

# Notification of Funding OpportunityPreschool Education Aid (PEA) 2023-2024

**Angelica Allen-McMillan, Ed.D.** **Acting Commissioner**

**New Jersey Department of Education**

**Contact:**

**Cary A. Booker****Assistant Commissioner
Division of Early Childhood Services**

**Contact Number: (609) 376-9077**

**doeearlychild@doe.nj.gov**

**Proposal Due Date:**

**August 11, 2023**

**12:00 p.m.**

## Table of Contents

* [**I. Program Information**](#_I._Program_Information)
	+ [1.1 Program Description](#_1.1_Program_Description)
	+ [1.2 Eligibility to Apply](#_1.2_Eligibility_to)
	+ [1.3 Statutory/Regulatory Source and Funding](#_1.3_Statutory/Regulatory_Source)
	+ [1.4 Dissemination of this Notice](#_1.4_Dissemination_of)
	+ [1.5 Technical Assistance Workshop](#_1.5_Technical_Assistance)
	+ [1.6 Proposal Submission](#_1.6_Proposal_Submission)
	+ [1.7 Budget Reporting](#_1.7_Budget_Reporting)
	+ [1.8 Disbursement of Funds](#_1.8_Disbursement_of)
* **[II. Project Guidelines](#_2.1_Program_Requirements)**
	+ [2.1 Program Requirements](#_2.1_Program_Requirements)
	+ [2.2 Cost Proposal](#_2.2_Cost_Proposal)
	+ [2.3 Allowable Use of Funds](#_2.3_Allowable_Use)
* [**III. Completing the Application**](#_III._Completing_the)
* [**IV. Award Selection**](#_IV._Award_Selection)
* [**V. Application Narrative**](#_V._Application_Narrative)
	+ [5.1 Operational Plan Overview](#_5.1_Operational_Plan)
	+ [5.2 Outreach, Recruitment Enrollment](#_5.2_Outreach,_Recruitment) and Facilities
	+ [5.3 Community Collaboration and Family Engagement](#_5.3_Community_Collaboration)
	+ [5.4 Transitions](#_5.4_Transitions_(5)
	+ [5.5 Preschool Administration and Health and Safety](#_5.5_Preschool_Administration)
	+ [5.6 Coaching Supports](#_5.6_Coaching_Supports:)
	+ [5.7 Curriculum Implement, Child Assessment and Supporting ELL](#_5.7_Curriculum_Implementation,)
	+ [5.8 Inclusion of Children with IEPs](#_5.8_Inclusion_of)
	+ [5.9 Program Evaluation and Professional Development](#_5.9_Program_Evaluation)
	+ [5.10 Monitoring and Budget Narrative](#_5.10_Monitoring_and)
* **[Resources](#_Resources_1)**

## I. Program Information

### 1.1 Program Description

This notification for funding is to announce the availability of Preschool Education Aid (PEA) to increase access to high-quality preschool for New Jersey three- and four-year-old children in the 2023-2024 school year. The final Fiscal Year (FY) 2024 budget appropriation included $40 million to increase the number of school districts offering high-quality state-funded preschool and the overall number of New Jersey children served in high-quality preschool programs. Districts are eligible for funding to increase the number of children served, the length of program day offered, and the quality of the programs; excluding school districts that are already fully funded (e.g., districts formerly known as Abbott and current PEA districts).

The New Jersey Department of Education (Department) intends that school districts implement this program no later than January 1, 2024. However, for the 2023-2024 school year, school districts are able to articulate an opening date of the program between September 2023 and January 1, 2024. Priority will be given to a school district implementing a mixed delivery model (i.e., contracting with Head Start and licensed child care providers). Additional consideration will be provided to Early Childhood Program Aid (ECPA) and Early Launch to Learn Initiative (ELLI) funded districts that transition to Preschool Expansion.

### 1.2 Eligibility to Apply

School districts offering a state-funded general education preschool program (ECPA/ELLI) may apply to expand the current program to serve more children or to offer extended program hours. School districts that have higher free and reduced-price lunch (FRPL) percentages will be prioritized for consideration. Priority consideration will be based on:

* Districts at 20 percent FRPL or above, with successful application;
* Districts at 15-19 percent FRPL, with successful application;
* Districts at 10-14 percent FRPL, with successful application; and
* Districts with less than 10 percent FRPL, with successful applications.

### 1.3 Statutory/Regulatory Source and Funding

The application and implementation of the program must be in conformance with all applicable State and Federal regulations. The Administration, in concert with prevailing early childhood research, recognizes that providing our youngest learners with high-quality early education will have long-lasting benefits to the children served, their families, and the communities they live in. The FY2024 budget agreement will invest $40 million in new preschool funding to continue expanding high-quality preschool education across the state.

From the amount appropriated for PEA, the Commissioner of the Department shall provide State aid to districts to provide free access to full-day preschool for three- and four-year-old children residing in the school district in accordance with the preschool quality standards adopted by the Commissioner. The Commissioner shall determine which school districts shall receive PEA based on a school district's demonstration of its readiness to operate a preschool program consistent with the preschool quality standards.

### 1.4 Dissemination of this Notice

Through the Division of Early Childhood Services, the Department notices this funding opportunity available to eligible school districts in the State, as described above in Section 1.2, Eligibility to Apply. Superintendents, School Business Administrators, Executive County Superintendents, and Executive County Business Officials, in eligible districts, will receive notification of the availability funds in correspondence dated July 3, 2023.

Copies of this application are available on the [Division of Early Childhood](https://www.nj.gov/education/ece) Services webpage or by contacting the Division of Early Childhood Services at the Department at doeearlychild@doe.nj.gov

### 1.5 Technical Assistance Workshop

The Division of Early Childhood Services will host **mandatory** Technical Assistance (TA) Workshops for all PEA applicants. The workshops are scheduled for Monday, July 10 from 2:00-3:30 p.m. or Tuesday, July 11 from 10:00-11:30 a.m. It is recommended that school districts identify a team of administrators to participate in the technical assistance workshop. The last 30 minutes will be spent discussing the budget portion of the application; therefore, Business Administrators may wish to participate in certain portions of the technical assistance. School districts must send a minimum of one district staff member or district consultant to be eligible to apply for PEA. If school districts plan to apply collaboratively, a staff member or district consultant from each district in the collaboration must attend. Please email doeearlychild@doe.nj.gov with the session you wish to attend and the names and email addresses of the district representative(s) on the virtual meeting. A link to the selected session will be sent. Districts are only required to attend one of the two sessions and must stay for the entire presentation. The sessions are identical, so there is no need to attend both.  **The registration deadline for the July 10th session is 3:00 p.m. on Friday, July 7, 2023. The deadline to register for the July 11th session is 12:00 p.m. on Monday, July 10th .**

### 1.6 Proposal Submission

Applicants must upload required application documents via [New Jersey Homeroom](https://homeroom.state.nj.us/) **no later than 12:00 p.m. on August 11, 2023.** If you have any issues submitting via Homeroom, please contact your in-district Homeroom administrator.The Department will **not accept a late proposal**. The responsibility for a timely submission resides with the applicant.The applicant district will not be eligible for an award if the proposal is **incomplete** or **received after the due date.**

### 1.7 Budget Reporting

Districts should refer to the Division of Early Childhood Services District Budget Planning Workbook Instructions Preschool Education Aid for 2023-2024.

### 1.8 Disbursement of Funds

Funding will be disbursed evenly across the district's remaining state aid payments for FY2024 using 218 as the fund and program codes for PEA. Funding may be expended immediately upon initial disbursement if start-up supplies are needed (furniture, classroom materials, supplies, staff training, etc.). All funding is contingent upon approval.

## II. Project Guidelines

Applicants must submit a completed PEA Application and PEA Budget Statement, using the forms provided by the Department due August 11, 2023.

### 2.1 Program Requirements

* Only eligible children may be supported with PEA funding. Eligible children are defined as a resident, general education three- and four-year-old children. Age eligibility should be determined using the same date used by the district for kindergarten enrollment. Note that children currently in the program cannot be displaced during expansion.
* The district must have space to operate classrooms or plan with existing community child care providers or Head Start agencies for collaboration. According to N.J.A.C. 6A:13A, districts shall contract with every willing and able Head Start program in the local catchment area. The district must provide documentation that it has contacted local licensed child care providers to determine ability to enter partnerships to serve all eligible children. Districts contracting with private child care providers or Head Start agencies are required to submit a letter of intent between the district and the provider pending funding by the Department. The letter of intent must include the signatures of the administrator for the district and provider. If approved, districts will execute a signed provider or Head Start contract and distribute funding based on costs outlined in the provider budget workbook. The Department will provide districts with a contract template.
* Children with disabilities must be placed in the least restrictive environment. Each proposed general education preschool classroom must be considered for placement of preschool children with disabilities. This is beneficial for all children and in compliance with federal and state law. Please note that you will be required by federal law to ensure that your self-contained preschool disabled classrooms must meet the same length of day as your PEA classrooms. Note that PEA does not support costs for preschoolers with disabilities. Funds for students with disabilities, in general education classrooms, will be required to be represented in the PEA budget workbook.
* The projected class size may not exceed 15 children in all general education PEA-funded preschool classes and must be served in a full-day program.
* Regardless of the setting, preschool classroom teachers must hold a bachelor's degree and, at a minimum, a certificate of eligibility or certificate of eligibility with advanced standing for preschool through grade three or other equivalent preschool certification as set forth in [N.J.A.C.6A:9B](https://www.state.nj.us/education/code/current/title6a/chap9b.pdf).
* The proposed program follows the general district's school calendar and length of day (minimum 180 days and 6 hours).
* Districts must meet [N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs](https://www.nj.gov/education/code/current/title6a/chap13a.pdf) and [Preschool Program Implementation Guidelines,](https://www.nj.gov/education/earlychildhood/preschool/docs/PSImplementationGuidelines.pdf) which delineate higher standards, including, but not limited to: Preschool Instructional Coaches, Preschool Intervention and Referral Specialists (PIRS) trained in the Pyramid Model, and use of a developmental screening tool on all incoming children upon entry. Districts must demonstrate a plan to hire appropriate staff in order to meet the requirements of the program.
* The proposed program must implement a research-based curriculum model approved by the Department and meet the Division of Early Childhood Services' [Preschool Teaching and Learning Standards.](https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf)
* The district must have an existing or newly established Early Childhood Advisory Council (ECAC) or equivalent. The ECAC provides an opportunity for diverse stakeholders to review community needs data, evaluate and identify the needs of the children and families and serve as a conduit for resources to address those identified needs. The ECAC is representative of the community and should include, but not be limited to, the following groups: parents, representatives from the school district, child care providers, Head Start (if applicable to the district), municipal agencies, health professionals/agencies, higher education, and other child and family advocates that can provide resources and supports and work collaboratively for continuous improvement of program quality.
* Funded districts and contracted child care provider and Head Start sites must enroll in [Grow NJ Kids](http://www.grownjkids.com/) and complete the Grow NJ Kids self-assessment during the 2025-2026 school year and begin the rating process in the 2026-2027 school year.
* No temporary classroom units (TCU's) or other temporary facilities, as defined in [N.J.A.C.6A:26](https://www.state.nj.us/education/code/current/title6a/chap26.pdf) shall be used for preschool classrooms.
* All contracted providers and Head Start programs shall apply to participate in the Child and Adult Care Food Program (CACFP).  *Private providers should be aware of CACFP requirements and application timelines prior to entering into a signed agreement with the Board of Education in order to ensure a smooth transition. For more information on the CACFP and to begin the application process, private providers should contact Steven Kraemer at* NJCACFP-PEA@ag.nj.gov*.*

Although not required, the following factors lead to more comprehensive and equitable programs:

* Offering dual language programs.
* Placing no more than two to three children with Individual Education Plans in a general education classroom.

### 2.2 Cost Proposal

#### Costs of Full-day Programs

For full-school day programs of at least six hours, per-pupil funding will be provided commensurate with the county rates listed below:

Costs of Full-Day Programs
2023-2024

|  |  |  |  |
| --- | --- | --- | --- |
| County | District | Provider | Head Start |
| Atlantic  | 14,286 | 16,056 | 8,872 |
| Bergen | 14,813 | 16,649 | 9,200 |
| Burlington | 14,514 | 16,313 | 9,014 |
| Camden | 14,395 | 16,179 | 8,940 |
| Cape May | 13,896 | 15,619 | 8,630 |
| Cumberland | 14,045 | 15,786 | 8,723 |
| Essex | 15,087 | 16,958 | 9,370 |
| Gloucester | 14,300 | 16,073 | 8,881 |
| Hudson | 15,241 | 17,130 | 9,465 |
| Hunterdon | 14,862 | 16,704 | 9,230 |
| Mercer | 14,866 | 16,709 | 9,233 |
| Middlesex | 14,806 | 16,641 | 9,195 |
| Monmouth | 14,669 | 16,487 | 9,110 |
| Morris | 15,002 | 16,862 | 9,317 |
| Ocean | 14,263 | 16,032 | 8,858 |
| Passaic | 14,580 | 16,388 | 9,055 |
| Salem | 14,300 | 16,073 | 8,881 |
| Somerset | 15,261 | 17,153 | 9,478 |
| Sussex | 14,551 | 16,355 | 9,037 |
| Union | 15,006 | 16,866 | 9,320 |
| Warren | 14,237 | 16,002 | 8,842 |

Note that the above per-pupil amounts are intended to support both the direct cost of serving children in classrooms and the district-wide oversight of the program. See budget workbook instructions for more detail.

### 2.3 Allowable Use of Funds (see PEA Budget Workbook Instructions for further details)

PEA funding may only be used to support the cost of serving eligible children in a high-quality preschool program. The eligible population of children is defined as follows:

General education children who are three-and four-years-old based on the same district cut-off date used for kindergarten enrollment; and

* Children who meet residency requirements of the applicant district(s). If multiple districts collaborate to offer this program, children must meet the residency requirements of one of the partnering districts;
* PEA funds may be braided with other funding sources but may only be used in accordance with the line items provided in the PEA Budget Workbook. The proposed budget uses PEA funds only as allowed; otherwise, the district is not eligible (see budget workbook instructions);
* The total number of children served and/or duration (length of day) must increase with these funds. If private child care agencies contract with the district to provide a preschool program, they may not increase their profits with this funding; and
* Existing special education or federal funding sources used to support preschoolers cannot be supplanted by PEA; the district's share of special education or local funding to support preschoolers with disabilities must be included on the budget workbook (see budget workbook instructions).

## III. Completing the Application

To apply for funds under this program, each applicant must submit a complete PEA Operational Plan, including all Excel tables and the 2023-2024 PEA Budget Workbook. Narrative responses should total no more than two pages per section. Please use the application checklist below as a guide to ensure all components of the district’s application are complete and included.

Application Checklist

(Add x or ✓ in column 2)

| **Required Sections** | **Included** |
| --- | --- |
| **Award Proposal Title Page** |  |
| **Budget Workbook, including:** |  |
| **Table 1: Enrollment** |  |
| **Table 2: Capacity** |  |
| **Table 3: Providers** |  |
| **Table 4: Teachers** |  |
| **Table 4a: Teachers' Assistants** |  |
| **Schedule A Personnel** |  |
| **Provider Per Pupil Amounts** |  |
| **Budget Planning Worksheet** |  |
| **Operational Plan Overview** |  |
| **Program Plan Components**  |  |
| **Facilities Floor Plans (with square footage)** |  |
| **Statement of Assurances** |  |
| **Certified Board Resolution** |  |

## IV. Award Selection

Committees consisting of Department staff and other early childhood education experts will evaluate all eligible applications. Applicants must complete the 2023-2024 PEA Application, which will be evaluated based on quality, comprehensiveness, completeness, accuracy, and appropriateness of response to the guidelines and requirements. Applicants may request information about their evaluation scores by writing to the Department Application Control Center. The Department reserves the right to withdraw from consideration any application that does not include each component to be evaluated and scored in the evaluation process. Eligible applications who meet the cut score will be ranked and funded in descending order, from highest to lowest score and utilizing the priority rankings identified in section 1.2 above, until available funds have been used. Reviewers will use the points indicated in each section to score the application content.

Preschool Education Aid FY 2023-2024 (PEA) Award Proposal Title Page

Title of Program: Preschool Education Aid 2023-2024

Division: Early Childhood Services

Office: Preschool Education

District Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

County Name and County Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Name and Code: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

City: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ State: \_\_\_\_\_\_\_\_\_\_ Zip: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Primary Contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number: (\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax#: (\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Business Administrator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number: (\_\_\_\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax#: (\_\_\_\_) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Duration of fiscal period from: \_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_ (mm/dd format)

Total Amount of PEA Funds Requested: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Proposed Program Implementation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Board Resolution: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Attach the Board Certified Resolution or provide the date of expected board resolution.

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Chief School Administrator Print Name Date

**Applicants must upload required application documents via New Jersey Homeroom, no later than 12:00 p.m. on Friday, August 11, 2023. The Department *will not accept a late proposal*. The responsibility for a timely submission resides with the applicant. The applicant district will not be eligible for an award if the proposal is incomplete or receivedafter the due date.**

## V. Application Narrative

The purpose of the 2023-2024 PEA Application is to provide a comprehensive description of how the school district will implement each required component of a high-quality preschool program for three- and four-year-old children as detailed in [N.J.A.C. 6A:13A](https://www.nj.gov/education/earlychildhood/preschool/docs/highqualitypreschool6A13A.pdf) and in the Department, Division of Early Childhood Services Preschool Implementation Guidelines.

A school district's plan should be built around the Preschool Program Implementation Guidelines, N.J.A.C. 6A:13A: Elements of High-Quality Preschool Programs, the Preschool Classroom Teaching Guidelines, preschool program assessments including the Early Childhood Environment Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools (where appropriate), Grow NJ Kids, New Jersey's Quality Rating and Improvement System (QRIS), and any other data source specific to the school district's preschool program.

### 5.1 Operational Plan Overview (5 points)

Provide a general overview of the district's FY2024 proposed preschool program operational plan. Listed below are questions the district must address in the narrative:

1. Describe your current preschool program, including demographics and community services/resources offered to the preschool children and families. **Note:** **Five priority points will be given to current ECPA or ELLI districts whose base score is 70 or higher.**

2. What is the vision of your preschool program? How would additional funding support it?

3. Does your district include preschool in your Title I need assessment?

### 5.2 Outreach, Recruitment, Enrollment and Facilities (10 points)

1. Describe the strategies the district has in place for serving eligible preschool students, with a five-year plan to serve 90 percent of the universe of three- and four-year-old’s. What efforts will the district implement to recruit and place preschool children, especially the hardest to reach families (e.g., recent immigrants, low-income, teen parents, etc.) and work towards serving the universe?

2. Note that districts are highly encouraged to contract with community childcare programs and pursuant to N.J.A.C. 6A:13A, districts are required to contract with any willing and able Head Start agencies within the local catchment area, to offer a high-quality preschool program within a mixed delivery system to serve eligible children. **Note:** **Districts who contract with Head Start and/or private providers will be given ten (10) priority points if the base score is 70 or higher.**

Please address the specific items below:

a. The program will begin operation no later than January 2, 2024. Please note the projected start date, if earlier.

b. What methods will the district use to attract hard-to-reach families, and how will the district commit to serving a large proportion of low-income children?

c. Please provide documentation to demonstrate what collaborative arrangements the district will make with community child care programs and/or Head Start to provide services to eligible children? If the district is not collaborating with local licensed programs to serve eligible preschool children, please provide a detailed explanation of the reason(s). Districts can obtain local program information from: [Licensed Child Care Locator](https://childcareexplorer.njccis.com/portal/).

d. If the district is unable to contract with a local Head Start program, please indicate why. Please provide documentation of the outcome of the discussion on partnering with the local Head Start agency.

e. Provide evidence that the plan is based on knowledge of community needs.

#### Preschool Universe

N.J.A.C.6A:13A, Elements of High-Quality Preschool Programs, defines the p*reschool universe as* all three- and four-year-old general education children eligible for preschool pursuant to the School Funding Reform Act (PL 2007, c. 260). The preschool universe is calculated as twice the first-grade enrollment in the district's traditional public, charter and renaissance school projects. Note: When applicable, districts can use a lottery system for enrollment, consideration should be given to children whose families are income eligible.

3. Please provide enrollment projections for the general education students for the next five years in the Enrollment Projections table below.

Enrollment Projections for General Education Students

|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | **Universe** | **Projected Enrollment** | **Percentage of Universe Projected** |
| **2023-2024** |  |  |  |
| **2024-2025** |  |  |  |
| **2025-2026** |  |  |  |
| **2026-2027** |  |  |  |
| **2027-2028** |  |  |  |

4. Planned recruitment efforts.

|  |  |
| --- | --- |
| Add an X or ✓ in column 2 for all that apply |  |
| Develop promotional materials (e.g., flyers, postcards, bookmarks, magnets, signs) |  |
| Direct outreach to community locations (e.g., churches, grocery stores, daycare centers, etc.) |  |
| Engage community leaders to help get the message out |  |
| Engage local service clubs and organizations (e.g., Rotary, Elks) to help promote your program |  |
| Write a feature news story or media announcement for the local newspaper |  |
| Convene the Early Childhood Advisory Council (ECAC) in planning your outreach |  |
| Participate in special community events to help promote your program |  |
| Identify different segments of the community to target your communications |  |
| Utilize billboards and transit advertising  |  |
| Conduct an open house, tour, or another kick-off event |  |
| Schedule speaking engagements for program leaders |  |
| Produce and distribute public service announcements to local media |  |
| Utilize social media (e.g., Facebook, Twitter, Instagram) in your outreach efforts  |  |
| Devote more staff time to your outreach efforts |  |
| Respond promptly to telephone, website and social media inquiries |  |
| Provide additional information and training sessions for staff to help get the message out |  |
| Seek resources from the community (e.g., marketing consultation) |  |
| Seek businesses or nonprofits in your community willing to help you promote your program |  |
| Locate available resources for advertising your needs and developing an outreach plan |  |
| Other (please specify):  |  |

#### Facilities

**Please complete the facilities chart below for all preschool general education/inclusion classrooms. Do not include preschool self-contained classrooms.**

All district and provider classrooms must meet facilities requirements of 950 square feet (inclusive of closets, bathroom, and built-in units) or at a minimum of 750 square feet of instructional space. Districts will be required to provide the total square footage for all projected PEA-funded preschool classrooms in-district and at provider and at contracted provider sites as part of the application.

**District must submit floor plans identifying the total square footage for each classroom that will be used for PEA funded preschool classrooms.** (Add x or ✓ in column)

|  |  |
| --- | --- |
| Yes |  |
| No |  |

Facilities Chart

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Site****(School, Childcare Private Provider and/or Head Start)****(i.e., name of provider or district building)** | **Class number****(i.e., Classroom #1)** | **Class size\*****(i.e., total sq. footage of usable space inclusive of closets, shelving and bathroom if applicable)** | **Bathroom in classroom****(Y/N)** | **Bathroom****In line of sight if not in the classroom****Y/N/NA****\*In line of sight – is the bathroom directly visible from the classroom?** | **Floor level** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**5.3 Community Collaboration and Family Engagement (10 points)**

Refer to the section on Family and Community Involvement in N.J.A.C.6A:13A and in the Preschool Program Implementation Guidelines.

Pursuant to N.J.A.C.6A:13A-4.6 (c)1, the membership of the Early Childhood Advisory Council (ECAC) shall consist of stakeholders in the community, as well as parents, contracting private providers, and the local Head Start agency, if applicable, with new representation added as needed; and 2. Elected co-chairs shall preside at quarterly council meetings.

1. Please describe your plan for creating an ECAC when responding to the questions below. If your district has an equivalent entity, provide the mission statement, membership roster, and collaboration with the community. Additional information about the Early Childhood Advisory Council can be found in the Preschool Program Implementation Guidelines (page 22).

2. In the Family Engagement Staff table below, please provide the name, and title for each of the in-district family services professionals, including the required positions of Community Parent Involvement Specialist (CPIS) and Social Worker, working directly with preschool families:

Family Engagement Staff

|  |  |  |
| --- | --- | --- |
| **Title** | **Name** | **Indicate if the individual is serving in multiple roles in the program** |
|  |  |  |
|  |  |  |
|  |  |  |

3. Describe how the needs of preschool families will be assessed throughout the school year.

4. List the proposed activities, meetings, and trainings offered to preschool families in the 2023-2024 school year.

5. How will the district identify families who may need referrals to resources in the community?

6. What will be the process for families to request support and/or referral to local and state-wide social service agencies? Please provide specifics.

7. For districts that propose to partner with providers. How will the district collaborate with the family workers in contracted child care and Head Start programs? Please include training and other supports offered to these individuals.

8. What will be the primary responsibilities of the Early Childhood Advisory Council (ECAC)?

9. Will the ECAC collaborate with the local County Council for Young Children and/or any other community stakeholder group? (i.e., Human Services Advisory Council, Central Intake Advisory Council) (Add x or ✓ in column)

|  |  |
| --- | --- |
| Yes |  |
| No |  |

If yes, list community stakeholder groups:

10. List the proposed ECAC membership roster in the ECAC Membership Roster table. Please include agency/family member/stakeholder titles and identify the leaders of the council. Stakeholders can include community institutions, local businesses, community colleges, houses of worship, and health agencies.

ECAC Membership Roster

|  |  |  |
| --- | --- | --- |
| **Name** | **Title and Organization** | **Indicate if district employee or stakeholders**  |
|  |  |  |
|  |  |  |
|  |  |  |

11. What are the plans for the recruitment of ECAC members? Please describe planned activities:

12. Describe how the ECAC will ensure parents are informed and engaged in the work of the council.

13. What method of assessment and evaluation of the effectiveness of the ECAC will be used?

### 5.4 Transitions (5 points)

Refer to the section on Transition in N.J.A.C. 6A:13A, and in the Preschool Program Implementation Guidelines. NOTE: All school districts should have a transition team.

1. Who will make up the district transition team, and what are their positions/roles?

2. How will the district ensure collaboration among preschool administrators and other areas (i.e., special education, bilingual, K-third grade teachers, nurses, family workers, social workers, Head Start, and contracted providers)?

3. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?

4. How will the district use Title 1 funds for transition activities from preschool to kindergarten and kindergarten first grade?

5. List projected transition activities for each category. Please be as specific as possible.

The Projected Transition Activities

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Children**  | **Families**  | **Teaching Staff**  |
| From early intervention to preschool |  |  |  |
| From self-contained to a preschool inclusion class |  |  |  |
| From home to preschool |  |  |  |
| From a nursery school/day-care program to your program |  |  |  |
| From preschool (district-operated, child care, and Head Start) to kindergarten |  |  |  |

### 5.5 Preschool Administration and Health and Safety (10 points)

Refer to the section on Administrative Oversight in N.J.A.C. 6A:13A, and in the Preschool Program Implementation Guidelines.

**Note:** The appointed supervisor/administrator responsible for the preschool program must hold the appropriate New Jersey Supervisor's Certificate or New Jersey Principal's Certificate and have experience in preschool education. Refer to N.J.A.C. 6A:13A-4.1(a) for administrative ratio requirements.

1. Fill in the "Administrative Oversight" table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in overseeing the preschool program. Please note the primary program administrator and any additional site supervisors.

Administrative Oversight

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Title** | **Name** | **Email Contact Information** | **Certification** | **Number of years of preschool experience** | **Other district responsibilities unrelated to preschool** | **Primary Preschool Program Administrator (Y/N)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

1. Describe each listed preschool administrators' background and experience in preschool.
2. Describe the training that all listed administrators will receive in the selected curriculum.

Teachers and other staff are qualified as required: preschool classroom teachers hold a bachelor's degree and, at a minimum, a certificate of eligibility or certificate of eligibility with advanced standing for preschool through grade three or other equivalent preschool certification as set forth in N.J.A.C. 6A:9B.

1. Please describe changes to staffing or plans for new hires:

#### Health and Safety

Refer to the section on Health and Nutrition in N.J.A.C. 6A:13A, and in the Preschool Program Implementation Guidelines.

**Note**: Pursuant to N.J.A.C. 6A:13A, the following services should be provided to preschool children and their families:

* Health screenings (vision, hearing, dental, height, and weight screenings)
* The Department recommends that screenings occur upon enrollment. Families should be notified of the screenings at the beginning of school.
1. List the 2023-2024 proposed schedule of health screenings for preschool children of the Health Screening table below:

2023-2024 Proposed Schedule of Health Screenings

|  |  |
| --- | --- |
| **Health Screening** | **Projected completion Date** |
| **Vision** |  |
| **Hearing** |  |
| **Dental** |  |
| **Height/Weight** |  |

5. How will the district ensure that nurses are employed at a ratio of 1:300 children for preschool children enrolled in provider, Head Start, and district classrooms?

6. Please list the proposed health-related family education programs (e.g., nutrition, lead screening, and asthma) and the proposed schedule for 2023-2024?

7. Please list the professional development the nurses will provide to classroom teachers and children within the 2023-2024 school year.

8. Does your district participate in the National School Breakfast Program and the National School Lunch Program? (Add an X or ✓ to indicate your choice.)

|  |  |
| --- | --- |
| Yes |  |
| No |  |

If no, please explain.

### 5.6 Coaching Supports: Preschool Instructional Coach, PIRS/PIRT (10 points)

Refer to the sections on Preschool Instructional Coaches (PICs) in N.J.A.C. 6A:13A (c)(d) and in the Preschool Program Implementation Guidelines.

**Note: Preschool Instructional Coaches** should dedicate their time to classroom visits, coaching and supporting teachers through the reflective cycle, and dialogue with teachers regarding learning and instructional practices.

 **Preschool Instructional Coaches (PICs) should not have any teacher, supervisory or evaluator responsibilities.**

The Preschool Instructional Coach must have the following qualifications and experience:

* A Preschool Instructional Coach appointed on or after September 1, 2007, shall, at a minimum, hold a preschool through grade three or equivalent preschool certification, as set forth in N.J.A.C. 6A:9B.
* Three years’ experience teaching in preschool programs;
* Experience in implementing developmentally appropriate preschool curricula;
* Experience with a range of appropriate early childhood assessments, including performance-based assessment instruments and classroom quality assessment instruments; and,
* Experience providing professional development to classroom teachers.

**1. Fill in the "District Preschool Instructional Coach" table below based on the total number of preschool classrooms in your program.** Note that the position(s) should be filled at one full-time PIC ratio per 20 preschool classrooms. **Note: If necessary, indicate any positions for 2023-2024 that are unfilled at the time by entering "To be hired" in the name column.**

District Preschool Instructional Coach (PIC)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Number of Assigned Classrooms** | **Indicate date of completion of PIC Fellow Seminar, if applicable.** | **Indicate if the PIC is serving in multiple roles in the program (i.e., CPIS, PIRS).**  | **Please note the percentage of time that the individual will serve in the PIC role for the district.**  | **Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

2. Please describe how the PIC role will be filled, including how they will provide expertise to support teaching and learning specifically in the chosen curriculum.

3. If the district plans to contract with Head Start, what efforts will be in place to coordinate with the Head Start coach?

#### Preschool Intervention and Referral Specialist/ Pyramid Model Coach (PIRS) and Preschool Intervention and Referral Team (PIRT)

Every district must provide the services of a PIRS and a PIRT.

State-funded preschool programs are required to hire a PIRS/**coach** to support teachers in social/emotional and behavioral practices. The recommended ratio is no more than 20 preschool classrooms for each full-time PIRS/coach. The PIRS can be a combined position. The **PIRS** is the coach, a single individual with preschool experience, providing support to teachers to implement the Pyramid Model of behavioral support. As needed, the PIRS "consults" with a team of experts (PIRT) to provide support and suggest interventions to teachers so that all children can succeed within the general education classroom.

The **PIRT** can include preschool teachers, special education teachers, behavior specialists, psychologists, learning disabilities teacher-consultants, school social workers, speech and language pathologists, or other specialists supervised by the school district preschool administrator.

Roles/Responsibilities of the PIRS:

* **Coaching** preschool teachers on the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, aka, The Pyramid Model. ([National Center for Pyramid Model Innovations](https://challengingbehavior.cbcs.usf.edu/index.html))
* A substantial amount of time, but less than that devoted to classroom visits, will be dedicated to planning for and providing professional development for classroom teachers.
* Provide ongoing professional development based upon the Pyramid Model for district staff.
* Conduct classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year.

Please note: New PIRS are required to go through the Pyramid Model e-module training and PIRS Seminar to turnkey the Pyramid Model training to district staff in 2023-2024.

4. Please provide the name for each PIRS, also indicating if they have attended and completed the PIRS seminar. **Note:** If necessary, indicate any positions for 2023-2024 that are unfilled at the time by entering "To be hired" in the name column.

Preschool Intervention and Referral Specialist(s) (PIRS)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Number of Assigned Classrooms** | **Indicate date of completion of Preschool Intervention and Referral Specialist (PIRS) Seminar, if applicable.** | **Indicate if the PIRS is serving in multiple roles in the program (i.e., PIC, CPIS).**  | **Please note the percentage of time that the individual will serve in the PIRS role for the district.**  | **Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

The primary role and goal of the PIRS and PIRT are to provide support and suggested interventions to teachers so that all children can succeed within the general education classroom.

5. Please describe how the role of the PIRS will be filled, including how they will provide expertise to support social-emotional learning and development.

6. If the district will contract with Head Start, what efforts will be in place to coordinate with the Head Start coach?

The district board of education shall conduct a **developmentally based** early childhood screening assessment for **each child** as recommended by the developer:

* Identify children with broad indicators of potential problems which may require further assessment; and
* Determine if a child needs a comprehensive diagnostic assessment.

7. What developmental screening tool will your district administer (i.e., Early Screening Inventory-R, Early Screening Inventory-3, Ages and Stages Questionnaire-ASQ)?

8. Who will administer the screening tool?

9. When will the screening be conducted?

### 5.7 Curriculum Implementation, Child Assessment, and Supporting ELL (15 points)

In the space below, please identify your district's preschool curriculum. If your district is not yet implementing an evidence-based, comprehensive curriculum that meets all of the Preschool Teaching and Learning Standards, please refer to the [Department's Early Childhood Curriculum](https://www.nj.gov/education/earlychildhood/preschool/) webpage. Aligned curricula starting in the 2023-2024 school year will include Connect4Learning, High Scope, Tools of the Mind, and Creative Curriculum.

Districts are encouraged to use the performance-based child assessment instrument that is tied to the comprehensive preschool curriculum, such as High/Scope's Child Observation Record (COR) and the Creative Curriculum's Teaching Strategies GOLD (TSG). Except for developmental screenings and diagnostic testing or random assessment as part of a Department-approved research design, no standardized testing should be administered on preschool children.

1. What curriculum are you planning to implement in your preschool program? (Select one by adding an X or ✓)

|  |  |
| --- | --- |
| Creative Curriculum |  |
| Connect4Learning |  |
| High Scope |  |
| Tools of the Mind |  |

2. If already in implementation, please note the curriculum choice (including edition), the number of hours of professional development in curriculum completed, and years of implementation.

 3. Please indicate the performance-based child assessment tool that the preschool program plans to utilize (i.e., Teaching Strategies GOLD, COR Advantage, Work Sampling, etc.).

4. How will classroom teachers use the performance-based child assessment data to plan for instruction?

5. How will the individual child assessment data be shared with families?

#### Supporting Multilingual Language Learners (MLL)

Refer to the section on Supporting English Language Learners in the Preschool Program Implementation Guidelines.

**Note:** The optimal classroom model for enhancing the learning and development of Multilingual Language Learners is through the support of both the child's home language and English.

The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making placement decisions for three- and four-year-old’s.

6. Will all preschool families be given the [Home Language Survey](https://www.nj.gov/education/earlychildhood/preschool/docs/HomeLanguageSurvey.pdf) at registration?

(Add an X or ✓ to indicate your choice.)

|  |  |
| --- | --- |
| Yes |  |
| No |  |

If no, please explain.

7. If applicable to your demographics, what percentage of bilingual preschool teaching staff will be employed in 2023-2024?

8. List the three primary strategies the district will use to ensure that MLL receives needed support in preschool classrooms.

9. How will families of MLL preschool children be supported? Please provide specifics.

### 5.8 Inclusion of Children with Individualized Education Programs (15 points)

The district board of education shall ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible **as set forth in N.J.A.C. 6A:14-4.2(a)1. Districts should be working towards a rate of a minimum of 50% of preschoolers with disabilities in the general education setting.**

Ensure that preschoolers with disabilities are included in general education classrooms with ratios guided by naturally occurring proportions. Naturally occurring proportions are defined as including the same percentage of children with disabilities in general education classrooms as the percentage of their presence in the general population of the preschool program (Policy Statement on Inclusion, 2015). **It is recommended that students with disabilities be dispersed per class throughout all general education classrooms.**

1. Outline the district's plan to ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible. The program should be designed to provide appropriate support for preschool children with disabilities during the regular routine, such as adaptive activities and materials, adjusted schedules, and integrated therapies**.**

2. Outline the district's plan for special education staff, Preschool Instructional Coaches, and PIRS/PIRT and/or I&RS (Intervention and Referral Services) to consult with and support teachers to address goals. (It is not necessary to have special education teachers in each classroom.)

3. Describe the district's plan for providing integrated therapies to children. Pull-out services are not recommended and should be used on a minimal basis, if at all.

4. Describe how classroom teachers will participate in all meetings throughout the IEP process and provide input through the utilization of the Review of the Preschool Day.

5. In the Two-Year Projection table below, complete a two-year projection on the inclusion of preschoolers with disabilities. **Two-Year Projection: Inclusion of Preschoolers with Disabilities**

|  |  |  |  |
| --- | --- | --- | --- |
| **School Year** | **Projected # of students on IEPs** | **Projected # of students on IEPs included in general education settings** | **Projected inclusion rate** |
| **2023-2024** |  |  |  |
| **2024-2025** |  |  |  |

### 5.9 Program Evaluation and Professional Development (10 points)

#### Program Evaluation

1. Describe measurable methods of program evaluation and the effects on children. Include information about the district's planned program evaluation methods. Include evidence of the use of structured observation tools (i.e., Early Childhood Environment Rating Scale – Third edition, curriculum fidelity checklists, Teaching Pyramid Observation Tool, etc.). [See the Preschool Program Implementation Guidelines as a reference.]

2. Outline how data will be used to inform program planning and improvement. The program evaluation plan will result in valid Information that will be useful in program development and planning for individual children.

3. Outline the district’s plan to participate in Grow NJ Kids. In-district programs and all contracted provider sites will be expected to enroll in Grow NJ Kids, complete the program self-assessment, develop and utilize a quality improvement plan, and then proceed through the rating process after one year of program implementation. Information on how to enroll can be found at <https://njccis.com/njccis/help>.

**Professional Development**

4. Will the district use your Title 1 needs assessment to identify preschoolers' professional development (PD) topics?

(Add an X or ✓ to indicate your choice.)

|  |  |
| --- | --- |
| Yes |  |
| No |  |

5. Describe in detail the PD plan for the current school year. Include evidence that the professional development (PD) plan is systematic and comprehensive; the plan must address all preschool-funded staff, including support for ELL, inclusion, integrated therapies, appropriate assessment, as well as positions such as security guards, bus drivers, etc. [See the Preschool Program Implementation Guidelines as a reference.]

6. What data sources will the district use to inform the PD plan (e.g., performance assessment data, teacher and/or family survey data, ECERS-3, etc.)?

7. What training will be provided to all staff to be aware of the various language, culture, and ethnic backgrounds of the families served?

8. Indicate PD topics differentiated for different preschool staff (e.g., Pyramid, TPOT, ECERS-3, Early Screening Inventory R­evised or 3rd edition (ESI-R or ESI-3), health and safety-related to child development, etc.)

Specifically address PD offered to:

* Nurses
* Coaches
* CPIS and social workers
* Administrators, including school district, child care, and Head Start directors (if applicable)
* Families
* Bus drivers/cafeteria workers, etc. (related to specialty and including an overview of the preschool program and developmentally appropriate practices)

9. How will the district provide professional development on using structured observation tools (e.g., ECERS-3, TPOT, curriculum fidelity tools) for coaches to facilitate preschool inclusion?

### 5.10 Monitoring and Budget Narrative (10 points)

1. In the Fiscal Oversight table below, indicate the Business Administrator and/or Fiscal Specialist(s) who will monitor and track all preschool expenditures, including district, provider budgets, contract compliance, and state fiscal reviews. **Not applicable is not an appropriate response.**

Fiscal Oversight

|  |  |  |
| --- | --- | --- |
| **Title** | **Name** | **Email Contact** |
|  |  |  |
|  |  |  |
|  |  |  |

2. Provide a list of supports (budget development, expenditure guidance, etc.) that will be offered to private providers and Head Start to ensure contract compliance. (Districts that do not contract should skip this question)

3. Describe one-time costs such as renovation, playground enhancements, and start-up costs for classrooms.

4. Include a narrative of funded district positions and planned expenditures.

5. Describe intentions to contract with Private Providers or Head Start, including associated costs. Please Note: Letters of intent to contract with private providers and Head Start must be included with your application.

1. Include costs for professional development, curricular materials, and family engagement expenses.
2. Include an itemized description of start-up costs necessary to implement a preschool program, not to exceed $10,000 per classroom.

**Statement of Assurances**

**As the duly authorized chief school administrator/school business administrator of the applicant agency, I am aware that submitting the accompanying application to the New Jersey Department of Education (Department) constitute the creation of a public document, and I certify that the applicant agency:**

* Has the legal authority to apply for the funds made available under the requirements of the announcement, and has the institutional, managerial, and financial capacity to ensure proper planning, management, and completion of the project described in this application.
* Will give the Department, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
* Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
* Will comply with provisions of the Public School Contracts Law: N.J.S.A.18A:18A-1, *et seq.*, and other relevant state laws and regulations as well as its principals and subgrantees, for all grant awards in excess of $25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
* Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
* Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:

(A) Title VI of the Civil Rights Act of 1964 (P.L 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color, or national origin;

(B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;

(C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;

(D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 60-741.5(a)), as applicable, which requires affirmative action in employment;

(E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq*.; 45 CFR Part 90), which prohibits discrimination on the basis of age; and,

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

* Will comply with Executive Order 11246, “Equal Employment Opportunity,” dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
* Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
* Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
* Will comply with the provisions set forth in the facilities efficiency standards wherein preschool classrooms shall have 950 square feet in total with a minimum of 750 square footage of usable space and shall be no higher than the second floor of a building as defined in N.J.A.C  [6A:26](https://www.state.nj.us/education/code/current/title6a/chap26.pdf)and shall not be located in the basement.

* Will comply with the provisions of full day general education and full day self-contained classrooms.

Applicant Agency:

Signature of Chief School Administrator:

Signature of School Business Administrator:

Date:

## Resources

[N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs Preschool Code (PDF)](https://www.nj.gov/education/earlychildhood/preschool/docs/highqualitypreschool6A13A.pdf)

[Preschool Teaching and Learning Guidelines (PDF)](https://www.nj.gov/education/earlychildhood/preschool/docs/PSImplementationGuidelines.pdf)

[2023 – 2024 Private Provider Contract](https://www.nj.gov/education/earlychildhood/preschool/docs/2023-2024%20Early%20Childhood%20Contract%20Template-Provider%20final.docx)

[2023-2024 Head Start Contract](https://www.nj.gov/education/earlychildhood/preschool/docs/2023-2024%20Early%20Childhood%20Contract%20Template-Head%20Start%20final.docx)

[Licensed Child Care Locator](https://childcareexplorer.njccis.com/portal/)

[Grow NJ Kids Website](https://www.grownjkids.gov/)

[National Center Pyramid Model Innovations](https://challengingbehavior.cbcs.usf.edu/Training/Webinar/index.html)

[Planning for Preschool: Virtual Presentation by West Orange Public Schools](https://www.youtube.com/watch?v=sLTrwCm7jXY)