USDOE National Professional Development Program grant and offered numerous cohorts of ESL certification programs to in-service teachers and paraprofessionals and other school staff in nine school districts. In 2012, he received a Research Excellence award from the NJ State Department of Education. Recently, Dr. Wu also worked with Department of Elementary Education at the college and designed a Five-year Urban M.Ed. program with dual certifications. Candidates in the program will receive both ESL and Elementary certifications upon graduation with the specific knowledge and skills for working in the urban schools that have large ELL populations.

Dr. Wu will be responsible for the overall administration of the project as well as involvement in all project activities. His major responsibilities include: oversight of project design, implementation, evaluation, and the supervision of the project coordinator; collaborating with participating school districts and the project evaluator; overseeing annual grant report, evaluation of programs, and grant staff and instructors; and, disseminating project findings through presentations and through submission of scholarly articles to appropriate professional journals.

Project coordinator. Timothy Hall is currently ABD in TESOL/Applied Linguistics, at Teachers College, Columbia University. Mr. Hall also holds a M.Ed. in TESL from The College

of New Jersey. From 2003-2005, he was TCNJ's project coordinator for Language Minority Students Grants for ESL teacher training by the NJ Commission of Higher Education, and currently (2011-2016) he is project coordinator of the USDOE National Professional Development Program grant at TCNJ. His experience under CTHQP makes him the preferred candidate for the position since CTHQP and SELL. Mr. Hall has taught ESL for more than 10 years while conducting teacher-training courses at TCNJ, New York University, and Columbia University for eight years, as well as providing in-district K-12 professional development seminars as a consultant.

As project coordinator, Mr. Hall will participate in most of the grant activities, including setting up and running courses and workshops, implementing the summer academy, managing the website, advising student assistants, advising cohort students, gathering project information for USDOE reporting, and bridging cohort and on-campus initiatives related to the grant. He will identify, hire, and coordinate instructors and consultants. He will also coordinate with the participating school districts on all the project activities, organize and supervise project dissemination efforts, and prepare and conduct presentations at TESOL, NABE and NJESL Conferences and/or any other conferences/meetings. Mr. Hall will assist the Project Director in writing and submitting project annual and final reports. He will also be available to teach graduate courses for the cohorts as needed.

Part-time instructor/administrative support. Because the 2011-2016 grant made clear the need to secure consistent administrative support and guarantee available, qualified instructors who know New Jersey schools, Ms. Debra Billmann will be hired as part-time administrative support/instructor on the SELL project. Ms. Billmann holds a M.Ed. in TESOL from The College of New Jersey. She has 10 years of experience as a K-12 ESL teacher in New Jersey,

four years as a TESOL adjunct instructor in the M.Ed. program at TCNJ, as an instructor of ESL at Rutgers University, and as a K-12 professional development consultant. Because she has worked extensively under the auspices of the CTHQP grant and has a strong knowledge of curriculum, processes, and priorities in that grant, she is the preferred candidate.

She will participate in the grant activities, including setting up and running courses, workshops, and the summer academy. She will aid in the coordination of adjunct instructors in syllabus design and instructional strategies, support student program enrollment and advisement, and aid in student assessment operations, and program information gathering, and will maintain the program resource library. She will also be available to teach cohort courses as needed.

Student assistants. Select TCNJ students will serve as project assistants, maintaining records of enrollment in programs and Summer ESL Academy, collecting evaluation data, designing and distributing program flyers and brochures, and maintaining the project website.

Liaisons from participating school districts. The liaisons are employees of the participating school districts who will serve as the primary points of contact between the TCNJ project staff and the participating school districts. They will facilitate needs analysis, participant recruitment, and evaluation of program effectiveness. After completion of the project, the liaisons will assist with collecting data in a follow-up survey to identify the improvements of participants in their teaching or services for ELLs.

Project (external) evaluator. Dr. Frank Tang, professor of ESL and foreign language teacher education, was Director of Multilingual Multicultural Studies, New York University. He was awarded numerous grants funded by Federal Government, New York State, New York City, as well as the Chinese government in training ESL, bilingual, and foreign language teachers. Dr. Tang was the evaluator for TCNJ's CTHQP project; therefore, he is familiar with the USDOE

reporting conventions and the SELL goals and objectives. He has successfully conducted many state, federal, and international grant evaluations.

As the Project Evaluator, Dr. Tang will be responsible for the evaluation of the SELL project. He will develop assessment tools and assure the reliability and validity of these tools. He will supervise the data gathering that is to be undertaken by student assistants and will contribute to the evaluation portion of the annual reports. He will play a primary role in continuous program refinement, conducting the annual project assessment and the final project assessment of project SELL to help ensure that the project meets its identified overarching goal and supporting objectives.

In-district workshop consultant. John Balbi, lecturer at Teachers College, Columbia University in the TESOL program will design and present half-day workshops in each of the partner districts to administrators and others in the school community during the academic year. Mr. Balbi developed and conducted a successful workshop for under the TCNJ CTHQP project and we wish to replicate it with our partner districts under SELL. Mr. Balbi has extensive experience as a school administrator, student-teacher supervisor, Bilingual/ESL instructor, and presenter, making him well-suited for the task of bridging the areas of interests of respective stakeholders in ESL/Bilingual education. He is also a New Jersey resident and has familiarity with the partner districts.

In addition to integrating each respective participating district's interests on matters of Bilingual/ESL education, the workshops will address policy, practice, and community outreach. Workshops will be scheduled to cover all participating districts, with approximately two workshops conducted per academic year.

E. MANAGEMENT PLAN

The proposed grant takes full advantage of the management infrastructure that was established and proven effective in the 2011-2016 CTHQP grant awarded TCNJ. The Office of Off-Site Graduate Programs at TCNJ has approved procedures for establishing contracts with school districts and instructors, establishing instructional sites, enrolling students, and mobilizing student workers. This will address the needs of Objectives 1-4 from a logistical perspective. Personnel from various support services (facilities, booking, technology, treasury, human resources) are now accustomed to working with the coordinator, Timothy Hall, in meeting the needs of the professional development grant, particularly for certification-based professional development and for summer workshops, all of which address Objectives 5-7. Project Director, Dr. Yiqiang Wu, who is also the director of the TESOL program in the TCNJ School of Education, and Timothy Hall have procedures and operational experience extending on-campus graduate curriculum to off-site contexts with particular needs, realizing programmatic and curricular requirements, and disseminating project information.

In the tables that follow, each of the objectives is listed with the corresponding activities and personnel responsible for implementing the activities that support the achievement of the corresponding objectives. Each objective’s evaluation evidence appears at the bottom of the respective table. Each major activity identifies anticipated outcomes and evidence of completion, which are indicated by an arrow (⇒). A projected timeline (by project year) is also provided.

Objectives #1 and 2: Pre-service and in-service ESL/Bilingual certification programs						
Activities, Anticipated Outcomes, and Evaluation Evidence	Responsibility	Timeline (2016-2021)				
		Y1	Y2	Y3	Y4	Y5
Meet with partnering school districts;	Project director;	x		x		

<p>establish participation contracts. ⇒ Executed contracts; list of confirmed district liaisons</p>	<p>coordinator; district liaisons</p>					
<p>Recruit participants. ⇒ Information session conducted; application packets, emails, flyers, website developed</p>	<p>Coordinator; student assistants; district liaisons; admin. support/ instructor</p>	x	x	x		
<p>Select participants. ⇒ Meeting of selection committee meeting; meeting minutes, attendance roster</p>	<p>Coordinator; district liaisons</p>	x		x		
<p>Obtain commitments from cohort participants. ⇒ Executed contracts with participants</p>	<p>Student assistants; district liaisons; admin. support/ instructor</p>	x		x		
<p>Process participant applications. ⇒ Participant admission letters</p>	<p>Coordinator; student assistants; admin. support/ instructor</p>	x		x		
<p>Conduct participant advisement sessions. ⇒ Schedule of advisement sessions; documentation of participant attendance at advisement session</p>	<p>Coordinator; student assistants; admin. support/ instructor</p>	x	x	x	x	x

<p>Implement course registration. ⇒ Schedule of advisement sessions; documentation of participant registration</p>	<p>Student assistant</p>	x		x		
<p>Implement courses. ⇒ Instructor hired; course schedule, syllabi, and student rosters</p>	<p>Project director; coordinator; TCNJ faculty; admin. support/instructor</p>	x	x	x	x	x
<p>Implement AFCTFL Language Proficiency Tests. ⇒ ACTFL TESTS certificates issued</p>	<p>Project director; student assistants</p>		x	x	x	x
<p>Accept NJ ESL certification applications. ⇒ NJ ESL certificate approvals</p>	<p>Student assistants; admin. support/ instructor</p>		x	x	x	x
<p>Conduct follow-up survey. ⇒ Survey results and analysis of responses</p>	<p>Project director; coordinator; student assistants</p>		x		x	x

Evaluation: Objectives 1 and 2 will be measured annually by GPR#2 and 3: the number and percentage of program participants who complete the in-service program and receive NJ ESL Certification. Other data will be collected for evaluation purposes: course schedules, syllabi, grade sheets, course binders, student portfolios, course evaluations, surveys, self-reported questionnaires, NJ licensing mandated ACTFL English proficiency tests, a project-developed pre and post and self-reported questionnaires assessment, and comprehensive exam. A follow-up assessment by questionnaire will be conducted one year after completion of the program. The project director, coordinator, and project evaluator will be responsible for overseeing and conducting the evaluation.

Objective #3: In-service enrichment program for administrators, psychologists, and counselors						
Activities, Anticipated Outcomes, and Evaluation Evidence	Responsibility	Timeline (2016-2021)				
		Y1	Y2	Y3	Y4	Y5
Hold planning meeting with each partner school district. ⇒ Meeting agendas, minutes	Coordinator; student assistants; district liaisons	x	x	x	x	x
Schedule workshop dates. ⇒ Schedule of confirmed workshops; process presenter contract	Coordinator; student assistants; district liaisons	x	x	x	x	x
Conduct workshop registration; collect data. ⇒ Workshop registration documentation; registrant list; compile feedback forms	Coordinator; student assistants	x	x	x	x	x

Evaluation: Objective 3 This objective will be measured annually by GPR#5: The percentage of school leaders, other educators, and employers of program completers who rated the program as effective in preparing their teachers, or other educators, to serve ELs or improve their abilities to serve ELs effectively. Other data will be collected for evaluation purposes: participants list, workshop evaluation feedback surveys, a project-developed pre and post and self-reported questionnaires, a project-developed pre- and post-surveys, and a project designed and implemented by participants. The project director, coordinator, and project evaluator will be responsible for overseeing and conducting the evaluation.

Objective #4 The ESL Summer Academy on issues related to ELL education						
Activities, Anticipated Outcomes, and Evaluation Evidence	Responsibility	Timeline (2016-2021)				
		Y1	Y2	Y3	Y4	Y5
Select topics to meet the participating school district needs; identify presenters at conferences. ⇒ Joint meetings conducted; meeting minutes; meeting attendance lists	Project director; coordinator; district liaisons	x	x	x	x	x
Recruit 150 participants. ⇒ Documentation of recruitment activities, e.g., emails, flyers, website postings/announcements	Coordinator; district liaisons; student assistants; admin. support/ instructor	x	x	x	x	x
Set up and conduct registration.	Coordinator; student	x	x	x	x	x

⇒ Registration form; session agenda; session materials; registrant list; payment deposit records	assistants; admin. support/ instructor					
Evaluate participant satisfaction. ⇒ Session evaluation form; summarized response data	Student assistants; admin. support/ instructor	x	x	x	x	x
Document needed refinements/ improvements of session. ⇒ List of recommended adjustments; plan for addressing recommendations	Student assistants; coordinator; admin. support/ instructor	x	x	x	x	x
<p>Evaluation: This objective will be measured annually by <u>GPR#4</u>: the percentage of program completers who rate the program as effective in preparing them to serve EL students. Other data will be collected for evaluation purposes: workshop agendas, attendance rosters, surveys, pre/post measurements, project-developed feedback assessments, and/or content analysis of interviews. The project director, coordinator, and project evaluator will be responsible for overseeing and conducting the evaluation.</p>						

Objective #5: Increase enrollment and resources of TCNJ's TESL Program						
Activities, Anticipated Outcomes, and Evaluation Evidence	Responsibility	Timeline (2016-2021)				
		Y1	Y2	Y3	Y4	Y5
Increase TCNJ TESL program enrollment. ⇒ Comparative program enrollment data	Project director; coordinator; student assistants	x	x	x	x	x

Enrich TCNJ TESL program resource library. ⇒ New materials procured and catalogued	Admin. support; coordinator	x	x	x	x	x
Ensure computer lab is properly outfitted available for student activities and testing. ⇒ New materials procured (computers, software, headphones, etc.)	Coordinator; admin. support/instructor; student assistants			x	x	x
Evaluation: This objective will be measured annually by interviews with students, enrolment data, approval, lab inventory, and the five-year program data. The project director, coordinator, and project evaluator will be responsible for overseeing and conducting the evaluation.						

Objective #6: Disseminate the project’s design and the results						
Activities, Anticipated Outcomes, and Evaluation Evidence	Responsibility	Timeline (2016-2021)				
		Y1	Y2	Y3	Y4	Y5
Document and disseminate information about participants’ successes. ⇒ Proposals and presentations prepared and submitted for conferences	Project director; coordinator; admin. support/instructor	x				
Make program information publicly available to broader audiences. ⇒ Website postings	Coordinator; admin. support/instructor; student assistants			x		x
Provide professional presentations.	Project director;	x	x	x	x	x

<p>⇒ Proposals prepared for/submitted to TESOL/NJ ESL conferences by TCNJ, participating school districts, and participants</p>	<p>coordinator; participants; participating school districts</p>					
<p>Evaluation: This objective will be measured annually by presentations at TESOL/NABE/NJTESL conferences, publications, and articles submitted to professional journals. The project director, coordinator, and project evaluator will be responsible for overseeing and conducting the evaluation.</p>						

F. EVALUATION PLAN

The evaluation plan for the project entails formative and summative evidence for each objective that will be compiled and drafted by the project coordinator, director, and project evaluator. We will use these data, in part, on an ongoing basis to make operational adjustments from year to year. For each objective (see Section C. for a detailed description), there are data that we plan to collect that connects objectives to the overarching goals of the project, connects to the GPRA data valued by the USDOE, and represents a measure of effectiveness. These include data and information describing the participants’ employment in the field, impressions of the project’s impact on their abilities to teach or work with ELLs, and impressions of learner outcomes. Additionally, comments, and inquiries that are gathered through the project’s website, surveys, and interviews will be addressed and/or summarized within the final report. At the end of each project year, the evaluation results will be analyzed to identify opportunities/areas for improvement in the next project year. Lines of enquiry, instruments, and data include the following:

- How many and who were the participants in this project, and how many and who completed the programs and earned certification? Instrument: Demographic profiles, registration forms (ongoing). Instrument: ESL certification approval list (Project years 3-5).
- How many and who are teaching or working with ELLs after completion of the programs? Instrument: Follow-up survey (project years 3-5, and post-project 1-2yrs).
- Which aspects of the professional development activities were described as most beneficial by participants and why? Instrument: Survey form (Project year 1-5).
- How did the professional practices of teachers, paraprofessionals, counselors, psychologists, and administrators change during their participation in SELL? Instrument: Summative evaluation of changes in teaching or service based on a self-reported questionnaire (after each cohort program).
- To what extent do pre-service and in-service teachers feel more knowledgeable and better prepared for addressing the socio-cultural and academic needs of ELLs the project SELL? Instrument: Surveys of all participants (after each course and workshop).
- In what ways have completers become more effective in the instructional setting, and more knowledgeable of ESL best practices in the ESL Standards for Pre-K-12 Students? Instrument: Classroom observations using SIOP, field practice evaluation (after the programs).
- What is the effect on ELL learning? Valid and reliable quantitative, objective ELL performance data cannot be collected in such proximity to instructor training. However, impressionistic data from participants is feasible. Instrument: Participant survey data.
- To what extent are pre-service and in-service teachers placed in instructional settings

serving ELLs within one year of graduation/completion? Instrument: Post-program follow-up surveys (post-project years 1-3).

All data for the progress and completion of each activity will be documented to demonstrate achievements of the objectives by the end of each November of the project year. The following are the detailed evaluation procedures for each project objective:

Objective #1: In-Service ESL Endorsement Program. After each given cohort's acceptance into the In-Service program, a self-reported questionnaire is given to determine the participants' level of knowledge of working with ELLs prior to involvement in EALL. By the end of the program, a post-survey will document participants' level of confidence in using sheltered instruction and other ESL best practices. To ensure each participant's progress, a portfolio assessment will be implemented and will include grade sheets, course binders, student portfolios, course evaluations, surveys, self-reported questionnaires, NJ licensing mandated ACTFL English proficiency tests, project-developed assessments, and a comprehensive exam. The number of participants who receive NJ ESL endorsement will be documented to respond to GPRA #5: In-service completers serving ELLs and Employment data at one year of completion. The impact of the program on participants' teaching will be measured by classroom observation by the districts' directors of curriculum and instruction using Sheltered Instruction Observation Protocol (SIOP). Effectiveness of this program will be measured by project-specific pre-, post-, and self-reported questionnaires that include GPRA-focused content, a comprehensive exam on theory and practice of TESL, classroom observations, and most importantly, the number of participants who receive NJ ESL and Bilingual Certification. A follow-up assessment by questionnaire will be conducted one year after completion of the program.

Objective #2: Pre-Service ESL Certification Program for Paraprofessionals and New

Teachers. After each given cohort's acceptance into the Pre-Service program, a self-reported questionnaire will be given to determine participants' level of knowledge of working with ELLs prior to involvement in EALL. By the end of the program, a reflective project will document participants' level of competence in ESL best practices. To ensure appropriate progress by each participant, a portfolio assessment will be implemented and will include grade sheets, course binders, student portfolios, course evaluations, NJ licensing mandated ACTFL English proficiency tests, and a comprehensive exam. The teaching competence of participants will be measured by the TCNJ faculty and cooperating teachers through classroom observation and supervision in field practice. The number of participants who receive NJ ESL endorsement will be documented to respond to GPRA #1 and #4: Pre-service completers who are state and /or locally certified, licensed, or endorsed in EL instruction. A follow-up survey will be conducted to determine the number of program completers who are in teaching positions in the first and third years after the project to reflect GPRA # 2 and 3: Completers serving ELLs & employment data at one year of completion, and completers who are providing instructional services to ELLs three years after program completion. Effectiveness will be measured by field practice evaluation, self-report questionnaires that include GPRA content, a comprehensive exam on theory and practice of TESL, classroom observations, and the number of recipients of NJ Initial ESL/Bilingual certification. A follow-up assessment by questionnaire will be conducted one year after completion of the program.

Objective #3: In-Service Enrichment Program for Administrators and Counselors. Pre-and post-surveys of participant knowledge and strategies will be compared. Projects derived from

workshops will be collected for an evaluation portfolio. Effectiveness will be measured by the following: numbers of participants, types of workshop-generated initiatives that support ELLs through outreach and school-internal operations, and pre- and post-surveys that include GPRA content.

Objective #4: The ESL Summer Academy on Issues Related to ELL Education. The effectiveness of the ESL Summer Academy will be measured by two assessments: 1) a survey developed by the project evaluator conducted at the end of each workshop or colloquium; and, 2) interviews conducted for randomly selected participants for feedback. The results will be shared and discussed by TCNJ and participating school districts for refining/enhancing future workshops and colloquia. The effectiveness of the ESL Summer Academy will be measured by participant registration data, a project-developed feedback form that includes GPRA content, and interviews of participants.

Objective #5: Improvement of TCNJ's TESL Education Programs. Student evaluations of program content pertaining to feelings/perceptions of their preparation will be collected. Instructor and student evaluations of the resource library and computer lab will be collected through surveys. Effectiveness will be measured by program enrollment statistics, the increase in available library titles, and operability of the computer lab.

Objective #6: Dissemination of the Project's Design and the Results. The dissemination efforts will be measured for their effectiveness by the following indicators: publications and articles submitted to professional journals, presentations at conferences, as well as the feedback

from the audience who attended the presentations. Effectiveness will be measured by the number of dissemination outlets and opportunities utilized.

G. REFERENCES

General References:

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http://ies.ed.gov/ncee/wwc/pdf/practice_guides/english_learners_pg_040114.pdf

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References for Competitive Priorities:

Brown, B., Ryoo, K., & Rodriguez, J. (2010). Pathway towards fluency: Using “disaggregate instruction” to promote science literacy. *International Journal of Science Education*, 32(11), 1465-1493.

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Kim, J., Olson, C. B., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D., Collins, P., and Land, R.E. (2011). A randomized experiment of a cognitive strategies approach to text-based analytical writing for main-streamed Latino English language learners in grades 6 to 12. *Journal of Research on Educational Effectiveness*, 4(3), 231–263.

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Solari, E. J., & Gerber, M. M. (2008). Early comprehension instruction for Spanish-speaking English language learners: Teaching text-level reading skills while maintaining effects on word-level skills. *Learning Disabilities Research & Practice, 23*(4), 155-168.

<http://onlinelibrary.wiley.com/doi/10.1111/j.1540-5826.2008.00273.x/full>

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Franklin Township Public Schools

OFFICE OF CURRICULUM & INSTRUCTION

1755 Amwell Road

Somerset, New Jersey 08873

Dr. Jeffrey Charney
Interim Assistant Superintendent for Curriculum & Instruction

Phone: 732-873-2400
Fax: 732-873-8416

January 6, 2016

Mr. T. Hall
College of NJ
Department of Education
Ewing, NJ 08628

Dear Mr. Hall:

Please accept this as a letter of interest in your ESL grant proposal.

The Franklin Township Public schools has seen a shift in our ESL population with increasing numbers throughout the district. Our current population is over 500 ESL students.

The district is continually seeking extended learning opportunities for our staff which address the needs of this growing student population.

(b)(6)

Dr. Jeffrey Charney
Interim Assistant Superintendent of Curriculum and Instruction

LINDEN PUBLIC SCHOOLS

SUPERINTENDENT'S OFFICE

Danny A. Robertozzi, Ed.D.
Superintendent

Bryan A. Russell
Board President



Administration Building
2 E. Gibbons Street, Linden, NJ 07036
PHONE (908) 486-2800
FAX (908) 486-6331

December 21, 2015

Mr. Timothy Hall
ESL Grant Coordinator
The College of New Jersey
Department of Special Education, Language and Literacy
2000 Pennington Road
Ewing, NJ 08628

Dear Mr. Hall,

Please accept this as a letter of interest in your 2016 National Professional Development Grant Competition to support Educators of English Learner Students.

The Linden Public Schools has seen a shift in our ESL population with increasing numbers at the elementary level. Currently, our ESL staff consists of a district supervisor, 1 part time ESL coach, and 16 ESL teachers: 10 elementary, 2 middle school, 4 high school, 9 district wide part time bilingual aides .

The district is continually seeking extended learning opportunities for our staff (both ESL/Bilingual and classroom teachers) which addresses the needs of this growing student population.

Sincerely,

A handwritten signature in blue ink that reads "Danny A. Robertozzi".

Danny Robertozzi, Ed., D.
Superintendent

cc: Denise Cleary, Assistant Superintendent
Michele Dorney, Human Resources
Alphonsina Paternostro, World Language and ESL/Bilingual Supervisor

Respect for Diversity • Excellence in Education • Commitment to Service

NORTH PLAINFIELD PUBLIC SCHOOLS

33 Mountain Avenue
North Plainfield, NJ 07060
www.nplainfield.org

James V. McLaughlin, Ed.D.
Superintendent of Schools
Tel: (908) 769-6060 Ext. 6104
Fax: (908) 755-5490

Michelle M. Vella
Assistant Superintendent
Tel: (908) 769-6059 Ext. 6106
Fax: (908) 222-7607

January 19, 2016

Timothy Hall
ESL Grant Coordinator
The College of New Jersey
Department of Special Education, Language and Literacy
P.O. Box 7718
Ewing, New Jersey 08628

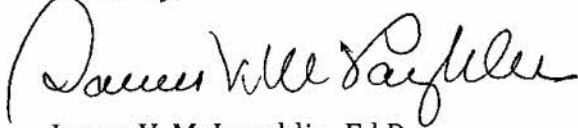
Re: ESL Grant Application

Dear Tim:

On behalf of North Plainfield Public Schools, this letter serves to confirm our district's willingness to participate in training certification and professional development opportunities outlined in the ESL grant proposal.

Our district is continually seeking extended learning opportunities for our staff, both ESL and classroom teachers, which addresses the needs of this growing student population. We look forward to partnering with you.

Sincerely,



James V. McLaughlin, Ed.D.
Superintendent of Schools

C: M. Vella



Perth Amboy Public Schools

Administrative Headquarters Building

178 Barracks Street
Perth Amboy, NJ 08861
(732) 376-6200

Mr. Delvis Rodriguez
Director of Personnel & Evaluation

Ext. 30-151/30-152
30-153/30-154
Fax: (732) 638-1007

1-6-16

To whom it may concern:

Please accept this as a letter of interest in having the Perth Amboy Public School District partner with the College of New Jersey in an effort to establish a cohort of teachers who can earn their ESL/Bilingual certification through your federally funded program.

The Perth Amboy school district has seen an immense growth in population of new students from other countries. As a result, we find ourselves continuously seeking teachers with their Bilingual/ESL certifications.

Bringing a program like yours to our district can certainly alleviate the pressures associated with locating quality teachers with this certificate.

We look forward to meeting with your office in person to discuss the parameters and specifics of the program.

Respectfully,

(b)(6)

Delvis Rodriguez
Director of Personnel and Evaluation
Perth Amboy Public Schools

TRENTON BOARD OF EDUCATION

"Children Come First, Los Niños son Primero"

Lucy Feria
Interim Superintendent of Schools
609.656.5454 • 609.989.2682 fax
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Wilfredo Ortiz
Interim Chief Academic Officer
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Mrs. Sandra GB Iturbides
Supervisor-ESL/Bilingual Programs
609.656-4900, ext. 5473
609.695-0128 fax
siturbides@trenton.k12.nj.us

January 29, 2016

Mr. Timothy Hall
ESL Grant Coordinator
The College of New Jersey
Department of Special Education, Language and Literacy
2000 Pennington Road
Ewing, NJ 08628

Dear Mr. Hall,

Please accept this as a letter of interest in your 2016 National Professional Development Grant Competition to support Educators of English Learner Students.

The Trenton Public Schools has seen a shift in our ESL population with increasing numbers at all levels, elementary, middle and high school. Currently, our ESL staff consists of a district supervisor, 3 Sheltered English Interventionist teachers, and 48 ESL teachers: 33 elementary, 6 middle school, and 9 high school. In addition, we are planning to add one additional teacher at each school level for a total of 3 more ESL teachers for the 2016-17 academic year. Our bilingual staff consists of a total 52 bilingual teachers: 42 elementary, 6 at the middle school, and 6 at the high school level. The total of bilingual paraprofessionals at the elementary level consists of 10.

We are also interested in extending this opportunity to our 8 dual language general education teachers that could benefit from obtaining an ESL certification. We are projecting an increase of 4 more general education teachers to join our dual language team for the 2016-17 academic year, for a total of 12.

Our district is continually seeking extended learning opportunities for our staff (both ESL/Bilingual/Dual Language classroom teachers and paraprofessionals) which addresses the needs of this growing student population.

Sincerely,

(b)(6)

Lucy Feria
Interim Superintendent of Schools



Jamesburg Public Schools

Celebrating Pride in Ourselves, Our Schools, Our Community

Brian J. Betze, *Superintendent*
13 Augusta Street
Jamesburg, New Jersey 08831

bbetze@jamesburg.org
(732) 521-0303

February 11, 2016

*Mr. Timothy Hall
The School of Education
College of New Jersey
2000 Pennington Road
Ewing, NJ 08628*

Dear Mr. Hall:

We understand that the College of New Jersey is applying for a new Grant Cycle 2016-2021.

If the college receives this award, we would like to continue participating in this program certifying ESL and Bi-Lingual educators.

Please feel free to contact me if you have any questions or need any additional information.

Sincerely,

*Brian Betze
Superintendent
Jamesburg Public Schools*

BB/dsv



Olga Hugelmeyer
Superintendent of Schools

Lisette Calvo
Director of Bilingual and ESL
Education

February 11, 2016

Attention: Timothy Hall, ESL Grant Coordinator

Dear Mr. Hall:

We are writing this letter to express an interest in learning about the partnership you have proposed between the Elizabeth Public Schools and The College of New Jersey. We understand that you are applying for a federal grant that will provide professional development for teachers in the area of bilingual and ESL certification. Our student demographic information indicates a growing need of bilingual and / or ESL certified- teachers in order to address the unique needs of these learners. We understand that expressing an interest in learning about this partnership is not binding in any way as it is not a contract but an expression of interest in learning more. We welcome the opportunity to meet with you as we continue to explore a potential partnership.

Thank you.

(b)(6)

Lisette Calvo, ([redacted]
Director of Bilingual and ESL Education

Office of Bilingual and ESL Education

Position Descriptions Summary for Key Personnel:

Project Director: Oversee project design and implementation; evaluate and supervise Project Coordinator; collaborate with participating school districts; oversee annual grant report, program evaluation, grant staff and instructors, and dissemination of project findings.

Project Coordinator: Set up run courses and workshops; implement summer academy; manage website; advise cohort students; gather project information for USDOE reporting; bridge cohort and on-campus initiatives related to project; identify, hire, and coordinate instructors and consultants; coordinate with the participating school districts on all the project activities; organize and supervise project dissemination efforts; prepare and conduct presentations at TESOL, NABE, NJESL, and/or other conferences/meetings. Assist Project Director in preparing project annual and final reports. Teach graduate courses for the cohorts as needed.

Part-Time Instructor/Administrative Support: Assist in setting up and running courses, workshops, and summer academy; aid in coordinating adjunct instructors in syllabus design and instructional strategies; support student program enrollment and advisement; aid in student assessment operations and in program information gathering; maintain project resource library. Teach cohort courses as needed.

External Evaluator: Develop assessment tools and assure their reliability and validity; supervise data gathering; contribute to the evaluation portion of the annual reports; play primary role in continuous program refinement; conduct annual project assessment and final project assessment.

In-District Workshop Consultant: Integrate districts' interests on matters of Bilingual/ESL education. Develop and conduct workshops addressing policy, practice, and community outreach.

ORIGINAL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 222797398

DATE: 03/12/2013

ORGANIZATION:

FILING REF.: The preceding agreement was dated 04/23/2010

The College of New Jersey
(Formerly: Trenton State College)

P.O. Box 7718

Ewing, NJ 08628-0718

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2012	06/30/2013	66.70	On-Campus	All Programs
PRED.	07/01/2012	06/30/2013	17.50	Off-Campus	All Programs
PRED.	07/01/2013	06/30/2016	65.00	On-Campus	All Programs
PRED.	07/01/2013	06/30/2016	15.30	Off-Campus	All Programs
PROV.	07/01/2016	Until Amended			

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: The College of New Jersey (Formerly: Trenton State College)

AGREEMENT DATE: 3/12/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

Fringe benefits applicable to direct salaries and wages are treated as direct costs.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$3,000 or more per unit.

ORGANIZATION: The College of New Jersey (Formerly: Trenton State College)

AGREEMENT DATE: 3/12/2013

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rates would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-21, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

The College of New Jersey (Formerly: Trenton State College)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Amy E. Mercogliano

(NAME)

Assistant Treasurer

(TITLE)

3/19/2013

(DATE)

Darryl W. Mayes

(NAME)

Regional Director, Division of Cost Allocation

(TITLE)

3/12/2013

(DATE) 0207

HHS REPRESENTATIVE:

Louis Martillotti

Telephone:

(212) 264-2069

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative (2011-2016) Budget and Cost Effectiveness

The grant funds are allocated in step with a tried-and-true management plan that builds on existing programs and experience administering the 2011-2016 NPD grant (CTHQP). It should be noted that this budget will rely heavily on carry-over funds from year to year, partly to reflect contingencies in operations, but primarily to meet the tuition/books/fees costs associated with fluctuations in student enrollment, especially when pre-service participants increase their course load. Budget line items below follow the relevant lines in the NPD Application Instructions.

Personnel

Project Director – Dr. Yiqiang Wu, PhD, Associate Professor, Special Education, Language & Literacy, School of Education at the College of New Jersey (TCNJ). Dr. Wu will lead and organize all project activities and meetings, manage development and implementation, have primary responsibility for the overall project direction, and assure successful completion and the submission of reports to the USDOE and TCNJ.

This position will be set at 37.5% of time during the academic year and 2 months of summer salary based on Dr. Wu’s current salary of \$101,906.71 with a 3% increase each year.

Year 1: \$58,596

Year 2: \$60,354

Year 3: \$62,165

Year 4: \$64,030

Year 5: \$65,951

5-Year Request: \$311,096

PT Coordinator – Tim Hall, ABD, Grant Coordinator, Special Education, Language & Literacy School of Education at the College of New Jersey (TCNJ). Mr. Hall will be responsible

for implementing initiatives related to the objectives, coordinating day-to-day operations, and will be available for teaching assignments.

This position will be set at 65% of time during the academic year based on Dr. Hall's current salary of \$80,000 with a 3% increase each year.

Year 1: \$52,000

Year 2: \$53,560

Year 3: \$55,167

Year 4: \$56,822

Year 5: \$58,526

5-Year Request: \$276,075

Student Assistants: The project will support upwards of three graduate assistants who serve as the project's day-to-day contact staff. They have a variety of responsibilities including program record keeping, information dissemination, helping maintain the databases and website, and facilitating during Summer ESL Academy. They will be paid by an hourly rate of \$20 at 900 hours yearly, for a total of \$18,000 yearly for project years 1 through 5.

Year 1: \$18,000

Year 2: \$18,000

Year 3: \$18,000

Year 4: \$18,000

Year 5: \$18,000

5-Year Request: \$90,000

PT Instructional Administrator – Ms. Debra Billmann Ed.M, Instructor in Special Education, Language & Literacy, School of Education. Ms. Billmann is responsible for

supporting logistics related to participant enrollment, aiding the coordinator in implementing initiatives related to the objectives, and is available for teaching assignments.

This position will be set at 35% of time during the academic year based on Ms. Billmann's current salary of \$80,000 with a 3% increase each year.

Year 1: \$28,000

Year 2: \$28,840

Year 3: \$29,705

Year 4: \$30,597

Year 5: \$31,514

5-Year Request: \$148,656

Fringe Benefits

Fringe benefits including taxes and insurance are calculated at 45.25% for full-time faculty on release time during the academic year, and 7.65% for part-time employees and on faculty summer salary. Therefore, the total fringe benefits for the project are \$132,576.86.

Year 1: \$24,971

Year 2: \$25,721

Year 3: \$26,492

Year 4: \$27,287

Year 5: \$28,106

5-Year Request: \$132,577

Consultants

Summer Academic Presenter - Each year, the project will identify and invite three expert consultants for years 1-5 to design and conduct full-day workshops on issues or topics related to

the project programs in the Summer ESL Academy at the TCNJ campus. The consultants hired are renowned in, but not limited to, the following areas: parenting and community involvement, dual language approaches, early child language development, content area instruction for ELLs, SIOP model, ELL counseling, special education and ELLs, differentiated instruction, learning strategies, school service and ELLs, culture and ELLs, ELL assessment, etc. Compensation for each consultant is \$4,500 including travel, accommodation, workshop preparation, execution, and evaluation (3 consultants at \$4,500 each = \$13,500 yearly).

Year 1: \$13,500

Year 2: \$13,500

Year 3: \$13,500

Year 4: \$13,500

Year 5: \$13,500

5-Year Request: \$67,500

In-District Workshop Presenter – John Balbi will be hired to design and conduct these workshops during the academic year. The compensation for needs analysis, preparation, execution, and evaluation of these workshops will be \$2,500 each (2 workshops/year x \$2,500 per workshop x 5 years).

Year 1: \$5,000

Year 2: \$5,000

Year 3: \$5,000

Year 4: \$5,000

Year 5: \$5,000

5-Year Request: \$25,000

External Evaluator – Dr. Frank Tang, professor of ESL and foreign language teacher education, Director of Multilingual Multicultural Studies, New York University will be hired as the Project Evaluator.

Year 1: \$4,500

Year 2: \$4,500

Year 3: \$4,500

Year 4: \$4,500

Year 5: \$4,500

5-Year Request: \$22,500

Travel

Travel funds will be disbursed each year for 2-3 of our staff to attend the annual USDOE meeting, to attend the national TESOL and state TESOL/Bilingual conferences for professional development, to disseminate information about our project, and to search for presenters at our own summer academy. Travel funds will be allocated each year for TCNJ project staff to attend the annual USDOE meeting, **USDOE NPD Conference: 3 staff yearly** – Hotel at \$350/person x 3 persons per year (\$1,050 per year); Travel at \$500/person x 3 persons per year (\$1,500 per year), **National TESOL Conference: 2 staff yearly** – Registration at \$500/person x 2 persons (\$1,000 per year); Hotel \$350 x 2 people (\$700 per year); Travel at \$500/person x 2 persons (\$1,000 per year), **NJ TESOL Conference:** Funds will also be used for registration fees for graduate students and project staff who wish to attend the NJ- TESOL conference – Registration at \$395/person x 5 persons per year (\$1,975 per year).

Year 1: \$7,225

Year 2: \$7,225

Year 3: \$7,225

Year 4: \$7,225

Year 5: \$7,225

5-Year Request: \$36,125

Supplies

Desktop Computers (\$24,000): Grant funds have been allocated for purchasing 16 desktop computers (\$1,500 each): 12 of these computers will be used to replace obsolete computers in the TESL computer lab. Many school districts have new software for learning English for ELLs; however, the candidates in the TESL program at TCNJ have no access to that software. It is vital to provide the teacher candidates the knowledge and experience with the software. The lab computers will be purchased in the third year of the project. Four additional computers will replace or supplement administrative staff's aging hardware dedicated to the grant starting in the first year of the grant.

Laptop Computers (\$10,000 Year 1), **Projector** (\$2,000 Year 1), **Portable Scanners** (\$600 Year 1): Five Apple laptop computers (\$2,000 each), one portable digital projector (\$2,000), and one portable scanner (\$600) will be purchased in the first year of the project and will be used exclusively by project staff for grant project instructional purposes and administration. Because much of the in-service program instruction will be conducted on-location in the school districts, laptops, scanner, and projector used for instruction are necessary components of the project.

Three bookshelves and one file cabinet (\$900 total): The project will use most furniture from CTHQP federal grant; as such, there will be a need only for the purchase of three bookshelves (\$200 each x 3 = \$600) for project binders and purchased books, instructional materials, software, etc. The bookcases will be purchased in the first year budget. A file cabinet

(\$300) will also be purchased in the first year of the project for record retention pertaining to participants, consultants, and collected evaluation data, etc. for the project.

A Camera (\$1,750 Year 1): A camera (\$1,750) will be purchased to record workshops, colloquiums activities, and student-teacher observations. It will also be used to record course projects for demonstration at conferences.

Office Supplies (\$3,350 yearly): Printer ink, paper toner cartridge, folders, pens, markers and office paper are needed to produce all materials for 5-6 courses and the summer workshops of the project. Supplies are needed each year for approximately 150 students taking courses and 150 participants attending each of the three-day workshops, in addition to instructor materials for course work. Five cases of office paper, six packs of printer ink, and three sets of toner cartridge two boxes of colored copy paper are needed each year of the project.

Resource Library: (\$2,000 yearly). The existing resource library will be updated and appended yearly to reflect recent publications that will help instructors and students meet the needs of K-12 education in their coursework. These resources will include printed WIDA materials, teaching activity texts, pedagogical, reference, and research texts.

Computer Headsets and Software: \$1,000 will be allocated for the purchase of USB headphones, which are necessary for the testing requirements in the program, and will be purchased as needed starting year 1. Software for computers will be purchased in years 3 (\$5,000) and 4 (\$5,000).

Year 1: \$27,600

Year 2: \$5,350

Year 3: \$28,350

Year 4: \$10,350

Year 5: \$5,350

5-Year Request: \$77,000

Other

Room Fees (\$1,500 yearly): Due to the increasing demand for facility space on campus, the Summer Academy will need to reserve a room in the campus student center, as was the case one year with the CTHQP grant. The projected annual space rental fee is \$1,500.

Year 1: \$1,500

Year 2: \$1,500

Year 3: \$1,500

Year 4: \$1,500

Year 5: \$1,500

5-Year Request: \$7,500

TOTAL DIRECT COSTS: \$1,194,029

Indirect Costs

The USDOE NPD grant program restricts indirect costs to 8% of modified total direct costs for all training grants. The proposed SELL project is consistent with the USDOE definition of a "training" grant; therefore, the 8% rate is applied.

Year 1: \$39,121

Year 2: \$40,484

Year 3: \$38,618

Year 4: \$37,594

Year 5: \$39,893

TOTAL INDIRECT COSTS: \$195,710

Training Stipends

Grant-Funded Tuition Disbursement		
Participants	Student Contribution	Grant Contribution
In-service (120)	\$480,000	\$636,000
Pre-service (20)	\$128,000	\$206,800 + \$48,000
Jamesburg (10)	\$16,000	\$21,200
On campus		\$150,000

Tuition support is the principle focus of the grant. One graduate credit costs approximately \$685. Our experience in the first grant award has found that keeping per-course (3 credits) costs below \$900 to participants in our off-campus cohort programs has enabled strong enrollment with low attrition, especially when the majority of costs fall within the professional development reimbursement agreements that districts establish with their employees. There are four major aspects to this funding line: 1) The in-service program (\$636,000) entails 15 credits and we target 120 participants. 2) The pre-service program (\$254,000) entails 27 credits due to field practice and additional required coursework. We target 20 participants. Given the 2-semester field practice commitment in NJ starting 2017, we need to provide incentives through stipend support to pre-service participants, as many will likely need to take leave of full-time employment to complete field practice. We have learned from the CTHQP grant that job/income stability was the greatest barrier to recruiting pre-service participants. We would also like to offer stipend support to those 20 individuals to cover the cost of that additional course work above in-service requirements (\$2,400 per cohort pre-service participant). 3) We also have one cohort from the Jamesburg School District (\$21,200) that was able to start our licensure program under the CTHQP grant, but will require additional funding under SELL to complete the program. 4) Lastly, we plan to provide tuition stipend incentives (\$150,000) to individuals to undertake our on-campus ESL/Bilingual program and increase enrollment. This support is given

only to students who are seeking ESL/Bilingual certification to serve in New Jersey.

Participant Books Support (\$93,600): To reduce financial barriers and provide incentives for enrolling in our off-site certification cohort programs, the grant will subsidize textbook costs at \$120 per person per course. The total projected cost will be \$93,600 over the 5-year grant.

Participant Fees Support (\$96,750): Fees associated with certification have become prohibitive in recent years. We wish to reduce these barriers to encourage certification in Bilingual ESL. Bilingual ACTFL Testing (2 languages) costs \$280 per student. EdTPA is the field-practice proficiency assessment adopted in New Jersey for implementation in 2017. The cost is \$300 per pre-service student. Practicum students must also take a basic skills test after 2016, at a cost of \$150 per student. Live Text is the online database that maintains student academic portfolios for purposes of NCATE accreditation. The fee per student is \$115. NJ State certification fees are \$190 per person. A total of \$7,000 of funds for fees will be made available in year one to support a cohort that started under the 2011-2016 CTHQP grant project. The balance will be disseminated in years 2, 3, and 5.

Year 1: \$248,120

Year 2: \$282,495

Year 3: \$231,120

Year 4: \$231,120

Year 5: \$259,495

TOTAL TRAINING STIPENDS: \$1,252,350

TOTAL AMOUNT OF FUNDS REQUESTED: \$2,642,089

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 08/31/2017

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Yiqiang		Wu	Ph.D

Address:

Street1:	2000 Pennington Road
Street2:	
City:	Ewing
County:	
State:	NJ: New Jersey
Zip Code:	08628-0718
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
609-771-2808	609-637-5172

Email Address:

wuyiqian@tcnj.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

The College of New Jersey

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	156,596.00	160,754.00	165,037.00	169,448.00	173,992.00	825,827.00
2. Fringe Benefits	24,971.00	25,721.00	26,492.00	27,287.00	28,106.00	132,577.00
3. Travel	7,225.00	7,225.00	7,225.00	7,225.00	7,225.00	36,125.00
4. Equipment						
5. Supplies	27,600.00	5,350.00	28,350.00	10,350.00	5,350.00	77,000.00
6. Contractual	23,000.00	23,000.00	23,000.00	23,000.00	23,000.00	115,000.00
7. Construction						
8. Other	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	7,500.00
9. Total Direct Costs (lines 1-8)	240,892.00	223,550.00	251,604.00	238,810.00	239,173.00	1,194,029.00
10. Indirect Costs*	39,121.03	40,483.59	38,617.93	37,594.40	39,893.34	195,710.29
11. Training Stipends	248,120.00	282,495.00	231,120.00	231,120.00	259,495.00	1,252,350.00
12. Total Costs (lines 9-11)	528,133.03	546,528.59	521,341.93	507,524.40	538,561.34	2,642,089.29

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 03/12/2013 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 65.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # T365Z160071

Name of Institution/Organization The College of New Jersey	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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