

# Notification of Funding OpportunityPreschool Education Aid (PEA) 2022-2023

**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:**

**November 22, 2022**
**12:00 p.m.**

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## I. Program Information

### 1.1 Program Description

This funding notification is to announce the availability of Preschool Education Aid (PEA) to increase access to high-quality preschool for three- and four-year-old children in the 2022-2023 school year. The final FY 2023 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. Excluding school districts that are already fully funded (e.g., districts formerly known as Abbott and current PEA districts), districts are eligible for funding to increase the number of children served, the length of program day offered, and the quality of the programs.

The New Jersey Department of Education (Department) intends that school districts implement this program beginning no later than January 9, 2023. Priority will also be given to school districts 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 who can transition to Preschool Expansion.

### 1.2 Eligibility to Apply

Districts already offering a state-funded general education preschool program (ECPA/ELLI) may apply to expand their current program to serve more children or to offer longer hours. Districts who do not receive state funding for preschool but have a Free and Reduced Price Lunch (FRPL) percentage of 10 percent or greater are eligible. Districts that are fully funded for preschool are not eligible to apply for this funding. Priority consideration will be given to districts with higher FRPL percentages via the following process:

* Districts at 20 percent FRPL or above, with successful applications, will receive priority funding.
* Districts at 15-19 percent FRPL, with successful applications, will be eligible to receive funding in the second round of consideration.
* Districts at 10- 14 percent FRPL, with successful applications, will be eligible to receive funding in the final round of consideration.

Districts at 10-19 percent FRPL are encouraged to apply due to the FY23 expansion of preschool funding.

### 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 FY 2023 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 Preschool Education Aid, the Commissioner of Education 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 districts shall receive Preschool Education Aid based on a 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 makes notice of this funding opportunity available to eligible districts in the State of New Jersey, 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 of these funds via correspondence dated October 21, 2022.

Copies of this application are available on the [Division of Early Childhood Services webpage](https://www.nj.gov/education/earlychildhood/index.shtml) or by contacting the Division of Early Childhood Services at the New Jersey Department of Education 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 Preschool Education Aid (PEA) applicants. **If you attended a Technical Assistance Workshop in July 2022, you are not required to attend one of these sessions.** The workshops are scheduled for Wednesday, October 26 from 2:00 p.m. -3:30 p.m. or Friday, October 28 from 1:30 p.m. – 3:00 p.m. It is recommended that districts identify a team of administrators to participate in the technical assistance workshop. The last thirty minutes will be spent discussing the budget portion of the application. Business Administrators may wish to participate in that portion. Districts must send a minimum of one district staff member or district consultant to be eligible to apply. If 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 is 12:00 p.m. on Thursday, October 25, 2022.**

### 1.6 Proposal Submission

Applicants must upload required application documents via NJ Homeroom **no later than 12:00 p.m. on November 22, 2022.** 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](https://www.nj.gov/education/earlychildhood/preschool/docs/2022-23_DistrictBudgetPlanningWorkbookInstructions.pdf) for Preschool Education Aid for 2022-2023.

### 1.8 Disbursement of Funds

Funding will be disbursed evenly across the district's remaining state aid payments for FY 2023 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 of Education due November 22, 2022.

### 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 child care providers or Head Start agencies for collaboration. 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 of Education. 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 the 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 [NJAC 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 the [NJAC 6A:13A, Elements of High Quality Preschool Programs](https://www.nj.gov/education/code/current/title6a/chap13a.pdf) and [Abbott Preschool Program Implementation Guidelines,](https://www.nj.gov/education/earlychildhood/preschool/docs/PSImplementationGuidelines.pdf) which delineate higher standards, including, but not limited to: Master Teachers/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 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 sites must enroll in [Grow NJ Kids](http://www.grownjkids.com/) and complete the Grow NJ Kids self-assessment during the 2024-2025 school year and begin the rating process in the 2025-2026 school year
* No temporary classroom units (TCU's) or other temporary facilities, as defined in [NJAC 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 (e.g., English-speaking children learn Spanish while Spanish-speaking children learn English in a systematic and well-planned curriculum).
* Placing no more than two to three children with IEPs 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
2022-2023

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **District** | **Provider** | **Head Start** |
| ATLANTIC | $13,495 | $15,168 | $8,381 |
| BERGEN | $13,993 | $15,728 | $8,690 |
| BURLINGTON | $13,710 | $15,410 | $8,515 |
| CAMDEN | $13,598 | $15,283 | $8,445 |
| CAPE MAY | $13,127 | $14,754 | $8,152 |
| CUMBERLAND | $13,268 | $14,913 | $8,240 |
| ESSEX | $14,252 | $16,019 | $8,851 |
| GLOUCESTER | $13,509 | $15,183 | $8,389 |
| HUDSON | $14,397 | $16,182 | $8,941 |
| HUNTERDON | $14,039 | $15,779 | $8,719 |
| MERCER | $14,043 | $15,784 | $8,721 |
| MIDDLESEX | $13,986 | $15,720 | $8,686 |
| MONMOUTH | $13,857 | $15,574 | $8,605 |
| MORRIS | $14,171 | $15,928 | $8,801 |
| OCEAN | $13,474 | $15,144 | $8,368 |
| PASSAIC | $13,773 | $15,481 | $8,553 |
| SALEM | $13,509 | $15,183 | $8,389 |
| SOMERSET | $14,416 | $16,204 | $8,953 |
| SUSSEX | $13,745 | $15,449 | $8,536 |
| UNION | $14,175 | $15,993 | $8,803 |
| WARREN | $13,449 | $15,116 | $8,352 |

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.

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 2022-2023 PEA Budget Workbook. Narrative responses should total no more than 2 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 2022-2023 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 2022-2023 (PEA) Award Proposal Title Page

Title of Program: Preschool Education Aid 2022-2023

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: $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 NJ Homeroom, no later than 12:00 p.m. on November 15, 2022. The New Jersey Department of Education *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 2022-2023 Preschool Expansion Aid (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 the New Jersey Administrative Code (NJAC) 6A:13A and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Services Preschool Implementation Guidelines.

A school district's plan should be built around the Preschool Program Implementation Guidelines, NJAC 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 FY 2023 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% of the universe of three- and four-year-olds. 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 child care programs and/or Head Start agencies 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 October 3, 2022. 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. When applicable, what collaborative arrangements will the district make with community child care programs and/or Head Start to provide services to eligible children?

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

#### Preschool Universe

NJAC 6A:13A, Elements of High-Quality Preschool Programs, 'Universe of eligible three- and four-year-old children means 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 schools. 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** | **Percentage of Universe Served** |
| **2022-2023** |  |  |  |  |
| **2023-2024** |  |  |  |  |
| **2024-2025** |  |  |  |  |
| **2025-2026** |  |  |  |  |
| **2026-2027** |  |  |  |  |

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, day care 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.**

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

Facilities Chart

| **Site****(School, Childcare Private Provider and/or Head Start)****(i.e. name of provider or district building)** | **Class****(i.e. Classroom #1)** | **Class size****(i.e. total sq. footage)** | **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 visible from the classroom?** | **Floor level** |
| --- | --- | --- | --- | --- | --- |
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5.3 Community Collaboration and Family Engagement (10 points)

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

NJAC 6A:13A-4.6 (c) 1. The membership of the council 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 Early Childhood Advisory Council (ECAC) in 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, title, and email address for each of the in-district family services professionals, including the Community Parent Involvement Specialist (CPIS), 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 2022-2023 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?

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 New Jersey Administrative Code 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 New Jersey Administrative Code 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 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 supervisor 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** |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
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1. Describe preschool administrators' background and experience in preschool.
2. Describe the training that 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 NJAC 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 New Jersey Administrative Code 6A:13A, and in the Preschool Program Implementation Guidelines.

**Note**: As per code (NJAC 6A:13A), the following services should be provided to preschool children and their families:

* Health screenings (vision, hearing, dental, height, and weight screenings)
* The Division of Early Childhood Services recommends that screenings occur within the first 30 days of school. Families should be notified of the screenings at the beginning of school.
1. List the 2022-2023 proposed schedule of health screenings for preschool children of the Health Screening table below:

2022-2023 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 2022-2023?

7. Please list the professional development the nurses will provide to classroom teachers and children within the 2022-2023 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: Master Teachers/Coaches, PIRS/PIRT (10 points)

Refer to the sections on Master Teachers/Coaches in New Jersey Administrative Code 6A:13A (c) (d) and in the Preschool Program Implementation Guidelines.

**Note:** Master Teachers should dedicate most of their time to classroom visits, coaching and supporting teachers through the reflective cycle, and follow-up discussions with teachers regarding children's learning and instructional practices.

**Master Teachers should not have any teacher, supervisory or evaluator responsibilities.**

The Master Teacher must have the following qualifications and experience:

* A master teacher 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 NJAC 6A:9B.
* Three to five 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 Master Teachers" 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 Master Teacher ratio per 20 preschool classrooms. **Note: If necessary, indicate any positions for 2022-2023 that are unfilled at the time by entering "To be hired" in the name column.**

District Master Teachers (Coach)

| **Name** | **Number of Assigned Classrooms** | **Indicate date of completion of Master Teacher Fellow Seminar, if applicable.** | **Indicate if the Master Teacher is serving in multiple roles in the program (i.e., CPIS, PIRT).**  | **Please note the percentage of time that the individual will serve in the Master Teacher role for the district.**  | **Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.** |
| --- | --- | --- | --- | --- | --- |
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2. Please describe how the Master Teacher(s) role will be filled, including how they will provide expertise to support teaching and learning specific 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.

Fully 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 PBS pyramid for district staff
* Conduct classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year

Please note: New PIRS will be required to go through the Pyramid Model e-module training and PIRS Seminar to turnkey the Pyramid Model training to district staff in 2022-2023.

4. Please provide the name, Title (specialty, if any), and email address for each PIRS, also indicating if they have received Pyramid Training, TPOT training and if TPOT reliable. **Note:** If necessary, indicate any positions for 2022-2023 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., Master Teacher, 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.** |
| --- | --- | --- | --- | --- | --- |
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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 plans to 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 NJDOE's Early Childhood Curriculum and Assessment webpage. Aligned curricula starting in the 2022-2023 school year will include Connect for Learning, 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 and the Creative Curriculum's Teaching Strategies GOLD. 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 |  |
| Connect 4 Learning |  |
| 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. Describe the proposed plan to use performance-based child assessment, such as Teaching Strategies GOLD or High Scope, COR Advantage, or Work Sampling.

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 English Language Learners (ELL)

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 English 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 about three- and four-year-olds.

6. Will all preschool families 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 2022-2023?

8. List the three primary strategies the district will use to ensure that English Language Learners receive needed supports in preschool classrooms.

9. How will families of English Language Learner (ELL) preschool children be supported?

### 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 NJAC 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 2-3 children 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, master teachers, 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** | **Actual # of students on IEPs** | **Actual # of students on IEPs included in general education settings.** | **Actual Inclusion rate** |
| --- | --- | --- | --- | --- | --- | --- |
| **2022-2023** |   |   |  |  |  |  |
| **2023-2024** |   |   |  |   |   |  |

### 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., child 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 COVID19, virtual learning enhancement, 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.

6. Include costs for professional development, curricular materials, and family engagement expenses.

**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 (NJDOE) 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 NJDOE, 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

[NJAC 6A:13A, Elements of High Quality Preschool Programs Preschool Code (PDF)](https://www.nj.gov/education/code/current/title6a/chap13a.pdf)

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

[2022 – 2023 Budget Workbook Instructions](https://www.nj.gov/education/earlychildhood/preschool/docs/2022-23_DistrictBudgetPlanningWorkbookInstructions.pdf)

[2022 - 2023 Budget Workbook](https://www.nj.gov/education/earlychildhood/preschool/docs/2022-23_DistrictBudget_Enrollment_Workbook.xlsx)

[2022 – 2023 Private Provider Contract](https://www.nj.gov/education/earlychildhood/preschool/docs/2022-23_Provider_Cover_Memo.docx)

[2022 - 2023 Head Start Contract](https://www.nj.gov/education/earlychildhood/preschool/docs/2023-24_Early_Childhood_Contract_Template_Head_Start_WIP2.docx)

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

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