



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Notification of Funding Opportunity

Preschool Education Aid (PEA)

2026-2027

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Commissioner
New Jersey Department of Education**

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**Proposal Due Date:
January 16, 2026
12:00 p.m.**

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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 2026-2027 school year. LEAs are eligible for funding to increase the number of children served, the length of program day offered, and the quality of the programs; excluding LEAs that are already fully funded (e.g., LEAs formerly known as Abbott Districts and current PEA LEAs).

The New Jersey Department of Education (Department) intends to have all funded LEAs implement this program beginning no later than September 2026. Priority will be given to a LEA implementing a mixed delivery model (i.e., contracting with Head Start and/or licensed child care providers).

Please note that award terms and amounts are subject to change pending enactment of the FY2027 Appropriations Act. This NFO is being released in advance of that Act as an anticipatory step necessary to align the timing of these expansion grant awards with the timing of K-12 state aid notices, allowing awardees to incorporate funded preschool programs into their initial school year 2026-2027 budget development procedures.

1.2 Eligibility to Apply

LEAs must offer full-day kindergarten to be eligible to apply. LEAs that have higher free and reduced-price lunch (FRPL) percentages will be prioritized for consideration by highest to lowest priority grouped as follows:

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

Prospective charter and renaissance school applicants should note that the Department's application evaluation will consider the extent to which the applicant's approved district or region of residence is addressing community preschool needs. For charter and renaissance school applicants in former Abbott districts, the evaluation will include the entirety of the preschool system being provided by the traditional public school district in determining the amount of community need.

1.3 Statutory/Regulatory Source and Funding

The application and implementation of the program must conform with all applicable state and federal regulations. The Administration, in concert with prevailing early childhood research, recognizes that providing our youngest learners with a high-quality early childhood education will have long-lasting benefits to the children served, their families, and the communities where they live.

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

Final award amounts are subject to the availability of funds in the Fiscal Year (FY) 2027 State Appropriations Act. The Department is issuing this funding opportunity prior to enactment of the FY2027 State budget in order for school districts to incorporate the award and increased tax levy, if any, into their district budget planning process for 2026-2027.

1.4 Dissemination of this Notice

Through the Division of Early Childhood Services, the Department makes this funding opportunity available to eligible LEAs 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 LEAs, will receive notification of the potential availability of funds in correspondence dated November 25, 2025.

Copies of this application are available on the [Division of Early Childhood Services website](#) or by contacting the Division of Early Childhood Services Expansion office at the Department at doepreschoolexpansion@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 in-person workshops are scheduled to be held at 100 Riverview Plaza, Conference Room 1, Trenton, NJ on Tuesday, December 9, 2025 from 10:00-11:30 a.m. OR from 1:00-2:30 p.m. It is recommended that LEAs identify a team of administrators to participate in the technical assistance workshop. LEAs must send a minimum of one LEA staff member or LEA consultant to be eligible to apply for PEA. If LEAs plan to apply collaboratively, a staff member or LEA consultant from each LEA in the collaboration must attend. **Please click [here to register to attend the 10 a.m. to 11:30 a.m. session](#), or [click here to register to attend the 1:00 p.m. to 2:30 p.m. session](#).** LEAs 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 Monday, December 8, 2025.**

1.6 Proposal Submission.

Applicants must upload required application documents via [New Jersey Homeroom](#) **no later than 12:00 p.m. on January 16, 2026**. If you have any issues submitting via Homeroom, please contact your in-LEA Homeroom administrator. The Department will not accept a late proposal. The responsibility for a timely submission resides with the applicant. **The applicant LEA will not be eligible for an award if the proposal is incomplete or received after the due date.**

1.7 Budget Reporting

LEAs should refer to the current Division of Early Childhood Services Preschool Education Aid District Budget Planning Workbook Instructions for guidance on reporting budget information. Any funding awarded under this notice is tentative and subject to the availability of funds in the FY2027 State Appropriations Act. The Department is issuing this funding opportunity prior to enactment of the State budget in order for school districts to incorporate the award and increased tax levy, if any, into their district budget planning process.

1.8 Disbursement of Funds

Funding will be disbursed evenly across the LEA's state aid payments for FY2027 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 and availability of funding in the Fiscal Year 2027 State of New Jersey Budget

II. Project Guidelines

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

2.1 Program Requirements

- Only eligible children may be supported with PEA funding. Eligible children are defined as resident general education three- and four-year-old children. Age eligibility should be determined by using the same date as the LEA uses for kindergarten enrollment. **Note that children currently being served in district operated or contracting licensed child care providers or Head Start programs cannot be displaced during the conversion to preschool expansion.**
- The LEA 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, LEAs shall contract with every willing and able Head Start program in the local catchment area. In addition, the LEA must provide documentation that it has contacted local licensed child care providers to determine their ability to enter partnerships to serve all eligible children. LEAs contracting with private child care providers or Head Start agencies are required to submit a letter of intent between the LEA and the Head Start agency and/or child care provider pending funding by the Department. The letter of intent must include the signatures of the administrator for the LEA and the provider. If approved, LEAs 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 funded LEAs 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 meet the same number of instructional hours 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 need 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 they 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](#).
- The proposed program follows the LEA's school operating number of days and number of daily hours (minimum 180 days and minimum six (6) hours daily).
- LEAs must meet [N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs](#) and Preschool Program Implementation Guidelines, which delineate higher standards that include but are not limited to requirements for: Preschool Instructional Coaches (PICs), Preschool Intervention and Referral Specialists (PIRS), and administration of a developmental screening tool to all children upon entry. LEAs must demonstrate a plan to hire appropriate staff to meet the program requirements.

- 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](#).
- The LEA 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 and evaluate and identify the children's and families' needs. The ECAC serves as a conduit for resources to address those identified needs and make recommendations to the Board of Education. The ECAC is representative of the community and should include, but not be limited to, the following groups: parents, representatives from the school LEA, child care providers, Head Start (if applicable to the LEA), 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. The majority of the ECAC membership should be outside stakeholders, and the ECAC should not be LEA driven.
- Funded LEAs, contracted private providers, and Head Start sites are required to enroll in [Grow NJ Kids](#) and complete the Grow NJ Kids self-assessment during the first year of implementation. They will then begin the Grow NJ Kids rating process in the following school year.
- No temporary classroom units (TCU's) or other temporary facilities, as defined in N.J.A.C. [6A:26](#), 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 before entering a signed agreement with the Board of Education to ensure a smooth transition. For more information on the CACFP and to begin the application process, private providers should contact Kristen Lento 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 (IEPs) in a general education classroom.

2.2 Cost Proposal

Please note that, pursuant to P.L.2025, c.100, award amounts under this NFO will be calculated according to a State/local cost-sharing methodology as follows.

In accordance with standard practice, the total cost of an awardee's program will be calculated on a per-pupil basis based on the awardee's projected FTE enrollment, using the per-pupil figures indicated in the table below. The NJDOE's share of that total cost – i.e. the amount of PEA an awardee of this NFO will receive – will be a percentage of that total cost. The percentage will be the district's District Aid Percentage (DAP). In accordance with N.J.S.A. 18A:7F-54(h), a school district's DAP will equal the greater of 40% or the percentage derived by dividing the district's equalization aid, as calculated pursuant to N.J.S.A. 18A:7F-53 by the district's adequacy budget, as calculated pursuant to N.J.S.A. 18A:7F-51. These figures may be found on Page EQA of the district's State aid notice for the 2025-2026 school year. Equalization aid is shown as Item (W) and the adequacy budget is shown as Item (M).

For planning purposes, the Appendix provides each eligible district's FY2026 DAP. Applicants should note that final awards under this NFO will be based on updated FY2027 DAPs, which are not available at the time of this publication. The Department does not expect significant changes between FY2026 and FY2027 DAPs.

Applicants should note that the cost-sharing methodology does not absolve awardees of high-quality preschool program requirements (N.J.A.C. 6A:13A) for the number of students anticipated included in the application. Awardees must meet all the terms of the NFO and relevant statutes and regulations governing state-funded preschool programs, including requirements to demonstrate growth towards serving the district's universe of eligible preschool students. Any costs necessary to meet program requirements that are not covered by the awardee's PEA funds (as determined by the State's cost-sharing methodology) must be met through other sources, which may include, but need not be limited to, local tax levy (see the NFO for additional information regarding the additional tax levy adjustment authority provided to approved districts), available reserves, or general fund state aid. Tuition cannot be charged to meet the local cost share as the preschool program must be offered free of charge to students. The applicant's budget narrative must explain how the district will meet all program requirements. The budget narrative should also indicate which costs are being supported with local funds. Applicants should be aware that P.L.2025, c.100 provides awardees with the flexibility to adjust their tax levy by an amount equal to their preschool local share without voter approval.

The cost share methodology only applies to general education students. Special Education students are funded via Special Education categorical aid and equalization aid. Each district is responsible for covering the cost of the general education portion of the program for students with IEPs with general funds. Per P.L.2025, c. 100, this cost-sharing methodology will be in place for school districts receiving preschool education aid for the first time in FY2026, FY2027, or F2028. The law requires an interagency Steering Committee to evaluate the program and recommend a funding methodology for implementation beginning in FY2029.

All final award amounts made under this program are subject to the availability of funds in the FY2027 Appropriations Act.

For full-school day programs of at least six (6) hours, per-pupil funding will be provided commensurate with the county rates listed below:

Projected Costs of Full-Day Programs 2026-2027

County	District	Provider	Head Start
Atlantic	\$16,215	\$18,226	\$10,071
Bergen	\$16,814	\$18,899	\$10,443
Burlington	\$16,475	\$18,517	\$10,232
Camden	\$16,339	\$18,365	\$10,148
Cape May	\$15,774	\$17,729	\$9,797
Cumberland	\$15,943	\$17,919	\$9,902
Essex	\$17,125	\$19,249	\$10,636
Gloucester	\$16,232	\$18,245	\$10,081
Hudson	\$17,299	\$19,444	\$10,744
Hunterdon	\$16,870	\$18,961	\$10,477
Mercer	\$16,875	\$18,967	\$10,480
Middlesex	\$16,806	\$18,889	\$10,438
Monmouth	\$16,650	\$18,715	\$10,341
Morris	\$17,028	\$19,140	\$10,576
Ocean	\$16,190	\$18,198	\$10,055

Passaic	\$16,550	\$18,602	\$10,279
Salem	\$16,232	\$18,245	\$10,081
Somerset	\$17,323	\$19,471	\$10,759
Sussex	\$16,517	\$18,564	\$10,258
Union	\$17,033	\$19,145	\$10,579
Warren	\$16,160	\$18,164	\$10,037

The per pupil amounts shown in the table above show the FY2026 per pupil amounts inflated for CPI (3.58%) but are subject to change pending enactment of the FY2027 Appropriations Act.

Note that the above per-pupil amounts are intended to support the direct cost of serving children in classrooms and the LEA-wide program oversight. See the District Budget Planning Workbook instructions for more detail.

2.3 Allowable Use of Funds (see District Budget Planning 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 LEA cut-off date used for kindergarten enrollment; and
- Children who meet residency requirements of the applicant LEA(s). If multiple LEAs collaborate to offer this program, children must meet the residency requirements of one of the partnering LEAs.

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 must use PEA funds only as allowed; otherwise, the LEA is not eligible.

The total number of children served and/or the duration (length of day) must increase with these funds. If private child care agencies contract with the LEA to provide a preschool program, they may not increase their profits beyond a maximum of 2.5 percent of the subtotal of the NJDOE funded educational program costs, after the program meets all requirements, including teacher parity.

Existing special education or federal funding sources used to support preschoolers cannot be supplanted by PEA. The LEA's share of special education or local funding to support preschoolers with disabilities must be included in the Budget Workbook.

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 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 LEA 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	
Signed Letters of Intent to Partner (If Applicable)	
Documentation of Refusal of Head Start to Partner (If applicable)	
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 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 regarding 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 that meet the minimal score of 70 points and submit a budget that supports implementation of all elements of a high quality preschool program 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. Approval of funding does not indicate that all elements of the application meet requirements or guarantee the number of seats approved.

Preschool Education Aid FY 2027 (PEA) Award Proposal Title Page

Title of Program: Preschool Education Aid (PEA) 2026-2027
Division: Early Childhood Services
Office: Preschool Expansion

Indicate type of application:

☐ Applying as an individual district

☐ Applying as part of a consortium: If selected, complete the *consortium* table below. In addition, each consortium member must submit a completed title page, signed statement of assurance, and a board-certified resolution.

LEA Name: LEA Code:

County Name: County Code:

Address: City:

State: Zip:

Superintendent Name:

Telephone Number: Ext:

Email:

Primary Contact:

Telephone Number: Fax:

Email:

Business Administrator:

Telephone Number: Fax:

Email:

Duration of Fiscal Period from (mm/dd format): to:

District Aid Percentage (required):

Total Amount of State PEA Funds Requested: \$

Proposed September Implementation Date:

Date of Board Resolution:

If the Board-Certified Resolution is not submitted, 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 this agency's governing body, 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 _____

Print Name _____

Date: _____

If applicable, complete the *consortium* table below. Add rows as needed.

District name and code	Lead LEA Yes/No	County name	Superintendent Name	Superintendent Email

V. Application Narrative

The purpose of the PEA Application is to provide a comprehensive description of how the LEA 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](#) and in the New Jersey Department of Education, Division of Early Childhood Services Preschool Implementation Guidelines.

The LEA'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, and preschool program assessments including but not limited to, curriculum-specific program assessment tools (where appropriate), structured observation tools, Grow NJ Kids, New Jersey's Quality Rating and Improvement System (QRIS), and any other data source specific to the LEA's preschool program.

5.1 Operational Plan Overview (5 points)

Provide a general overview of the LEA's proposed preschool program operational plan.

1. Describe your current preschool program.

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2. Describe the current demographics and community services/resources offered to all children and families in the LEA.

3. What is the vision of your preschool program?

4. How would Preschool Education Aid support achieving the vision?

5. The program will begin operation no later than September 2026. Please note the tentative projected start date, if any.

6. Does your LEA include preschool in your Title 1 needs assessment?

Yes	
No	

5.2 Outreach, Recruitment, Enrollment and Facilities (17 points)

Outreach

LEAs are highly encouraged to contract with licensed child care programs and pursuant to N.J.A.C. 6A:13A, 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. LEAs must show due diligence with all efforts to partner with licensed child care centers and Head Start agencies.

Note: LEAs who contract with Head Start and/or private providers will be given 15 priority points if the base score is 70 or higher.

1. Describe the strategies the LEA 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 in the LEA or group of LEAs (facilities, staffing, etc.).

2. What efforts will the LEA implement to recruit and place preschool children, particularly those from the hardest to reach families (e.g., recent immigrants, low-income, teen parents, etc.)? How will the LEA ensure that it serves a large proportion of low-income children and makes progress towards serving all eligible preschool children in the universe?

3. How will the LEA ensure priority placement of at-risk students (e.g. recent immigrants, low-income, teen parents, homelessness)?

4. If the LEA is not able to serve the universe of children in year one, what method will be used to place children in available seats?

Complete the table below, adding columns as necessary, to demonstrate the collaborative arrangements the LEA will make with community child care programs and/or Head Start to provide services to eligible children. If the LEA is not collaborating with local licensed programs to serve eligible preschool children, please provide a detailed explanation of the reason(s). LEAs can obtain local child care program information from the ***Licensed Child Care Locator*** located in the resource links.

LEAs must document all efforts to engage with licensed providers and Head Start programs.

5. Indicate the number of licensed providers in your community and/or neighboring towns identified using the Licensed Child Care Locator link on the line below:

Program Name				
Contact Name				
Contact Method (email, phone, etc.)				
Date Contact was Initiated				
Response from Program (Y/N)				
Date of Follow Up Contact (if no response)				
Program Interested in Collaboration (Y/N/Unsure)				
Provide Reason(s) for “No” or “Unsure”				
Number of Rooms for Collaboration that Meet DOE Standards (Please indicate “0” if no classrooms meet DOE standards)				
Letter of Intent Included in LEA Application (Y/N)				

6. Due Diligence:

- a. If the LEA is unable to establish a contract with a local Head Start program, provide a detailed explanation and supporting documentation of the outreach efforts made to partner with the local Head Start agency. Additionally, explain why the LEA was ultimately unable to enter into a contract with any local Head Start program.

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- b. If the LEA is not planning to contract with non-Head-Start licensed child care centers, provide a justification that demonstrates the LEA has the ability to staff and place all eligible preschool students in district facilities or that extenuating circumstances in the applicant's community limit accessibility to, or feasibility of partnership with, licensed child care centers.

7. Describe how the LEA has evaluated the community's needs and include the data or rationale that demonstrates the community's support for preschool expansion.

Preschool Universe

N.J.A.C. 6A: 13A, Elements of High-Quality Preschool Programs, defines the *preschool 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 number of first-grade enrollments in the LEA's traditional public school, charter, and renaissance school projects.

Note: When applicable, LEAs can use a lottery system for enrollment. **Consideration should be given to children whose families are income eligible.** LEAs must serve three- and four-year-old children.

Provide enrollment projections for the general education students for the next five years in the table below.

Enrollment Projections for General Education Students

Implementation Year	Universe	Projected Enrollment	Percent of Universe Projected Enrolled
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			

Recruitment

Complete the *Planned Recruitment Efforts* questions below. Place an X for all that apply; if the activity does not apply, leave that row blank.

Planned Recruitment Efforts

Activity	Applicability of Activity X
Develop promotional materials (e.g., flyers, postcards, bookmarks, magnets, signs).	
Direct outreach to community locations (e.g., churches, grocery stores, child care centers, etc.).	
Engage community leaders in program promotion.	
Engage local service clubs and organizations (e.g., Rotary, Elks) in program promotion.	
Write a news story or media announcement for local media outlet(s).	

Activity	Applicability of Activity X
Convene the Early Childhood Advisory Council (ECAC) to support outreach planning.	
Participate in community events to help promote the program.	
Identify different segments of the community to target program promotion and communications.	
Utilize billboards and transit advertising.	
Conduct an open house, tour, or other kick-off event(s).	
Schedule speaking engagements for program leaders.	
Produce and distribute public service announcements to local media outlets.	
Utilize social media (e.g., Facebook, X, Instagram) for program outreach.	
Devote staff time to outreach efforts.	
Enable the community to ask questions about the preschool program via telephone, website, and social media inquiries.	
Provide information and training to staff to assist with outreach.	
Seek resources from the community (e.g., marketing consultation).	
Identify community businesses or nonprofits willing to help promote the program.	
Locate available resources for advertising and developing an outreach plan.	
Other (please explain):	

Facilities

Complete the *Facilities Chart* below for all preschool general education/inclusion classrooms. **Do not include preschool self-contained classrooms.**

All LEA, Head Start, and provider classrooms must meet facilities requirements as described in N.J.A.C. 6A:13A, Elements of High-Quality Preschool Programs. Please note that amendments to those regulations were adopted and went into effect November 17, 2025; in accordance with those updated regulations, classrooms must provide 42 square feet of usable space per child. If the bathroom is not contained within the room, it must be located on the same floor, be designated for use only by preschool and kindergarten students and be supervised by an adult.

LEAs must submit floor plans identifying the total square footage for each classroom that will be used for PEA funded preschool classrooms.

Indicate the total number of general education/inclusion preschool classrooms.

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Facilities Chart

Site Type (School, Private Provider and/or Head Start) Include the name of provider, Head Start or LEA 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)	Proposed Classroom Enrollment	Bathroom in Classroom Y/N	Bathroom in Line of Sight (if not in the classroom) In line of sight means that the bathroom is directly visible from the classroom. Y/N/NA	Floor Level

5.3 Community Collaboration and Family Engagement (14 points)

Family Engagement

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

Complete the *Family Engagement Staff* table below providing the name and title for each of the LEA family services professionals, including the required positions of Community Parent Involvement Specialist (CPIS) and Social Worker, who will work directly with preschool families. If the LEA plans to hire an individual to fill the position, indicate “To Be Hired”, and complete the remaining information.

Family Engagement Staff

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

1. Describe the process for assessing the educational and social service needs of preschool families throughout the school year.

2. List the proposed activities, meetings, and trainings that will be offered to preschool families during the school year.

3. How will the LEA identify families who may need referrals to resources in the community?

4. What will be the process for families to request support and/or referral(s) to local and state-wide social service agencies? How will families be aware of the process? Please provide specifics.

5. If the LEA is planning to partner, how will staff collaborate with family workers in contracted provider and/or Head Start programs?

Community Collaboration

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. Pursuant to N.J.A.C. 6A:13A-4.6(c)2, elected co-chairs shall preside at quarterly council meetings. Additional information about the Early Childhood Advisory Council (ECAC) can be found in the Preschool Program Implementation Guidelines located in the resource links.

6. Describe your plan for creating an Early Childhood Advisory Council (ECAC). If your LEA has an equivalent entity, provide the mission statement, membership roster, and evidence of collaboration with community stakeholders.

7. What will be the primary responsibilities of the ECAC?

8. Identify the community stakeholder groups with whom the ECAC will collaborate.

Complete the *ECAC Membership Roster* table below by listing the proposed members. Include the name, title and organization, family members, and other stakeholders. Specify the leaders of the Council. Stakeholders may include community institutions, local businesses, community colleges, houses of worship, health agencies, and others. If necessary, add additional rows to the table. Additionally, indicate the grade band that parents will represent (e.g., preschool, kindergarten).

ECAC Membership Roster

Name	Title and Organization	Indicate if LEA Employee or Stakeholder

9. Describe the activities planned to recruit members for the ECAC.

10. Describe how the ECAC will ensure parents of students enrolled in the preschool program are informed and engaged in the council's work.

11. What method will be used to assess and evaluate the effectiveness of the ECAC?

5.4 Transitions (6 points)

Refer to the section on transition in N.J.A.C. 6A: 13A, and in the Preschool Program Implementation Guidelines. **Note:** All LEAs should have a transition team for general education students transitioning from preschool through third grade.

Complete the *Transition Team* table below listing team members and their positions/roles.

Transition Team

Name	Position/Role

1. How will the LEA ensure collaboration between preschool administrators and other education stakeholders (i.e., special education, multilingual learners, K-third grade, nurses, family workers, social workers, Head Start, and contracted providers) to ensure comprehensive transition plans?

--

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

--

3. Will the LEA use Title 1 funds for transition activities from preschool to kindergarten to first grade?

Yes	
No	

List projected transition activities for each category of participants in the *Projected Transition Activities* table below. Be as specific as possible. Please include information on transition plans for children enrolling throughout the year, not only at the beginning of the program.

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/Child Care Program to your Program			

Category	Children	Families	Teaching Staff
From Preschool (LEA-Operated, Child Care, and Head Start) to Kindergarten			

5.5 Preschool Administration and Health and Safety (8 points)

Administration

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 certificate or New Jersey principal certificate and have experience in preschool education. Refer to N.J.A.C. 6A: 13A-4.1(a) for administrative ratio requirements.

Complete the *Administrative Oversight* table below. Please note the primary program administrator and any additional site supervisors.

Administrative Oversight

Title	Name	Email Contact	Certification	Years of Direct Preschool Experience	Other LEA Responsibilities Unrelated to Preschool	Primary Preschool Program Administrator (Y/N)

1. Describe the training that all listed administrators will receive in the selected curriculum.

--

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.

Pursuant to N.J.A.C. 6A:13A, health screenings must be provided to all enrolled preschool children. Vision, hearing, dental, height, and weight screenings are to occur upon enrollment. Families should be notified of the screening requirements upon enrollment.

List the proposed schedule of health screenings for preschool children in the *Health Screening* table below.

Proposed Schedule of Health Screenings

Health Screening	Projected Completion Date
Vision	
Hearing	
Dental	
Height/Weight	

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

--

3. List the proposed health-related family education programs and the proposed schedule for the current school year.

--

4. List the professional development the nurses will provide to classroom teachers and children within the current school year.

--

5. Does your LEA participate in the National School Breakfast Program and the National School Lunch Program?

Yes	
No	

5.6 Coaching Supports: Preschool Instructional Coach (PIC) and Preschool Intervention and Referral Specialist (PIRS) (11 points)

Preschool Instructional Coaches

Refer to the section on the *Preschool Instructional Coach* in N.J.A.C. 6A:13A and in the Preschool Program Implementation Guidelines.

Note: The Preschool Instructional Coach (PIC) should dedicate their time to classroom visits, coaching, and supporting teachers through the reflective cycle, and having dialogue with teachers regarding learning and instructional practices. The PIC should not have any teacher, supervisory, or evaluator responsibilities. LEAs should refer to the qualifications and experience required of a PIC, outlined in N.J.A.C. 6A:13A, to ensure that the individual appointed to the PIC role meets all requirements.

Complete the *Preschool Instructional Coach (PIC)* table below based on the total number of preschool classrooms the LEA is planning for in year one of the program. Note that the position(s) should be filled at a ratio of one full-time PIC for no more than twenty (20) preschool classrooms.

Note: If necessary, indicate any positions that are unfilled at this time by entering "To be hired" in the name column.

Preschool Instructional Coach (PIC)

Name	Number of Assigned Classrooms	Indicate Date PIC Completed New PIC Seminar, if applicable	Indicate if the PIC is Serving in Multiple Roles (i.e., CPIS, PIRS)	Percentage of Time that the Individual will Serve in the PIC role for the LEA	Indicate if the Individual is a LEA Employee, Shared with Another LEA, or Outside Contracted Consultant

1. Describe how the PIC role will provide expertise to support teaching and learning, using the selected curriculum.

--

2. If the LEA plans to contract with Head Start, what efforts will be in place for the PIC to coordinate with the Head Start coach?

--

Preschool Intervention and Referral Specialist (PIRS) and Preschool Intervention and Referral Team (PIRT)

Refer to the section on *Intervention and Support Services* in N.J.A.C. 6A:13A and in the Preschool Program Implementation Guidelines.

A PIRS is a coach working within a consultation model to deliver preschool age-appropriate supports designed to decrease referrals to special education and to maximize general education classroom teachers' ability to support all students. As needed, the PIRS consults with the PIRT, a team comprised of experts, to provide recommendations, support, and/or interventions so that all children can succeed within the general education classroom.

Note: The PIRS should dedicate their time conducting regular classroom visits to observe, model, provide feedback, and make recommendations about appropriate strategies, classroom modifications, and the selection of adaptive materials to address the needs of children with challenging behaviors or potential learning difficulties. Additionally, the PIRS should provide professional development and conduct classroom observations using a quality classroom assessment tool for instructional staff and administrators to facilitate preschool inclusion.

The PIRS should not have any teacher, supervisory, or evaluator responsibilities. LEAs should refer to the qualifications and experience required for a PIRS, outlined in N.J.A.C. 6A:13A, to ensure the individual appointed to the PIRS role meets all requirements.

Complete the *Preschool Intervention and Referral Specialist PIRS* table below based on the total number of preschool classrooms the LEA is planning for in year one of the program. The position(s) should be filled at a ratio of one full-time PIRS for no more than twenty (20) preschool classrooms.

Note: If necessary, indicate any positions that are unfilled at this time by entering "To be hired" in the name column.

Preschool Intervention and Referral Specialist (PIRS)

Name	Number of Assigned Classrooms	Indicate Date PIRS Completed PIRS Seminar, if applicable	Indicate if the PIRS is Serving in Multiple Roles (i.e., PIC, CPIS)	Percentage of Time that the Individual will Serve in the PIRS for the LEA	Indicate if the Individual is a LEA Employee, Shared with Another LEA, or Outside Contracted Consultant

The primary roles and goals 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.

- Describe how the PIRS role will provide expertise to support social-emotional learning and development.

- If the LEA plans to contract with Head Start, what efforts will be in place for the PIRS to coordinate with the Head Start coach?

- What developmental screening tool will your LEA use?

6. Who will administer the screening tool?

7. When will the screenings be conducted?

5.7 Curriculum Implementation, Child Assessment, and Supporting Multilingual Learners (ML) (8 points)

Curriculum Implementation and Child Assessment

Refer to the section on *Curriculum and Assessment* in N.J.A.C. 6A: 13A and in the Preschool Program Implementation Guidelines.

The LEA is required to implement an approved evidence-based comprehensive curriculum that aligns with the Preschool Teaching and Learning Standards. Please refer to the resource links for more information.

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

1. What curriculum and edition are you planning to implement in your preschool program?

2. Indicate the performance-based child assessment tool that the preschool program plans to utilize.

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

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

Supporting Multilingual Learners (ML)

Refer to the section on *Supporting Multilingual Learners* in the Preschool Program Implementation Guidelines.

The optimal classroom model for enhancing the learning and development of Multilingual Learners (ML) is through the support of both the child's home language and English. The purpose of the **Home Language Survey** (see resource links) is to identify needed support. Language proficiency screening tools are not appropriate for making placement decisions for three- and four-year-olds.

5. Will all families be given the Home Language Survey at registration?

Yes	
No	

6. What percentage of bilingual preschool teaching staff (teachers and assistants) will be employed in your program? Please include partner sites if applicable.

7. List the three primary strategies the LEA will use to ensure that ML receive needed support in preschool classrooms:

Strategy 1.

Strategy 2.

Strategy 3.

8. How will families of ML preschool children be supported? Provide specifics.

5.8 Inclusion of Children with Individualized Education Programs (IEPs) (7 points)

The LEA 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. LEAs should be working towards a rate of a minimum of 50% of preschoolers with disabilities in the general education setting.**

Best practices are to 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 throughout all general education classrooms.

1. Outline the LEA'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. Include what appropriate support will be provided to preschool children with disabilities during the regular routine.

- Outline the LEA’s plan for special education staff, Preschool Instructional Coaches, and PIRS/PIRT to consult with and support teachers to address goals.

- Describe the LEA’s plan for providing integrated therapies to children, including those placed in private provider or Head Start settings, within the classroom environment.

- Describe how the LEA will ensure the primary classroom teachers, including provider and/or Head Start, will participate in meetings throughout the IEP process.

- Describe how the LEA will develop and use the Review of the Preschool Day. (See resource links)

In the 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 Number of Students with IEPs	Projected Number of Students with IEPs Included in General Education Settings	Projected Inclusion Rate
Year 1			
Year 2			

5.9 Program Evaluation and Professional Development (9 points)

Program Evaluation

Refer to the section on *Program Evaluation* in N.J.A.C. 6A: 13A and in the Preschool Program Implementation Guidelines.

1. Describe measurable methods of program evaluation, including the structured observation tool(s), that will be implemented in the initial year of the program. Include a rationale for the selection of the tool(s) along with the anticipated impact on the program.

2. Outline how data will be used to inform program planning and improvement.

3. Outline the LEA's plan to participate in Grow NJ Kids. In-district programs and all contracted provider and Head Start sites will be expected to enroll in Grow NJ Kids, and 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.

Professional Development (PD)

4. Will the LEA use your Title 1 needs assessment to identify PD topics for preschool educators?

Yes	
No	

5. Describe in detail the PD plan for the current school year. Include evidence that the PD plan is systematic and comprehensive.

6. What data sources will the LEA use to inform the PD plan?

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

8. How will the LEA provide PD on using structured observation tools for coaches?

Identify the professional development topics, differentiated for various preschool staff, based on experience and position, that will be implemented in the first year. See the **Preschool Program Implementation Guidelines** in the resource links.

Category	Topics for New Staff	Topics for Experienced Staff
All Preschool Staff		
Teachers		
Assistant Teachers		
Coaches (PIC/PIRS)		
LEA Administration		
Child Care Directors/Head Start		
Administrators		
CPIS		
Family Workers		
Social Workers		
Nurse		
Bus Drivers/ Security/ etc.		

5.10 Monitoring and Budget Narrative (15 points)

In the *Fiscal Oversight* table below, indicate the Business Administrator and/or Fiscal Specialist(s) who will monitor and track all preschool expenditures, including LEA, provider budgets, contract compliance, and state fiscal reviews. Note: The applicant's budget narrative must explain how the district will meet all program

requirements. The budget narrative should also indicate which costs are being supported with local funds. The applicant’s budget narrative and workbook *must* either

- i. Demonstrate *full* funding of the applicant’s local share to account for the costs necessary meet the requirements of this NFO, where local share is defined as the amount of the applicant’s programs costs (as defined in section 2.2 of this NFO) remaining after deducting the district’s grant award; or
- ii. If the applicant proposes to operate its preschool program at a lower cost (i.e. with a lower local share), the applicant *must* demonstrate and justify how it will meet *all* program requirements for operating a high quality preschool program as outlined at N.J.A.C. 6A:13A, including serving its full universe of students. The submitted budget must be balanced even if showing supported lower costs. If the applicant fails to provide sufficient detail demonstrating how the program will successfully operate at lower costs, the district will receive zero points for this budget section and may be deemed ineligible for funding.

Fiscal Oversight

Name	Title	Email Contact

1. Provide a list of supports (budget development, expenditure guidance, etc.) that will be offered to private providers and Head Start to ensure contract compliance.

2. Describe one-time costs such as renovation and playground enhancements. Include the funding allocation for each item.

3. Describe intentions to contract with private providers or Head Start, including associated costs. Please note: If the LEA plans to contract with licensed child care providers and Head Start programs, letters of intent to contract must be submitted with the application. If the LEA intends to withhold funds, provide a detailed explanation of withholding amounts and associated services and the percentage being withheld from each provider.

4. Include, by category, associated costs for professional development, curricular materials, and family engagement expenses.

5. Include an itemized description of initial costs (furniture, supplies, materials, etc.) necessary to implement a preschool program, not to exceed \$10,000 per classroom.

In the *Budget Description table* below, provide a narrative of planned expenditures in each line. If zero (0) dollars are allocated in the submitted budget, indicate it in the table.

Budget Description

Please note that the projected local share should be identified in the Budget Workbook. The Budget Workbook should incorporate the detail outlined in the budget narrative, above, explaining how the applicant will meet all program requirements, including serving its full universe of students.

Name of Line	Account Number	Budget Line Detail, include funding source (State/Local share)
Purchased Professional Educational Service	100-321	
Other Purchased Service	100-500	
Supplies and Materials	100-600	
Other Objects	100-800	
Other Purchased Professional-Educational Services	200-329	
Other Purchased Professional Services	200-330	
Cleaning, Repair and Maintenance Services	200-420	
Rentals	200-440	
Contracted Services-Transportation	200-511	
Contracted Services-Field Trips	200-516	
Travel	200-580	
Miscellaneous Purchased Services	200-590	

Name of Line	Account Number	Budget Line Detail, include funding source (State/Local share)
Supplies and Materials	200-600	
Other Objects	200-800	
Instructional Equipment	400-731	
Non-Instructional Equipment	400-732	

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) constitutes 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 all applicable facilities regulations pursuant to N.J.A.C. 6A:13A and N.J.A.C. 6A:26.
- 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 \(PDF\)](#)

[New Jersey Preschool Teaching and Learning Standards \(PDF\)](#)

[Preschool Program Implementation Guidelines \(PDF\)](#)

[Preschool Classroom Teaching Guidelines \(PDF\)](#)

[2025-2026 Child Care Contract](#)

[2025-2026 Head Start Contract](#)

[Licensed Child Care Locator](#)

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations \(NCPMI\)](#)

[Planning for Preschool: Virtual Presentation by West Orange Public Schools](#)

[New Jersey Home Language Survey \(PDF\)](#)

[Policy Statement on Inclusion \(2015\) \(PDF\)](#)

[Connect4Learning Individualized Education Program \(IEP\) - Review of the Preschool Day](#)

[Creative Curriculum IEP - Review of the Preschool Day](#)

[HighScope IEP - Review of the Preschool Day](#)

[Tools of the Mind IEP - Review of the Preschool Day](#)

[Frog Street IEP-Review of The Preschool Day](#)

Appendix: Eligible Districts' FY26 District Aid Percentage per P.L.2025, c. 100

For planning purposes, this Appendix provides each eligible district's FY2026 DAP. Applicants should note that final awards under this NFO will be based on updated FY2027 DAPs, which are not available at the time of this publication. The Department does not expect significant changes between FY2026 and FY2027 DAPs.

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Atlantic	960	Corbin City	40.0%
Atlantic	2780	Longport	40.0%
Atlantic	3020	Margate City	40.0%
Atlantic	4240	Port Republic City	40.0%
Bergen	40	Allendale Boro	40.0%
Bergen	80	Alpine Boro	40.0%
Bergen	930	Closter Boro	40.0%
Bergen	990	Cresskill Boro	40.0%
Bergen	1070	Demarest Boro	40.0%
Bergen	1130	Dumont Boro	40.0%
Bergen	1270	Edgewater Boro	40.0%
Bergen	1345	Elmwood Park	40.0%
Bergen	1360	Emerson Boro	40.0%
Bergen	1380	Englewood Cliffs Boro	40.0%
Bergen	1450	Fair Lawn Boro	40.0%
Bergen	1550	Fort Lee Boro	40.0%
Bergen	1580	Franklin Lakes Boro	40.0%
Bergen	1760	Glen Rock Boro	40.0%
Bergen	2050	Harrington Park Boro	40.0%
Bergen	2080	Hasbrouck Heights Boro	40.0%
Bergen	2090	Haworth Boro	40.0%
Bergen	2180	Hillsdale Boro	40.0%
Bergen	2200	Ho Ho Kus Boro	40.0%
Bergen	2620	Leonida Boro	40.0%
Bergen	2860	Lyndhurst Twp	40.0%
Bergen	2900	Mahwah Twp	40.0%
Bergen	3060	Maywood Boro	40.0%
Bergen	3170	Midland Park Boro	40.0%

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Bergen	3330	Montvale Boro	40.0%
Bergen	3550	New Milford Boro	40.0%
Bergen	3730	Northvale Boro	40.0%
Bergen	3740	Norwood Boro	40.0%
Bergen	3760	Oakland Boro	40.0%
Bergen	3850	Old Tappan Boro	40.0%
Bergen	3870	Oradell Boro	40.0%
Bergen	3930	Paramus Boro	40.0%
Bergen	3940	Park Ridge Boro	40.0%
Bergen	4310	Ramsey Boro	40.0%
Bergen	4370	Ridgefield Boro	40.0%
Bergen	4390	Ridgewood Village	40.0%
Bergen	4410	River Edge Boro	40.0%
Bergen	4430	River Vale Twp	40.0%
Bergen	4470	Rochelle Park Twp	40.0%
Bergen	4500	Rockleigh	40.0%
Bergen	4600	Rutherford Boro	40.0%
Bergen	4610	Saddle Brook Twp	40.0%
Bergen	4620	Saddle River Boro	40.0%
Bergen	4870	South Hackensack Twp	40.0%
Bergen	5160	Tenafly Boro	40.0%
Bergen	5330	Upper Saddle River Boro	40.0%
Bergen	5410	Waldwick Boro	40.0%
Bergen	5430	Wallington Boro	40.0%
Bergen	5755	Westwood Regional	40.0%
Bergen	5880	Woodcliff Lake Boro	40.0%
Bergen	5920	Wyckoff Twp	40.0%
Burlington	200	Bass River Twp	40.0%
Burlington	1030	Delanco Twp	40.0%
Burlington	1060	Delran Twp	41.4%
Burlington	2960	Mansfield Twp	40.0%
Burlington	3070	Medford Lakes Boro	40.0%

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Burlington	4740	Shamong Twp	40.0%
Burlington	5010	Springfield Twp	40.0%
Burlington	5890	Woodland Twp	40.0%
Camden	190	Barrington Boro	40.0%
Camden	1880	Haddon Heights Boro	40.0%
Camden	1890	Haddon Twp	40.0%
Camden	1900	Haddonfield Boro	40.0%
Camden	2130	Hi Nella	60.8%
Camden	2540	Laurel Springs Boro	47.1%
Camden	3110	Merchantville Boro	40.5%
Camden	5080	Stratford Boro	47.8%
Cape May	170	Avalon Boro	40.0%
Cape May	4700	Sea Isle City	40.0%
Cape May	5060	Stone Harbor Boro	40.0%
Essex	410	Bloomfield Twp	40.0%
Essex	660	Caldwell-West Caldwell	40.0%
Essex	760	Cedar Grove Twp	40.0%
Essex	1400	Essex Fells Boro	40.0%
Essex	1465	Fairfield Twp	40.0%
Essex	1750	Glen Ridge Boro	40.0%
Essex	2730	Livingston Twp	40.0%
Essex	3190	Millburn Twp	40.0%
Essex	3630	North Caldwell Boro	40.0%
Essex	4530	Roseland Boro	40.0%
Essex	5370	Verona Boro	40.0%
Gloucester	1590	Franklin Twp	40.0%
Gloucester	2070	Harrison Twp	40.0%
Gloucester	3580	Newfield Boro	40.0%
Gloucester	5120	Swedesboro-Woolwich	40.0%
Gloucester	5590	Wenonah Boro	40.0%
Gloucester	5870	Woodbury Heights Boro	40.0%
Hudson	4730	Secaucus Town	40.0%

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Hunterdon	20	Alexandria Twp	40.0%
Hunterdon	370	Bethlehem Twp	40.0%
Hunterdon	670	Califon Boro	40.0%
Hunterdon	2590	Lebanon Boro	40.0%
Hunterdon	2600	Lebanon Twp	40.0%
Hunterdon	5180	Tewksbury Twp	40.0%
Mercer	1245	East Windsor Regional	40.0%
Mercer	1430	Ewing Twp	40.0%
Mercer	1950	Hamilton Twp	40.0%
Mercer	2280	Hopewell Valley Regional	40.0%
Mercer	5715	W Windsor-Plainsboro Reg	40.0%
Middlesex	970	Cranbury Twp	40.0%
Middlesex	1170	East Brunswick Twp	40.0%
Middlesex	3120	Metuchen	40.0%
Middlesex	3220	Milltown Boro	40.0%
Middlesex	3845	Old Bridge Twp	40.0%
Middlesex	4970	Spotswood	40.0%
Middlesex	5850	Woodbridge Twp	40.0%
Monmouth	180	Avon Boro	40.0%
Monmouth	560	Brielle Boro	40.0%
Monmouth	945	Colts Neck Twp	40.0%
Monmouth	1000	Deal Boro	40.0%
Monmouth	1440	Fair Haven Boro	40.0%
Monmouth	2105	Hazlet Twp	40.0%
Monmouth	2230	Holmdel Twp	40.0%
Monmouth	2320	Interlaken	40.0%
Monmouth	2720	Little Silver Boro	40.0%
Monmouth	2920	Manalapan-Englishtown Reg	40.0%
Monmouth	2930	Manasquan Boro	40.0%
Monmouth	3030	Marlboro Twp	40.0%
Monmouth	3160	Middletown Twp	40.0%
Monmouth	3200	Millstone	40.0%

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Monmouth	3250	Monmouth Beach Boro	40.0%
Monmouth	4520	Roosevelt Boro	40.0%
Monmouth	4570	Rumson Boro	40.0%
Monmouth	4690	Sea Girt Boro	40.0%
Monmouth	4770	Shrewsbury Boro	40.0%
Monmouth	4980	Spring Lake Boro	40.0%
Monmouth	4990	Spring Lake Heights Boro	40.0%
Monmouth	5185	Tinton Falls	40.0%
Monmouth	5420	Wall Twp	40.0%
Monmouth	5645	Loch Arbour	40.0%
Morris	630	Butler Boro	40.0%
Morris	820	Chester Twp	40.0%
Morris	1090	Denville Twp	40.0%
Morris	1190	East Hanover Twp	40.0%
Morris	1530	Florham Park Boro	40.0%
Morris	2000	Hanover Twp	40.0%
Morris	2010	Harding Township	40.0%
Morris	2460	Kinnelon Boro	40.0%
Morris	2650	Lincoln Park Boro	40.0%
Morris	2870	Madison Boro	40.0%
Morris	3090	Mendham Boro	40.0%
Morris	3100	Mendham Twp	40.0%
Morris	3340	Montville Twp	40.0%
Morris	3380	Morris Plains Boro	40.0%
Morris	3410	Mount Arlington Boro	40.0%
Morris	3450	Mount Olive Twp	40.0%
Morris	3460	Mountain Lakes Boro	40.0%
Morris	3950	Parsippany-Troy Hills Twp	40.0%
Morris	4000	Long Hill Twp	40.0%
Morris	4080	Pequannock Twp	40.0%
Morris	4330	Randolph Twp	40.0%
Morris	4440	Riverdale Boro	40.0%

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Morris	4480	Rockaway Boro	40.0%
Morris	4490	Rockaway Twp	40.0%
Morris	4560	Roxbury Twp	40.0%
Morris	0785	School District of the Chathams	40.0%
Morris	5520	Washington Twp	40.0%
Ocean	210	Bay Head Boro	40.0%
Ocean	230	Beach Haven Boro	40.0%
Ocean	2550	Lavallette Boro	40.0%
Ocean	2760	Long Beach Island	40.0%
Ocean	4220	Point Pleasant Beach	40.0%
Ocean	4720	Seaside Park Boro	40.0%
Ocean	5190	Toms River Regional	40.0%
Passaic	2100	Hawthorne Boro	40.0%
Passaic	2700	Little Falls Twp	40.0%
Passaic	3640	North Haledon Boro	40.0%
Passaic	4230	Pompton Lakes Boro	40.0%
Passaic	4400	Ringwood Boro	40.0%
Passaic	5200	Totowa Boro	40.0%
Passaic	5440	Wanaque Boro	40.0%
Passaic	5570	Wayne Twp	40.0%
Passaic	5650	West Milford Twp	40.0%
Somerset	240	Bedminster Twp	40.0%
Somerset	350	Bernards Twp	40.0%
Somerset	510	Branchburg Twp	40.0%
Somerset	0555	Bridgewater-Raritan Regional	40.0%
Somerset	1810	Green Brook Twp	40.0%
Somerset	2170	Hillsborough	40.0%
Somerset	3320	Montgomery Twp	40.0%
Somerset	4815	Somerset Hills Regional	40.0%
Somerset	4850	South Bound Brook	44.5%
Somerset	5470	Warren Twp	40.0%
Somerset	5540	Watchung Boro	40.0%

County	Dist	District	District Aid Percentage (Minimum of 40%) FY2026
Sussex	640	Byram Twp	40.0%
Sussex	1560	Frankford Twp	40.0%
Sussex	1800	Green Twp	40.0%
Union	310	Berkeley Heights Twp	40.0%
Union	2420	Kenilworth Boro	40.0%
Union	3470	Mountainside Boro	40.0%
Union	3560	New Providence Boro	40.0%
Union	4670	Scotch Plains-Fanwood Reg	40.0%
Union	5090	Summit City	40.0%
Warren	30	Allamuchy Twp	40.0%
Warren	70	Alpha Boro	40.0%
Warren	400	Blairstown Twp	40.0%
Warren	1840	Greenwich Twp	40.0%
Warren	1870	Hackettstown	47.3%
Warren	2040	Harmony Twp	40.0%
Warren	2250	Hope Twp	40.0%
Warren	2470	Knowlton Twp	40.0%
Warren	2970	Mansfield Twp	40.0%
Warren	5780	White Twp	40.0%
