



**Application for the
New Jersey School Climate Improvement (NJ SCI) Coaching and Consultative Support Cohort**

*The application deadline has been extended only for districts that have never administered the NJ SCI Survey.
Completed applications should be emailed to njscisupport@rutgers.edu by December 3, 2025.*

Applicants should download a copy of this document and fully review the [Program Overview](#) prior to completing this application. Click here to [view a recording](#) of an informational webinar and live Q & A.

Respond to the following questions or prompts directly in this document. Evaluation of applications will be based on motivation, capacity, and demonstrated commitment to support school climate improvement, with priority given to districts demonstrating extenuating need and the capacity to meet program requirements. We highly recommend that personnel with knowledge of district practices around school climate and culture complete this application, potentially with support/input from the leaders of potential pilot schools.

I. District Motivation, Readiness and Commitment Profile

1. Describe if your district has collected school climate data in the past and/or your motivation for using the NJ SCI Survey going forward. If you have previously collected data, include details about what data were collected, methods used (e.g., surveys, observations, focus groups, local records), when data collection occurred, which groups in the community were involved, and any school climate needs identified in your



community. Describe your plans going forward to use data to guide school climate interventions, including plans to incorporate the NJ SCI Survey.

2. It is recommended that the District Climate Leadership Team (DCLT) and School Climate Leadership Teams (SCLTs) meet regularly to function effectively and fulfill project requirements (it is understood that these teams may function as one in small or single-school districts).
 - a. What existing committees or structures at the district and/or school level could serve as the basis for forming the DCLT and SCLT (e.g., SEL committee, PBSIS committee)?
 - b. Using the table below, list the name(s) of a potential District Climate Coordinator(s), a district-level supervisor or director who will coordinate school climate efforts in the district. Additionally list the names of schools that will likely collect data using the NJ SCI Survey this year and the names of their principals. Once accepted into the project Superintendent will be asked to identify 1-2 principals to work closely with the NJ SCI Consultant on the process.

District Climate Coordinator Name(s) and District Role(s) (must be a district-level supervisor or director)	
School Names that will likely collect NJ SCI Survey data this year	Names of School Principals



- c. If selected for the cohort, describe the intended meeting schedule for next year (frequency, length of meetings) for your DCLT and/or SCLT(s) and what those meetings will look like (e.g., before, during, or after school, during in-services, location).
3. In the table below describe any existing research-based initiatives, programs, practices, resources, and/or outside supports (at the district- or school-levels) that you are currently, or will be, engaged in, which are designed to impact school climate. You may add rows as needed.

Name of intervention/strategy/program	Schools /Grade level(s) served	Area of focus/intended outcomes	Length of time approach and/or program/materials have been used in your district	Are external consultants/coaches providing implementation support? If so, explain.

- 4. Describe any anticipated barriers to engaging in the School Climate Change Process (e.g., receptivity, resources, capacity to do work, training)? How do you plan to overcome these barriers?

5. Describe how and at what points in the process your district and schools will use existing and/or new methods of communication to inform and engage staff, families, and students, in school climate improvement efforts over the next three years.

II. Assurances

District-Level Assurances

- Superintendent will ensure that the expectations outlined in the [Program Overview](#) are fulfilled according to the [program timeline](#).
- Superintendent will complete the Terms of Use for the NJ SCI Platform on behalf of the district (if not previously completed) and ensure ongoing district-wide compliance.
- Superintendent will submit a signed Letter of Cooperation that indicates the district's agreement to participate as a site (and have schools and school staff participate) in a Rutgers research project related to school climate improvement during the duration of their involvement with the NJ SCI cohort.
- Superintendent is willing to have district and schools be publicly identified and recognized for participation in the NJ SCI cohort and for completion of project benchmarks.
- Superintendent will identify at least one, and up to two, pilot schools with leaders who are invested in participating in the cohort for three school years and able to fulfill its requirements (including school-level assurances below).
- DCLT members, including an appointed District Climate Coordinator, will provide release time for school leaders and their teams for virtual and/or onsite coaching and consultation with NJ SCI Consultants at agreed upon intervals each calendar year, and will attend consultations as needed to provide support to pilot school leaders and to facilitate scaling of efforts beyond the pilot schools in multi-school districts (see program timeline).

School-Level Assurances (pilot school site selections will be determined following an intake interview upon project acceptance)

- School leaders will commit to forming and maintaining a SCLT led by the principal (team champion) and make efforts to include staff with various perspectives and roles.



- School leaders will create a schedule for SCLT members that ensures they are able to meet regularly (recommend monthly) to implement the school climate change process and participate in scheduled consultations with NJ SCI Consultants (virtual and/or onsite).
- School leaders will ensure SCLT members are able to participate in all aspects of asynchronous training, consultative support, and communities of practice offered (see program timeline).
- School leaders will commit to completing and documenting all stages of the school climate change process within the NJ SCI Platform (all data are confidential, securely stored, and are the property of the district).
- School leaders in pilot schools will be willing to share general insights and experiences from their involvement in the cohort to support other schools within their district in adopting and implementing the school climate change process, as well as in cohort presentations and professional presentations, as interested.

Return your completed and signed application as an email attachment to njscisupport@rutgers.edu by November 11, 2025.

After the initial review of applications, finalists will be invited to participate in an interview in mid-November, with districts being selected by January 2026 to receive ongoing consultation. By signing below, you acknowledge that you have read and understand the requirements and expectations for receiving NJ SCI coaching and consultative support as outlined in this application.

Superintendent's Signature

Date

The SCTP is sponsored by the New Jersey Department of Education, Division of Educational Services, in collaboration with the Graduate School of Applied and Professional Psychology at Rutgers, The State University of New Jersey; funded by IDEA, Part B. Continued availability of the NJ SCI Survey and Platform and associated coaching and consultation services is contingent on continued funding support.



SCTP Application 2025

It is the responsibility of the submitting staff and/or superintendent to determine if board approval will be required to participate in the NJ SCI coaching and consultation cohort and to obtain board approval prior to submitting an application or as soon as possible following acceptance.

The SCTP reserves the right to exit districts and/or schools in the cohort which do not meet annual project requirements as communicated at the outset of the project.