



New Jersey Learning Acceleration Program: High-Impact Tutoring Grant – Cohort 3 26-AB04-H02

Program Term Date: May 1, 2026 – May 31, 2027

Application Due Date: February 26, 2026, no later than 4:00 P.M.

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FY26
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New Jersey Department of Education
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The following are requirements and instructions for a Notice of Grant Opportunity (NGO) from the New Jersey Department of Education (NJDOE). Instructions on how to gain access to the application and how to complete the application in the Electronic Web-Enabled Grant (EWEG) system are available in the Discretionary Grants Manual on the [Discretionary Grant Applications](#) webpage.

When responding to this NGO, applicants must use the [EWEG online application system](#) on the NJDOE's [Homeroom](#) webpage. In the EWEG GMS page scroll down to view "Available" grants to initiate the application. If the application is not available, contact [EWEG help \(grants.vendors@doe.nj.gov\)](mailto:grants.vendors@doe.nj.gov) to gain access to the application. The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive the completed application through the online EWEG system through the NJDOE Homeroom webpage by no later than 4:00 P.M. on the due date of the application. Without exception, the ACC will not accept, and the Office of Grants Management (OGM) cannot evaluate an application submitted after this deadline for funding consideration.

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I. Grant Program Information

I.1 Purpose of the NGO

The New Jersey Department of Education (NJDOE) continues to support local education agencies' (LEAs) efforts as they respond to students' increased academic needs and the necessity to accelerate learning through the continuation of a state-supported tutoring initiative. This has become a priority strategy, as high-impact tutoring is an effective, research-based method LEAs can use to optimize learning acceleration. In late 2023 and early 2024, \$52 million was disbursed across almost 300 grantees supporting the first two rounds of a statewide tutoring initiative.

The FY26 Appropriations Act includes \$7.5 million for the Department to continue to support LEAs high-impact tutoring programs through a third competitive grant opportunity. The goal of this grant opportunity is to accelerate students' learning in math and/or ELA through the effective intervention model of high-impact tutoring. A total of \$7.5 million is anticipated to be dispersed to approximately 100 LEAs through awards ranging from \$20,000 to \$400,000 based on LEA enrollment and student performance (see Appendix B). Eligibility is limited to LEAs whose average student proficiency on the 2024-2025 New Jersey Student Learning Assessments in grades 3-8 was less than 50% in ELA and/or mathematics.

Application Type

Application Type	Select
Open Competitive	
Continuation	
Limited Competitive	X
Targeted	
Cooperative Agreement	

Target Audience

Target Audience	Select	Additional Information
Local Education Agency	X	Grade span: LEAs serving students in grades 3-8
Community Based Nonprofit Organization		
Institutes of Higher Education		
Other		

I.2 Federal Compliance Requirements - Unique Entity Identifier (UEI) Registrations

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all grant recipients must have a valid Unique Entity Identifier (UEI). As part of the government-wide initiative, the NJDOE will join other Federal agencies and transition from the use of the Dun and Bradstreet Data Universal Numbering System (DUNS) to the new UEI for all grant recipients and applicant organizations. UEIs are the primary means of entity identification

for Federal awards and are required in accordance with 2 CFR Part 25. The UEI number is administered by the Federal Government in the System for Award Management (SAM) through the [SAM.gov](https://sam.gov) website.

FFATA Executive Compensation Disclosure Criteria

In the preceding fiscal year if an applicant:

- Received at least \$25,000,000 in annual gross revenues from federal awards; and
- If at least eighty (80) percent of the applicant's annual gross revenues came from federal awards, the applicant is required to disclose the name and total compensation of the five (5) most highly compensated officers of the applicant as part of the grant application.

This information is to be entered into the Award Management SAM Application in EWEG and updated on a yearly basis.

I.3 Award Management SAM Application

Prior to applying for a grant application, a Local Education Agency (LEA), Community-Based Nonprofit Organization (CBO), or Institute of Higher Education (IHE) must provide the requisite information in the SAM section in the NJDOE's EWEG system. The entity will need its valid UEI to complete this step.

Key steps/actions:

1. Create and submit the System for Award Management (SAM) application in EWEG if your entity has applied for or has received other grants from the NJDOE.
2. When completing the A SAM application, entities must enter an active SAM UEI and upload a copy of its SAM Entity Overview page. Applicants must ensure their address has the correct hyphenated nine-digit zip code in their address. Information provided in the LEA Central Contacts must match information from SAM.gov to be compliant with FFATA reporting.
3. To renew an existing SAM UEI or to apply for a SAM UEI, entities must go through sam.gov.

Failure to complete or update the SAM application in EWEG will prevent the applicant from viewing, creating, and submitting applications in the EWEG system.

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

I.4 Dissemination of this Notice

The Office of the Executive Director in the Division of Teaching and Learning will make this notice available to eligible applicants listed in section I.1. based upon the eligibility statement, to the Office of Comprehensive Support Team Leaders, and to the county superintendents of the counties in which the eligible agencies are located.

Additional copies of the NGO are also available on the NJDOE's [Discretionary Grant](https://www.njdoe.org/discretionary-grant) website or by contacting the Office of the Executive Director in the Division of Teaching and Learning at the New Jersey Department of Education, 100 River View Plaza, Route 29, P.O. Box 500, Trenton, NJ 08625-0500 or by emailing NJTutor@doe.nj.gov.

I.5 Access to the EWEG Application

To initiate the application, the applicant must have EWEG system logon credentials. Once you logon, go to the GMS Access Select page and scroll down to view “Available” applications. If an application is not visible in the EWEG system, contact your district’s Web (Homeroom) Administrator to request access to the application via EWEG help. LEA applicants without log on credentials must contact their district’s Web (Homeroom) Administrator to request access to the EWEG system. Non-LEA applicants must request access by sending an email to: eweghelp@doe.nj.gov. Please allow up to 48 hours for the registration to be completed in the EWEG system.

The NJDOE advises applicants to plan appropriately and to allow for time to address any technical challenges that may occur. Additionally, applicants should run a consistency check at least 48 hours before the due date to determine any errors that might prevent the submission of the application. Applicants are advised not to wait until the due date to submit the application online as the EWEG system may be slower than normal due to increased usage. Running the consistency check does not submit the application. When the consistency check runs successfully, a “Submit” button will appear. Once the application is complete and has passed the consistency check with no error messages, the applicant may submit the application by clicking the “Submit” button. The applicant should wait for a message from the EWEG system indicating the application was submitted. The application status will update in the Grants Management System (GMS) on the GMS Select page as “Submitted for Review” along with the date the application was submitted.

Important: Once the application has been submitted via EWEG, the application will not be returned to the applicant for editing, nor can additional information or missing documentation be submitted to the department for application review consideration. **Please Note: The submit button in the EWEG system will disappear as of 4:00 PM on the due date.** Please refer to the Discretionary Grants Manual, on the [Discretionary Grant Applications](#) page, for instructions on how to work in EWEG.

I.6 Application Submission

The Office of Grants Management’s Application Control Center (ACC) must receive the completed application through the EWEG system accessible through the NJDOE’s Homeroom webpage **no later than 4:00 P.M. on Friday, February 26, 2026**. Without exception, the ACC will not accept nor evaluate an application after this deadline for funding consideration.

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and, therefore, will not accept late applications. The responsibility for a timely submission resides with the applicant.

Completed applications are those that include all elements listed in [Section II.5](#), Application Component Required Uploads checklist. Applications received by the due date and specified time will be screened to determine whether they are, in fact, eligible for consideration. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

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

I.7 Application Review Criteria

To be considered for funding, all grant applications will complete a two-tiered review. First, the application will be reviewed and scored by a panel of three evaluators. The evaluators will only use the information provided in the EWEG grant application under the Narrative Tabs which include the Need, Project Description, Project Activity Plan, Goals/Objectives – Indicators and Activity Plan, Commitment and Capacity, the Budget Tabs, and all required documentation uploaded as noted in Section II.5. In addition to how well the content addresses [Section II.4.](#), the evaluators will also review the NGO application for completeness and accuracy.

The second review is done by the Program Office responsible for administering the program. The Program Office reviews the application as noted in Section I.1 (Purpose of the NGO) and Section II.4. (Project Design Components). The NJDOE reserves the right to reject any application that is not in conformance with the requirements and intent of this NGO. The total point value for the NGO is 100 points. If noted in the NGO, bonus points will only be added if the grant application scores 70 points or greater and meets the intent of the Notice of Grant Opportunity (NGO).

Once scored, applications will be awarded based on rank order from highest to lowest score until grant allocated funds are exhausted.

I.8 Grantee Award Notifications

The EWEG system notifies applicants of awards through emails to individuals listed in the Contacts Tab. In addition to the notifications mentioned above, the status in EWEG will change on the GMS page from “Submitted for Review” to one of the following:

- Preliminary Approved — For applicants awarded the grant funds by scoring 70 points or greater and meeting the eligibility criteria, where funds are available. Approved Applications will be notified via EWEG with instructions on how to proceed with the Pre-Award process. In addition, instructions on how to initiate the Pre-Award process can be found in the Discretionary Grants Manual.
- No Award — No award is made for applicants that fall into one of three categories:
 1. Applicants who do not meet the 70-point score
 2. Applicants who did not meet the eligibility criteria as noted in Section I.1 (Purpose of the NGO) and Section II.4. (Project Design Components).
 3. Applicants who score 70 points or greater and meet the eligibility criteria, but funds are exhausted.

Please complete this <https://forms.office.com/r/CUZQXHHz3n> to request your application scores and comments. Scores will only be released to the contacts listed in the grant application. All others requesting scores must do so via an Open Public Records request at <https://nj.gov/opra/>.

I.9 Open Public Records

In accordance with the Open Public Records Act P.L. 2001, c. 404, applications, evaluation results, and other competitive grant information for discretionary grant funds received September 1, 2003 or later will become matters of public record and will be available to members of the public upon request at the completion of the evaluation process.

II. Completing the Application

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

II.1 General Instructions for Applying

To apply for a grant under this NGO, applicants must prepare and submit a complete application by the deadline. The following sections in the EWEG application are required to be completed:

- Admin Tab — Contact, Need, Board Approval, Assurances
- Narrative Tab — Abstract, Need, Project Description, Goals & Objectives, Project Activity Plan, Organizational Commitment & Capacity
- Budget Tab — All related subtabs.
- Upload Tab — The required documents to be included in the application as stated in the NGO.

The application must be a response to the State’s vision as articulated in Section I, Grant Program Information, of this NGO. It must be planned, designed, and developed in accordance with the program framework articulated in Section II, Completing the Application. The applicant may wish to consult additional guidance found in the Discretionary Grants Manual.

II.2 Application Technical Assistance Session

Date: February 2,3, and 4

Meeting Information

Teams Virtual Meeting	High Impact Tutoring Grant: Cohort 3 (Multiple Sessions)
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Preregistration is required by 4:00 P.M. on the day before the session. Registrants requiring special accommodation for the Technical Assistance Workshop should identify their needs at the time of registration.

II.3 Grant Deliverables

Outcomes related to the New Jersey Learning Acceleration Program: High-Impact Tutoring Grant – Cohort 3 are to be measured through participant students’ performance and growth relative to achievement of grade-level New Jersey Student Learning Standards (NJSLA) for math and/or ELA.

While the grant program encourages grantees to select and use their own assessment tools to track student progress and performance throughout the program, grantees must identify participating students in the New Jersey Statewide Longitudinal Education Data System (NJSLEDS) so the Department may track participating students' performance and growth. The Program Office also welcomes invitations from grantees to observe and discuss the impact and outcomes of this grant funding via in-person or virtual site visits.

Outcomes are expected to align with the grant's intent as described in Section I.1., Purpose of the NGO, and Section II.4, Project Design Considerations. Grantees are required to adhere to the reporting schedule detailed in Section III, Grant Agreement and Program Requirements.

II.4 Project Design Considerations

Historically, tutoring has been used to support student learning using various models, but high-impact tutoring has been recently established as a structured form of tutoring that has been demonstrated through research to be an effective intervention, specifically for learning acceleration. Programs that are implemented with fidelity according to research-based practices have been shown to lead to substantial learning gains for students. While high-impact tutoring programs should be structured to suit student and community needs, they have core characteristics that have been shown to lead to demonstrated improvements in student performance. Specific criteria for high-impact tutoring programs are defined in Section II.4.

Consideration #1 – Programmatic Design Questions

- Who will facilitate the tutoring – existing LEA staff members, pre-service educators or a contracted vendor?
- Will generative artificial intelligence (AI) be integrated to enhance teaching and learning?
- What grades will participate, and why were they selected?
- Will tutoring be for math, ELA or both?
- Where does the tutoring fit into the schedule (for students, teachers, and parents/guardians, if applicable)?
- What assessment tool(s) will be used for student eligibility, performance and growth?
- How does high-impact tutoring fit into the LEA's intervention framework?

Consideration #2 – Tutoring to Accelerate Learning

Learning Acceleration is an instructional process to improve students' access to and mastery of grade-level standards. Part of the process is identifying learning gaps and providing support to facilitate recovery. In contrast to remediation tutoring practices, high-impact tutoring is a support intended to strategically prepare students who are not yet performing at grade level standards for success. High-impact tutoring will ideally result in students' performing at grade-level consistent with the NJSLS, or in substantial growth towards grade level proficiency. For this grant, growth is substantiated through documented increases in proficiency as measured across the five performance levels aligned with the NJSLS-A. The Department's outcomes for this grant program are to increase students' proficiency in ELA and in math statewide.

Consideration #3 – Integration of Artificial Intelligence (AI)

A growing body of research highlights the benefits of integrating artificial intelligence (AI) into tutoring programs when used in combination with the expertise of live educators. AI can enhance tutoring by providing real-time diagnostic support, helping tutors quickly identify and address misconceptions while also supplying relevant pedagogical content knowledge. Intelligent systems can adapt instruction in the moment, personalizing content to meet students' specific questions and needs. Research further suggests that AI-powered diagnostic tools can improve how students are matched with tutoring services, ensuring support is targeted and effective. In addition, AI can assist with program logistics, such as scheduling, and can serve as a scalable solution to extend tutoring access to more students without compromising instructional quality. Importantly, successful implementation requires that programs integrating AI also address valid concerns around student safety, privacy, and data protection.

The student-tutor relationship remains an important tenet in the high-impact tutoring model. If applicants propose using AI tools within their programs, or within a hybrid setting, AI must be used in concert with the expertise and oversight of live educators within a hybrid tutoring program. **For this competitive grant opportunity, proposals that rely on AI tutors exclusively and do not include explicit oversight and support from one or more qualified tutors will not be eligible for award.**

Additional Considerations for Cohort 1 and 2 Applicants Only

For applicants that were awarded grants in either Cohort 1 or Cohort 2 of the New Jersey Learning Acceleration Program: High Impact Tutoring Grant, program design should be responsive to data analysis findings from previous iterations of high-impact tutoring grant programs. Programs should be designed for continuation and for improvement, where appropriate, based on previous program data. Applicants should apply the findings of final report data analysis when considering the following:

- What aspects of the established tutoring program will remain the same?
- What aspects of the established tutoring program will change?
- Did the program yield desirable student performance and/or growth?
- Was the student participation desirable? If participation was lower than expected, how did the LEA respond to remedy the issue when the program was extended? How will the issue be addressed for this program?
- What percent of funds from the total award were returned to the Department at the close of the grant period, if any? If a large portion was returned, what adjustments have been made to ensure that all funds will be expended?

Evaluation of Applications

There are several sections to complete in the EWEG application. For information on how the scored sections are evaluated, refer to the scoring rubric in Appendix A. The possible points for scored sections are noted as [x].

Project Abstract [zero points]

In this section, the applicant provides a snapshot of the proposed project. Applicants should include general information about their program in list (i.e., not narrative) form. The general information includes: who will facilitate the tutoring; whether AI is being incorporated; which students at what grade levels will participate; what content (ELA and/or math) will be addressed; when the program will take place; and the name of the assessment tool(s) for progress monitoring. The proposed project and outcomes are to cover the full grant period. Information in the abstract should be detailed in the other sections of the application.

The applicant's Project Abstract should follow the model. Provide a response for each numbered category that match the applicant's proposed project. Words in *italics* are possible responses.

1. Tutor – *existing LEA staff, pre-service educators, contracted service provider, AI-hybrid model*
2. Artificial Intelligence (AI) – *N/A, diagnostic support, tutor support, personalized instruction, program logistics*
3. Students – *specific grades x-z and anticipated number of students to be served*
4. Content – *ELA only, math only, ELA and math*
5. Schedule – *during school day, outside school time, summer*
6. Assessment(s) – *iReady, IXL, LinkIt, STAR, etc.*

Statement of Need [5 points]

In this section, the applicant describes the local conditions and/or needs that justify the project proposed in the application. While tutoring has historically been an intervention for students with accessible means, the grant intends to remove economic and other barriers that may have precluded wider accessibility for students who would benefit. The applicant should not attempt to address problems beyond the scope of the grant, **including serving students already performing at or above grade-level standards.**

- A. Student population – Describe the target population and eligibility requirements. Justify using local data. Include the following information:
 - grade level(s) and content area(s) – ELA and/or math
 - how students are determined to be eligible to participate in the program - include name of assessment tool(s) and cut score(s)
 - comparison between the target population's current academic achievement to state and local trends
 - any other relevant student demographic data (e.g., % free and reduced lunch)
- B. Tutoring provider – Describe the tutoring providers (e.g., LEA staff, pre-service educators, contracted service provider, hybrid staff/provider, AI-hybrid model, etc.). Justify using data and other factors that inform this decision.

For applicants that were previously awarded grants in Cohort 1 or 2 of the program, the applicant must reference the prior program to justify and highlight which elements of the program will remain the same, and which elements will change based on final report data analysis. Note whether the student population and eligibility are the same as the previous program, or if any adjustments have been made. Note whether the provider is the same as the previous program, or if any adjustments have been made.

Project Description [40 points]

In this section, the applicant describes the program. Programs should be designed with consideration of the following criteria:

- A. **Tutor** - How will the grantee ensure all tutors are qualified, engaging, reliable and consistent? Describe the initial and ongoing training that includes equity and safety. Describe the ongoing oversight and coaching tutors will receive.
 - Provide evidence of tutor expectations, content proficiency, effective facilitation, data practices, and supporting students with learning differences (i.e., preservice training, related credentials, etc.)
 - If applicable, describe how the grantee will ensure that the selected vendor meets the above-mentioned expectations. If available, cite specific requirements, considerations, structures, and/or contractual evidence that will be included or reviewed by the grantee to ensure the above expectations are met.

- Provide evidence that the grantee has addressed responsibility for maintaining health, safety, and welfare while the students are under its control and supervision. The grantee must describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services.
- B. Learning Integration** - Describe when tutoring will take place. If applicable, how will the tutor(s) engage with teachers and families?
- Include how the program will be scheduled and how the grantee plans to provide tutoring services while maintaining students' consistent access to non-core/core academic instruction.
 - If applicants propose using AI tools within their programs, or within a hybrid setting, describe how AI will be used in concert with the expertise and oversight of live educators.
- C. Program Elements** - Describe the program's structure and identify how you intend to implement high-impact tutoring.
- Quantify the number of students that will be served.
 - Identify the specific high-quality instructional materials and assessments to be used throughout the program and provide justification for their use.
 - Describe the number of sessions and minutes per week for the targeted population. Research indicates the ideal frequency is no less than three (3) or more times a week for thirty (30) to sixty (60) minutes per session.
 - Describe the structure of the student tutoring sessions. Research indicates structuring tutoring sessions to three (3) or fewer students per tutor at a time is preferred for greatest impact.
 - Describe how student attendance will be monitored.
 - Explain how responsibility for maintaining students' health, safety and welfare has been addressed during tutoring sessions. Describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services.
- D. Data Use** - Describe the project's process for conducting routine assessments and ways the results will be used to provide individualized instruction. Include an explanation of how state assessment data will be used to describe the impact of the tutoring program.
- Describe the measurement system that will be used to track the program's progress towards goal(s). How will the grantee measure project impact or define evidence of success? How will the entire program be evaluated based on increases in student performance?
 - What tools will be selected that correlate to performance levels on the New Jersey Student Learning Assessments for progress monitoring purposes? How will students' performance and growth be determined through local data collection? Is the tool aligned to the State assessment categories?
 - How will student assessment results be shared with staff? Describe the mechanisms for regular communication with content area teachers.
 - The project requires a comparative analysis of student performance assessments before and after the tutoring program is implemented. Describe how the analysis will be conducted and how the tutoring program's impact will be measured through state assessment results.

Tutoring programs that lack one or any of the specific features of high-impact tutoring may lead to negligible improvements in student learning. The applicant's design of a program based on these tenets will be used to evaluate the proposal.

For applicants that were previously awarded grants in Cohort 1 or 2 of the program, incorporate either the previous program's success or lesson learned as it pertains to staffing, curriculum, instruction, data, frequency and schedule when describing the project.

Goals/Objectives/Indicators [10 points]

Goals

In this section, the applicant establishes goals, objectives and indicators for the grant period only based on the Department's grant outcomes. The Department's outcomes are to accelerate students' learning in ELA and/or math. The Department's outcomes are broad, and they should be considered as starting points for the LEA's more specific content goals. The Department endorses that goals are well-defined by these parameters: specific, measurable, achievable, relevant and time bound (SMART). For content goals, the applicant should add and clarify wording to create a specific, SMART goal using the model in *italics*:

Content Goal 1 - By the end of the 2026-27 school year, (insert #)% of the students in grade(s) (insert #) who participated in (insert content) tutoring either perform at grade level or have moved up at least one level based on the (insert name of specific assessment tool aligned to NJSLS and NJSLA-A)

An applicant with both ELA and math tutoring needs two content goals – one for ELA and one for math. If the LEA chooses to add other goals, additional goals should not extend beyond the grant's scope. In the application, each goal has a separate tab such that Tab 1 is for Goal 1, Tab 2 is for Goal 2 and so forth. Applicants are required to have separate goals for math and ELA content. Applicants may have additional goals that align with the spirit and intent of the grant. Applicants should have a minimum of one goal and a maximum of four goals.

Objectives

Within each goal's tab, the applicant lists corresponding objectives for that goal. A goal must have at least one corresponding objective, but a goal may have more than one objective. Objectives capture incremental measures of progress, or critical components, that pertain to achieving the goal. For a content goal, the four required objectives are in *italics* below: *Students, Tutoring sessions, Tutors and Monitoring and planning*. The applicant may add objectives if desired.

Indicators

Within each goal's tab, the applicant lists corresponding indicators for that goal. Each objective has corresponding indicators that identify how the LEA determines that the objective has been achieved. Indicators establish a framework for responsibility and a system of accountability.

1.1 (Goal 1, Objective 1) – *Students*

1.1.1 (Goal 1, Objective 1, Indicator 1) - *Data is gathered for the eligibility process.*

1.1.2 – *Enrolled students are scheduled for tutoring sessions.*

1.2 – *Tutoring sessions*

1.2.1 - *Students are tutored, and attendance is tracked.*

1.2.2 - *Student performance data is monitored and acted upon (i.e., instructional adjustments, discussions with classroom teachers, etc.).*

1.2.3 - *Student attendance data is monitored and acted upon (i.e., check-in with students, communication with parents and families).*

1.3 – *Tutors*

The indicators for this objective vary depending on whether tutoring staff are educators from LEA staff, pre-service educators who are college students, or trained professionals through a contracted service provider. Regardless, there should be indicators for selecting, securing, training, and supporting tutoring staff.

1.4 – *Monitoring and planning*

1.4.1 - *Formative data, including assessment data, is collected regularly.*

1.4.2 - *Data-informed adjustments to tutoring session plans happen regularly.*

1.4.3 - *Final data, including assessment data, is collected for evaluation.*

Project Activity Plan [10 points]

In this section, the applicant lists significant activities or critical action steps to achieve the indicators and, in turn, the objectives for each goal. The activities track step-by-step progress to implement the grant. The Program Office monitors implementation through tracking the status of the activities.

For two goals, use Project Activity Plan tabs 1 and 2 in the system. Tab 1 corresponds to Goal 1, Tab 2 corresponds to Goal 2 and so forth. Use the *activities in italics* below for a SMART content goal. Note that the activities provided are required; however, the applicant may add activities. Activities for some indicators will vary, as indicated. The staff responsible and documentation will vary. List activities in chronological order.

There are four reporting periods in EWEG, but there are only three reporting periods for this grant. The reporting periods are: 1 (May/April - August); 2 (September - January); and 3 (February - May). Some activities will only occur in one reporting period; others may occur in multiple reporting periods. All programs are expected to have tutoring in-session (*) as an activity for reporting periods 2 and 3 which is during the school year. A minimum of 13 activities (6 required, 7 varied) is expected to track the progress of a content goal.

1.1 - Students

1.1.1 - Data is gathered for the eligibility process.

1.1.1.1 (Goal 1, Objective 1, Indicator 1, Activity 1) – *initial student assessment data is gathered*

1.1.1.2 – *data is reviewed, and eligible students are identified*

1.1.2 – Enrolled students are scheduled for tutoring sessions.

1.1.2.1 – *notification to students/families of eligibility and program*

1.1.2.2 – *participants enrolled, scheduled for sessions with tutor*

1.2 – Tutoring sessions

1.2.1 - Students are tutored, and attendance is tracked.

1.2.1.1 – *tutoring in-session occurring 3 (or more) times per week (*)*

1.2.1.2 – *attendance is tracked in the management system (*)*

1.2.2 - Student data is monitored and acted upon.

Activities will vary.

1.3 - Tutors

1.3.1 – Securing tutors

Activities will vary.

1.3.2 – Training tutors

Activities will vary.

1.3.3 – Supporting tutors

Activities will vary.

1.4 – Monitoring and planning

1.4.1 - Formative data, including assessment data, is collected regularly.

Activities will vary.

1.4.2 - Data-informed adjustments to tutoring session plans happen regularly.

Activities will vary.

1.4.3 - Final data, including assessment data, is collected.

Activities will vary.

Commitment & Capacity [30 points]

In this section, the applicant describes the following aspects of commitment and capacity:

- A. Staffing** – Explain who is providing the tutoring. Explain how the tutoring staff are poised to meet the students’ tutoring needs. Explain how the tutoring staff collaborate with students’ ELA/math classroom teachers. For district staff, include information pertaining to qualifications, recruitment, training and support. For pre-service educators who are college students, include information pertaining to the process and collaboration to recruit, train and support and ensure qualifications. For a contracted service provider, describe the LEA’s priorities. Name the service provider, if known, and any past relevant relationship with the provider.
- B. Program Delivery**
- Student participation – Describe how the LEA’s program ensures desirable student participation rates. For programs outside the school day, describe the system and supports in place to ensure participation.
 - Strategic fit – Describe how the LEA has prioritized high-impact tutoring as an intervention within its intervention framework. Describe how high-impact tutoring supports tier one instruction.
- C. Providing for Students’ Health & Safety** – Describe how the health, safety, privacy and welfare of students are maintained while students are under the control and supervision of a tutor. Describe how student data is protected in accordance with State, Federal (i.e, FERPA) laws and regulations. Describe how students are supervised, consistent with local policies and regulations, to ensure students’ safety while students receive tutoring services. The grantee will be required to verify qualifications and criminal background checks of all tutors.

Budget [5 points]

Important: The budget will be evaluated for clarity, alignment, and cost-effectiveness. Applicants must submit a detailed budget with narratives that clearly explain how the grant funds will support the project’s goals, objectives, and activities. **If no budget is entered, the application will be disqualified.** A strong response will:

- Provide a detailed, itemized budget that directly supports the project description, goals, objectives, and activities outlined in the application.
- Justify each cost as necessary and reasonable for implementing the Project.
- Ensure that all costs are allowable under the parameters detailed in sections II.10, Eligible Costs, and II.11, Ineligible Costs.
- Avoid ineligible costs such as supplanting existing staff salaries or unrelated administrative expenses.
- Demonstrate fiscal responsibility and efficient use of grant funds.
- The [Discretionary Grant Award Manual](#) provides specific guidance on constructing a grant budget.

The applicant is strongly encouraged to budget the maximum eligible award amount.

In this section, the applicant provides a minimum of 75% of funding budgeted for facilitation of tutoring sessions. **No more than 25% of funding may be budgeted for supportive, related costs** (e.g., materials, resources, transportation).

The budget submitted as part of the application is for the current grant period only.

The Department reviews the budget to ensure that costs are allowable, reasonable, and necessary for implementing the project as described. The Department guides the removal of ineligible costs and costs not supported by the Project Activity Plan through the pre-award revision process. The actual amount awarded is contingent upon the applicant's ability to support the budget proposed in the application. The applicant's opportunity to make pre-award revisions is limited by the Department. The Department is responsible neither for providing repeated opportunities for revisions nor for permitting the reallocation of the funds previously requested for unapproved or disallowed costs.

Bonus Points

Bonus points are not applicable for this grant.

II.5 Application Component Required Uploads

There are no uploads for this grant.

II.6 Allowable Uses and Eligible Activities

Eligible project activities include compensating existing LEA staff for tutoring facilitation activities outside of contractual time or paying a contracted service provider for services. Arrangements including financial compensation with institutes of higher education (IHE) for pre-service educators who are college students are to be determined by the LEA in consultation with the IHE. The allowable uses and eligible activities for funds include:

- tutoring sessions
- tutor planning time
- tutor training
- program coordination*
- transportation (for programs outside school day)

A minimum of 75% of funding must be budgeted for facilitation of tutoring sessions. No more than 25% of funding may be budgeted for supportive, related costs (e.g. – materials, resources, transportation).

* Administrative costs are not allowable; however, an LEA administrator performing grant activities outside contractual time is considered a program-related cost and is therefore allowable.

II.7 Sub-granting Funds

Unallowable

II.8 Nonpublic Participation

Unallowable

II.9 Apportionment of Grant Funds

The applicant's project must be designed and implemented in conformance with all applicable state and federal regulations. Final awards are subject to the availability of funds. Total funds available are \$7,500,000.00. This is

100 percent funded from High Impact Tutoring [100-34-5063-376-H300]. The project period is May 1, 2026 – May 31, 2027.

All grant funds are subject to a 60-day liquidation period at the end of the grant term. At this time, a final expenditure report will be due to close out the grant award.

Grant funds are to be used solely for the costs associated with implementing the grant program. Click on the links below to view the current rates:

[Max Administrative Cap](#): unallowable

[NJ Travel Reimbursement Rate](#): \$0.47 cents per mile

[Max Employee Benefit Reimbursement Composite Rates \(OMB Circular\)](#), including FICA: 67.05%

[Max Indirect Costs Cap %](#): unallowable

Please refer to Sections II.10 and II. 11 of the NGO for information regarding the allowability, inclusion, and/or restriction(s) of indirect costs in a grant budget. Additional guidance for indirect costs can be found in the glossary page of the Discretionary Grants Manual.

The NJDOE will remove all ineligible costs and costs not supported by the Project Activity Plan from budget consideration. Through the pre-award revision process (PAR), the applicant will be given the opportunity to revise their budget. Providing opportunities for revisions or permitting the reallocation of the budgeted funds is at the discretion of the NJDOE. The final funding award will be contingent upon the applicant's ability to justify its proposed budget.

II.10 Eligible Costs

Use the [Quick Reference for Commonly Requested Costs](#) or the [Uniform Minimum Chart of Accounts](#) for cost codes. Note that the passage of N.J.A.C 6A:23A-7 places additional administrative requirements on the travel of school district personnel. The applicant is urged to be mindful of these requirements as they may impact the ability of LEA personnel to participate in activities sponsored by the grant program.

Eligible costs include:

- instructional salary & benefit costs for existing LEA staff tutors*
- non-instructional salary & benefit costs for coordination and planning*
- training costs for tutors (hourly rate compensation to attend*, mileage, materials and other related costs)
- live tutors through a contracted service provider and in accordance with local public contract laws
- AI-based learning platform within a hybrid tutoring model
- transportation (for programs outside school day)
- instructional materials and resources

* for LEA staff, the cost is only allowable if it is outside contractual time

The NJDOE will not reimburse grantees for ineligible costs. Ineligible costs include:

- **Outside of grant term:** Costs incurred outside of the grant term.
- **Existing staff:** Salaries and/or benefits for existing staff are not eligible unless they are assigned program responsibilities depicted in the staffing chart (see Section II.10.).
- **Routine operating/admin costs:** Costs for the routine operation of or administration of the organization are not eligible except when part of the approved budget (see section b of the grant/loan agreement).

- **No benefit:** Costs incurred for salaries, services, or media that do not benefit the end user of the grant program.
- **Not reasonable or necessary:** Costs that are not reasonable or necessary to carry out the grant.
- **Poorly Documented/Undocumented:** Costs that are not supported by adequate documentation.
- **Off Message:** Costs for media that are prohibited or off message.
- **Curriculum Development or Expansion of Curriculum:** Unless specified by the grant program as an eligible activity.
- **Unregulated Tutoring Services or Platforms:** Costs for tutoring services that do not meet the criteria for high-impact tutoring, including but not limited to, 24/7 homework help providers, etc.
- **Supplanting:** Costs for salaries, services or media that are covered under other local, federal or state funding.
- **Administrative costs:** These costs are unallowable for this grant.
- **Indirect costs:** These costs are unallowable for this grant.
- **Other ineligible costs:** Computers, student incentives/rewards/prizes, food/beverage, entertainment and take-home activities.

III. Grant Agreement and Program Requirements

Once the application for funding is approved in the PAR process, the EWEG grant application will convert to a Grant Agreement between the applicant and the NJDOE ([OMB Circular 07-05-OMB](#)). The grantee is expected to complete the goals and objectives laid out in the approved application and is expected to complete the activities established in its grant agreement and make satisfactory progress toward the completion of its approved action plan. Failure to do so may result in the withdrawal by NJDOE of the grantee's eligibility for the continuation of grant funding. The NJDOE will remove ineligible, inappropriate or undocumented costs from funding consideration.

View and download the complete grant agreement documents, including [attachments A and B](#) of the grant agreement. To locate the appropriate budget costs codes, go to the [Uniform Minimum Chart of Accounts](#) webpage.

III.1 Mandatory Orientation and Training

The grantee will be required to attend a program orientation. The NJDOE staff will provide the grantee with general program information, requirements of the program (including grant management, mandated staffing, policies and procedures) and compliance with applicable state and federal program regulations.

III.2 Reporting Requirements

Grantees will be required to submit reports on activities according to the program report schedule in [Section III.5, Reporting Periods](#). The grantee will ensure that all reports are uploaded to EWEG by the due dates. Failure to deliver the reports by due dates may result in the Grantee achieving an unsatisfactory rating and may result in the stop of all NJDOE program payments.

III.3 Interim and Final Activity Reports

Specific instructions are provided in the [EWEG Application System: Instructions for Submitting Interim and Final Reports \(PDF\)](#).

Interim Reports

These reports are to be submitted to NJDOE electronically through EWEG in the 'Activity Plan' tab within the report. Grantees may be required to upload within the EWEG system. Reports submitted by other means will not be accepted. Reports will be considered late if not submitted by the due date listed in [Section III.5, Reporting Periods](#). These reports track progress in meeting benchmarks and documenting measurable outcomes from the program activities listed in the application.

Final Report

The final reporting process includes student performance and growth as determined through data that aligns to assessment tool categories with 3, 4 or 5 levels. The final report also includes program participants' State Identification Number (SID) for the Department to reference state assessment data in NJSLEDS to determine statewide impact of the grant program.

III.4 Fiscal Reimbursement and Fiscal Interim Report Requirements

Reimbursement Request

The grantee shall request monthly, by the 15th of every month, reimbursement payment from the NJDOE. The grantee will complete a reimbursement request through the EWEG payment system. Reimbursement requests will be shut down 30 days before the end of the grant period. Any payments of remaining grant funds due to the grantee will be paid in the Final Expenditure Report. Specific instructions for completing this report are found in the [Instructions for Submitting Reimbursement Requests \(PDF\)](#).

Requests may begin once the contract has been fully approved and executed by the NJDOE. All programs are reimbursement-only programs. Grantees will be reimbursed based on the grantee's actual expenditures. Grantees must submit payment requests not later than the 15th of the month via the EWEG system in order to receive a payment the following month. The reimbursements are closed 30 days before the end of the grant term. Funds owed to the grantee will be captured in the Final Expenditure Report.

In making disbursements to any third party with whom the Grantee may contract to undertake the Project, the Grantee shall ensure that disbursements are made upon delivery of satisfactory work product and in accordance with the NJDOE's program policies.

Fiscal Interim Reports

These reports are due as stated in [Section III.5, Reporting Periods](#), with the interim activity report. In this report, the grantee will report on actual expenditures incurred during the reporting period. The expenditures reported in the interim report should match what has been paid to the district during the reporting period.

Final Expenditure Reports

This report generates a final payment to the grantee upon selecting the "Final Report" button.

III.5 Reporting Periods

Reimbursement requests are due by the 15th of every month.

The reporting periods are as stated in the table.

Report Number	Reporting Periods	Due Date
Report 1	May 1, 2026 – August 31, 2026	September 18, 2026
Report 2	May 1, 2026 – January 31, 2027	February 19, 2027
Final Report*	May 1, 2027 – May 31, 2027	August 2, 2027

***Note:** The final report includes a 60-day liquidation period.

III.6 Monitoring

The NJDOE Program Managers will schedule on-site monitoring visits with the Program Coordinator during the term of the Program contract to review program performance and fiscal documentation. These visits may be a comprehensive program assessment, or they may be oriented toward a review of performance in specific areas. In either case, Program staff shall cooperate with Program Managers and provide them with files and other information as requested.

III.7 Acceptable Documentation for Grant Monitoring

Full and detailed documentation for grant expenditures shall be retained at the organization's level for monitoring purposes. This shall include the expenditures of the grantee and all sub-grantees.

III.7.a. Activity Reports

These reports consist of documentation and/or evidence of educational, outreach events, and program activities. This can be in the form of a properly completed programmatic Activity Report uploaded into EWEG or emailed to the program officer detailing events and activities. Sample documentation includes flyers, attendance sheets, and newspaper clippings. Documentation should be retained with the grantee for monitoring purposes unless otherwise specified by the program office.

III.7.b. Reimbursements

Staffing - All timesheets and payroll records for any salaries paid using funds must be retained by the Grantee for both monitoring and reimbursement purposes. If staff is assigned part-time to the grant, a cost allocation sheet should accompany the reimbursement request.

Travel - Mileage records must include the date of travel, the point of origin and its designation (home/office), the sites visited, the purpose of the travel, and the ending location. Commutation, travel beyond one's standard commute, must be subtracted from the mileage claimed. The travel reimbursement rate is \$0.47 cents per mile. Receipts for parking and tolls must be retained.

Mailings - Receipts for postage and other materials and services associated with photocopying, printing, and distribution of materials. Cost allocation based upon agency budget may be acceptable. Please review with the NJDOE Program Manager.

Training - Receipts for payment of training providers, course materials, venue, proof of attendance, and copies of any certificates awarded.

Other costs - Receipts, invoices, and purchase orders with enough detail to determine that the expenditure is an eligible cost under the grant program.

III.8 Grant Amendments

All requests for amendments must be submitted at a minimum of 90 days before the end date of the grant agreement via the EWEG system.

Amendment modification forms are available on the [Grant Management: Payments](#) webpage . Amendment modifications are initiated and submitted through the EWEG system using the Upload Tab in the grant

application. Instructions on how to initiate the amendment are available in the Discretionary Grants Manual, found on the [Discretionary Grant Applications](#) page. Use the [Quick Reference for Commonly Requested Costs](#) or the [Uniform Minimum Chart of Accounts](#) to locate the appropriate budget costs codes.

Amendments are required if the following situations occur:

- Changes to the program activity and request for no-cost time extension;
- Budget transfers greater than ten percent of the total approved budget into a previously approved line item;
- Changes to 200-320 Purchased Professional Education Services (subgrantee costs) previously approved in the budget;
- Budget transfer to a line not previously approved in the budget;
- Equipment: Grantees are limited to the specific equipment items listed in the final approved grant application budget. To comply with federal requirements, all equipment purchases require prior NJDOE approval. Grantees can pay more or less than the approved amount, but the approved equipment item cannot be changed without permission (i.e., no additions, deletions, or substitutions to the approved equipment list);
- Changes to Indirect Costs.

Important Note: If the grantee has a subgrantee, the subgrantee is subject to the same terms and conditions as the grantee. The subgrantee is responsible to the grantee for the agreed-upon scope of work (approved goals, objectives, and activities) and the expenditure of subgrant funds. Any changes (program or fiscal) requested by a subgrantee must be reviewed by the grantee. The NJDOE requires sub-grantee amendment approval for changes the grantee supports. Grantees are to forward the requested changes to the NJDOE Program Office for review. Grantees do not have the authority to approve any changes in their project activities or any budget variances without prior approval by the NJDOE.

III.9 Suspension/Cancellation of Grant/Loan Agreement and/or Reduction in Funding

The NJDOE reserves the right to suspend and/or cancel this Grant Agreement for nonperformance of any of the Grant/Loan Agreement provisions. Failure by the grantee to comply with agreement stipulations, standards, or conditions may give the NJDOE cause to suspend this agreement and withhold further payments, prohibit additional obligations, or project funds pending corrective action, and disallow all or part of the cost associated with the noncompliance, terminate this agreement, or take other remedies that may be legally available.

Formal written notice of suspension/cancellation of Grant Agreement and/or reduction in funding will be provided to the grantee in advance of the adverse action to be taken together with recommendations to correct deficiencies. Grantees that correct deficiencies in accordance with guidance provided in the written notice shall be reinstated.

III.10 Grant Close Out

The grantee shall provide all documentation necessary to close out this agreement within 60 days of the grant agreement's ending date. If performance is ahead of schedule, the documentation should be submitted within 60 days of the conclusion of grant activities. Documentation will include the Final Report referenced in paragraph III.5.

III.11 Federal Requirements

Not applicable

IV. Appendices

IV. 1 Appendix A - Scoring Rubric

Directions: Use this rubric for the Learning Acceleration Program: High-Impact Tutoring Grant – Cohort 3. Add the score for each section to determine the total score based on 100 points. The cut score for an application to be awardable is 70 points.

Abstract [zero]

The Project Abstract is a snapshot of the proposed project.

Need [5 points]

	Incomplete/ Ineligible - 1	Does not meet expectations - 2	Partially meets expectations - 3	Meets expectations - 4	Exceeds expectations - 5
A&B	missing, incomplete, off topic; or, if a previous grantee, does not reference impact/findings from previous iterations of high-impact tutoring grant program	provides only general information	inconsistency in thoroughness	describes A and B in sufficient detail and supports with sufficient data	describes A and B in beyond sufficient detail and supports with beyond sufficient data

Project Description [40 points]

	Incomplete/ Ineligible - 2	Does not meet expectations - 4	Partially meets expectations- 6	Meets expectations - 8	Exceeds expectations-10
A	missing, incomplete, off topic, or includes an AI/virtual model that excludes oversight and support from human tutors*	provides general or limited information	inconsistency in thoroughness	describes and explains in sufficient detail	describes and explains in beyond sufficient detail
B	missing, incomplete or off topic	provides general or limited information	inconsistency in thoroughness	describes and explains in sufficient detail	describes and explains in beyond sufficient detail

C	missing, incomplete, off topic, or lacks specific features of high-impact tutoring cited	provides general or limited information	inconsistency in thoroughness	describes and explains in sufficient detail	describes and explains in beyond sufficient detail
D	missing, incomplete or off topic	provides general or limited information	inconsistency in thoroughness	describes and explains in sufficient detail	describes and explains in beyond sufficient detail

(*if program is exclusively AI or a 24/7 unregulated service, the rest of the application must be scored 'ineligible')

Goals/Objectives/Indicators [10 points]

Incomplete/ Ineligible - 2	Does not meet expectations - 4	Partially meets expectations - 6	Meets expectations -8	Exceeds expectations-10
missing, incomplete or off topic	two or all of the following apply: a) has goals but they are not SMART; b) objectives/indicators lack detail; c) tutor objectives/indicators are lacking somehow	inconsistency in thoroughness evidenced by one of the following: a) has goals but they are not SMART; b) objectives/indicators lack detail; c) tutor objectives/indicators are lacking somehow	applicant has SMART content goal(s), lists required objectives/indicators, and creates reasonable objectives/indicators for tutors	applicant has SMART content goal(s), lists required objectives/indicators, creates reasonable objectives/indicators for tutors, and adds goals beyond the required content goals

Project Activity Plan [10 points]

Incomplete/ Ineligible – 2	Does not meet expectations - 4	Partially meets expectations - 6	Meets expectations - 8	Exceeds expectations - 10
missing, incomplete, or off topic	activities are listed but there is a significant disconnect between the activities and indicators or details are lacking	activities are listed but there are clear revisions needed (such as all activities listed in same quarter, one staff member responsible for every activity)	activities are listed with sufficiently detailed information and all goals, objectives, indicators are referenced	activities are listed with beyond sufficiently detailed information and all goals, objectives, indicators are referenced

Commitment & Capacity [30 points]

	Incomplete/ Ineligible - 2	Does not meet expectations - 4	Partially meets expectations - 6	Meets expectations -8	Exceeds expectations-10
A	missing, incomplete or off topic	narrative text is a limited response and there is insufficient detail to support	either narrative text is a limited response or there is insufficient detail to support	narrative text is a sufficient response and there is sufficient detail to support	narrative text is a beyond sufficient response and there is beyond sufficient detail to support
B	missing, incomplete or off topic	narrative text is a limited response and there is insufficient detail to support	either narrative text is a limited response or there is insufficient detail to support	narrative text is a sufficient response and there is sufficient detail to support	narrative text is a beyond sufficient response and there is beyond sufficient detail to support
C	missing, incomplete or off topic	narrative text is a limited response and there is insufficient detail to support	either narrative text is a limited response or there is insufficient detail to support	narrative text is a sufficient response and there is sufficient detail to support	narrative text is a beyond sufficient response and there is beyond sufficient detail to support

Budget [5 points]

Incomplete/ Ineligible – 1	Does not meet expectations - 2	Partially meets expectations - 3	Meets expectations -4	Exceeds expectations -5
missing, incomplete, off topic, or more than 25% of funding is budgeted for supportive, related costs	the budget is illogical, not connected to the activities, or exceeds the maximum award size referenced in Appendix B	budget and project are logically connected, but significant information or connection to activities is lacking	budget and project are logically connected, and the detailed information is sufficient	budget and project are logically connected and the detailed information is beyond sufficient

IV. 2 Appendix B – List of Eligible Local Education Agencies

Maximum award sizes have been calculated based on student enrollment and average proficiency levels on the NJSLA in ELA and Math. Please refer to the tables below:

NJSLA Average Proficiency Level, Grades 3-8	Award Cap Sizes Based on SY2025 Enrollment (#students)				
	1-300	301-770	771-2500	2501-7500	7501+
<30%	\$25,000	\$50,000	\$100,000	\$200,000	\$400,000
30-50%	\$20,000	\$40,000	\$80,000	\$160,000	\$320,000

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
ATLANTIC	01	10	ABSECON PUBLIC SCHOOLS DISTRICT	\$80,000.00
ATLANTIC	01	110	ATLANTIC CITY SCHOOL DISTRICT	\$200,000.00
ATLANTIC	01	590	BUENA REGIONAL SCHOOL DISTRICT	\$100,000.00
ATLANTIC	01	1300	EGG HARBOR CITY SCHOOL DISTRICT	\$50,000.00
ATLANTIC	01	1310	EGG HARBOR TOWNSHIP SCHOOL DISTRICT	\$160,000.00
ATLANTIC	01	1410	ESTELL MANOR SCHOOL DISTRICT	\$20,000.00
ATLANTIC	01	1540	FOLSOM BOROUGH SCHOOL DISTRICT	\$40,000.00
ATLANTIC	01	1690	GALLOWAY TOWNSHIP PUBLIC SCHOOL DISTRICT	\$160,000.00
ATLANTIC	01	1940	HAMILTON TOWNSHIP SCHOOL DISTRICT	\$160,000.00
ATLANTIC	01	1960	HAMMONTON SCHOOL DISTRICT	\$160,000.00
ATLANTIC	01	3480	MULICA TOWNSHIP SCHOOL DISTRICT	\$40,000.00
ATLANTIC	01	4180	PLEASANTVILLE PUBLIC SCHOOL DISTRICT	\$200,000.00
ATLANTIC	01	4800	SOMERS POINT SCHOOL DISTRICT	\$50,000.00
BERGEN	03	440	BOGOTA PUBLIC SCHOOL DISTRICT	\$80,000.00
BERGEN	03	1345	ELMWOOD PARK SCHOOL DISTRICT	\$160,000.00
BERGEN	03	1370	ENGLEWOOD PUBLIC SCHOOL DISTRICT	\$200,000.00
BERGEN	03	1470	FAIRVIEW PUBLIC SCHOOL DISTRICT	\$100,000.00
BERGEN	03	1700	GARFIELD PUBLIC SCHOOL DISTRICT	\$160,000.00
BERGEN	03	1860	HACKENSACK SCHOOL DISTRICT	\$160,000.00
BERGEN	03	2710	LITTLE FERRY PUBLIC SCHOOL DISTRICT	\$80,000.00
BERGEN	03	2860	LYNDHURST PUBLIC SCHOOL DISTRICT	\$160,000.00
BERGEN	03	3910	PALISADES PARK SCHOOL DISTRICT	\$80,000.00
BERGEN	03	4470	ROCHELLE PARK SCHOOL DISTRICT	\$40,000.00
BERGEN	03	5150	TEANECK SCHOOL DISTRICT	\$160,000.00
BURLINGTON	05	380	BEVERLY CITY SCHOOL DISTRICT	\$40,000.00
BURLINGTON	05	600	BURLINGTON CITY PUBLIC SCHOOL DISTRICT	\$80,000.00

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
BURLINGTON	05	620	BURLINGTON TOWNSHIP SCHOOL DISTRICT	\$160,000.00
BURLINGTON	05	1030	DELANCO TOWNSHIP SCHOOL DISTRICT	\$50,000.00
BURLINGTON	05	1060	DELRAN TOWNSHIP SCHOOL DISTRICT	\$160,000.00
BURLINGTON	05	1250	EASTAMPTON TOWNSHIP SCHOOL DISTRICT	\$40,000.00
BURLINGTON	05	1280	EDGEWATER PARK TOWNSHIP SCHOOL DISTRICT	\$80,000.00
BURLINGTON	05	1420	EVESHAM TOWNSHIP SCHOOL DISTRICT	\$160,000.00
BURLINGTON	05	1520	FLORENCE TOWNSHIP SCHOOL DISTRICT	\$100,000.00
BURLINGTON	05	1910	HAINESPORT TOWNSHIP SCHOOL DISTRICT	\$40,000.00
BURLINGTON	05	2850	LUMBERTON TOWNSHIP BOARD OF EDUCATION	\$80,000.00
BURLINGTON	05	3010	MAPLE SHADE SCHOOL DISTRICT	\$200,000.00
BURLINGTON	05	3430	MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT	\$80,000.00
BURLINGTON	05	3440	MOUNT LAUREL TOWNSHIP SCHOOL DISTRICT	\$160,000.00
BURLINGTON	05	3540	NEW HANOVER TOWNSHIP	\$20,000.00
BURLINGTON	05	3650	NORTH HANOVER TOWNSHIP SCHOOL DISTRICT	\$80,000.00
BURLINGTON	05	3920	PALMYRA PUBLIC SCHOOL DISTRICT	\$80,000.00
BURLINGTON	05	4050	PEMBERTON TOWNSHIP SCHOOL DISTRICT	\$200,000.00
BURLINGTON	05	4450	RIVERSIDE TOWNSHIP SCHOOL DISTRICT	\$100,000.00
BURLINGTON	05	5130	TABERNACLE TOWNSHIP SCHOOL DISTRICT	\$40,000.00
CAMDEN	07	260	BELLMAWR PUBLIC SCHOOL DISTRICT	\$80,000.00
CAMDEN	07	330	BERLIN BOROUGH SCHOOL DISTRICT	\$80,000.00
CAMDEN	07	340	BERLIN TOWNSHIP SCHOOL DISTRICT	\$40,000.00
CAMDEN	07	580	BROOKLAWN PUBLIC SCHOOL DISTRICT	\$20,000.00
CAMDEN	07	680	CAMDEN CITY SCHOOL DISTRICT	\$200,000.00
CAMDEN	07	880	CLEMENTON ELEMENTARY SCHOOL DISTRICT	\$40,000.00
CAMDEN	07	1720	GIBBSBORO ELEMENTARY SCHOOL DISTRICT	\$20,000.00
CAMDEN	07	1770	GLOUCESTER CITY PUBLIC SCHOOL DISTRICT	\$160,000.00
CAMDEN	07	1780	GLOUCESTER TOWNSHIP PUBLIC SCHOOLS	\$160,000.00
CAMDEN	07	2560	LAWNSIDE SCHOOL DISTRICT	\$50,000.00
CAMDEN	07	2670	LINDENWOLD PUBLIC SCHOOL DISTRICT	\$200,000.00
CAMDEN	07	2890	MAGNOLIA SCHOOL DISTRICT	\$40,000.00
CAMDEN	07	3110	MERCHANTVILLE SCHOOL DISTRICT	\$40,000.00
CAMDEN	07	3420	MT. EPHRAIM SCHOOL DISTRICT	\$40,000.00
CAMDEN	07	3770	OAKLYN PUBLIC SCHOOL DISTRICT	\$20,000.00
CAMDEN	07	4060	PENNSAUKEN TOWNSHIP BOARD OF EDUCATION SCHOOL DISTRICT	\$200,000.00
CAMDEN	07	4110	PINE HILL SCHOOL DISTRICT	\$160,000.00
CAMDEN	07	4590	RUNNEMEDE PUBLIC SCHOOL DISTRICT	\$80,000.00
CAMDEN	07	4790	SOMERDALE SCHOOL DISTRICT	\$40,000.00

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
CAMDEN	07	5080	STRATFORD SCHOOL DISTRICT	\$80,000.00
CAPE MAY	09	1080	DENNIS TOWNSHIP SCHOOL DISTRICT	\$40,000.00
CAPE MAY	09	2820	LOWER CAPE MAY REGIONAL SCHOOL DISTRICT	\$80,000.00
CAPE MAY	09	2840	LOWER TOWNSHIP ELEMENTARY SCHOOL DISTRICT	\$80,000.00
CAPE MAY	09	3130	MIDDLE TOWNSHIP PUBLIC SCHOOL DISTRICT	\$160,000.00
CAPE MAY	09	3680	NORTH WILDWOOD SCHOOL DISTRICT	\$20,000.00
CHARTERS	80	6032	ACADEMY FOR URBAN LEADERSHIP CHARTER SCHOOL	\$200,000.00
CHARTERS	80	7895	ACHIEVERS EARLY COLLEGE PREP CHARTER SCHOOL	\$200,000.00
CHARTERS	80	6060	ATLANTIC COMMUNITY CHARTER SCHOOL	\$80,000.00
CHARTERS	80	6076	BENJAMIN BANNEKER PREPARATORY CHARTER SCHOOL	\$80,000.00
CHARTERS	80	6013	BERGEN ARTS AND SCIENCE CHARTER SCHOOL	\$20,000.00
CHARTERS	80	7899	BRILLA NEW JERSEY CHARTER SCHOOL	\$80,000.00
CHARTERS	80	6022	BURCH CHARTER SCHOOL OF EXCELLENCE	\$50,000.00
CHARTERS	80	6107	CAMDEN'S PROMISE CHARTER SCHOOL	\$40,000.00
CHARTERS	80	6230	CLASSICAL ACADEMY CHARTER SCHOOL OF CLIFTON	\$40,000.00
CHARTERS	80	6101	COLLEGE ACHIEVE CENTRAL CHARTER SCHOOL	\$20,000.00
CHARTERS	80	7891	COLLEGE ACHIEVE GREATER ASBURY PARK CHARTER SCHOOL DISTR	\$40,000.00
CHARTERS	80	6021	COMMUNITY CHARTER SCHOOL OF PATERSON	\$25,000.00
CHARTERS	80	6089	COMPASS ACADEMY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	7897	CREATIVITY COLABORATORY CHARTER SCHOOL	\$160,000.00
CHARTERS	80	6102	CRESTHAVEN ACADEMY CHARTER SCHOOL	\$25,000.00
CHARTERS	80	6064	DR LENA EDWARDS ACADEMIC CHARTER SCHOOL	\$50,000.00
CHARTERS	80	6103	EMPOWERMENT ACADEMY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	6430	ENGLEWOOD ON THE PALISADES CHARTER SCHOOL	\$50,000.00
CHARTERS	80	6017	FOUNDATION ACADEMY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	6053	GREAT OAKS LEGACY CHARTER SCHOOL	\$80,000.00
CHARTERS	80	6635	GREATER BRUNSWICK CHARTER SCHOOL	\$160,000.00
CHARTERS	80	6740	HOPE ACADEMY CHARTER SCHOOL	\$25,000.00
CHARTERS	80	6086	HOPE COMMUNITY CHARTER SCHOOL	\$20,000.00
CHARTERS	80	6105	HUDSON ARTS AND SCIENCE CHARTER SCHOOL	\$40,000.00
CHARTERS	80	6810	INTERNATIONAL CHARTER SCHOOL OF TRENTON	\$100,000.00
CHARTERS	80	6910	JERSEY CITY COMMUNITY CHARTER SCHOOL	\$40,000.00
CHARTERS	80	6079	JOHN P HOLLAND CHARTER SCHOOL DISTRICT	\$25,000.00
CHARTERS	80	7109	LEAP ACADEMY UNIVERSITY CHARTER SCHOOL	\$80,000.00
CHARTERS	80	6099	LINK COMMUNITY CHARTER SCHOOL	\$40,000.00
CHARTERS	80	7210	MARION P. THOMAS CHARTER SCHOOL	\$80,000.00
CHARTERS	80	7902	MCCORRISTIN CHARTER SCHOOL DISTRICT	\$40,000.00

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
CHARTERS	80	7896	MIDDLESEX COUNTY STEM CHARTER SCHOOL	\$80,000.00
CHARTERS	80	6069	MILLVILLE PUBLIC CHARTER SCHOOL DISTRICT	\$40,000.00
CHARTERS	80	7290	NEW HORIZONS COMMUNITY CHARTER SCHOOL	\$200,000.00
CHARTERS	80	7893	OCEAN ACADEMY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	6080	PASSAIC ARTS AND SCIENCE CHARTER SCHOOL	\$20,000.00
CHARTERS	80	6096	PATERSON ARTS AND SCIENCE CHARTER SCHOOL	\$50,000.00
CHARTERS	80	7503	PATERSON CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY	\$40,000.00
CHARTERS	80	6025	PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES	\$50,000.00
CHARTERS	80	7021	PEOPLE'S ACHIEVE COMMUNITY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	6106	PHILIP'S ACADEMY CHARTER SCHOOL OF PATERSON	\$20,000.00
CHARTERS	80	6094	PHILLIP'S ACADEMY CHARTER SCHOOL	\$40,000.00
CHARTERS	80	6020	PRIDE ACADEMY CHARTER SCHOOL DISTRICT	\$80,000.00
CHARTERS	80	6104	PRINCIPLE ACADEMY CHARTER SCHOOL	\$100,000.00
CHARTERS	80	7720	RED BANK CHARTER SCHOOL	\$100,000.00
CHARTERS	80	7850	SUSSEX COUNTY TECHNOLOGY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	7325	TEAM ACADEMY CHARTER SCHOOL	\$160,000.00
CHARTERS	80	6033	THE BARACK OBAMA GREEN CHARTER HIGH SCHOOL DISTRICT	\$80,000.00
CHARTERS	80	6030	THE ETHICAL COMMUNITY CHARTER SCHOOL DISTRICT	\$20,000.00
CHARTERS	80	8140	THE VILLAGE CHARTER SCHOOL	\$20,000.00
CHARTERS	80	6183	TRENTON STEM-TO-CIVICS CHARTER SCHOOL	\$40,000.00
CHARTERS	80	6028	VINELAND PUBLIC CHARTER SCHOOL	\$40,000.00
CHARTERS	80	6100	BRIDGETON PUBLIC CHARTER SCHOOL	\$40,000.00
CHARTERS	80	1801	CAMDEN PREP INC.	\$40,000.00
CHARTERS	80	6410	EAST ORANGE COMMUNITY CHARTER SCHOOL	\$20,000.00
CHARTERS	80	7898	KINDLE EDUCATION PUBLIC CHARTER SCHOOL	\$20,000.00
CHARTERS	80	1799	KIPP COOPER NORCROSS	\$50,000.00
CHARTERS	80	1808	MASTERY SCHOOLS OF CAMDEN INC.	\$50,000.00
CHARTERS	80	6029	NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL	\$25,000.00
CHARTERS	80	6058	ROSEVILLE COMMUNITY CHARTER SCHOOL	\$50,000.00
CHARTERS	80	8010	UNION COUNTY TEAMS CHARTER SCHOOL	\$80,000.00
CUMBERLAND	11	540	BRIDGETON CITY SCHOOL DISTRICT	\$200,000.00
CUMBERLAND	11	950	COMMERCIAL TOWNSHIP SCHOOL DISTRICT	\$50,000.00
CUMBERLAND	11	1020	DEERFIELD TOWNSHIP SCHOOL DISTRICT	\$50,000.00
CUMBERLAND	11	1120	DOWNE TOWNSHIP SCHOOL DISTRICT	\$25,000.00
CUMBERLAND	11	1460	FAIRFIELD TOWNSHIP SCHOOL DISTRICT	\$50,000.00
CUMBERLAND	11	2270	HOPEWELL TOWNSHIP SCHOOL DISTRICT	\$40,000.00
CUMBERLAND	11	2570	LAWRENCE TOWNSHIP SCHOOL DISTRICT	\$40,000.00

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
CUMBERLAND	11	3050	MAURICE RIVER TOWNSHIP SCHOOL DISTRICT	\$40,000.00
CUMBERLAND	11	3230	MILLVILLE SCHOOL DISTRICT	\$200,000.00
CUMBERLAND	11	5300	UPPER DEERFIELD TOWNSHIP SCHOOL DISTRICT	\$100,000.00
CUMBERLAND	11	5390	VINELAND PUBLIC SCHOOL DISTRICT	\$400,000.00
ESSEX	13	250	BELLEVILLE PUBLIC SCHOOL DISTRICT	\$160,000.00
ESSEX	13	410	BLOOMFIELD TOWNSHIP SCHOOL DISTRICT	\$160,000.00
ESSEX	13	1210	EAST ORANGE SCHOOL DISTRICT	\$400,000.00
ESSEX	13	2330	IRVINGTON PUBLIC SCHOOL DISTRICT	\$400,000.00
ESSEX	13	3570	NEWARK PUBLIC SCHOOL DISTRICT	\$400,000.00
ESSEX	13	3880	ORANGE BOARD OF EDUCATION SCHOOL DISTRICT	\$160,000.00
GLOUCESTER	15	860	CLAYTON PUBLIC SCHOOL DISTRICT	\$80,000.00
GLOUCESTER	15	870	CLEARVIEW REGIONAL HIGH SCHOOL DISTRICT	\$160,000.00
GLOUCESTER	15	4940	DELSEA REGIONAL HIGH SCHOOL DISTRICT	\$160,000.00
GLOUCESTER	15	1100	DEPTFORD TOWNSHIP PUBLIC SCHOOL DISTRICT	\$40,000.00
GLOUCESTER	15	1330	ELK TOWNSHIP SCHOOL DISTRICT	\$80,000.00
GLOUCESTER	15	1715	GATEWAY REGIONAL HIGH SCHOOL DISTRICT	\$80,000.00
GLOUCESTER	15	1730	GLASSBORO SCHOOL DISTRICT	\$100,000.00
GLOUCESTER	15	3280	MONROE TOWNSHIP PUBLIC SCHOOL DISTRICT	\$160,000.00
GLOUCESTER	15	3490	NATIONAL PARK BORO SCHOOL DISTRICT	\$20,000.00
GLOUCESTER	15	4020	PAULSBORO SCHOOL DISTRICT	\$100,000.00
GLOUCESTER	15	4140	PITMAN BORO SCHOOL DISTRICT	\$80,000.00
GLOUCESTER	15	1590	TOWNSHIP OF FRANKLIN SCHOOL DISTRICT	\$80,000.00
HUDSON	17	220	BAYONNE SCHOOL DISTRICT	\$320,000.00
HUDSON	17	1200	EAST NEWARK SCHOOL DISTRICT	\$25,000.00
HUDSON	17	1850	GUTTENBERG SCHOOL DISTRICT	\$80,000.00
HUDSON	17	2060	HARRISON PUBLIC SCHOOLS	\$160,000.00
HUDSON	17	2390	JERSEY CITY PUBLIC SCHOOLS	\$320,000.00
HUDSON	17	2410	KEARNY	\$160,000.00
HUDSON	17	3610	NORTH BERGEN SCHOOL DISTRICT	\$160,000.00
HUDSON	17	4730	SECAUCUS SCHOOL DISTRICT	\$160,000.00
HUDSON	17	5240	UNION CITY SCHOOL DISTRICT	\$320,000.00
HUNTERDON	19	1970	HAMPTON BOROUGH SCHOOL DISTRICT	\$40,000.00
HUNTERDON	19	3180	MILFORD BOROUGH SCHOOL DISTRICT	\$20,000.00
HUNTERDON	19	1376	SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT	\$20,000.00
MERCER	21	1245	EAST WINDSOR REGIONAL SCHOOL DISTRICT	\$160,000.00
MERCER	21	1430	EWING TOWNSHIP SCHOOL DISTRICT	\$160,000.00
MERCER	21	1950	HAMILTON TOWNSHIP PUBLIC SCHOOL DISTRICT	\$320,000.00
MERCER	21	2580	LAWRENCE TOWNSHIP PUBLIC SCHOOL DISTRICT	\$160,000.00

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
MERCER	21	5210	TRENTON PUBLIC SCHOOL DISTRICT	\$400,000.00
MIDDLESEX	23	750	CARTERET PUBLIC SCHOOL DISTRICT	\$160,000.00
MIDDLESEX	23	1140	DUNELLEN PUBLIC SCHOOL DISTRICT	\$80,000.00
MIDDLESEX	23	2150	HIGHLAND PARK BORO SCHOOL DISTRICT	\$80,000.00
MIDDLESEX	23	2370	JAMESBURG PUBLIC SCHOOL DISTRICT	\$40,000.00
MIDDLESEX	23	3140	MIDDLESEX BOROUGH SCHOOL DISTRICT	\$160,000.00
MIDDLESEX	23	3220	MILLTOWN SCHOOL DISTRICT	\$80,000.00
MIDDLESEX	23	3530	NEW BRUNSWICK SCHOOL DISTRICT	\$400,000.00
MIDDLESEX	23	3620	NORTH BRUNSWICK TOWNSHIP SCHOOL DISTRICT	\$160,000.00
MIDDLESEX	23	4090	PERTH AMBOY PUBLIC SCHOOL DISTRICT	\$400,000.00
MIDDLESEX	23	4660	SAYREVILLE SCHOOL DISTRICT	\$160,000.00
MIDDLESEX	23	4830	SOUTH AMBOY SCHOOL DISTRICT	\$100,000.00
MIDDLESEX	23	4910	SOUTH PLAINFIELD SCHOOL DISTRICT	\$160,000.00
MIDDLESEX	23	4920	SOUTH RIVER PUBLIC SCHOOL DISTRICT	\$200,000.00
MIDDLESEX	23	4970	SPOTSWOOD PUBLIC SCHOOL DISTRICT	\$80,000.00
MONMOUTH	25	100	ASBURY PARK SCHOOL DISTRICT	\$100,000.00
MONMOUTH	25	500	BRADLEY BEACH SCHOOL DISTRICT	\$20,000.00
MONMOUTH	25	1000	DEAL BORO SCHOOL DISTRICT	\$20,000.00
MONMOUTH	25	1260	EATONTOWN PUBLIC SCHOOL DISTRICT	\$80,000.00
MONMOUTH	25	1490	FARMINGDALE PUBLIC SCHOOL DISTRICT	\$20,000.00
MONMOUTH	25	1640	FREEHOLD BOROUGH SCHOOL DISTRICT	\$80,000.00
MONMOUTH	25	2400	KEANSBURG SCHOOL DISTRICT	\$100,000.00
MONMOUTH	25	2430	KEYPORT SCHOOL DISTRICT	\$80,000.00
MONMOUTH	25	2770	LONG BRANCH PUBLIC SCHOOL DISTRICT	\$200,000.00
MONMOUTH	25	3500	NEPTUNE CITY SCHOOL DISTRICT	\$25,000.00
MONMOUTH	25	3510	NEPTUNE TOWNSHIP SCHOOL DISTRICT	\$200,000.00
MONMOUTH	25	4360	RED BANK BOROUGH PUBLIC SCHOOL DISTRICT	\$80,000.00
MONMOUTH	25	5230	UNION BEACH PUBLIC SCHOOL DISTRICT	\$40,000.00
MORRIS	27	1110	DOVER PUBLIC SCHOOL DISTRICT	\$200,000.00
MORRIS	27	2380	JEFFERSON TOWNSHIP PUBLIC SCHOOL DISTRICT	\$160,000.00
MORRIS	27	3240	MINE HILL TOWNSHIP SCHOOL DISTRICT	\$40,000.00
MORRIS	27	3520	NETCONG SCHOOL DISTRICT	\$20,000.00
MORRIS	27	4480	ROCKAWAY BOROUGH SCHOOL DISTRICT	\$40,000.00
MORRIS	27	4560	ROXBURY TOWNSHIP SCHOOL DISTRICT	\$160,000.00
OCEAN	29	185	BARNEGAT TOWNSHIP SCHOOL DISTRICT	\$160,000.00
OCEAN	29	320	BERKELEY TOWNSHIP SCHOOL DISTRICT	\$160,000.00
OCEAN	29	530	BRICK TOWNSHIP PUBLIC SCHOOL DISTRICT	\$320,000.00
OCEAN	29	770	CENTRAL REGIONAL SCHOOL DISTRICT	\$160,000.00

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OCEAN	29	1150	EAGLESWOOD TOWNSHIP SCHOOL DISTRICT	\$20,000.00
OCEAN	29	2360	JACKSON TOWNSHIP SCHOOL DISTRICT	\$160,000.00
OCEAN	29	2480	LACEY TOWNSHIP SCHOOL DISTRICT	\$160,000.00
OCEAN	29	2500	LAKEHURST SCHOOL DISTRICT	\$50,000.00
OCEAN	29	2520	LAKEWOOD TOWNSHIP SCHOOL DISTRICT	\$200,000.00
OCEAN	29	2550	LAVALLETTE BOROUGH SCHOOL DISTRICT	\$20,000.00
OCEAN	29	2690	LITTLE EGG HARBOR TOWNSHIP SCHOOL DISTRICT	\$80,000.00
OCEAN	29	2940	MANCHESTER TOWNSHIP SCHOOL DISTRICT	\$160,000.00
OCEAN	29	3800	OCEAN GATE SCHOOL DISTRICT	\$25,000.00
OCEAN	29	3820	OCEAN TOWNSHIP SCHOOL DISTRICT	\$40,000.00
OCEAN	29	4105	PINELANDS REGIONAL SCHOOL DISTRICT	\$100,000.00
OCEAN	29	4190	PLUMSTED TOWNSHIP SCHOOL DISTRICT	\$80,000.00
OCEAN	29	4710	SEASIDE HEIGHTS SCHOOL DISTRICT	\$25,000.00
OCEAN	29	5190	TOMS RIVER REGIONAL SCHOOL DISTRICT	\$320,000.00
OCEAN	29	5220	TUCKERTON BOROUGH SCHOOL DISTRICT	\$40,000.00
PASSAIC	31	420	BLOOMINGDALE SCHOOL DISTRICT	\$40,000.00
PASSAIC	31	900	CLIFTON PUBLIC SCHOOL DISTRICT	\$320,000.00
PASSAIC	31	1920	HALEDON PUBLIC SCHOOL DISTRICT	\$80,000.00
PASSAIC	31	3970	PASSAIC CITY SCHOOL DISTRICT	\$400,000.00
PASSAIC	31	4010	PATERSON PUBLIC SCHOOL DISTRICT	\$400,000.00
PASSAIC	31	4270	PROSPECT PARK PUBLIC SCHOOL DISTRICT	\$50,000.00
PASSAIC	31	5200	TOTOWA PUBLIC SCHOOL DISTRICT	\$80,000.00
SALEM	33	1350	ELSINBORO TOWNSHIP SCHOOL DISTRICT	\$20,000.00
SALEM	33	3860	OLDMANS TOWNSHIP SCHOOL DISTRICT	\$20,000.00
SALEM	33	4070	PENNS GROVE-CARNEYS POINT REGIONAL SCHOOL DISTRICT	\$40,000.00
SALEM	33	4075	PENNSVILLE SCHOOL DISTRICT	\$200,000.00
SALEM	33	4150	PITTSBORO TOWNSHIP SCHOOL DISTRICT	\$80,000.00
SALEM	33	4280	QUINTON TOWNSHIP SCHOOL DISTRICT	\$80,000.00
SALEM	33	4630	SALEM CITY SCHOOL DISTRICT	\$20,000.00
SALEM	33	2800	THE LOWER ALLOWAYS CREEK SCHOOL DISTRICT	\$100,000.00
SOMERSET	35	490	BOUND BROOK SCHOOL DISTRICT	\$100,000.00
SOMERSET	35	1610	FRANKLIN TOWNSHIP PUBLIC SCHOOL DISTRICT	\$160,000.00
SOMERSET	35	3000	MANVILLE SCHOOL DISTRICT	\$100,000.00
SOMERSET	35	3670	NORTH PLAINFIELD SCHOOL DISTRICT	\$200,000.00
SOMERSET	35	4820	SOMERVILLE PUBLIC SCHOOL DISTRICT	\$160,000.00
SOMERSET	35	4850	SOUTH BOUND BROOK PUBLIC SCHOOL DISTRICT	\$40,000.00
SUSSEX	37	1570	FRANKLIN BOROUGH SCHOOL DISTRICT	\$40,000.00

COUNTY	COUNTY CODE	DISTRICT CODE	LOCAL EDUCATION AGENCY	MAXIMUM AWARD
SUSSEX	37	2030	HARDYSTON TOWNSHIP SCHOOL DISTRICT	\$40,000.00
SUSSEX	37	2240	HOPATCONG BOROUGH SCHOOL DISTRICT	\$80,000.00
SUSSEX	37	2465	KITTATINNY REGIONAL SCHOOL DISTRICT	\$40,000.00
SUSSEX	37	2490	LAFAYETTE TOWNSHIP SCHOOL DISTRICT	\$20,000.00
SUSSEX	37	3590	NEWTON PUBLIC SCHOOL DISTRICT	\$80,000.00
SUSSEX	37	5100	SUSSEX-WANTAGE REGIONAL SCHOOL DISTRICT	\$80,000.00
SUSSEX	37	5360	VERNON TOWNSHIP SCHOOL DISTRICT	\$160,000.00
UNION	39	1320	ELIZABETH PUBLIC SCHOOLS	\$320,000.00
UNION	39	2190	HILLSIDE PUBLIC SCHOOL DISTRICT	\$160,000.00
UNION	39	2420	KENILWORTH SCHOOL DISTRICT	\$80,000.00
UNION	39	2660	LINDEN PUBLIC SCHOOL DISTRICT	\$200,000.00
UNION	39	4160	PLAINFIELD PUBLIC SCHOOL DISTRICT	\$400,000.00
UNION	39	4290	RAHWAY PUBLIC SCHOOL DISTRICT	\$160,000.00
UNION	39	4550	ROSELLE PARK PUBLIC SCHOOL DISTRICT	\$200,000.00
UNION	39	4540	ROSELLE PUBLIC SCHOOL DISTRICT	\$80,000.00
UNION	39	5290	TOWNSHIP OF UNION SCHOOL DISTRICT	\$320,000.00
WARREN	41	30	ALLAMUCHY TOWNSHIP SCHOOL DISTRICT	\$40,000.00
WARREN	41	70	ALPHA BOROUGH SCHOOL DISTRICT	\$20,000.00
WARREN	41	280	BELVIDERE SCHOOL DISTRICT	\$50,000.00
WARREN	41	400	BLAIRSTOWN ELEMENTARY TOWNSHIP SCHOOL DISTRICT	\$40,000.00
WARREN	41	1870	HACKETTSTOWN PUBLIC SCHOOL DISTRICT	\$80,000.00
WARREN	41	2040	HARMONY TOWNSHIP SCHOOL DISTRICT	\$20,000.00
WARREN	41	2250	HOPE TOWNSHIP SCHOOL DISTRICT	\$20,000.00
WARREN	41	2970	MANSFIELD TOWNSHIP ELEMENTARY SCHOOL DISTRICT	\$40,000.00
WARREN	41	3675	NORTH WARREN REGIONAL	\$40,000.00
WARREN	41	4100	PHILLIPSBURG SCHOOL DISTRICT	\$200,000.00
WARREN	41	4200	POHATCONG TOWNSHIP SCHOOL DISTRICT	\$40,000.00