

District:

County:



New Jersey Department of Education
Division of Early Childhood Education



2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan

10-18-19

The purpose of the 2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan 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 *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Education (DECE) [Preschool Implementation Guidelines](#).

A school district's plan should be built around the Preschool Program Implementation Guidelines, the Preschool Classroom Teaching Guidelines, preschool program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools (where appropriate), the NJDOE Preschool Self-Assessment and Validation System (SAVS), Grow NJ Kids* New Jersey's Quality Rating Improvement System (QRIS), and any other data source specific to the school district's preschool program.

**All districts that receive preschool expansion aid must enroll in and complete the [Grow NJ Kids Self-Assessment](#). To enroll in Grow NJ Kids go to the [Grow NJ Kids enrollment webpage](#).*

NOTE: Utilize the New Jersey Administrative Code 6A:13A, and Preschool Program Implementation Guidelines to complete this document.

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.

Instructions

- Complete the District Information and District Statement of Assurances pages.
- Obtain signatures of the chief school administrator and school business administrator prior to submission to the Department.
- Include a board resolution indicating approval of the plan and submit a signed and dated copy. If a resolution is pending, note the expected date and ensure that a copy is submitted as soon as possible. No approvals will be issued without a signed board resolution.
- On or before November 15, 2019, complete and upload this document and all other requirements as listed below. Ensure that all PDF documents are signed and dated.
- Complete all information requests in each section of the Program Plan Components. Incomplete documents may not be approved.

Submission

Document	File Type	Submission To	Submission Method
Complete 2020-2021 One-Year Preschool Expansion Aid Program Plan	Word	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Signed Board Resolution	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Information Form	Word or PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Statement of Assurances Signed	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail

Note: All tables except the Submissions table above contain blank cells for entering information.

NOTE: Contact the Division of Early Childhood Education with any questions regarding completion of the One-Year Preschool Expansion Aid Program Plan for 2020-2021 at (609) 376-9077.

Program Plan Components

Please complete all information requested for the following program components:

- District Identification Information
- District Statement of Assurance
- Outreach and Program Delivery
- Chronic Absenteeism
- Administrative Oversight
- Master Teachers/Coaches
- Intervention and Support Services: Inclusion and Special Education
- Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)
- Health and Nutrition
- Family and Community Engagement
- Curriculum and Assessment
- Professional Development
- Support for English Language Learners
- Transition
- Program Evaluation
- Budget Planning Workbook

Approval

- School districts that submit a complete and timely plan will be mailed a department approval or response on or before April 1, 2020.
- Late plan submissions are not guaranteed a review, approval or response on or before April 1, 2020
- Incomplete plan submissions will be returned to the district for completion and resubmission prior to department review with no guarantee of approval or response on or before April 1, 2020.
- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

District Information Form

District:

District Code:

County:

County Code:

District Website:

Chief School Administrator Information

Chief School Administrator's Name:

Address:

Telephone Number:

Fax Number:

E-Mail Address:

School Business Administrator Information

School Business Administrator's Name:

Address:

Telephone Number:

Fax Number:

E-Mail Address:

Preschool Program Contact Information

Preschool Program Contact's Name:

Title:

Address:

Telephone Number:

Fax Number:

E-Mail Address:

Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval.

Board Resolution attached: _____

Date of expected Board Resolution: _____

NOTE: The plan can only be approved after a signed board resolution is received by the department.

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

District Statement of Assurance

The Chief School Administrator hereby assures the following:

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above statement and One-Year Preschool Expansion Aid Program Plan for 2020-2021 are correct and complete.

Chief School Administrator's Signature

Date

Outreach/Program Delivery

NOTE: Pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering universal preschool programs must serve at least 90 percent of the universe of eligible preschool children.

1. List strategies that the district will use to recruit the universe of eligible preschool children including those with special needs and hard to reach populations.
2. Include at least one example of the district outreach and recruitment information.
3. What is the district's plan to move all classrooms to full day? (This does not apply to ECPA/ELLI districts.)
4. Include at least one example of registration flyers for families that have the Child Find information displayed. (See the examples of appropriate language below.)
5. What is the district's plan to collaborate with private providers and Head Start so the universe of children is served without supplanting available slots in the community?

English Child Find:

If you are concerned your preschool child is developing or learning differently, you can call your district to request an evaluation for preschool special education and related services. For more information call: (district telephone #).

Spanish Child Find:

Si le preocupa que su hijo de edad preescolar se esté desarrollando o aprendiendo en forma diferente, puede llamar el distrito escolar para solicitar una evaluación para educación especial preescolar y servicios relacionados. Para obtener más información llame: (district telephone #).

Chronic Absenteeism

Refer to the guidance regarding [Chronic Absenteeism](#):

(<https://www.state.nj.us/education/students/safety/behavior/attendance/ChronicAbsenteeismGuidance.pdf>)

1. If you had preschool classes last year, what was your preschool absenteeism rate for 2018-2019?
2. List strategies the district will employ to reduce preschool absenteeism.
3. How will the district measure the efficacy of the strategies used to reduce absenteeism?
4. How are the efforts in Preschool connected to K-12?

Administrative Oversight

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 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 oversight of the preschool program.

Administrative Oversight

Title	Name	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool

2. Indicate the Business Administrator and/or Fiscal Specialist who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews.
3. Provide a list of supports that are offered to private providers and Head Start to ensure contract compliance.

Monitoring and Tracking

Title	Name	Phone	Email

Master Teachers/Coaches

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 prior to September 1, 2007 shall, at a minimum, hold a preschool through grade three standard instructional certificate or an N-8 standard instructional certificate.*
- *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 N.J.A.C. 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.

District Master Teachers

Name	Email Address	Number of Assigned Classrooms	Assigned Area of Specialization (Special Ed, ESL, Literacy, Math, Science, etc.)	Indicate Yes or No if “Trained” or “Enrolled” In MT Seminar

2. Will all the district’s master teacher positions be filled for 2020-2021 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*?

3. If not, why not?

4. If the district has coaches K-2, how are they collaborating with preschool Master Teachers for transitions?

Intervention and Support Services: Inclusion and Special Education

NOTE: To the maximum extent appropriate, preschool children eligible for special education must be enrolled in general education preschool programs with their non-disabled peers in the context of a high-quality preschool curriculum. Refer to the Intervention and Support Services sections of the New Jersey Administrative Code 6A:13A and the Preschool Program Implementation Guidelines for current research and recommended practices for inclusion, intervention, and support. Highlights of code and guidance are provided below:

- *Supports for Individualized Education Plan (IEP) goals are provided within classroom activities and routines;*
- *Special education staff, master teachers, and Preschool Intervention and Referral Team (PIRT) members consult with teachers to address goals;*
- *Push-in and pull-out services are used on a limited basis;*
- *Classroom teachers participate in all meetings throughout the IEP process; and*
- *Collaboration among teachers, special education staff and intervention teams is built into the schedule.*

1. How many general education preschool classrooms in district, Head Start, and provider sites are projected to enroll children with disabilities (IEPs) in the 2020-2021 school year?

Number of general education classrooms with preschool disabled children

Setting	2020-2021
Head Start	
Provider	
In-district	

2. How many preschool disabled classrooms (self-contained) in district or provider sites are projected in 2020-2021?

Number of self-contained classrooms with preschool disabled children

Setting	2020-2021
Provider	
In-district	

3. Not included in the number above, are there any additional preschool children with disabilities (IEPs) sent to specialized schools out-of-district?
4. If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2020-2021?

Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)

Refer to *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for information about the PIRT.

NOTE: The PIRT team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provides coaching and interventions for children with persistent challenging

behaviors or learning difficulties in general education classrooms prior to the need for special education services. PIRT is not to provide direct services to children. One team of four must be provided for every 750 children.

1. Will all the PIRT positions be filled for 2020-2021?

2. If not, why?

3. List the name and area of specialization for each person assigned to the PIRT (this does not include Child Study Team members).

Names and Areas of Specialization

Name	Title	Email	Other responsibilities

4. PIRT supports are to be provided and coordinated via consultation with the classroom teacher as needed. Describe how the district will ensure regular collaboration (e.g. coaching and meetings) with each of the following:
 - a. PIRT and classroom teachers;

 - b. PIRT and Master Teachers;

 - c. PIRT and families of children with challenging behaviors; and

 - d. Children moving to Kindergarten.

5. What is the ratio of PIRT staff to classrooms?

NOTE: The Pyramid Model for Promoting Social and Emotional Competence for Infants and Young Children is an evidenced-based model used by the Division of Early Childhood Education to reduce the frequency of challenging behaviors.

NOTE: The Division of Early Childhood recommends the use of the Teaching Pyramid Observation Tool (TPOT) for preschool classrooms to reinforce high-quality practices that support children’s social-emotional development and behavior. TPOT measures how well teachers are implementing the 3-tiers of the [Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children](https://challengingbehavior.cbcs.usf.edu/index.html) in classrooms serving children 2 to 5 years of age. (<https://challengingbehavior.cbcs.usf.edu/index.html>)

6. How many PIRT members have been trained in:
 - a. The Pyramid Model? When?
 - b. TPOT? When?
 - c. Of those trained in the TPOT, how many are reliable? When?
7. Is the district using the TPOT in every classroom? Is so, how often?
8. Who is administering the TPOT in those classrooms?
9. What is done with the TPOT data collected?

NOTE: Developmental Screening Tool - The Division of Early Childhood Education recommends use of the Early Screening Inventory–Revised.

10. What developmental screening tool will be used in the program?
11. Is this a change from the 2018-2019 school year?
12. Who administers the developmental screening tool and when?

Health and Nutrition

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 (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)*
- *DECE 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 2020-2021 proposed schedule of health screenings for preschool children.

2020-2021 Proposed Schedule of Health Screenings

Health Screening	Projected completion Date
Vision	
Hearing	
Dental	
Height/weight	

NOTE: Nurses must be provided at a ratio of 1:300 children for preschool children enrolled in provider, Head Start and district classrooms.

2. Indicate how will the nursing ratio be met. Check all that apply.

Nursing Ratios

How the nursing ratios will be met?	Check all that apply
Nurse(s) employed solely by the district with no other district responsibilities	
Nurse(s) employed solely by the district who also have other district responsibilities.	
Nurse(s) at Head/Start provider sites.	
Other	

3. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms?
4. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2020-2021?
5. What professional development do the nurses provide to classroom teachers and children?

6. Does your district participate in the National School Breakfast Program and the National School Lunch Program?
7. Do all Contracted providers and Head Start programs participate in the Child and Adult Care Food Program (CACFP)?
8. Are all Preschool children served family style meals in their classrooms to optimize independence, language, and social skills?
9. If not, where are they served?

Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

NOTE: Administrative Code requirements are as follows:

- *One family worker for every 45-75 children in Head Start and contracted private provider settings;*
- *One social worker for every 250-300 children in in-district settings; and*
- *One community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).*

1. List the title, name, contact information, and primary responsibilities for each of the in-district family services professionals working with families (not including PIRT social workers).

In-District Family Services Professionals

Title	Name	Phone	Email	Other Roles/Responsibilities

2. List the activities and supports that will be available for families in the preschool program.
3. Submit the proposed parent education schedule.

4. How are the needs of enrolled families assessed? Please attach a copy of any document used.

5. What are the projected primary responsibilities of the Early Childhood Advisory Council (ECAC) including how the ECAC is collaborating with County Councils for Young Children and other community efforts?

6. List the ECAC membership roster.

7. How often does the ECAC meet (i.e. monthly, bi-annually, quarterly, etc.)?

8. What method will be used for the ECAC to assess and evaluate their role and work?

Curriculum and Assessment

Refer to the section on Curriculum and Assessment in *New Jersey Administrative Code 6A:13A*, and in the *Preschool Program Implementation Guidelines*.

1. Which of the following preschool curricula will the school district adopt or is it currently using?
(District-developed curricula will not be approved.)

Preschool Curricula

Curricula	Check all that apply	How Long	What edition	Most Recent PD from Curriculum Developer(S)
Creative Curriculum				
Curiosity Corner				
High Scope				
Tools of the Mind				

2. Which of the following instruments will the school district use to measure the quality of curriculum implementation in classrooms and determine areas for professional development

Curriculum Specific Instruments

Instrument	Check which Applies
Fidelity Tool (Creative Curriculum)	
Implementation Self-Assessment Guide (Curiosity Corner)	
Preschool Quality Assessment (High/Scope)	
Fidelity Checklist (Tools of the Mind)	
Other (please describe)	

3. What performance-based assessment will the school district use to inform instruction in preschool classrooms?

Performance Based Assessments

Assessment	Check
Teaching Strategies GOLD (Creative Curriculum)	
Child Assessment Tool (Curiosity Corner)	
Child Observation Record (High/Scope)	
Work Sampling System (Tools of the Mind)	

4. How does the district ensure the performance-based assessment is used to fidelity?

5. How does the district plan to use performance-based assessment?

- a. Student level
- b. Classroom level
- c. School or program level
- d. District-wide level

NOTE: When a district is choosing a curricular enhancement, they should ensure that the materials are:

- *Based on scientific research and include standardized training procedures to support implementation;*
- *Aligned with the New Jersey Preschool Teaching and Learning Standards;*
- *Content-rich;*
- *Part of a structure that promotes measurable progress toward learning and development; and,*
- *Organized within a scope and sequence of developmental progression that ensures appropriate learning experiences based on how young children learn.*
- *For additional information please refer to the DECE's [Curriculum Enhancement Guidance](https://www.state.nj.us/education/ece/psquide/CurricularEnhancementGuidance.htm). (<https://www.state.nj.us/education/ece/psquide/CurricularEnhancementGuidance.htm>)*

6. Is the district using curriculum supplements? If so, what are they? If the district is using an approved curriculum supplement, has a check been done with the developer to ensure that it is not interfering with implementation of the curriculum?

Professional Development

NOTE: Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

To optimize its effectiveness, professional development must also have the following qualities:

- *Aligned to standards and focus on the implementation of the comprehensive preschool curriculum;*
- *Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and*
- *Include systematic ongoing professional development that is based on child development and adult learning styles.*

1. How do the preschool program administrators identify the needs of professional development for all the preschool staff? (MTs, PIRT, teachers, and teacher assistants, principals, nurses, supervisors, CPIS/family service staff, fiscal specialists, etc.)
2. When was the last time the teachers had direct training from the developer?

2020-2021 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost

Supporting English Language Learners

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.

1. Are all preschool families given the [Home Language Survey](https://www.nj.gov/education/ece/psguide/HomeLanguageSurvey.htm) at registration?
<https://www.nj.gov/education/ece/psguide/HomeLanguageSurvey.htm> (The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making *placement* decisions about 3- and 4-year-olds.)
2. What percentage of the district's preschool population is counted as English Language Learners (ELLs)?
3. How many bilingual preschool teachers will be employed in 2020-2021?
4. How many bilingual preschool teacher assistants will be employed in 2020-2021?
5. List the primary strategies the district will use to ensure that English Language Learners receive needed supports in preschool classrooms.
6. How are families of English Language Learner (ELL) preschool children supported?

Transition

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 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)?
3. What methods will be used to communicate with receiving teachers about children with disabilities transitioning into the district from early intervention programs?
4. What methods will be used to communicate with receiving teachers about children who attended nursery school/day care prior to enrolling in your preschool program?
5. What methods will be used to communicate with receiving teachers about children who did not attend nursery school/day care prior to enrolling in your preschool program?
6. What methods will be used to facilitate transitions between preschool and kindergarten?
7. What strategies will be in place for preschool and kindergarten alignment of curriculum, standards, assessment, and professional development?
8. List projected transition activities for teaching staff, children and families for each of the categories below.

Projected Transition Activities

Category	Teaching Staff	Children	Families
From early intervention to preschool			
From self-contained to preschool inclusion class			
From home to preschool			
From a nursery school/day-care program to your program			
From preschool to kindergarten			

Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

NOTE: The school district shall participate in an annual self-assessment of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment of the district's preschool program should be used to inform the Three-Year Preschool Program Plan and annual updates.

1. Describe the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

2. How will the results be summarized and used?

3. What is the district's plan for participating in GROW NJ Kids?

Budget

1. How is the district maintaining parity in teacher salaries across district, Head Start and private providers?
2. How is the per pupil amount for preschool children with disabilities computed?
3. If the district is withholding funds from the private provider or Head Start per pupil amount, why?
4. Is the district providing transportation for preschool children?
5. Has the district distributed and reviewed the Preschool Provider Expenditure Guidance with your private providers and Head Start?

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.