

# Notification of Funding Opportunity Preschool Education Aid (PEA) 2025-2026

**Kevin Dehmer**

**Commissioner**

**New Jersey Department of Education**

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**Proposal Due Date:**

**August 21, 2025**

**12:00 p.m.**

## Table of Contents

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

## I. Program Information

### 1.1 Program Description

This notification for funding is to announce the availability of Preschool Education Aid (PEA) to increase access to high-quality preschool for New Jersey three- and four-year-old children in the 2025-2026 school year. The final Fiscal Year (FY) 2026 budget appropriation included $10 million to increase the number of local education agencies (LEAs) offering high-quality state-funded preschool and the overall number of New Jersey children served in high-quality preschool programs. 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 LEAs implement this program no later than 75 days upon approval of PEA funding. Priority will be given to a school LEA implementing a mixed delivery model (i.e., contracting with Head Start and/or licensed child care providers).

### 1.2 Eligibility to Apply

LEAs must offer full-day kindergarten to be eligible to submit an application. 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.

### 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 LEAs demonstration of its readiness to operate a preschool program consistent with the preschool quality standards.

### 1.4 Dissemination of this Notice

Through the Division of Early Childhood Services, the Department makes 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 availability of funds in correspondence dated July 9, 2025.

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

### 1.5 Technical Assistance Workshop

The Division of Early Childhood Services will host **mandatory** Technical Assistance (TA) Workshops for all PEA applicants. The in-person workshops are scheduled to be held at 100 Riverview Plaza, Trenton, NJ on Wednesday, July 16 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**](https://homeroom5.doe.state.nj.us/events/details.php?t=1;recid=53351) **to register to attend the 10 a.m. to 11:30 a.m.** session, or [**click here**](https://homeroom5.doe.state.nj.us/events/details.php?t=1;recid=53352) **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 3:00 p.m. on Tuesday, July 15, 2025.**

### 1.6 Proposal Submission

Applicants must upload required application documents via [New Jersey Homeroom](https://homeroom.state.nj.us/) **no later than 12:00 p.m. on August 21, 2025.** If you have any issues submitting via Homeroom, please contact your in-LEA Homeroom administrator.The Department willnot 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.

### 1.8 Disbursement of Funds

Funding will be disbursed evenly across the LEA’s remaining state aid payments for FY2026 using 218 as the fund and program codes for PEA. Funding may be expended immediately upon initial disbursement if start-up supplies are needed (furniture, classroom materials, supplies, staff training, etc.). All funding is contingent upon approval.

## II. Project Guidelines

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

### 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 in the program cannot be displaced during 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](https://www.state.nj.us/education/code/current/title6a/chap9b.pdf).
* 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](https://www.nj.gov/education/code/current/title6a/chap13a.pdf) and [Preschool Program Implementation Guidelines,](https://www.nj.gov/education/earlychildhood/preschool/docs/PSImplementationGuidelines.pdf) which delineate higher standards 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.](https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf)
* 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](http://www.grownjkids.com/) 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](https://www.state.nj.us/education/code/current/title6a/chap26.pdf), shall be used for preschool classrooms.
* All contracted providers and Head Start programs shall apply to participate in the Child and Adult Care Food Program (CACFP). Private providers should be aware of CACFP requirements and application timelines 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](mailto: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. In accordance with N.J.S.A. 18A:7F-54(h), a school district’s District Aid Percentage 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 a list of each eligible district’s District Aid Percentage, please see Appendix A.

Applicants should note that, while contributing the remaining “local share” is not required, P.L.2025, c.100 does provide awardees the flexibility to adjust their tax levy by an amount equal to their preschool local share without voter approval. For additional information, please contact your Executive County Superintendent.

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 FY26, FY27, or FY28. The law requires an interagency Steering Committee to evaluate the program and recommend a funding methodology for implementation beginning in FY29.

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

Costs of Full-Day Programs  
2025-2026

| County | District | Provider | Head Start |
| --- | --- | --- | --- |
| Atlantic | $15,655 | $17,596 | $9,723 |
| Bergen | $16,233 | $18,246 | $10,082 |
| Burlington | $15,906 | $17,877 | $9,879 |
| Camden | $15,775 | $17,730 | $9,797 |
| Cape May | $15,229 | $17,116 | $9,458 |
| Cumberland | $15,392 | $17,300 | $9,560 |
| Essex | $16,534 | $18,583 | $10,269 |
| Gloucester | $15,671 | $17,614 | $9,733 |
| Hudson | $16,702 | $18,772 | $10,373 |
| Hunterdon | $16,287 | $18,305 | $10,115 |
| Mercer | $16,292 | $18,311 | $10,118 |
| Middlesex | $16,225 | $18,237 | $10,077 |
| Monmouth | $16,075 | $18,068 | $9,984 |
| Morris | $16,440 | $18,478 | $10,211 |
| Ocean | $15,631 | $17,568 | $9,708 |
| Passaic | $15,978 | $17,959 | $9,924 |
| Salem | $15,671 | $17,614 | $9,733 |
| Somerset | $16,724 | $18,797 | $10,387 |
| Sussex | $15,946 | $17,922 | $9,904 |
| Union | $16,445 | $18,483 | $10,214 |
| Warren | $15,602 | $17,536 | $9,690 |

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 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 2026 (PEA) Award Proposal Title Page

Title of Program:

Division:

Office:

Preschool Education Aid (PEA) 2025-2026

Early Childhood Services

Preschool Education

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:

Total Amount of PEA Funds Requested: $

Proposed Program 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

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](https://www.nj.gov/education/earlychildhood/preschool/docs/highqualitypreschool6A13A.pdf) 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.
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 75 days upon receipt of approval. 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 (24 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.

1. 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)** |  |  |  |  |

1. Due Diligence:
   1. 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.
   2. 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.
2. 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). |  |
| 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 at the time of release of this application, the Department and the NJ Department of Children and Families have pending rulemakings proposing regulations to hold state-funded and licensed child care centers and preschool programs to the same minimum space requirement of 42 square feet of usable space per child in a preschool classroom. Given the length of the rulemaking process required by State law and the timing required for this application to support meaningful 2025-2026 school year programs, the Department anticipates that it will need to approve applications under this NFO *prior* to the adoption of the final rulemaking (i.e., under current facility regulations, including that classrooms must be minimum 950 square feet – inclusive of closets, bathroom, and built-in units – and a minimum of 750 square feet of instructional space).

**However,** while districts may submit this application in accordance with those current requirements, please be advised that, in order to provide maximum flexibility for districts, the Department is also providing a mechanism for districts to submit a plan that meets the proposed regulatory amendments. If the district chooses to follow the facilities requirements in the proposed regulations, the district must complete the chart below based on the proposed regulations and complete the regulatory waiver form attached to this application as Appendix B in accordance with N.J.A.C.6A:5-1.4. Pending the Department’s approval of this NFO application and the district’s regulatory waiver, such awardees will be permitted to implement funded programs in accordance with the proposed regulations immediately. LEAs will be required to provide the total square footage for all projected PEA-funded classrooms in-LEA, contracted provider, and Head Start sites as part of the application.

**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.

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)** | **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** |
|  |  |  |  |  |  |
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### 5.3 Community Collaboration and Family Engagement (15 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.

1. 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.
2. What will be the primary responsibilities of the ECAC?
3. 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** |
|  |  |  |
|  |  |  |
|  |  |  |

1. Describe the activities planned to recruit members for the ECAC.
2. Describe how the ECAC will ensure parents of students enrolled in the preschool program are informed and engaged in the council's work.
3. 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** |  |  |  |
| **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** |  |

1. 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?
2. List the proposed health-related family education programs and the proposed schedule for the current school year.
3. List the professional development the nurses will provide to classroom teachers and children within the current school year.
4. 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 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** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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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 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.

1. Describe how the PIRS role will provide expertise to support social-emotional learning and development.
2. 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?
3. What developmental screening tool will your LEA use?
4. Who will administer the screening tool?
5. 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.

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

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

1. What percentage of bilingual preschool teaching staff (teachers and assistants) will be employed in your program? Please include partner sites if applicable.
2. 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.

1. 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.
2. Outline the LEA’s plan for special education staff, Preschool Instructional Coaches, and PIRS/PIRT to consult with and support teachers to address goals.
3. 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.
4. Describe how the LEA will ensure the primary classroom teachers, including provider and/or Head Start, will participate in meetings throughout the IEP process.
5. 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)

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

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

1. Describe in detail the PD plan for the current school year. Include evidence that the PD plan is systematic and comprehensive.
2. What data sources will the LEA use to inform the PD plan?
3. What training will be provided for all staff to be aware of the various languages, culture, and ethnic backgrounds of the families served?
4. 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 (7 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.

**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**

| **Name of Line** | **Account Number** | **Budget Line Detail** |
| --- | --- | --- |
| **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** |  |
| **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)](https://www.nj.gov/education/code/current/title6a/chap13a.pdf)

[New Jersey Preschool Teaching and Learning Standards (PDF)](https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf)

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

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

[2025-2026 Child Care Contract](https://www.nj.gov/education/earlychildhood/preschool/docs/2025-2026%20Child%20Care%20Contract.docx)

[2025-2026 Head Start Contract](https://www.nj.gov/education/earlychildhood/preschool/docs/2025-2026%20Head%20Start%20Contract.docx)

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

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

[National Center Pyramid Model Innovations (NCPMI)](https://challengingbehavior.org/pyramid-model/overview/basics/)

[Planning for Preschool: Virtual Presentation by West Orange Public Schools](https://youtu.be/SYMmwTzaHvs)

[New Jersey Home Language Survey (PDF)](https://www.nj.gov/education/title3/doc/HLS_Overview.pdf)

[Policy Statement on Inclusion (2015) (PDF)](https://www.ed.gov/sites/ed/files/policy/speced/guid/earlylearning/joint-statement-full-text.pdf)

[Connect4Learning Individualized Education Program (IEP) - Review of the Preschool Day](https://www.nj.gov/education/earlychildhood/preschool/docs/Connected4LearningIEPReviewofthePreschoolDay%20Updated%20w%20accessibility.docx)

[Creative Curriculum IEP - Review of the Preschool Day](https://www.nj.gov/education/earlychildhood/preschool/docs/CreativeCurriculumIEP%20ReviewofthePreschoolDay%20updated%20w%20accessibility.docx)

[HighScope IEP - Review of the Preschool Day](https://www.nj.gov/education/earlychildhood/preschool/docs/HighScopeIEPReviewofthePreschoolDay%20Updated%20w%20accessibility.docx)

[Tools of the Mind IEP - Review of the Preschool Day](https://www.nj.gov/education/earlychildhood/preschool/docs/ToolsoftheMindIEPReviewofthePreschoolDay%20Updated%20w%20accessibility.docx)

[Frog Street IEP-Review of The Preschool Day](https://www.nj.gov/education/earlychildhood/preschool/docs/Frogstreet%20Review%20of%20the%20Preschool%20Day%20DH.docx)

## Appendix A: Eligible Districts’ District Aid Percentage per P.L.2025, c. 100

| 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 | Leonia 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% |
| 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 | 5830 | Wood-Ridge Boro | 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% |
| 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 | 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 | 1830 | Greenwich 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% |
| 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 | 1290 | Edison Twp | 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 | 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% |
| Morris | 4480 | Rockaway Boro | 40.0% |
| Morris | 4490 | Rockaway Twp | 40.0% |
| Morris | 4560 | Roxbury Twp | 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 | 1810 | Green Brook Twp | 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% |
| 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 | 1670 | Frelinghuysen 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% |

## Appendix B

# New Jersey Department of Education Equivalency Application

“Equivalency” means approval to achieve the intent of a specific rule through an alternate means that is different from, yet judged to be comparable to or as effective as, those prescribed within the rule.

## Instructions

Please submit to the executive county superintendent the completed application and the approved district board of education resolution or other documentation indicating the district board of education’s approval of the application.

As **the Department cannot approve an equivalency for an entire chapter, subchapter or section,** all applications must include a citation at least at the subsection level (e.g., N.J.A.C. 6A:5-1.1(a)). Applications that include a citation for a statute (N.J.S.A. or N.J.S.) or a N.J.A.C. title other than Title 6A will not be accepted.

## Application Form

County: County Code #:

School District: District Code #:

1. **Provide the specific citation(s) for the regulation(s) in Title 6A of the New Jersey Administrative Code (N.J.A.C.) that necessitates the proposed equivalency.**N.J.A.C. 6A:

**2. Describe what the school district intends to accomplish through the equivalency that is currently prevented or disallowed by the existing rule(s)**.

**3. Describe why an equivalency is necessary to accomplish the desired or measurable result(s).**

**4. Describe how the proposed equivalency meets the following three criteria, pursuant to N.J.A.C. 6A:5-1.3(a):**

* The spirit and intent of N.J.S.A. 18A, applicable Federal laws and regulations, and N.J.A.C. 6A are served by granting the equivalency;
* The provision of a thorough and efficient education to the school district’s students is not compromised as a result of the equivalency; and
* There will be no risk to student health, safety or civil rights by granting the equivalency.

**5. Describe the process, including solicitation of input and public comment, employed to inform the community, parents, district board of education members, administrators and staff during the proposal’s development.**

### Certification

I certify the information presented in this application is true and accurate to the best of my knowledge.

Chief School Administrator Name:

Signature: Date (mm/dd/yy):