

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

**APPLICATION FOR GRANTS  
UNDER THE**

**Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)**

**CFDA # 84.425B**

**PR/Award # S425B200034**

**Grants.gov Tracking#: GRANT13154689**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200034

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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:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name:

New Jersey Department of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

\* c. Organizational DUNS:

d. Address:

\* Street1:

100 Riverview Plaza

Street2:

PO Box 500

\* City:

Trenton

County/Parish:

Mercer

\* State:

NJ: New Jersey

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

08625-0500

e. Organizational Unit:

Department Name:

NJ DEpt of Education

Division Name:

Academics and Performance

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

Prefix:

Ms.

\* First Name:

Diana

Middle Name:

\* Last Name:

Pasculli

Suffix:

Title:

Deputy Assistant Commissioner

Organizational Affiliation:

NJ Department of Education

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S425B200034

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## Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

### \* 12. Funding Opportunity Number:

ED-GRANTS-050120-001

\* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

### 13. Competition Identification Number:

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

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

Add Attachment

Delete Attachment

View Attachment

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

New Jersey Student Learning Standards Connect

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.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 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

**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:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

New Jersey Department of Education

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						
2. Fringe Benefits						
3. Travel	7,500.00	7,500.00	7,500.00			22,500.00
4. Equipment						
5. Supplies	1,000.00	1,000.00	1,000.00			3,000.00
6. Contractual	565,000.00	2,819,905.00	10,565,000.00			13,949,905.00
7. Construction						
8. Other	26,355.00	51,918.00	132,572.00			210,845.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is  %.

(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  %.

PR/Award # S425B200034

Name of Institution/Organization	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.	
New Jersey Department of Education		

**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)**

ED 524

## DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
☒ Prime    ☐ SubAwardee  
  

**\* Name**

**\* Street 1**

**\* City**

**State**

**Street 2**

**Zip**

**Congressional District, if known:**

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input style="width: 95%;" type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input style="width: 95%;" type="text" value="Education Stabilization Fund"/>  <b>CFDA Number, if applicable:</b> <input style="width: 80%;" type="text" value="84.425"/>
---	--

<b>8. Federal Action Number, if known:</b> <input style="width: 95%;" type="text"/>	<b>9. Award Amount, if known:</b> \$ <input style="width: 80%;" type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**  

Prefix

\* First Name

Middle Name

\* Last Name

Suffix

\* Street 1

Street 2

\* City

State

Zip

**b. Individual Performing Services** (including address if different from No. 10a)  

Prefix

\* First Name

Middle Name

\* Last Name

Suffix

\* Street 1

Street 2

\* City

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:**

**\* Name:**

Prefix

\* First Name

Middle Name

\* Last Name

Suffix

**Title:**

**Telephone No.:**

**Date:**

**Federal Use Only:**

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 Standard Form - LLL (Rev. 7-97)



## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

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 [REDACTED] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1235-GEPA Statement for REM Grant\_final.pdf

Add Attachment

Delete Attachment

View Attachment

PR/Award # S425B200034

Page e9

## GEPA Statement

The Statewide Learning System platform developed through this grant project is designed to increase access for all students for high quality remote learning. The cross divisional leadership team for the project and the stakeholder advisory group will be chosen to include staff and other stakeholders with expertise in developing content that is culturally competent and provides explicit supports for students with special needs students experiencing homelessness and English learners. The platform specifications will include accommodations, tiered systems of supports and interoperability with assistive technology students with disabilities may need. The need for transadapted text and/or materials in multiple languages for English Learner is also addressed in this grant. Closing existing digital gaps and ensuring all students access high-quality remote instruction will remain a priority as the NJDOE collaborates with private and public entities prior to implementation.

## 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

New Jersey Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: Kevin Middle Name:   
\* Last Name: Dehmer Suffix:   
\* Title: Assistant Commissioner for Finance

\* SIGNATURE:

\* DATE: 06/29/2020

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


OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**


Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Diana		Pasculli	

Address:

Street1:	100 Riverview Plaza
Street2:	POBox 500
City:	Trenron
County:	Mercer
State:	NJ: New Jersey
Zip Code:	08625-0500
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



**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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## 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.]

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## 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: 1234-REM grant abstract.pdf

Add Attachment

Delete Attachment

View Attachment

**Abstract: New Jersey ESF-REM Discretionary Grant Program Submission  
NJSLS Connect**

**Introduction.** The New Jersey Department of Education (NJDOE) seeks to address specific needs pertaining to accessing high-quality remote learning via Absolute Priority 3 (Field Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes). New Jersey schools closed on March 18 due to COVID-19 and remained closed for the remainder of the 2019-20 school year. Due to the lack of in-person instruction, Brookings Institute research<sup>i</sup> points to substantial learning loss nationally in both ELA and Math and predicts the largest losses will occur in mathematics grades K-5. As New Jersey plans for the reopening of schools in the fall of 2020, school districts will need to provide targeted instruction and support to students in the area of K-5 mathematics.

**Project and Goals.** This initiative promotes the increase of high-quality remote learning for all students through the implementation of a comprehensive statewide digital learning system (NJSLS Connect). This learning environment will contain data analysis tools, instructional tools and resources, interventions aligned to the New Jersey Student Learning Standards (NJSLS), and math instructional units for grades K-5. Instructional tools and resources developed will be free and accessible to the public. To meet the requirements of this initiative, the NJDOE aims to increase the number of students receiving standards-based, high quality, individualized digital learning in K-5 mathematics, increasing parent and guardian satisfaction, efficacy, and options within the digital learning environment, and strengthening the professional capacity of educators to successfully implement improvements to the digital learning environment. Student educational outcomes will be measured and tracked to ensure successful progression of this project.

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<sup>i</sup> *The Impact Of COVID-19 On Student Achievement and What It May Mean for Educators.* Jim Soland, Megan Kuhfeld, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu Wednesday, May 27, 2020

## Project Narrative File(s)

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**\* Mandatory Project Narrative File Filename:** 1236-NJDOE REM Application Final 6\_29\_COMPLETE.pdf

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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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

# New Jersey Student Learning Standards Connect Project Narrative

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## 1. Approach

The New Jersey Department of Education (NJDOE) is seeking support through the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) to implement a statewide digital learning system, that will include assessments, data analysis tools, instructional tools and tier 2 and 3 interventions aligned to the New Jersey Student Learning Standards (NJSLs) and math instructional units for grades K-5. To reach the approximately 500,000 elementary students and their families across the state, instructional tools will be online and accessible to the public. The system will be called NJSLs Connect.

By focusing on Absolute Priority 3 (Field Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes), the NJDOE aims to increase the number of students receiving standards-based, high quality, individualized digital learning in K-5 mathematics, increasing parent and guardian satisfaction, efficacy, and options within the digital learning environment, and strengthening the professional capacity of educators to successfully implement improvements to the digital learning environment. Student educational outcomes will be measured and tracked to ensure successful progression of this project.

As New Jersey continues to navigate the COVID-19 pandemic, our educational systems must be reinforced to ensure that they can maintain the ability to deliver high-quality education to all learners. Through this grant project NJDOE aims to (1) provide all students, parents and educators with additional online instructional tools and supports, at no cost, which are directly linked to standards and instructional units and (2) pilot a new digital-learning platform that would enable participating districts to provide high quality standards-based elementary math instruction in remote, hybrid and in-classroom settings. Building on existing initiatives, the grant project, seeks to facilitate access for educators, parents and students to online, standards-based

tools that will allow them easily to pivot from in-person to remote instruction, maintain the continuity of learning, and support individual student learning.

Prior to the COVID-19 pandemic outbreak, which exacerbated inequitable access to high quality, standards-based K-5 instruction, the NJDOE was engaged in ongoing efforts to increase access to high-quality instruction for all students. Three years ago, the NJDOE partnered with educator associations throughout the state to pilot the Connected Action Roadmap (CAR) framework, which is currently actively utilized in many New Jersey schools. The CAR framework helps drive a process of continuous school improvement by building and leveraging the capacity of educators. CAR helps educators to connect standards-aligned curriculum, instruction, assessment and professional learning to a school culture that promotes ongoing reflection on, and growth in, student learning. Additionally, NJDOE partnered with multiple educator associations to build educator capacity in understanding the standards by producing instructional units in ELA and mathematics. These resources are available online.<sup>1</sup> The next step, utilizing the NJSLS Connect platform, would be to provide additional resources that educators, and now parents, could access online. This would include tools to improve professional capacity in data analysis.

The design of NJSLS Connect will also build upon the New Jersey Tiered System of Support (NJTSS). Through a federal USED state personnel development grant, the NJDOE worked with stakeholders from across the state to build and implement the NJTSS, a framework for academic and behavioral supports and interventions for all students, based on the core components of multi-tiered systems of supports (MTSS)<sup>2</sup> and the three-tier prevention logic of

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<sup>1</sup> See <https://www.nj.gov/education/cccs/instructionalunits/ela/>

<sup>2</sup> MTSS is mentioned in the Every Student Succeeds Act as a framework for delivering evidence-based strategies and interventions within a schoolwide or targeted assistance program. New Jersey's ESSA state plan (page 8) offers

Response to Intervention (RTI). Guidelines and other implementation tools are available statewide for district teams to review and enhance existing RTI/MTSS systems or build a system that aligns with the NJSLS Connect platform for providing high-quality learning environments, assessments for screening and progress monitoring as well as Tier 1, 2 and 3 interventions, essential components of NJTSS. The tight alignment among NJSLS Connect and New Jersey's existing systems will ensure greater success in meeting the digital instructional needs of more students.

This grant proposes to build and pilot a comprehensive digital-learning platform that includes the capabilities of a learning management system (LMS), assessment management system, data analysis system, student management system, and provides a space for virtual instruction delivery. While various digital-learning platforms and LMSs are widely used in New Jersey, the assessments and instructional supports are often only loosely linked to New Jersey Student Learning Standards. This NJSLS Connect platform would be unique, leveraging the State's instructional units in mathematics to design end of unit assessments and instructional supports for students in mathematics grades K-5, resulting in a truly standards-based system aligned to the CAR model of continuous improvement. This online system would support students, teachers and parents by providing data that helps determine what a student knows and is able to do and provides differentiated supports for students; supports that could be accessed in school or remotely. By including evidence-based mathematics assessments and instructional supports to assist all students (including Special Education, English Language Learners, Gifted)

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the [New Jersey Tiered System of Support \(NJTSS\)](#). New Jersey's model of MTSS, as a process schools can use prevention, intervention and enrichment for all student groups promoting equitable services, the primary purpose of ESSA.

with recovery and accelerated learning, this tool will directly address impacts associated with the COVID-19 pandemic.

In the short-term, NJSLS Connect will build on already developed instructional units and other publicly available resources to provide additional instructional tools aligned to standards and instructional units. These will be available at no-cost on the NJDOE website. Within the first year of the project, students who attend New Jersey public schools, (including New Jersey's public charter school community), non-public schools or are homeschooled and their educators and families will have access to standards based instructional tools. Concurrently and based on the consultation of students, parents, educators and various experts, the NJDOE build and pilot a comprehensive digital-learning platform that will incorporate the CAR process and the NJTSS system which will enable students, parents, and educators to engage in a cycle of continuous improvements with supports for students that are targeted or customized.

Through the project described in this narrative, NJSLS Connect will maintain continuity of learning as we continue to navigate the COVID-19 pandemic, provide maximum flexibility to districts in adapting their instruction in the remote and in-classroom environment; facilitate equitable access and accommodations for all learners; support implementation of high-quality standards-aligned curriculum and differentiated instruction and assessment; and build on existing successful models of educator engagement and product development.

To achieve these goals, the digital-learning platform will be developed in conjunction with existing partnerships and with stakeholders representing New Jersey's diverse communities.

### **Meaningful Engagement and Investment: Development and Implementation**

The NJDOE Divisions of Academics and Performance and Student Services are well-positioned to provide project leadership, management and administrative grant support such as

data tracking and preparing federal reports. Staff members from these divisions will also oversee content development to ensure high quality tools that are aligned to NJSLS and NJTSS. To achieve the objectives of the proposed project, an internal NJDOE working group will be formed and will meet regularly to ensure successful implementation of NJSLS Connect. The internal working group will include staff members with expertise in field services, budget and accounting, technology, charter schools, non-public, assessment, performance management, special education, bilingual and educator preparation to ensure that all aspects of the project are supported and to ensure equitable participation across student groups. Resumes of key program office directors are included with this submission. The NJDOE will seek additional opportunities to augment staff capacity to support the implementation of this important initiative.

An advisory group, consisting of parents, teachers and school leaders from public, non-public and charter schools, and math education experts from the State's institutions of higher education, will be formed to guide the project from inception to address equity, the focus on evidence-based practices and current research in mathematics, professional development and technology and maximize parent and family accessibility to the NJSLS Connect platform.

### **Project Plan and Timelines**

The Request for Proposal (RFP) that will be issued if New Jersey is awarded this grant, will take twelve to eighteen months from concept to award. Because the RFP will involve an information technology component, it will require two additional levels of state level review, beyond what all RFPs encounter. The project plan reflects a focus on content development in year one, accessible to all educators and homeschoolers statewide, and implementation of the digital platform later in the process.

## Project Plan According to Grant Year with Milestones, Timelines, and Responsibilities

Year of Grant	Milestones	Timelines	Responsibility
<b>Grant Year 1 (Fall 2020-Summer 2021)</b>	Convene County Teachers of the Year and additional distinguished educators to develop through the CAR process, model instructional tools (e.g. videos of model lessons) that are aligned to instructional units. The work would be modeled after NJDOE's recent collaboration with educator associations	Fall 2020-Spring 2022; <i>Or full grant period as necessary</i>	Directors of Standards, Professional Learning
<b>Grant Year 1</b>	Establish internal NJDOE working group including staff members in field services, budget and accounting, grants management technology, charter schools, non-public, assessment, performance management, bilingual, Title I, NJDOE equity committee and educator preparation.  Establish external statewide project advisory group consisting of school admins, math educators, math pre-service professors, Bilingual/ ELL experts, SE, Title 1 supervisor/instructors, etc. NJDOE will leverage existing educator groups such as State Professional Learning Committee, Title I Practitioners, etc.	Full Grant Period	Directors from across NJDOE  Director of Assessment, Support by Communication team
<b>Grant Year 1</b>	Through a survey of parents of students in pilot districts, gather data on parent satisfaction with current tools utilized in digital-instruction	Fall 2020-Spring 2021	Project Leaders
<b>Grant Year 1</b>	Conduct landscape analysis of online tools and strategies currently being used, evaluate statewide collected updated digital access information and identify districts to learn from and districts that would most benefit from NJSLS Connect	Fall 2020-Spring 2021	Directors of Performance Management, Field Services, and Standards Advisory Group
<b>Grant Year 1</b>	Post RFP for bids; Complete NJDOE RFP review process	Fall 2020-Winter 2021	Project Leaders
<b>Grant Year 1</b>	Post on NJDOE website available model instructional tools aligned to instructional units on an ongoing basis so all parents and educators have free access to the tools	Winter 2020-Spring 2021	Director of Standards
<b>Grant Year 2 (Fall 2021-Summer 2022)</b>	With educational stakeholder groups and targeted districts most impacted by COVID-19, conduct a landscape analysis of the learning gaps in K-5 math instruction (with an emphasis on student subgroups)	Fall 2021-Spring 2022	Project Leaders
<b>Grant Year 2</b>	With stakeholder groups, establish key considerations, identify pilot districts prioritizing those with the greatest COVID-19 impacts (see counties most	Fall – Winter 2021	Project Leaders + Stakeholders

<b>Year of Grant</b>	<b>Milestones</b>	<b>Timelines</b>	<b>Responsibility</b>
	impacted in section 3), gaps in access to digital-learning, and need for educator and parent increased understanding of NJSLS		
<b>Grant Year 2</b>	Award RFP to vendor	January 2022	Project Leaders
<b>Grant Year 2</b>	Create NJSLS Connect digital-learning platform with components per RFP	Spring 2022	Vendor
<b>Grant Year 2</b>	Convene educators for the creation of K-5 content for use in the NJSLS Connect platform, including but not limited to instructional videos, resources for tiered interventions, best practices.	Winter 2020-Summer 2021	Project Leaders + Stakeholders
<b>Grant Year 2</b>	Upload the K-5 NJ educator-created content into NJSLS Connect as a repository that allows for statewide access	Summer 2022	Project Leaders and Vendor
<b>Grant Year 2</b>	Train pilot districts in use of the NJSLS Connect platform tools and functionalities, with emphasis on formative assessment, data, and use of the educator-created resources	Summer 2022	Project Leaders and Vendor
<b>Grant Year 2</b>	Establish baseline student data for growth analysis.	Summer 2022	Project Leads + Pilot Districts
<b>Grant Year 2</b>	Train parents/guardians in pilot districts on the NJSLS Connect platform and all online learning tools within the platform as well as analysis of their children's data to track progress	Summer 2022	Project Leaders and Vendors
<b>Grant Year 3 (Fall 2022-Summer 2023)</b>	Implement NJSLS Connect platform in pilot districts with feedback/data gathering loops in place and extensive professional development for users	Fall 2022-Spring 2023	Project Leaders + Pilot Districts
<b>Grant Year 3</b>	Use the NJSLS Connect platform to collect feedback via surveys from parents on satisfaction with the platform and digital learning	Fall 2022-Summer 2023	Project Leaders and Vendors
<b>Grant Year 3</b>	Analyze data on student growth through the use of the NJSLS Connect platform and the NJ educator-created content, resources, instructional units, etc.	Spring 2023	Project Leaders + Pilot Districts
<b>Grant Year 3</b>	Convene stakeholder groups to evaluate Year 1 of the NJSLS Connect platform, with emphasis on success in K-5 mathematics and student growth; discuss expansion opportunities in content, grade bands, resources, and additional districts.	Summer 2023	Project Leaders + Stakeholders

## **Performance Measures**

NJDOE will collect information and report on the following program performance measures using the proposed administrative reports and communications tools built in the LMS:

- Number of K-5 students using the NJSLS Connect platform in the first year of implementation;
- Percentage of parents of students using the NJSLS Connect platform who report increased satisfaction with the remote learning options at the end of the first year of implementation, as compared to baseline satisfaction, measured at the beginning of the first year, and
- The number of online learning tools available.

New Jersey is also proposing the following project-specific performance measures that will be collected and reported on:

- Number of online-educator created instructional tools aligned to the instructional units and the number of K-5 math teachers using the professional learning options at the end of year one of implementation, and
- Percentage of students using the NJSLS Connect platform who demonstrate significant progress in meeting K-5 standards by the end of year one of implementation as compared to a baseline at the beginning of year one.

NJDOE intends to work with stakeholders in grant years 1 and 2 to evaluate available data and gather priorities and feedback that will be used to develop goals and targets for these performance measures, prioritizing meeting the needs of all students. The collected data described below will be available in analyses provided in regular performance reports to the US Department of Education and publicly available for full transparency to all stakeholders.



### **Performance Measure 1: Student Use of the NJSLS Connect Digital-Learning Platform**

This performance measure will identify the number of students that are able to engage with the NJSLS Connect platform during year one of implementation. Due to the differing needs of students, the extent to which students use the system may vary, however, NJDOE would attempt to measure the level of engagement with the system based on whether they have accessed resources, taken assessments, or watched videos/training modules during year one.

NJDOE intends to make the digital platform and tools available to as many K-5 students as possible in year one, but will identify specific participating districts for the year one pilot. NJDOE will set targets to ensure that students are using the tool in all grade levels K-5 and across all student groups, including English Learners, students with disabilities, and gifted and talented/advanced students.

### **Performance Measure 2: Percentage of Parent Satisfaction**

**Baseline Data:** To better understand the needs of the education community following the shift to fully remote learning, in June 2020, the NJDOE received almost 300,000 parent survey responses to better understand parent and guardian experiences with remote learning and access to resources. The analysis of parent experience in the shift to remote learning reveals the following themes:

Parents of elementary school students had the most challenges in managing remote instruction (82.44%). Forty-four percent of parents are not confident that remote learning has had a positive effect on their child, even though only 4-6% of parents reported that they were not confident that their students had access to internet service or internet-capable devices to support online learning.

The initial goal is that the percentage of parents who are not confident in remote learning endeavors are cut in half, or 22% of respondents. Confounding factors that may explain parents initially feeling less than confident in their child's experiences with remote learning may include the lack of planning time and economic and health concerns brought on by the COVID-19 pandemic. This baseline will to be re-established once there is a cohort of parents who will interact with the new remote learning education models (*see Performance Measure 1*). Establishing a cohort will enable the NJDOE to track parent satisfaction through the same cohort of users as the project progresses.

To effectively gain a comprehensive understanding of parent experience with remote learning educational models, the NJDOE will use a multi-pronged approach to remove barriers to parent involvement to the greatest extent possible. To support a field-initiated, well-executed innovative educational model for remote learning, the NJDOE will implement the a comprehensive stakeholder engagement plan that includes a statewide landscape analysis of the current digital learning environment, the development of stakeholder committees to inform platforms, resources and parent supports, a parent satisfaction survey embedded in the LMS, and the development of trainings and resources based on the collected data.

### **Performance Measure 3: Remote Learning Options**

As part of the newly created NJSLS Connect digital-learning platform, a variety of instructional tools and resources will be available for students to meet their unique needs and to address learning gaps across multiple demographic groups in the state. This measure will identify the number and type of tools that are available for students through the NJSLS Connect digital-learning platform. This measure will be collected and reported at the end of year one of implementation and compared to the baseline of zero at the beginning of year one. The goal is

that by the end of year one, the following types of tools will be available for each instructional unit in K-5 mathematics:

- Synchronous and asynchronous instructional tools;
- Progress monitoring assessments;
- Data reports;
- Instructional videos and Animations for students; and
- Professional learning materials for educators and parents.

Additionally, these tools will be accessible to diverse learners, including English Learners and students with disabilities, so these tools should be accessible to students with multiple home languages and to students who require accommodations. NJDOE will report on the types of options available and the number of options available to students, along with additional information related to how tools were designed to meet the needs of all students.

#### **Performance Measure 4: Professional Learning Options**

This performance measure is tied to NJDOE's goal of increasing professional learning for educators statewide in the New Jersey Student Learning Standards (NJSLS), the instructional units in K-5 mathematics, the CAR model, and the use of data to drive instruction to provide targeted, individualized support for students. As the NJDOE has engaged educators in the past, educators will create model instructional content and differentiated supports aligned to tier 2 and 3 of the NJTSS. This content will be developed using the CAR framework, which is a tool for instructional improvement and is an effective form of professional learning. Teachers working in participating districts will receive coaching on the use of the NJSLS Connect system.

The two goals are that by the end of year one, at least 50% of the K-5 math instructional units will have corresponding educator-created instructional tools and educators in pilot districts

will attend two or more coaching sessions during year one of implementation. Participation will be tracked and reported.

### **Performance Measure 5: Student Educational Outcomes**

The NJSLS Connect digital-learning platform will offer tools and formative assessments to help educators identify the needs of all students and where gaps exist at the beginning of the school year. Participating districts will be able to use these formative assessment results to identify goals for closing these gaps for individual groups of students based on their specific needs. This performance measure will attempt to determine the percentage of K-5 mathematics students in participating districts who are able to meet these goals by the end of the first year of implementation.

Due to the potential for periodic school closures during the 2020-21 school year and the resulting potential long-term effects, it is not possible to know what the extent of those gaps will be at the time of implementation of this tool. Therefore, NJDOE proposes developing specific targets for this performance measure once additional data is available to assess learning loss and related gaps in performance as a result of the COVID-19 pandemic.

NJDOE proposes working with districts to develop goals and targets that are ambitious, yet achievable. Participating districts may be required to develop short-term and long-term individualized goals for students and student groups that align with K-5 mathematics standards and instructional units, ensure the unique needs of all students are met, and contribute to closing statewide learning gaps in mastering grade-level standards.

In evaluating this performance measure, NJDOE will determine the feasibility of factoring in student engagement levels with the NJSLS Connect digital-learning platform in year one to better measure the impact of the platform on student outcomes.

## 2. Analysis of Needs

The NJDOE has worked collaboratively with parents, practitioners, school and district leadership, educational nonprofit organizations and experts in outreach initiatives over the past several years to identify and address gaps in service to the education community. As the NJDOE continues to work closely with communities amidst the disruption of education due to the COVID-19 pandemic, it is apparent that the educational gaps identified previously persist, and in some cases have been exacerbated by the sudden pivot to a fully remote educational environment.

Nearly 700 public, charter and nonpublic districts in New Jersey set up various systems for remote learning on incredibly short notice. The shift to remote learning created an urgent need to provide supports that empower parents and increase their capacity to support their student efforts to master academic skills and knowledge. As New Jersey continues to navigate the COVID-19 pandemic and identify the impacts of unfinished learning, the NJDOE recognizes the need to provide academic supports and tools that will provide students with uninterrupted access to high-quality academic content as educators continue to evaluate and address their unique needs. The COVID-19 pandemic-related school closures highlighted the need to modernize New Jersey's educational system with tools that provide new opportunities and increased flexibility for online learning.

This grant prioritizes elementary mathematic education, where visual learning is key and where our youngest learners thrive in environments where they feel connected to their teachers. It is expected that the digital-learning platform funded through this grant will provide a bank of engaging teacher resources tied to state academic standards, along with online professional development on:

- Using the system along with the internet and other digital tools;
- Creating high quality content to add to the platform;
- Using data and assessments to guide instruction (data and assessment literacy);
- Using data to adjust instruction and close gaps;
- Teacher supports for differentiating instruction, acceleration and interventions;
- Using the NJTSS-aligned student support features of the system; and
- Building connections to real world experiences and prior math learning.

During the first month of the COVID-19 pandemic, New Jersey educators and service providers worked hard to find engaging lessons and supplemental videos, models and activities to enhance remote instruction. The first year of the proposed project will focus on identifying high-quality open source mathematics content appropriate for learners in grades K-5 for a statewide bank of instructional resources. This content will be aligned to the instructional units that were developed in collaboration with New Jersey educators across the state and will be available online at no cost. In subsequent years, the resources will also be integrated with digital-learning platform and expanded.

### **Parent Tools and Resources**

For the youngest remote learners, parental support is always essential. However, during the disruption to education in the 2019-2020 school year, parents have requested additional supports and resources to facilitate their students' remote learning experience. To best support them, New Jersey's LMS will need to contain a number of features specifically designed to help parents in their newly expanded roles as teachers, such as multimedia resources that introduce each unit, any prerequisite skills, and the New Jersey Student Learning Standards to which each activity is aligned communication features, and simplified versions of the teacher professional

development units. See Performance Measure 2 for more information about addressing parent needs.

### **Technology, Platform and Student Data Management**

Prior to the disruption of instruction due to the COVID-19 pandemic, the NJDOE engaged with hundreds of practitioners with the goal of improving its current technology and platforms, data and reporting mechanisms, meeting the needs of special populations, and other topics related to the statewide assessment system. Gaps identified that are relevant to this project include the need for:

- Timely and available student assessment data, within a robust and dynamic reporting system, that could be understood and utilized by a variety of audiences, like parents, teachers, students, and administrators;
- Streamlined student data management systems and student data dashboards;
- Data literacy engagement for parents and educators;
- Accessibility features for students with disabilities and ELLs;
- Technology and online tool training for educators and support staff, and
- Closing the digital divide and supporting 1-to-1 device access for students.

Recently, feedback provided by over 500 school and district leaders shows that concerns about equitable access to technology and staff capacity to maximize online tools have become more urgent. The NJDOE has already begun sharing best practices from innovative districts and developing resource banks and guidance to support schools in crafting their plans to address these gaps. Moving forward, the NJDOE envisions that the digital learning environment will ultimately act as a hub that connects various aspects of curriculum, instruction, assessment, data, and communication in a central digital space that supports a cycle of continuous improvement

and learning with targeted or customized supports for students inside and outside of the traditional school building.

New Jersey school districts have used both federal ESSA funds and state and local resources to purchase a variety of online tools for instruction and assessment. Barriers to success have included lack of fidelity of implementation and sufficient professional development for schoolwide, sustained use of data to inform instruction. To break down barriers to synchronization and visibility of content, use of data to drive instruction, and communications, the NJSLS Connect digital-learning platform will allow for interoperability with various external data and content sources by using standardized protocols for content portability and data exchange. The intent of using a common digital-learning platform is not to replace the existing systems that districts are using, but to unify into a more cohesive system that supports continuity of learning. Stakeholders will meaningfully inform the development of products to avoid the creation of additional barriers to accessing the digital learning environment.

### **Mathematics Instruction**

Overall achievement for mathematics has traditionally been lower than for English Language Arts (ELA) and mathematics achievement has proven to be more resistant to the instructional interventions than ELA. The National Council of Teachers of Mathematics<sup>3</sup> reported recently that the COVID-19 era will have significant implications for ensuring equitable access to high-quality teaching and learning in mathematics. When viewed by student demographic or learner groups, it becomes clear that African American students, students with

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<sup>3</sup> The National Council of Teachers of Mathematics (June 2020) Moving Forward: Mathematics Learning in the Era of COVID-19 ([https://www.nctm.org/uploadedFiles/Research\\_and\\_Advocacy/NCTM\\_NCSM\\_Moving\\_Forward.pdf](https://www.nctm.org/uploadedFiles/Research_and_Advocacy/NCTM_NCSM_Moving_Forward.pdf))



disabilities, and students living below the poverty line are most likely not to have access to high quality mathematics instruction.

Considering the importance of elementary mathematics and the social and economic implications of ethnicity, social class, and gender gaps, significant investments in improving elementary mathematics are justified. To this end, the grant program will be focused on K-5 mathematics to ensure all students, including historically disadvantaged students have access to high-quality elementary mathematics instruction. The NCTM recommends rethinking structures for math instruction in a post-COVID environment that eliminates ability grouping and includes differentiated support for each student to teach grade-level standards and just-in-time interventions during the school day that do not replace daily, grade-level instruction and are designed on the basis of the results from effective formative assessments. These innovative approaches are inherent in an NJTSS structure and will be incorporated into the NJSLS Connect platform.

The NJSLS Connect platform will include culturally responsive instructional lessons, assessments with accommodations, data analysis tools that will inform teachers about specific interventions to meet those needs and progress monitoring formative assessments to measure progress.

### **Meeting the Needs of All Students**

NJSLS Connect by design, will enable educators and parents to provide instructional supports, acceleration and interventions that meet students' individual needs.

**English Language Learners (ELLs):** To ensure access to all platform instructional and assessment materials for ELLs, content will be available in a minimum of Spanish with the potential for additional languages. An online bilingual dictionary, in a minimum of Spanish and English, will also be embedded in the platform.

**Students with Disabilities (SWD):** The digital-learning platform selected will have a well- designed array of research-based features to meet the needs of students with disabilities, a tiered system of supports, and [accessibility features and accommodations](#) that match what the state already provides for our statewide assessment system, including the [specific compatibility features required](#) for students who use assistive technology. Online instructional lessons will include differentiated supports, as recommended by NCTM (2020), and the principles of Universal Design to facilitate inclusion of students with disabilities in whole group and small group lessons and activities with typical peers. Captioning will be available for teacher-led lessons.

**Gifted and Talented/Advanced Students:** According to the *Handbook of Research on Software for Gifted and Talented School Activities in K-12 Classrooms*, gifted and talented students are often underserved due to the lack of appropriate resources and enriched curriculum. Gifted students need an individualized curriculum which is differentiated and based on their self-directed learning abilities and, higher order thinking, reasoning, and complex problem-solving skills. One of the significant advantages of having classroom access to an LMS is the ability to provide appropriate course extensions for gifted and talented, and/or advanced students without having to separate them from their chronological peers or regular school environment.

### 3. Coronavirus Burden

#### **General COVID-19 Impacts**

As the global COVID-19 pandemic unfolded in the United States, one of the nation's earliest and most significantly impacted hotspots occurred in the greater New York City, metropolitan area. Counties in the northern part of New Jersey, where many residents commute for work to New York City, experienced a swift and steep rise in the number of cases,

hospitalizations and deaths due to the novel coronavirus.<sup>4</sup> New Jersey has had 171,182 confirmed cases of COVID-19, resulting in 14,975 deaths, as of June 28, 2020. J. Dale Shoemaker of NJ Advance Media wrote that if the state of New Jersey was its own country, it would rank ninth for number of coronavirus cases. It would rank 11<sup>th</sup> in the world for number of deaths.<sup>5</sup>

Racial and ethnic groups were differently impacted; people of color (29%) are more likely than whites (20%) to say they or a member of their family has been infected. And while people of color make up about 32% of New Jersey's diverse population, 2017-18 data shows that 56% of New Jersey's 1.4 million students, were students of color. In the counties hardest hit by the pandemic (Essex, Hudson, Passaic and Middlesex), the likelihood is high that students have been negatively impacted by COVID-19. And while alarming patterns are present across all of New Jersey, in the hardest hit counties (named above), black residents died of COVID-19 at nearly double the rate of white residents.<sup>6</sup> It is also important to note that these four counties are densely populated and contain the highest percentage of New Jersey residents burdened with poverty, homelessness, food insecurity, limited English proficiency, and other social issues that contribute to stress in communities and hence, students

Beyond the clear social and emotional impact imposed by the morbidity and mortality associated with COVID-19, the closure of business across the state wreaked economic havoc on

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<sup>4</sup> See New Jersey Coronavirus Map and Case Count, *NY Times*, <https://www.nytimes.com/interactive/2020/us/new-jersey-coronavirus-cases.html>

<sup>5</sup> Shoemaker, J. Dale (April 5, 2020) If New Jersey Were a County, It Would Rank 9<sup>th</sup> in the World for Coronavirus Cases, *Advance Media*, <https://www.nj.com/coronavirus/2020/04/if-new-jersey-were-a-country-it-would-rank-9th-in-the-world-for-coronavirus-cases.html>

<sup>6</sup> Ralph, Pat (April 15, 2020) *Black People are Dying of COVID-19 at Disproportionate Rates in New Jersey, Reflecting National Patterns*, *Philly Voice* <https://www.phillyvoice.com/racial-disparities-covid-19-coronavirus-new-jersey-black-hispanic-americans/>

families. In the 13 weeks since the COVID-19 pandemic sidelined New Jersey businesses, 1.24 million workers representing 28% of the current labor force have filed for unemployment benefits. Again, these impacts were not equally distributed across the workforce. Closures of businesses and industries impacted hourly and service workers at disproportionately high rates. Financial insecurity brings enormous stress to individuals and families and many New Jersey students have been living with these impacts.

### **Educational Impacts**

Across New Jersey, NJDOE, community and district leaders have focused on families' digital access. Following a March survey, NJDOE identified approximately 90,000 students who could not fully access remote learning. As New Jersey's schools continue to innovate to increase access for students, New Jersey has still not yet secured access for every student. A survey deployed three months into remote learning indicates that even while 94-96% of parents have confidence in their students' ability to access remote learning, 44% of parents were not confident that remote learning has had a positive effect on their students (*see Performance Measure 2 on evaluating parent needs*). This indicates that parents have gained access to digital learning, but still need a great deal of support in standards-based instruction resources and understanding their students' performance.

By the end of June, most of New Jersey's students will have spent nearly one-third of their 2019-2020 school year learning remotely. Much has been written about the prospect that many students will return to school in the fall with learning loss as a result of the lack of in-person instruction. Brookings Institute<sup>7</sup> attempted to quantify the potential loss based on "typical time out of school" data. Their research points to substantial learning loss in both ELA and

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<sup>7</sup> *The Impact Of COVID-19 On Student Achievement and What It May Mean for Educators*. Jim Soland, Megan Kuhfeld, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu. Wednesday, May 27, 2020

mathematics and predicts the largest losses will occur in mathematics for grades K-5. Research shows that struggling students are more likely to experience the typical learning loss referenced by Brookings, at higher levels than students who are at or above grade level academically:

“These preliminary COVID Slide estimates suggest students could begin school in fall 2020 with roughly 70% of the learning gains in reading from the prior year relative to a typical school year. In mathematics, students may show even smaller learning gains from the previous year, returning with less than 50% of the gains.” We can expect, then, that students in counties with high impact from COVID will be further impacted by experiencing outsized learning loss from a school year that was cut drastically short under circumstances that students often experienced as traumatic.

#### **4. State Assets and Collaborative Efforts**

At the onset of the public health emergency, student and parent supports were focused on resources in three critical areas: addressing social and emotional learning (SEL); closing the digital access gap; and strengthening online learning. Below is a sample of supports provided by NJDOE through the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, other federal or state funds, or through NJDOE operating costs.

##### **Provided CARES Act funding to:**

- Local Education Agencies (LEAs) that were not eligible for an allocation from the formula portion of the CARES Act grant;
- Public educational institutions that were not eligible for an allocation from the formula portion of the grant as a result of not being an LEA. Specifically, these subgrants will be provided to: Special Services School Districts (SSSDs); educational institutions run by State agencies including the Department of Children and Families (DCF) and the Department of Corrections (DOC); the Juvenile Justice Centers; and Juvenile Detention Centers;

- Districts that received funds under Title 1, Part A of the ESEA in 2019-20, if applicable, to fund the difference between (1) the portion of its ESSER allocation the district must actually dedicate to equitable services for nonpublic schools (based on a nonpublic school's share of total enrollment in the LEA, in accordance with guidance issued by the U.S. Department of Education), and (2) the portion of its ESSER allocation the district would have to dedicate to equitable services if equitable shares were based on a nonpublic school's share of Title I-eligible students residing in the LEA;
- Support formula grants to LEAs for the purchase of 1:1 instructional devices (e.g., Chromebooks, iPads) and connectivity;
- Develop a Memorandum of Understanding with Rutgers, the State University of New Jersey, to address the Social-Emotional Learning needs of students impacted by COVID-19; and
- Support competitive grants for LEAs prioritizing activities that address learning loss in students, the need for additional summer instruction, compensatory education for students with Individualized Education Programs (IEPs), Social-Emotional Learning, and support for students experiencing homelessness.

### **Additional Support from Federal or Non-federal Sources to Improve Student Outcomes:**

The NJDOE will align project activities with improvement planning in schoolwide and targeted Title 1 programs and schools identified for comprehensive or targeted support in accordance with the Every Student Succeeds Act. The Annual School Planning Process, required for schoolwide programs and comprehensive and targeted support, will address the use of NJSLS Connect tools, where determined appropriate by school planning teams.

The NJDOE ensured supports for social and emotional learning are available by developing additional web-based resources in collaboration with educators, parents, school

administrators, mental health professionals and the Center for Great Teachers and Leaders at the American Institutes for Research, the Mid-Atlantic Comprehensive Center at WestEd. Through McKinney-Vento grant, NJDOE forged a new partnership with Drew University's Psychology Department and worked with current grantees to enhance provided additional social-emotional support services to those children and youth who were experiencing homelessness.

Nationally, the COVID-19 pandemic highlighted disparities in access to digital devices and the internet. Since school building closures, NJDOE has issued multiple surveys to districts regarding technology to understand and analyze district digital readiness as the prepared to transition to remote instruction and their needs. Examples of successful New Jersey public-private collaboration included Asbury Park's partnership with T-Mobile, resulting in the deployment of Wi-Fi-enabled devices to every student in the district and the public-private partnership recently announced by the Camden County Educational Services Commission.<sup>8</sup> Substantial progress has been made to increase the number of students able to connect from home and in June, districts reported that 86,545 remain unable to connect from their homes. NJDOE continues ongoing communication with 6 major partner vendors to ensure that every student can be digitally connected.

NJDOE partnered with the NJTV network and the New Jersey Education Association (NJEA) to produce NJTV Learning Live, a series of hour-long instructional episodes. Starting on April 6th, students tuned in to NJTV for on-air classes taught by some of New Jersey's finest public-school teachers. Hosted by Kimberly Dickstein Hughes, recipient of the 2019-2020 State Teacher of the Year Award, on-air classes were taught daily for grades three through six from 9 a.m. to 1 p.m. This project demonstrated the NJDOE's ability to swiftly convene and empower

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<sup>8</sup> "Public – Private Collaboration Minimizes the Digital Divide for New Jersey Students." Camden County Educational Services Commission, 22 June 2020. Press release. <https://www.smores.com/exhkw>

master educators to create high quality instructional materials. The proposed project leverages this model but more closely align the lessons to specific standards and instructional units. As described under Question 1, the proposed project would provide differentiated lessons for each standard and instructional unit addressing not only Tier 1 students, but also Tier 2 and 3.

Additionally, NJDOE partnered with Newsela, a K-12 instructional content platform, to engage all educators at a time when widening learning gaps for English Language learners call for even more tailored instruction. More than 450 educators joined the Newsela Webinars to learn: (1) strategies to support ELL students regardless of classroom (e.g. Gen Ed, ESL, Content area); (2) Alignment with English Language Development (ELD) Standards/Model Scaffolding; (3) using online platform data to drive instructional planning; and (4) temporarily accessing Spanish language resources on Newsela.

Tools developed through the NJTSS state personnel development grant will be available statewide for districts to review their intervention systems or implement a multi-tiered system of support aligned to NJSLS Connect.

### **Remaining Barriers**

When schools re-open, a wide range of learning needs, both social-emotional and academic will need to be addressed—needs that will persist into a future that almost certainly promises to further disrupt schooling. For this reason, the NJDOE is proactively seeking to design an innovative, blended learning model that integrates in-person-supported learning and technology-supported learning and builds on the work NJDOE has already undertaken to strengthen learning for every New Jersey student and family, no matter where it takes place.



## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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**INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY**

**Organization**

New Jersey Department of Education  
100 River View Plaza  
Trenton, NJ 08625

**Date:** May 22, 2020

**Agreement No:** [REDACTED]

**Filing Reference:** Replaces previous  
Agreement No [REDACTED]

**Dated:** 12/31/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
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\*In accordance with 2 CFR 200.414(g), New Jersey Department of Education requested an extension of its current predetermined rates for fiscal year 2016 and they are extended in accordance with this regulation.

**Distribution Base:**

MTDC	Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$ [REDACTED] (each award; each year).
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**Applicable To:**

Restricted	Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 And 34 CFR 76.563.
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**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

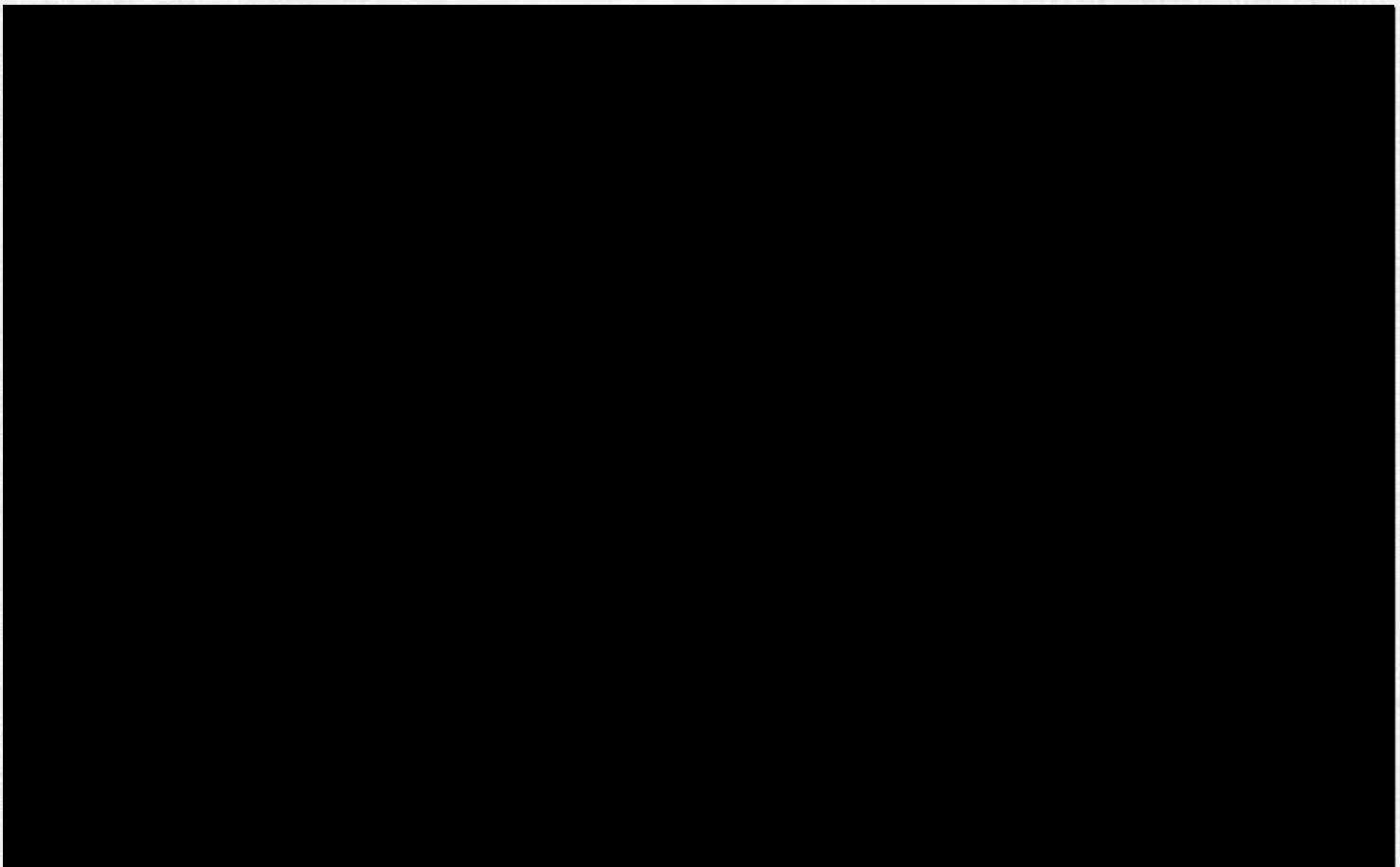
**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

### **Section III - Special Remarks**

**Alternative Reimbursement Methods:** If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

**Submission of Proposals:** New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

### **Section IV – Approvals**



**Kim Buxenbaum, Psy.D.**  
Director of the Office of Special Programs  
Division of Student Services  
New Jersey Department of Education



<b>Education</b>	Montclair State University, Montclair, NJ	2013
	New Jersey Principal/Director Certification	2015
	New Jersey School Administrator Certification	2018
	Caldwell College, Caldwell, NJ	
	New Jersey Supervisor Certification	2006
	Rutgers University Piscataway, NJ	
	Graduate School of Applied & Professional Psychology	
	Degree: Psy.D. School Psychology	1996
	Certification: NJ Certified School Psychologist	1995
	Dissertation Title: "Racial Identity Development and Its Relationship to Physical Appearance and Self-Esteem in Adults with One Black and One White Biological Parent."	
	Dissertation Advisors: Dr. Nancy Boyd-Franklin & Dr. Clayton Alderfer	
	Wesleyan University Middletown, CT	
	Bachelor of Arts	1991
	Majors: Psychology and Sociology	

<b>Licenses/Certifications</b>	New Jersey Certificate Chief School Administrator	2018
	New Jersey Certificate Principal/Director	2015
	New Jersey License to Practice Psychology	2008
	New Jersey Certified Supervisor	2006
	New Jersey Certified School Psychologist	1995

**Experience**

Director, Office of Special Education, Division of Student Services, New Jersey Department of Education, Trenton, NJ April 2019-Present

- Oversee the development of guidance, technical assistance and professional development for educators, families and stakeholders and facilitate implementation of state and federal special education law and regulations.
- Direct all operations of the Office of Special Education in the Division of Student Services for the New Jersey Department of Education.
- Direct and oversee the planning, development and implementation of development of programs and initiatives consistent with the department's mission in the areas of NJTSS and appropriate and equitable instruction and support for students with disabilities and their families.
- Institute office procedures to ensure compliance with federal and state requirements for the following programs: instruction, intervention and support for students with disabilities and support for their families (federal laws: IDEA and ESSA.)
- Cultivate a work environment that fosters fairness, equity, cooperation, respect, leadership and accurate, informed work.
- Oversee professional development activities for education administrators, teachers and professional staff to improve outcomes for students with disabilities and enhance the engagement of parents and families in the education of their children.

Director of Special Programs, Ridgewood Public Schools, Ridgewood, NJ July 2013 – March 2019

- Monitor Child Study Team (CST) operations and special education programs.
- Assess strengths and needs of special education operations and programs and develop solutions.
- Prepare and monitor the special education budget.
- Participate in the supervision and evaluation of CST personnel.
- Participate in the evaluation of the special education teachers, therapists, English Second Language (ESL) teachers and Education Specialists (Basic Skills Instruction (BSI) teachers)
- Plan and carry out staff development for Special Programs personnel. Assist the superintendent in planning and implementing staff and teacher development activities.
- Prepare all special education applications, reports, and Board of Education agenda items.
- Monitor special education, BSI and ESL instruction and social-emotional and crisis intervention services.
- Assess the effectiveness of programs and services, and advise superintendent on needs, problems, and opportunities; suggest possible solutions and courses of action.
- Advise the superintendent of policy and procedures relevant to record keeping and maintenance of confidentiality of records for the system.

- Responsible for all nonresident students, including private tuition students, staff children, affidavit students, in-district transfers and questionable residencies.
- Act as 504 Officer for the district, coordinate and monitor 504 activities, and develop procedures, train staff and teachers, and chair 504 Committee.
- Act as district Division of Children and Families (DCF) liaison.
- Act as district Homeless liaison.

Adjunct Professor, Rutgers University, Piscataway, NJ September 2013 – May 2016

- Instruct advanced school psychology students working in both school and clinical settings.

Clinical Psychologist – Private Practice, Upper Montclair, NJ October 2013 – Present

- Provide individual psychological therapy for adolescents and adults.
- Provide clinical and educational assessments for children, adolescents and adults.
- Provide individual and group supervision for mental health professionals at the Masters and Doctoral levels for diploma, certification and state licensing.

Supervisor: Livingston Alternative High School, Livingston Public Schools, Livingston, NJ September 2007 – November 2012

- Responsible for supervision of teachers and teaching assistants.
- Provided consultation and crisis intervention to students, teachers, staff, and parents.
- Provided training to teaching staff on a variety of mental health, behavior and learning issues.
- Consulted with administration and staff on curriculum needs and instructional methodology.
- Provided behavioral and social emotional interventions and modeling of strategies for students, parents and staff.
- Provided individual counseling to regular and special education students.
- Consulted with private therapists and doctors.
- Provided transition counseling to regular and special education students and parents.
- Observed, evaluated and coached special & general education teachers, CST, Physical, Occupational and Speech & Language Therapy personnel.
- Developed and monitored program budget and expenditures.
- Served on district academic and administrative committees.

District Affirmative Action Officer (AAO) & Anti-Bullying Coordinator (ABC), Livingston Public Schools, Livingston, NJ September 2009 – November 2012

- Responsible for investigating affirmative action and Harassment Intimidation and Bullying (HIB) complaints at the district level.
- Provided consultation to principals, building AAO's and building anti-bullying specialists (ABS).
- Responsible for training principals, building AAO's and building ABS' in the district.
- Presented annual affirmative action and anti-bullying workshops for district staff.
- Assured compliance with district affirmative action and HIB policies and procedures.

District NJ Alternate Proficiency Assessment (APA) Test Coordinator, Livingston Public Schools, Livingston, NJ 2010 – 2011

- Responsible for organizing and coordinating APA student exam portfolio's at the district level.
- Responsible for training CST members and teachers in the district.
- Provided consultation to CST case managers regarding the APA process and procedures.
- Provided consultation, including training, to personnel servicing district students attending non-district educational placements.
- Created systems to collect, organize and track district data regarding student APA performance.
- Assured district compliance with all New Jersey Department of Education rules and regulations related to the APA process.

School Psychologist, Livingston Public Schools, Livingston, NJ, November 2000 – June 2013; West Orange Public Schools, West Orange, NJ September 1998 – October 2000; Jersey City Public Schools, Jersey City, NJ February 1998 – June 1998; September 1994 – April 1995; March 1994 – June 1994

- Responsible for overall student case management of elementary, middle and high schools students within and out of district.
- Administered psychological assessment batteries.
- Conducted classification conferences with parents and child study team members.
- Developed Individual Education Plans (IEP) for classified students.
- Provided consultation and crisis intervention to students, teachers, staff, and parents.
- Consulted with private therapists and doctors.
- Provided individual and group counseling.
- Supervised School Psychology Interns from various Master and Doctoral programs in New Jersey & New York.

Summer Project Director, Livingston Public Schools, Livingston, NJ, Summers 2002 – 2006

- Director of remedial skills program offered each summer to k-6 at-risk general and special education students.
- Supervision of approximately 40 teachers, TA's, interns, and student volunteers.
- Development of program goals and vision.



- Fiscal responsibilities including annual budgeting and supply ordering.
- Hiring and staff development.
- Behavior management and management of discipline referrals.
- Class scheduling.

Clinical Psychologist, Accotink Academy, Springfield, VA September 1996 – February 1998

- Provided individual and group therapy to learning disabled and emotionally disturbed students.
- Member of multidisciplinary education and clinical team.
- Developed IEP goals and objectives for individual and group counseling.
- Provided consultation and crisis intervention to teachers, staff, students, and parents.

Clinical Psychology Intern, Lincoln Medical & Mental Health Center, Bronx, NY September 1995 – September 1996

- *Adult Outpatient Psychiatry*: Provided long-term and short-term psychotherapy in Spanish and English to multiracial adults.
- *Child Outpatient Psychiatry*: Provided short-term family and individual therapy, and intake evaluations, with multiracial children, adolescents, and families.
- *Pediatric Diabetes Clinic*: Consulted on an interdisciplinary team for a pediatric diabetes inpatient and outpatient population of multiracial children, adolescents and their families.
- *Pediatric Consultation Liaison*: Consultant to pediatric physicians on inpatient units evaluating children and adolescent adjustment to, and psychological factors affecting chronic illnesses.
- *Developmental Assessment*: Conducted developmental evaluations of multiracial children. Population included infant to school-aged children.
- *Psychiatric Emergency Room*: Provided consultations with Attending Psychiatrist to evaluate psychological functioning of patients, and their need for psychiatric intervention and hospitalization.

**Presentations and Staff Development**

2016 – “Least Restrictive Environment” presented to Ridgewood parents and community members in partnership with the Ridgewood Learning Service Home and School Association (LSHSA).

2015 – “Special Education 101” presented in partnership with the Ridgewood LSHSA to parents and community members.

2013 - 2015 – “Special Education in Ridgewood” presented to administrators, teachers and staff in Ridgewood Public Schools.

2009, 2011, 2012- “New Staff – Affirmative Action Workshop” presented to teachers and staff new to Livingston Public Schools.

2009, 2010, 2011- “New Principals – Affirmative Action Workshop” presented to principals and assistant principals new to Livingston Public Schools.

2009, 2010, 2011- “Affirmative Action Officer Workshop” presented to district building Affirmative Action Officer’s (AAO’s) in Livingston Public Schools.

2011- “HIB/Affirmative Action Training” presented to district staff.

2011- “Bullying Prevention for Parents” presented to nursing staff of Clara Mass Hospital.

2011- “Bullying Prevention” presented to Livingston Public Schools district staff.

2010- “Affirmative Action and Communication Recovery” co-presented with building AAO to entire faculty at Livingston High School and district principals.

2010- “Alternative Proficiency Assessment for 2010-2011 School Year” presented to Child Study Team members in Livingston Public Schools.

2009- “Building Affirmative Action Workshop” presented to building staff at Burnet Hill Elementary, Riker Hill Elementary and Livingston High Schools.

2009- “Bereavement – How do we Cope?” co-presented with Student Assistance Counselor to entire Livingston Public Schools coaching staff.

2009- “Child Study Team Roles and Responsibilities” presented to select faculty and administration of CREATE High School in Jersey City, NJ.

2009- “Discipline with Special Education Students” presented to select faculty and administration of CREATE High School in Jersey City, NJ.

2009- “Learning Differences and Learning Needs: Intelligence, Disabilities and the Law” guest lecturer for a “Psychology of Learning” class at Queens College in New York City.

2009- “Learning Disabilities in the Classroom” presented to select faculty and administration of CREATE High School in Jersey City, NJ.

2009- “Student – Affirmative Action Workshop” co-presented with building Affirmative Action Officer to 9<sup>th</sup> and 10<sup>th</sup> grade students at Livingston High School.

2009- “Student Eligibility for Special Education” presented to select faculty and administration of CREATE High School in Jersey City, NJ.

2008- Present “Alternative School Program for Independent Recognition in Education (ASPIRE) – Overview” presented to students Livingston Alternative High School (aka Program ~~ASPIRE~~).

2008- Present "Livingston Alternative High School – Parent Night" presented to Livingston Alternative High School parents.

2008- "Bullying. What Should You Do?" co-presented with Student Assistance Counselor and District Affirmative Action Officer to faculty at Heritage Middle School.

2008- "Bullying. What Should You Do?" co-presented with Student Assistance Counselor and District Affirmative Action Officer to parents and community members of Livingston Public Schools.

2008- "Choice Theory – An Overview" presented to Livingston Alternative High School faculty and staff.

2008- "Teaching Choice Theory to Students" presented to Livingston Alternative High School faculty and staff.

2008- "Teaching Philosophy and the High School Student – Are YOU the Boss?" presented to Livingston Alternative High School faculty.

2008- "Understanding by Design – the Basics" presented to Livingston Alternative High School faculty.

2007, 2008- "Bipolar Disorder in Children" presented to faculty at Burnet Hill Elementary and Riker Hill Elementary Schools.

2004, 2005- "Students with Emotional Disabilities in the High School" presented to select general and special education teachers in Livingston High School.

**Professional Committees**

- Administrative Council Ridgewood Public Schools, July 2013 – Present
- 504/I&RS Team Mount Pleasant Middle School, November 2012 – June 2013
- Crisis Management Team Mount Pleasant Middle School, November 2012 – June 2013
- School Safety Team Mount Pleasant Middle School, November 2012 – June 2013
- Anti-Bullying Committee Coordinator, 2010 – 2011
- CORE Team Livingston High School, 2000 – November 2012
- Crisis Management Team Livingston High School, 2000 – November 2012
- Administrative Team Livingston High School, 2010 – November 2012
- I&RS/504 Team Livingston High School, 2000 – 2010

**Professional Organizations**

- American Psychological Association
- Council for Exceptional Children
- National Association of School Psychologists
- New Jersey Association of Pupil Service Administrators
- New Jersey Principals and Supervisors Association
- New Jersey Council of Administrators of Special Education
- North Jersey Special Education Administrators Association

**References**

Available upon request







BEVERLY R. PLEIN



<http://tinyurl.com/pleinwork>

*Passionate about helping educators leverage digital technologies to ensure equitable access for all students to a high-quality education that is relevant, meaningful, and prepares students to thrive in an innovation economy.*

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## EDUCATION AND CERTIFICATION

**Ph.D.** Montclair State University, Montclair, New Jersey.

Dissertation: [Online Connectivity: A Social Study of Educators' Affinity for Teaching and Learning Using Social Media.](#)

**M.S.** Educational Technology, Long Island University, Brookville, New York.

**B.A.** Home Economics Education, Summa Cum Laude, Montclair State University.  
New Jersey Supervisor Certificate, Rutgers University, New Brunswick, New Jersey.

## PROFESSIONAL EXPERIENCES

**Director, Office of Standards, 21<sup>st</sup> Century Skills Specialist, and Social Studies Coordinator**

2008 – present

New Jersey Department of Education (NJDOE)

- Designed and implemented the [Principal Learning Network](#): a series of multifaceted collaborative professional learning experiences. Goal was to build capacity of school leaders by creating a space where principals could share promising practices, seek feedback, and gain access to resources and personalized coaching.
- Developed a strategic, evidenced-based approach to [review and revise](#) the New Jersey Student Learning Standards. Currently managing a team of content-area coordinators responsible for overseeing educator writing teams in seven content areas (> 120 educators), facilitating in-person and virtual meetings, seeking and integrating public feedback, and gaining approval of the New Jersey State Board of Education.
- Create and lead dynamic professional development focused on instructional practice, technology integration, and student achievement for *all* students to teachers, administrators, grant recipients, professional organizations, higher education faculty, museum and community groups, and state agencies.
- Collaborate with the [Partnership for Collaborative Learning](#) (leadership teams from key state professional organizations) to promote equity and access to a systematic approach to teacher-led professional learning communities focused on curriculum, instruction, and assessment development. Design and facilitate multi-year face-to-face and virtual learning experiences in support of implementation of the recently created [English Language Arts and Mathematics Instructional Units](#).

- Serve on [New Jersey's Computer Science Advisory Board](#) comprised of district leaders and STEM/CS teachers, New Jersey Department of Labor and Homeland Security, higher education institutions, [Code.org](#), and NJDOE leadership tasked with developing and executing a strategic plan designed to promote equitable access to K-12 Computer Science classes in all 600+ districts.
- Collaborate with NJDOE content-area coordinators to design, execute, and track short and long-term strategic project plans to measure progress on the Commissioner's vision and goals using statewide data.
- Facilitated multi-year [webinar series](#) with the National Archives targeting administrators, teachers, teacher preparation faculty, and pre-service teachers.
- Build relationship by engaging in face-to-face and virtual dialogue sessions with educators representing urban, suburban, and rural communities, ethnically and socioeconomically diverse public, private, and charter schools and parents, university faculty, government agencies, community groups, non-profit organizations, and business leaders to learn about innovative practices and receive feedback on current and proposed NJDOE initiatives.
- Represent the NJDOE as an Advisory Board member for 21<sup>st</sup> Century Community Learning Centers, [New Jersey History Day](#), New Jersey Geographic Alliance, and History Center at Stevens Institute of Technology ([Raising Engineering Awareness through the Conduit of History](#) initiative).
- Served as New Jersey's liaison to the Partnership for 21st Century Skills and collaborated with other states on the P21 Toolkit for Common Core State Standards.
- Designed and facilitated [Connecting to the Core](#), a multi-day institute for teams of educators in all content areas to create interdisciplinary performance-based assessment tasks.
- Collaborated with Junior Achievement and major banking and financial institutions, non-profit organizations, and state agencies to implement New Jersey's first Financial Literacy Summit.
- Engage in outreach to the educational community through the creation of official broadcasts, social media, monthly newsletters, and written and oral responses to inquiries from the public.

### **Technology Coach/Facilitator, Family and Consumer Science Teacher**

2004 – 2008

Benjamin Franklin Middle School Teaneck, NJ

1991 – 2004

Cresskill Jr. Sr. High School Cresskill, NJ

- Spearheaded the [PC Tablet pilot program](#) that grew from 7 to 30 teachers in 3 years; designed to increase student achievement, empower teachers to take instructional risks by implementing innovative, technology-rich learning experiences, and provide access to personalized coaching.
- Collaborated with teachers to develop authentic interdisciplinary learning experiences that promoted the development of content knowledge and 21<sup>st</sup> century skills.
- Provided support for an international environmental science inquiry, *Four Rivers One World*, involving middle school students and teachers from Bangladesh, Nepal, India, and United States.
- Facilitated [A World in Motion \(AWIM\) pilot](#), an engineering project for middle school students sponsored by Stevens Institute and Verizon; led to full implementation across district.

- Leveraged technology to create relevant learning experiences incorporating real world data, connecting with experts in the field, and providing opportunities for students to develop digital literacy skills through the creation of videos, [podcasts](#), and websites.

**Adjunct Professor**

Montclair State University

2004 -2009 *Social Studies and the Arts in the Elementary School Classroom (ECEL 408 /516)*

- Presented research-based strategies designed to promote democratic practices, safe learning spaces, and supportive learning environments.
- Engaged with pre-service and in-service teachers in the creation of student-centered learning experiences that promoted the development of critical thinking and problem-solving skills.
- Designed instructional experiences for adult learners that fostered collaboration, reflective thinking, and effective use of technology.
- Facilitate discussions regarding how to develop culturally responsive learning experiences to address the needs of all learners.

**GRANTS**

- The Alliance for Education. Longview Foundation. Multi-state grant to promote the development of global competencies among teachers and students involving New Jersey, West Virginia, and Washington state departments of education. *Awarded \$30,000.*
- FRESH Project (Fostering Respect for Education with Senior [Citizens] Help.) Milken Family Foundation Festival for Youth Grant. Created an outdoor classroom and facilitated interactions with senior citizens. *Awarded \$8,000.*

**REFEREED SCHOLARLY PRESENTATIONS**

Plein, B. R. (2018, April). [\*Creating a participatory environment: Experiences that foster educator choice and voice\*](#). Poster session presented at the meeting of the American Educational Research Association, New York City, NY.

**SELECTED PRESENTATIONS**

Plein, B., Greer, D. (2019). [\*New Jersey Student Learning Standards Review Process\*](#). Presentation for New Jersey Standards Kickoff, Ewing, NJ.

Plein, B. (2018). [\*2020: Charing the Course for Social Studies\*](#). Presentation for New Jersey Council of Social Studies, New Brunswick, NJ.

Plein, B. (2018). [\*Designing Classroom Learning Experiences with Students in Mind\*](#). Presentation for New Jersey Council of Social Studies, New Brunswick, NJ.

Plein, B., Haberl, L. (2016). [\*Designing Project Based Learning Units in Career Pathways\*](#). Presentation for Building Capacity for Career Pathways Summer Institute, Edison, NJ.

Plein, B. (2015). *Developing Disciplinary Literacy Skills in Social Studies for ALL Students*.

- Plein, B. (2014). *Holocaust and Genocide Studies: A Way to Address the Core*. Presentation for Council of Holocaust Educators of New Jersey, Middletown, NJ.
- Plein, B., Quinlan, C., Haberl, L. (2010). *A Global Vision: Examining Student Work Through the Lens of the Global Matrix*. Presentation for GoGlobal Institute, Lewisburg, WVA.
- Plein, B., Ebert, J. (2008). *Think Big, Think Global, Think 21st Century Skills*. Presentation for the meeting of the International Society for Technology in Education, Atlanta, GA.
- Plein, B. (2005). *Understanding Standards-Based Assessment and Score Reporting*. Presentation for the New Jersey Teacher's Academy, Princeton, NJ.
- Plein, B. (2005). *Technology Can Be A Bridge for Learning*. Keynote presentation for New Jersey Educational Forum, Princeton, NJ.

### HONORS and RECOGNITION

[National Milken Educator Award](#). Awarded \$25,000 and participated in a national symposium in Washington, D.C. with Milken Educators and education policy leaders.

Google Certified Educator.

21<sup>st</sup> Century Learning Facilitator. Selected by Oracle Education Foundation to provide personalized virtual coaching and in-person professional learning experiences to Egypt's top 100 educators using [Buck Institute's](#) approach to project-based learning.

Featured on Classroom Close Up television show ([technology coach](#), [teacher](#)), Neighborhood Journal radio, and ABC News.

Grand Prize Winner of Paul Newman's "Cookin' Up a Better World." See story in [NJEA Review Magazine](#).

### PUBLISHED WORKS

Plein, Beverly R., "Online Connectivity: A Social Study of Educators' Affinity for Teaching and Learning Using Social Media" (2018). *Theses, Dissertations and Culminating Projects*. 156. <https://digitalcommons.montclair.edu/etd/156>

Plein, B. (2007). Connecting students to the world that lies ahead. In R. Stone (Ed.), [Best Practices for Teaching Writing](#). Thousand Oaks: Corwin Press.

Plein, B. (2005). Success is just a click away. In R. Stone (Ed.), [Best Classroom Management Practices for Reaching All Learners](#). Thousand Oaks: Corwin Press.

### PROFESSIONAL ASSOCIATIONS

[American Educational Research Association, Division K](#)

[Association for Supervision and Curriculum Development](#)

[Council of State Social Studies Specialists](#), Technology Committee

[Discovery Education Network](#)

[International Society for Technology Education](#)

[National Council of Social Studies](#)

[New Jersey Council of Social Studies](#)

## REFERENCES

Dr. David Greer  
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New Jersey Department of Education  
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Madison School District  
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Teaneck School District  
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Phone: (201) [REDACTED]

# MARIA CASALE

## EXPERIENCE

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### **Planning Associate 3, Office of Career Readiness**

**7/13-Present**

New Jersey Department of Education, Trenton, NJ

- Serve as Discretionary Grant Coordinator for office, coordinating with the Office of Grants Management and program officers.
- Provide technical assistance for Perkins grant recipients including secondary, postsecondary and college grantees. Lead college program officer.
- Serve as Cluster Lead for Health Sciences Career cluster to provide districts with resources, industry trends, and technical assistance regarding health careers.
- Work on major projects for the office with a focus on planning, streamlining, efficiency and coordinating different processes to provide seamless customer experiences.

### **Open Public Records Act (OPRA) Custodian**

**2/12-7/13**

New Jersey Department of Education, Trenton, NJ

- Handled all requests submitted to the DOE by members of the public for records under DOE jurisdiction.
- Worked closely with internal and external agencies including the Attorney General's office and the Governor's Office to meet all legal requirements and timelines as created by statute.

### **Planning Associate 3, Office of Charter Schools**

**9/06-2/12**

New Jersey Department of Education, Trenton, NJ

- Managed federal Charter School Grants, both start up and dissemination.
- Served as resource person for Mercer County charter schools.
- Worked as part of team to review new charter applications, monitor charter schools and renew charters as needed.
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### **Planning Associate 3, OVTCIP**

**1/04-9/06**

New Jersey Department of Education, Trenton, NJ

Under the direct supervision of the Director of the Office of Vocational-Technical, Career and Innovative Programs:

- Developed budget materials;
- Wrote grant applications for Charter School Grants, AP Test Fee Grant and AP Improvement Program grants; and
- Administered Title V of the ESEA, including data collection and reporting to USDE.

### **Planning Associate 3, Office of Grants Management**

**4/02-1/04**

New Jersey Department of Education, Trenton, NJ

- Coordinated discretionary grant work throughout the department. Supervised four grant specialists. Created and disseminated training materials for districts and other grant recipients.

**Planning Associate 2, Office of Grants Management**

**2/99-4/02**

New Jersey Department of Education, Trenton, NJ

- As a discretionary grant specialist, worked directly with program offices to develop Notices of Grant Opportunity, review grant budgets and review interim and final fiscal reports.

**EDUCATION**

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**M.B.A. Health and Medical Services Administration, 1996**

Widener University, Chester, PA

**B.A. Ethics, 1985**

Smith College, Northampton, MA

**REFERENCES**

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Available upon request





**State of New Jersey**

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

PHILIP D. MURPHY  
*Governor*

SHEILA Y. OLIVER  
*Lt. Governor*

LAMONT O. REPOLLET, Ed.D.  
*Commissioner*

**TO:** Office of Elementary and Secondary Education  
United States Department of Education.

**FROM:** Lamont O. Repollet, Ed.  
Commissioner

**DATE:** June 29, 2020

**SUBJECT:** ESF-REM Grant Program

Pursuant to application requirement number 5, outlined on page 21 of the FY 2020 Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program Notice Inviting Applications (NIA), this is to certify that the New Jersey Department of Education (NJDOE) will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out. This may include, but is not limited to, working with the NJDOE at the outset of the grant to establish common performance measures, data elements, or data definitions.

If you have questions or need additional information, please contact Diana Pasculli at 609-  
[REDACTED] or [REDACTED]

c: Kellie LeDet  
Peggy McDonald  
Gilbert Gonzalez



## State of New Jersey

OFFICE OF THE GOVERNOR

P.O. Box 001

TRENTON, NJ 08625-0001

PHILIP D. MURPHY  
Governor

June 29, 2020

Betsy DeVos, Secretary of Education  
U.S. Department of Education  
Education Stabilization Fund  
400 Maryland Ave., SW  
Washington D.C. 20202-6244

Dear Secretary DeVos:

I am pleased to support the New Jersey Department of Education's Application for the FY2020 Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program. New Jersey will be applying under Absolute Priority 3: Field-Initiated Projects for Educational Models for Remote Learning to improve Student Outcomes.

As Governor, I have witnessed first-hand the devastating impact that the Novel Coronavirus (COVID-19) has had on New Jersey. As a result of the spread of COVID-19, New Jersey school buildings were closed to students on March 18, 2020, and students finished the 2019-2020 school year via remote instruction. The State's educational system pivoted rapidly and adjusted academic instruction, related services, and meal delivery, among other school-related functions, to ensure that students continued to receive a high-quality education and all the services they needed during the period of school building closures. The effort was immense, and I salute our educators, administrators, students, and parents, who collectively maintained the continuity of learning during this unprecedented time.

In the time since I announced school building closures in March, the New Jersey Department of Education has done extensive outreach with Superintendents and other educators, parents, community-based organizations, and professional associations to help school communities navigate the swift change to remote learning and to cull information for best practices related to remote learning. Through this outreach, the Department learned that many approaches worked remarkably well, while other aspects of remote instruction delivery, like the availability of age-appropriate remote learning resources, and the inability to assist and oversee our youngest learners during virtual instruction, were deeply challenging. As we look ahead to reentering the classroom, New Jersey school districts are developing plans for instructional models that include both in-person and remote, hybrid learning. At the same time, it is clear from pandemic trends that all schools must be prepared to go back to a fully remote setting, further highlighting the need for learning tools that maximize flexibility and maintain continuity of learning. To that end, the New Jersey Department of Education seeks to build a Learning Management Platform that combines standards-based assessments, feedback reports and tools to help parents and teachers determine where students need help and to use the customized learning supports provided. This system will be specific to New Jersey, aligned to the state's student learning standards, and will be focused on the state's instructional units in elementary mathematics, an area in which students across the state have traditionally needed additional supports, even before the pandemic began.

I thank the United States Department of Education for the opportunity to strengthen remote learning in order to advance equity and accelerate learning for all New Jersey students.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

# NEW JERSEY SLS CONNECT BUDGET NARRATIVE

In order to carry out the work proposed in New Jersey's application for the Re-Imaging K-12 Education Grant, the following items are proposed in the grant budget:

## **Personnel (██████0):**

The project will be staffed with personnel possessing expertise in the areas of convening distinguished educators, elementary math education and student support services, as well as grant management. The staff budget is directly connected to project goals as staff will ensure the proposed learning management system (LMS) includes high quality, standards-based math content; the instructional tools and resources are appropriate for diverse learners; and all data, tools, as supports are easily accessible to students, parents, and educators. The New Jersey Department of Education (NJDOE) will staff the project with leadership and expertise from various program offices relevant to the attainment of project objectives. Although specific staff members from key program offices have not yet been assigned to the project, the resumes of individuals in leadership roles within the Divisions of Academics and Performance and Student Support Services are provided in the appendix. Additional opportunities to augment staff capacity through professional services will be pursued to support the implementation of this important initiative.

## Project Manager - Academics 25% FTE charged to grant (\$██████)

The Director of the Office of Standards leads the mathematics standards work for the state. S/he will oversee and approve final math content materials to ensure the educator-created elementary math content is high quality and easily accessible to all parents, students and educators across the state. S/he will oversee high quality professional development aligned to the Connected Action

Roadmap process and identifying best practices that can be adapted or exist in the remote learning realm.

Project Manager – Student Services 25% FTE charged to grant (\$ [REDACTED])

The Director of Special Education leads the work around ensuring that the project serves our most underrepresented students and those with special needs. S/he will oversee and approve the instructional supports tools to ensure they align with New Jersey's Tiered System of Supports and are high quality and easily accessible to all parents, students and educators across the state.

S/he will oversee high quality professional and parental learning that can be adapted or exist in the remote learning realm for identified special populations, including students with disabilities, English Learners, Gifted and talented students and students experiencing homelessness and/or poverty.

Implementation Coordinator 100% of FTE to grant (\$ [REDACTED])

The implementation coordinator will serve as a liaison between the vendors, stakeholder groups, and various program offices supporting the project across the department. S/he will interface with the project managers in each program office, as well as the respective program office staff to execute project activities that lead to major implementation milestones.

Grant Manager 25% of FTE to grant (\$ [REDACTED])

The grant manager will assume administrative and fiscal responsibilities for the grant, including but not limited to assisting with the RFP process, monitoring vendor deliverables timelines, reviewing and approving vendor invoices for payment, data collection and analysis support particularly as it pertains to fiscal aspects of the grant, and fiscal federal grant reporting.

**Fringe (\$ [REDACTED])**

The request for fringe benefits is calculated at 55% of salary.

**Travel (22,500):**

Travel costs are included to support the work of the project staff in activities such as traveling to meet with stakeholders, evaluating existing platform implementations, meeting with vendors, and for professional development/conferences that are relevant to their work on project implementation and management activities.

**Supplies (\$3,000):**

The supplies request includes nominal amounts for printing and mailing for materials primarily for the stakeholder advisory group.

**Contractual (\$ [REDACTED])**

The majority of the grant funds are allocated to this line item. It represents two major activity streams that are critical to the grant project:

Stakeholder Advisory Group (\$ [REDACTED])

To create instructional tools and tiered supports, New Jersey Department of Education will build on its deep experience in partnering with educator associations and distinguished educators to create the key components of the Student Learning System such as the free standards-based video lessons, free professional learning webinars, and formative assessment items. Budgeted educator expenses will provide invaluable resources to the work of developing a standards-based learning platform, which creates greater access to high-quality remote learning opportunities and will lead to greater parent satisfaction with the instructional tools.

If informed and developed by these critical stakeholders, the project will result in more educators delivering high-quality instruction aligned to the CAR model and NJDOE instructional units in K-5 mathematics.

#### Student Learning Management System Vendor (\$12,254,905)

The largest portion of the grant funds will be committed to funding the work of the vendor we choose through the Request for Proposal process. It is anticipated that once the vendor is selected, there will be some payment in Year 2 based on agreed upon deliverables. In Year 3, the amount dedicated to the vendor is based on a per-pupil cost of \$100 per student for 100,000 students.

The per-pupil cost will cover fees associated with, but not limited to, platform hosting, system maintenance, end-user technical support, and professional development services.

To meet the goals of this project, the Student Learning Management System design, tools and implementation, the New Jersey Department of Education will convene an Advisory Group consisting of representatives of stakeholders from throughout the state, including but not limited to students, parents, teachers and administrators from public schools including New Jersey's public charter schools, non-public schools, the homeschooling community, and math education professors and researchers from New Jersey's Higher Education community. Different members may be compensated to engage in different activities and role-alike ongoing, focus groups. Stakeholder input will create a more accessible and effective Student Learning Management System and the corresponding online instructional tools. These projects will increase parent and educator capacity to provide individualized students supports for diverse learners in in-person and remote settings.

**Other:** (\$ [REDACTED])

Direct Costs at [REDACTED] \$ [REDACTED]

Telephone and Technology Fees for 1.75 FTEs \$ [REDACTED]

**Indirect Costs:** (\$ [REDACTED])

Indirect costs were using New Jersey's approved [REDACTED] rate.