



STATE OF NEW JERSEY DEPARTMENT OF EDUCATION

Notification of Funding Opportunity

Preschool Education Aid (PEA)

2022-2023

**Angelica Allen-McMillan, Ed.D.
Acting Commissioner
New Jersey Department of Education**

**Contact:
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Division of Early Childhood Services**

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doeearlychild@doe.nj.gov

**Proposal Due Date:
August 9, 2022
12:00 p.m.**

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I. Program Information

1.1 Program Description

This funding notification is to announce the availability of Preschool Education Aid (PEA) to increase access to high-quality preschool for three- and four-year-old children in the 2022-2023 school year. The final FY 2023 budget appropriation included \$40 million to increase the number of school districts offering high-quality state-funded preschool and the overall number of New Jersey children served in high-quality preschool programs. Excluding school districts that are already fully funded (e.g., districts formerly known as Abbott and current PEA districts), districts are eligible for funding to increase the number of children served, the length of program day offered, and the quality of the programs.

The New Jersey Department of Education (Department) intends that school districts implement this program beginning no later than October 3, 2022. Priority will also be given to school districts implementing a mixed delivery model (i.e., contracting with Head Start and licensed child care providers). Additional consideration will be provided to Early Childhood Program Aid (ECPA) and Early Launch to Learn Initiative (ELLI) funded districts who can transition to Preschool Expansion.

1.2 Eligibility to Apply

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

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

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

1.3 Statutory/Regulatory Source and Funding

The application and implementation of the program must be in conformance with all applicable state and federal regulations. The Administration, in concert with prevailing early childhood research, recognizes that providing our youngest learners with high-quality early education will have long-lasting benefits to the children served, their families, and the communities they live in. The FY 2023 budget agreement will invest \$40 million in new preschool funding to continue expanding high-quality preschool education across the state.

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

1.4 Dissemination of this Notice

Through the Division of Early Childhood Services, the Department makes notice of this funding opportunity available to eligible districts in the State of New Jersey, as described above in Section 1.2, Eligibility to Apply. Superintendents, School Business Administrators, Executive County Superintendents, and Executive County Business Officials in eligible districts will receive notification of the availability of these funds via correspondence dated July 6, 2022.

Copies of this application are available on the [Division of Early Childhood Services webpage](#) or by contacting the Division of Early Childhood Services at the New Jersey Department of Education at doeearlychild@doe.nj.gov

1.5 Technical Assistance Workshop

The Division of Early Childhood Services will host **mandatory** Technical Assistance (TA) Workshops for all Preschool Education Aid (PEA) applicants. The workshops are scheduled for Tuesday, July 12 from, 2:00 p.m. – 3:30 p.m. or Wednesday July 13 from 11:00 a.m. – 12:30 p.m. It is recommended that districts identify a team of administrators to participate in the technical assistance workshop. The last thirty minutes will be spent discussing the budget portion of the application. Business Administrators may wish to participate in that portion. Districts must send a minimum of one district staff member or district consultant to be eligible to apply. If districts plan to apply collaboratively, a staff member or district consultant from each district in the collaboration must attend. Please email doeearlychild@doe.nj.gov with the session you wish to attend and the names and email addresses of the district representative(s) on the virtual meeting. A link to the selected session will be sent. **The registration deadline is 12:00 p.m. on Monday, July 11, 2022.**

1.6 Proposal Submission

Applicants must upload required application documents via NJ Homeroom **no later than 12:00 p.m. on August 9, 2022.** If you have any issues submitting via Homeroom, please contact your in-district Homeroom administrator. The Department will **not accept a late proposal**. The responsibility for a timely submission resides with the applicant. The applicant district will not be eligible for an award if the proposal is **incomplete** or **received after the due date**.

1.7 Budget Reporting

Districts should refer to the [Division of Early Childhood Services District Budget Planning Workbook Instructions](#) for Preschool Education Aid for 2022-2023.

1.8 Disbursement of Funds

Funding will be disbursed evenly across the district's remaining state aid payments for FY 2023 using 218 as the fund and program codes for PEA. Funding may be expended immediately upon initial disbursement if start-up supplies are needed (furniture, classroom materials, supplies, staff training, etc.). All funding is contingent upon approval.

II. Project Guidelines

Applicants must submit a completed PEA Application and PEA Budget Statement, using the forms provided by the Department of Education due August 9, 2022.

2.1 Program Requirements

- Only eligible children may be supported with PEA funding. Eligible children are defined as a resident, general education three- and four-year-old children. Age eligibility should be determined using the same date used by the district for kindergarten enrollment. Note that children currently in the program cannot be displaced during expansion.
- The district must have space to operate classrooms or plan with existing child care providers or Head Start agencies for collaboration. Districts contracting with private child care providers or Head Start agencies are required to submit a letter of intent between the district and the provider pending funding by the Department of Education. The letter of intent must include the signatures of the administrator for the district and provider. If approved, districts will execute a signed provider or Head Start contract and distribute funding based on costs outlined in the provider budget workbook. The Department will provide districts with a contract template.
- Children with disabilities must be placed in the least restrictive environment. Each proposed general education preschool classroom must be considered for placement of preschool children with disabilities. This is beneficial for all children and in compliance with federal and state law. Please note that you will be required by federal law to ensure that your self-contained preschool disabled classrooms must meet the same length of day as your PEA classrooms. Note that PEA does not support costs for preschoolers with disabilities. Funds for students with disabilities in the general education classrooms will be required to be represented in the PEA budget workbook.
- The projected class size may not exceed 15 children in all general education PEA-funded preschool classes and must be served in a full day program.
- Regardless of the setting, preschool classroom teachers must hold a bachelor's degree and, at a minimum, a certificate of eligibility or certificate of eligibility with advanced standing for preschool through grade three or other equivalent preschool certification as set forth in [NJAC 6A:9B](#).
- The proposed program follows the general district's school calendar and length of day (minimum 180 days and 6 hours).
- Districts must meet the [NJAC 6A:13A, Elements of High Quality Preschool Programs](#) and [Abbott Preschool Program Implementation Guidelines](#), which delineate higher standards, including, but not limited to: Master Teachers/Coaches, Preschool Intervention and Referral Specialists (PIRS) trained in the Pyramid Model, and use of a developmental screening tool on all incoming children upon entry. Districts must demonstrate a plan to hire appropriate staff to meet the requirements of the program.
- The proposed program must implement a research-based curriculum model approved by the Department and meet the Division of Early Childhood Services' [Preschool Teaching and Learning Standards](#).
- The district must have an existing or newly established Early Childhood Advisory Council (ECAC) or equivalent. The ECAC provides an opportunity for diverse stakeholders to review community needs data, evaluate and identify the needs of the children and families and serve as a conduit for resources to address those identified needs. The ECAC is representative of the community and should include, but not be limited to, the following groups: parents, representatives from the school district, child care providers, Head Start (if applicable to the district), municipal agencies, health professionals/agencies, higher education, and other child and family advocates that can provide resources and supports and work collaboratively for continuous improvement of program quality.

- Funded districts and contracted sites must enroll in [Grow NJ Kids](#) and complete the Grow NJ Kids self-assessment during the 2024-2025 school year and begin the rating process in the 2025-2026 school year
- No temporary classroom units (TCU's) or other temporary facilities, as defined in NJAC 6A:26, shall be used for preschool classrooms.
- All contracted providers and Head Start programs shall apply to participate in the Child and Adult Care Food Program (CACFP). *Private providers should be aware of CACFP requirements and application timelines prior to entering into a signed agreement with the Board of Education in order to ensure a smooth transition. For more information on the CACFP and to begin the application process, private providers should contact Steven Kraemer at NJCACFP-PEA@ag.nj.gov.*

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

- Offering dual language programs (e.g., English-speaking children learn Spanish while Spanish-speaking children learn English in a systematic and well-planned curriculum).
- Placing no more than two to three children with IEPs in a general education classroom.

2.2 Cost Proposal

Costs of Full-day Programs

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

**Costs of Full-Day Programs
2022-2023**

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

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

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

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

- General education children who are three-and four-years-old based on the same district cut-off date used for kindergarten enrollment; and
- Children who meet residency requirements of the applicant district(s). If multiple districts collaborate to offer this program, children must meet the residency requirements of one of the partnering districts.

PEA funds may be braided with other funding sources but may only be used in accordance with the line items provided in the PEA Budget Workbook. The proposed budget uses PEA funds only as allowed; otherwise, the district is not eligible (see budget workbook instructions).

The total number of children served and/or duration (length of day) must increase with these funds. If private child care agencies contract with the district to provide a preschool program, they may not increase their profits with this funding.

Existing special education or federal funding sources used to support preschoolers cannot be supplanted by PEA; the district's share of special education or local funding to support preschoolers with disabilities must be included on the budget workbook (see budget workbook instructions).

III. Completing the Application

To apply for funds under this program, each applicant must submit a complete PEA Operational Plan, including all Excel tables and the 2022-2023 PEA Budget Workbook. Narrative responses should total no more than 2 pages per section. Please use the application checklist below as a guide to ensure all components of the district's application are complete and included.

Application Checklist

(add x or ✓ in column 2)

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

IV. Award Selection

Committees consisting of Department staff and other early childhood education experts will evaluate all eligible applications. Applicants must complete the 2022-2023 PEA Application, which will be evaluated based on quality, comprehensiveness, completeness, accuracy, and appropriateness of response to the guidelines and requirements. Applicants may request Information about their evaluation scores by writing to the Department Application Control Center. The Department reserves the right to withdraw from consideration any application that does not include each component to be evaluated and scored in the evaluation process. Eligible applications who meet the cut score will be ranked and funded in descending order, from highest to lowest score and utilizing the priority rankings identified in section 1.2 above , until available funds have been used. Reviewers will use the points indicated in each section to score the application content.

Preschool Education Aid FY 2022-2023 (PEA) Award Proposal Title Page

Title of Program: Preschool Education Aid 2022-2023

Division: Early Childhood Services

Office: Preschool Education

District Name: Manchester Township School District

County Name and County Code: Ocean County 292940

District Name and Code: Manchester

Address: 121 Rt. 539;

City: Whiting State: NJ Zip: 08759

Primary Contact: Bridget Antonucci

Telephone Number: (732) 350-5900 ext Fax#: ()

Email: bantonucci@mtschoools.org

Business Administrator: Craig Lorentzen

Telephone Number: (732) 350-590 Fax#: ()

Email: clorentzen@mtschoools.org

Duration of fiscal period from: 7/1/22 to 6/30/23 (mm/dd format)

Total Amount of PEA Funds Requested: \$ 1,940,256.00

Date of Board Resolution: July 20, 2022

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

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

John Berenato
Signature of Chief School Administrator

John Berenato
Print Name

8/8/22
Date

Applicants must upload required application documents via NJ Homeroom, no later than 12:00 p.m. on August 9, 2022. The New Jersey Department of Education *will not accept a late proposal*. The responsibility for a timely submission resides with the applicant. The applicant district will not be eligible for an award if the proposal is incomplete or received after the due date.

V. Application Narrative

The purpose of the 2022-2023 Preschool Expansion Aid (PEA) Application is to provide a comprehensive description of how the school district will implement each required component of a high-quality preschool program for three- and four-year-old children as detailed in the New Jersey Administrative Code (NJAC) 6A:13A and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Services Preschool Implementation Guidelines.

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

5.1 Operational Plan Overview (5 points)

Provide a general overview of the district's FY 2023 proposed preschool program operational plan. Listed below are questions the district must address in the narrative:

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

- Currently, the Manchester School District has 6 preschool classrooms: 2 integrated. They have run on a half day schedule and affords students opportunities to learn from one another as peer models. We also offer 4 self-contained classes for special education students and have developed a variety of alternative opportunities for these students to interact with their non-disabled peers.
- Our general education classrooms include both tuition students (gen ed) and those with IEPs. All classes are currently taught by dual certified teachers. We have staff with experience ranging from 1 to over 15 years in the classroom.
- The Manchester Township School District uses the Creative Curriculum, 3rd edition.
- In 2018-2019, 31.37% of our students received free or reduced lunch and in 2019-20, this population increased to 34.63% of our students received free or reduced lunch. 2020-2021 and 2021-2022 show a slightly less percentage due to lack of application by families since all were eligible due to COVID. Our student ethnicity population consists of 4% Asian, 9.2% Black/ African American; 25.1% Hispanic; American Indian/ Alaska Native, 0.3%; Native Hawaiian, .2%; White, 55.2%; Multiple, 6%.
- In February 2022, the new Superintendent of Schools and the new Director of Special Services collaborated to further develop a preschool community where staff, families, and stakeholders could see the *true* value of early education and the positive effects of a purposeful preschool education on a child's life. A full day preschool was an integral part of the vision.
- The district has vigilantly increased our enrollment as we believe preschool education sets the foundation for a child's academic success and promotes optimal opportunities to promote social and emotional development ~all essential foundational skills that will support early learners as they enter later grades- specifically K-3. The district has historically offered half day programs. This year, the decision was made to move towards full day programs for three and four year olds to begin in September 2022. We have planned for 3 preschool disabled classes and 2 inclusion classes.
- Comprehensive services are available to our preschooler families which include parent workshops focused on social emotional learning and developmental learning skills, addressing behavior and learning at home, transition planning, and the use of arts (i.e. music) to support learning.
- Our support staff, (occupational therapists, speech-language therapists, child study team members, and BCBA) funded through our local funds, are consistently working in classrooms to offer modeling and supports to teachers in areas of language development, fine motor skills, sensory, and self regulation. Our speech language providers are integrated into the classroom daily.
- With the support of the preschool expansion aid the District will be able to offer preschool experience to 119 students starting in October 2022. **This will be an increase the program to all full day and 7 additional general education classes.**

- **Our projected preschool enrollment for September 2022 to June 2023 will be 135 general education and 44 students in our special education program.**

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

- The vision of Manchester Township Preschool Programs for the 2022 -2023 school year is to offer purposeful learning opportunities which help students reach their highest potential by developing strong social, emotional, and cognitive skills.
- Our school goals are: 1) to foster & celebrate racial, cultural, and linguistic diversity; 2) to promote student inquiry; 3) to help students develop self-regulation skills and 4) Strengthen parent and community partnerships. Funding would support our school in the following ways- reach students considered underserved or at risk, offer a program to build essential foundational skills necessary to be successful in early years of schooling, and potentially decrease referral rates to special education.
- Over the last few years the face of our community has changed with an increasing number of families from diverse backgrounds. According to our home language survey collected each year at registration we have identified that our student population becomes increasingly diverse each year. We strive to maximize learning opportunities by further developing teachers' knowledge, understanding, and instructional skills focused on oral language development, language acquisition, and foster positive peer relationships.
- Family communication and support are essential in promoting early development and will be of focus to help transition skills learned in school to the home. We plan to further strengthen collaboration and support from our district ESL (English as Second Language) coach/ teacher and community resources such as churches and community organizations. This collaboration will aid in identifying any barriers and develop supports to our families together.
- Provide ongoing professional development and parent workshops to strengthen language skills, social emotional development, and community supports. Under local funds there will be opportunities to provide coaching and support in the classrooms along with SIOP training **for all teaching staff**.
- Increased funding through PEA would allow us to reach students who may not be currently served by any preschool program due to low family income levels. In 2018-2019, 31.37% of our students received free or reduced lunch and in 2019-20, this population increased to 34.63% of our students received free or reduced lunch. 2020-2021 and 2021-2022 show a slightly less percentage due to lack of application by families since all were eligible due to COVID.
- Our tuition students pay \$6,500.00, and although we offer a reduced rate for those families who qualify, we surveyed our community and parents and they reported the tuition cost is not affordable, specifically for families who also require before and after care. The PEA will allow for the families to attend without the hardship of payment.
- We encourage families who received services through Early Intervention, but are not eligible for special education and related services under NJ Administrative Code 16a, to enroll in our preschool program. In reviewing historical data between 2019 and 2021, 7 students were deemed ineligible for special education and related services but did not subsequently enroll in PK due to the cost. We believe if these students enrolled in the preschool program with PEA funding we would continue to strengthen student skills and avoid potential regression.
- Districtwide there is a noticeable trend of more students requiring special education and/ or related services each year as students move up through second grade. Most notably, pre-covid in 2018-2019, 117 of students from pre-k-2 became eligible for special education and related services. After COVID, the number of students in the same grade range jumped to 143 in 2020-2021 and 144 in 2021-2022. With regards to reading benchmarks, the spring 2022 assessments demonstrated that in Whiting Elementary School 64% of the first grade students and 60% of 2nd grade students did not meet their benchmark. In the Manchester Township

Elementary School, 59% of first grade students did not meet their reading benchmark and 53% of second grade students did not reach their benchmark. The students at the Ridgeway Elementary School also demonstrated below benchmark results. 56% of First graders and 49% of second graders did not reach their reading benchmark.

- Funding would allow us to greatly expand the breadth of inclusive opportunities offered to our classified students, potentially decreasing elementary student referral rates to the Child Study Teams as student declassification rates increase. An expanded preschool program will provide inclusive opportunities for our preschool students who may otherwise be in self-contained settings.

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

The entire district, including preschool, are involved in the Title 1 assessment.

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

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

Effective methods of child recruitment are detailed. Evidence that the plan is based on knowledge of community needs. Evidence that the plan is based on knowledge of community needs.

- Our program with new enrollment will begin operation no later than October 3, 2022
- In order to ensure we meet our projected universe, the District first began to strategize how we could connect to hard to reach families, collaborate, and form partnerships with providers in the area. Outreach and recruitment requires true collaboration with the Administrative team, board members, staff, and the community at large. Partnering with our community stakeholders is an effective way to ensure clear communication about the potential for expansion with our community members, collaborate our outreach efforts, and communicate how the expansion can positively impact our school, our students - early learning = greater success!
- First, we will send out notification to families on our waitlist informing our families we will be applying for funding and confirm interest in registering for our program
- We developed a flyer in both English and Spanish to announce enrollment and how families can enroll. The following are our outreach efforts to maximize opportunities to communicate with our community and enroll our early learners: Advertising preschool program on social media platforms including school Facebook page, twitter, Manchester Township Residents Facebook page
- Information posted on our school website and shared with all families in our summer programs (Title 1, Extended School Year, Enrichment)
- Use district outlets to advertise program: e-alert and text each week, Television Station (run by High School students, Shared program information with elementary school PTO, community churches, restaurants and businesses
- Increase school registration hours to be more accessible to working parents
- Open up registration slots each day
- Collaborated and publicized with community agencies by visiting churches, community agencies, and other local support groups (i.e. Ocean YMCA, local library, police station, municipal building, etc.
- Collaborate with our partners from the Manchester Recreation.

- Should we receive PEA we will continue the above efforts in person and virtually while continuously evaluating the effectiveness of our outreach efforts. We will also plan to do the following in April 2023 and subsequent years:
- Post advertisements at local businesses, community centers, and other high-traffic areas (i.e. laundromats, movie theaters, bowling alleys, coffee shops).
- Schedule monthly open registrations starting in March of each year starting in 2023 throughout each summer to move closer to our universe number. This would include one Saturday per month to support our working families
- Host Open Houses both in person and virtual
- Disseminate Child Find Flyers to our school community
- Pulled data and called families with students who were not eligible for special education, did not enroll in our tuition program, but now meet the age requirements to register for 2023-2024
- If awarded PEA the designated Community Parent Involvement Specialist (CPIS) will play a critical role evaluating our outreach efforts - what has been successful, where can we do better in our outreach efforts?

2. Note that districts are highly encouraged to contract with community child care programs and/or Head Start agencies to offer a high-quality preschool program within a mixed delivery system to serve eligible children. **Note: Districts who contract with Head Start and/or private providers will be given ten (10) priority points if the base score is 70 or higher.**

Please address the specific items below:

- a. The program will begin operation no later than October 3, 2022. Please note the projected start date, if earlier.

October 3, 2022

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

The Manchester Township School District has multiple opportunities to provide information and services to recruit eligible preschool students. MTSD will meet with town and county professionals to determine low income housing areas to assist us with identifying and reaching families. Additionally, MTSD will partner with the Manchester Township Town Council to ensure our message and outreach efforts are shared with the community. We will make house visits where a majority of siblings are free/reduced lunch. We monitor free and reduced lunch lists to make sure we are providing services to siblings that may be preschool children who are age 3 or 4. New to Manchester Township will be our partnership with Head Start which will be another layer of recruitment for students who are coming from low income families. Manchester Township also works collaboratively with the Department of Education to monitor TANF and the County Immigrant Specialists to determine if we are missing any children. MTSD will advertise at local supermarkets, social media vessels, publicize the program at our board of education meetings, send out automated calls and emails, meet with partnering private preschools (As We Grow and Hilltop) and advertise with DCP&P.

- c. When applicable, what collaborative arrangements will the district make with community child care programs and/or Head Start to provide services to eligible children?

The district has met with O.C.E.A.N Head Start on July 28, 2022 and will be partnering with them. Meg Saunders is the Head Start representative and will be on our ECAC team. Head Start will provide training, health information sessions, a mental healthcare provider, and a computer program; all outlined in our MOU

Additionally, Manchester Township School District has partnered with a community child care program: Hilltop Preschool and As We Grow Preschool. This collaboration will allow for an additional 6 classes and 90 students.

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

The plan is based on knowledge of community needs that have been identified through community meetings, input from all stakeholders, and an active wait list. The classification rate of special education students, grades k-2, has grown significantly since pre-covid times.

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

Our program with new enrollment will begin operation no later than Oct. 3, 2022. To ensure we meet our projected universe, the District strategized how we could connect with hard to reach families, collaborated with Head Start and community child care program providers and acquired evidence on what our community needs.

- The district has a preschool waitlist, which has indicated a need for more classes
- The district has an increase in free and reduced eligible students
- The district has an increase in special education referrals.

Preschool Universe

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

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

Enrollment Projections for General Education Students

School Year	Universe	Projected Enrollment	Percentage of Universe Projected	Percentage of Universe Served
2022-2023	300	120	40%	40%
2023-2024	280	150	53.6%	53.6%
2024-2025	260	180	69%	69%
2025-2026	240	195	81%	81%
2026-2027	225	210	93%	93%

4. Planned recruitment efforts.

Add an X or ✓ in column 2 for all that apply.

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

Other (please specify):	
-------------------------	--

Facilities

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

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

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

Yes	x
No	

Facilities Chart

Site (School, Childcare Private Provider and/or Head Start) (i.e. name of provider or district building)	Class (i.e. Classroom #1)	Class size (i.e. total sq. footage)	Bathroom in classroom (Y/N)	Bathroom In line of sight if not in the classroom Y/N/NA *in line of sight – is the bathroom visible from the classroom?	Floor level
Ridgeway Elementary School	#1	1128	Y		1st
	#2	1176	Y		1st

Site (School, Childcare Private Provider and/or Head Start) (i.e. name of provider or district building)	Class (i.e. Classroom #1)	Class size (i.e. total sq. footage)	Bathroom in classroom (Y/N)	Bathroom In line of sight if not in the classroom Y/N/NA *in line of sight – is the bathroom visible from the classroom?	Floor level
Manchester Elementary School	#1	930	y		1st
Manchester Elementary School	#2	952	y		1st
Whiting Elementary School	#1	972	y		1st
Whiting Elementary School	#2	870	y		1st
Whiting Elementary School	#3	962	y		1st
Whiting Elementary School	#4	964	y		1st
Hilltop Preschool	#1 Blue	945	y		2nd
Hilltop Preschool	#2 Green	758	y		2nd
Hilltop Preschool	#3	771	y		1st

Site (School, Childcare Private Provider and/or Head Start) (i.e. name of provider or district building)	Class (i.e. Classroom #1)	Class size (i.e. total sq. footage)	Bathroom in classroom (Y/N)	Bathroom In line of sight if not in the classroom Y/N/NA *in line of sight – is the bathroom visible from the classroom?	Floor level
Hilltop Preschool	#4	862	y		1st
As We Grow Preschool	#1	830.3	y		1st

5.3 Community Collaboration and Family Engagement (10 points)

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

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

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

The ECAC has been established and membership reflects the broad representation of stakeholders. Collaboration with community agencies serving young children and their families are evident.

- The Manchester Early Childhood Education Advisory Council (MECAC) would be created with the goal of providing recommendations for program planning and implementation, and participating in the future development of the program
- Our plans for 2022-23 school year is to extend and establish partnerships with the following community groups by having our Community Involvement Specialist (CPIS) invite stakeholders to participate in the MECAC: local government councils, DCP&P, local police, parent groups, early childhood teachers and administrators (k-3), Title I Coordinator, ESL specialists, special education specialist, Early Intervention, YMCA, SEPAG, other local daycares, township recreation, parents, PTAs, SEPAG, higher education (Ocean Community College), churches, local library, local health and wellness professionals, and businesses.
- Our goal for MECAC is to collectively work on improving and strengthening our early childhood program.

- MECAC will conduct a community needs assessment to allow stakeholders to share insight on the progress of full implementation of high quality preschool programs, along with aiding in identifying any challenges needing to be addressed to better serve our students and families.
- Through MECAC our hope is to offer community resources for our families such as local ESL classes, family activities for students with special needs, community family activities, guest speakers, and volunteers to discuss and share on specific topics (i.e. early literacy).
- MECAC will also aid in supporting activities and resources for smooth transitions after preschool (i.e. to K). MECAC will look to establish an Early Childhood Advisory Council for Ocean County which would include early childhood programs throughout ocean county. The district will seek out information from Monmouth County, which already has this established. This will allow members to share resources, services and possibly joint activities and events for our communities.

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

Family Engagement Staff

Title	Name	Indicate if the individual is serving in multiple roles in the program
Social Worker; CPIS	TBD, new hire	out of district case manager
Master Teacher	TBD	none
PIRT interventionist	TBD	speech therapy
Family Worker	TBD	Head Start
Parent/ family member	TBD	family member

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

The CPIS will coordinate the advisory council, evaluate the needs of families, and organize parent involvement. They will create plans and activities. Having a social worker who is knowledgeable and connected to the community, the CPIS will coordinate work with social service agencies and personnel. They will create and conduct a community needs assessment to determine the needs of the community and acquire feedback. This community based assessment will be available in multiple languages to learn about potential cultural needs and will assist family engagement initiatives.

4. List the proposed activities, meetings, and trainings offered to preschool families in the 2022-2023 school year.

- We will offer parents/ families opportunities to visit our schools and tour our facilities with their child. This will continue throughout the summer.
- Preparing families for the transition into preschool is an important part of the program: travel training with students and families, Q&A nights with parents/ families- in person and virtual options will be made available
- Prior to the orientation date, we will coordinate activities to focus on getting to know each other, prepping for the first day, and inform families how they could be involved in our program and community.
- District special service administrators over the preschool program, Director of Curriculum and Instruction, pupil personnel services; including the nurse will come together regularly so that collaboration is automatic and authentic. All of these professionals will collaborate with p-3 teachers through monthly Professional Learning Communities and grade level meetings. All meetings will be goal driven and have expected outcomes. These meetings will provide opportunities to discuss transition activities, peer walkthroughs, and analyze student data.
- The district will create a transition team in January 2023 that will be made up of the Director for Special Services who also oversees the preschool program, the Preschool Administrators (principals, vice principals, and supervisors) who have oversight of day to day operation, oversees community outreach and program implementation, the 3 elementary principals, preschool thru 3rd grade teachers, school counselors, and district social workers.
- Members of the Child Study Teams will meet with P-3 teachers to ensure that all teachers are aware of each student's individual educational needs. Teams will meet with families and students prior to the child attending school.
- Explain the Creative Curriculum expectations to the families during an orientation.
- Before our meetings we will survey parents to see what is the most convenient time to meet
- We will ask National Honor Society from our local high school (our older students) to volunteer time to babysit the meetings
- We will provide food at meetings
- We will have meetings at various times to make sure we are giving working parents an opportunity to come to meetings
- MTSD will have a minimum of quarterly trainings for staff to address areas of need determined by the community assessment.

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

- The district will acquire information regarding family needs during family visits and through a thorough evaluation from the family intake assessment.
- We will continually check the climate and culture by sending out surveys to make sure we are meeting the needs of the community.
- The district will meet with ECAC and the Family Engagement Staff regularly to assess needs of the families.
- MTSD will have Family In Take forms that would give the district information on possible needs: food, school supplies, utilities, etc. The district will then meet with families and share resources information.
- Family In Take information will be shared with teachers to allow for awareness of family needs and to assist the teacher with ongoing communication with the families to serve as a "check in."

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

- The family will have the contact information for the PIRT committee and the CPIS.
- The families will have regular meetings that would provide opportunities to seek out referrals
- The district will have a community resource night set up for families to acquire local and state resource information.

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

- The district will include all staff from Head Start and contracted child care preschools in monthly meetings.
- The district will seek out representatives from contracted child care providers and Head Start to ensure all stakeholders have input.
- The district will provide Creative Curriculum; 6th edition, Teaching Strategies Gold, ECERS, and TPOT training to the Head Start and CCC (Contracted Child Care) providers: Hilltop and As We Grow.
- The district will schedule regular visits from the CPIS to educate staff on local, state, and federal resources
- The district will schedule regular visits and training from the master teacher.
- Hilltop and As We Grow will receive training on Teaching Strategies Gold
- Hilltop and As We Grow will have access to the Master Teacher and will have ongoing training
- Hilltop and As We Grow will have representatives on our ECAC
- Professional development for Manchester Township's Preschool Program is ongoing and based on children's development and research based best practice. Administration and teaching staff attend professional development training in curriculum, assessment, early childhood development and special education. In addition, various professional development strategies are used such as reflective coaching models for observation and feedback, collaboration meetings, training sessions, Google classroom, peer mentoring and team development.
- The Master Teacher will support teaching and learning by regular classroom visits to coach and provide feedback to improve teaching practices through reflective cycles. The Master Teacher will use performance based assessment data and results of structured classroom observations to support curriculum and implementation, plan specific goals, model lessons and best practices and improve weak areas identified to improve student learning and best teaching practices in early childhood.
- The PIRT specialist works directly with teachers, administration and the Master Teacher to provide strategies for classroom teachers and staff for students who are exhibiting difficulty in the classroom as identified through the screening process and observations. They will provide ongoing professional development based upon the pyramid model, coordinate data from ESI-R screenings and re-screens, facilitate necessary referrals to the Child Study Team and facilitate transition of all case files to kindergarten.

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

The primary responsibilities of the Early Childhood Advisory Council will be to review the implementation of our preschool programs, to support the preschool students and help transition them from preschool to grade 3, and to support the Manchester Township preschool program.

- The ECAC will use the community needs assessment as a foundation to identify the needs and available resources for the preschool students.
- The ECAC will seek out appropriate and key representatives: private providers, Head Start, School district personnel, parents, community stakeholders and the CPIS representative.
- ECAC will ensure that resources are secured in order to provide a high quality preschool education
- ECAC will serve as a liaison between community needs and resources
- ECAC will coordinate community/ education resources, minimize duplication of services and align services to deliver resources to a maximum capacity.
- ECAC will review and give input on Manchester Township School District three-year and annual preschool operation plan.

- ECAC will review and comment on the Manchester Township School District preschool program self assessment.
- ECAC will review and comment on the proposed preschool budget.
- ECAC will meet regularly; at least quarterly.
- The ECAC will adopt their own bylaws.
- ECAC will elect leadership roles to include: an elected chair, community co-chair and CPIS
- The ECAC will design an evaluation method to effectively assess their goals and objectives.

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

Yes	✓
No	

If yes, list community stakeholder groups:

- The Children's Interagency Coordinating Council (CIACC)
- Human Service Advisory Council (HSAC)
- Outreach and Development

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

ECAC Membership Roster

Name	Title and Organization	Indicate if district employee or stakeholders
TBD	Social Worker	Manchester Township School District employee
TBD	parent	stakeholder
Dr, Andrew L. Nelson MD	Doctor	Stakeholder
Meg Saunders	O.C.E.A.N Head Start	Head Start employee/ stakeholder
TBD	PIRT interventionist	Manchester Township School District
Bridget Antonucci	Director of Special Services	Manchester Township School District

Samantha Greenstein	Supervisor of Special Projects	Manchester Township School District
TBD	CIACC member	outside stakeholder
TBD	dentist	outside stakeholder
TBD	Community Ambassador	Hispanic Community Affairs - outside stakeholder
TBD	NJ SNAP representative	outside stakeholder
TBD	Hilltop Preschool Representative	outside stakeholder
TBD	As We Grow Preschool representative	outside stakeholder

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

Manchester Township School district will:

- Invite local pediatricians and our district pediatrician to ECAC meetings.
 - Invite local businesses to the ECAC meetings
 - Invite local daycares to the ECAC meetings
 - Ask attendees to extend the invitation to other community members
 - Work with and invite Head Start to meetings
 - Invite members from the CIACC organization
12. Describe how the ECAC will ensure parents are informed and engaged in the work of the council.

A Social Worker will be our community and parent involvement specialist. Their role is to coordinate the advisory council, evaluate the needs of families, organize and coordinate systematic parent involvement plans and activities, and coordinate work with social service personnel and other agencies. Our Early Childhood Advisory Council will work closely with the school to help plan and implement programs and communicate initiatives with our families. Our ECAC will invite Child care providers, pediatric medical providers, our Head Start agency, the Mayor and members of the municipal government, health professionals/agencies, social service providers, higher education in the form of volunteers and mentors, school district central office, the business community, parents, kindergarten through grade three teacher(s), bilingual education specialists, supervisors and administrative organizations, early intervention/special education groups, community groups such as the YMCA in to meet with parents on a regular basis. Handouts will be made available in a both English and Spanish and sent home to families who are unable to

attend. A relationship with a local dentist has been created and dental screenings will be offered to our families. We will continually check the climate and culture by sending out surveys to make sure we are meeting the needs of the community.

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

- Manchester Township School District will use the Community Assessment to coordinate needs with program components.
- Survey ECAC members to assess and evaluate meetings
- ECAC will meet at least quarterly to review data to determine effectiveness

5.4 Transitions (5 points)

Refer to the section on Transition in New Jersey Administrative Code 6A:13A, and in the Preschool Program Implementation Guidelines. NOTE: All school districts should have a transition team.

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

Transition Team Member Name	Position	role
TBD	master teacher	- Break down information in TSGold - Review Creative Curriculum - Articulate Community Assessment results
Talia Hingston	preschool teacher	- review data of students coming from preschool - vertical articulation on TSGold outcomes with kindergarten teacher - Review data demonstrating strengths and weaknesses of exiting preschool from last three years - classroom observations
tbd	kindergarten teacher	- review data of students coming from preschool - correlate TSGold outcomes with kindergarten

		benchmark assessments ● Review data demonstrating strengths and weaknesses of incoming preschool from last three years ● classroom observations
tbd	first grade teacher	● participation in vertical articulation ● Classroom observations to identify strengths and areas of improvement to discuss improvement to better align instruction ● Review data ● articulate expectations at each grade level, discuss standards, curriculum, day to day activities, and its purpose
tbd	second grade teacher	● participation in vertical articulation ● Classroom observations to identify strengths and areas of improvement to discuss improvement to better align instruction ● Review data ● articulate expectations at each grade level, discuss standards, curriculum, day to day activities, and its purpose
tbd	third grade teacher	● participation in vertical articulation ● Classroom observations to identify strengths and areas of improvement to discuss improvement to better align instruction ● Review data ● articulate expectations at each grade level, discuss standards, curriculum, day

		to day activities, and its purpose
Michelle Nichol	Supervisor of Curriculum	● prepare data to review for vertical articulation ● Organize classroom observations to provide insight and discuss strengths and areas of improvement to better align instruction
TBD	PIRT interventionist	● Articulate findings from <i>Pyramid Model for Social and Emotional Competence in Infants & Young Children</i> ● Help plan interventions and provide professional development. ● Help teachers identify and modify children's challenging behaviors (i.e. physical, social, language, emotional) that block successful participation in a general education preschool classroom through development and implementation of action or intervention plans. ● Share information during kindergarten transition
Samantha Greenstein	Supervisor of Special Projects	● prepare data to review for vertical articulation ● Organize classroom observations to provide insight and discuss strengths and areas of improvement to better align instruction ● Develop surveys and interpret results
School based nurse	nurse	● Health Screenings ● nutrition information ● COVID safety information ● Training/ information on sanitizing and hand washing

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

Manchester Schools Preschool Program will have monthly meetings with all stakeholders and members of the transition team (CIPS (social worker), PIRT interventionist, Supervisors, master teacher, pk-3 gr teachers, and nurses). A collection of aggregated data review will be shared at bi-monthly meetings that would include special education, bilingual, head start, Hilltop Preschool and As We Grow Preschool.

The professional development plan is systematic and comprehensive (must address all preschool-funded staff, includes supports for ELL, inclusion, integrated therapies, appropriate assessment, as well as positions such as security guards, bus drivers, etc.).

Administrators demonstrate knowledge of, and experience in, early childhood education and must attend required professional development offerings.

Teaching staff will receive ongoing support from knowledgeable supervisors/administrators.

A plan for how the Master Teacher/Instructional Coach and PIRS (Preschool Intervention & Referral Specialist) roles and responsibilities will be filled must be addressed, including how they will provide expertise to support teaching and learning.

In October 2022, all preschool staff including the master teacher, related service providers (OT, PT, SLPs, and BCBA) and supervisor(s) will be trained in Creative Curriculum over the course of two initial days. This will assist the staff with initial implementation and fully understand Creative Curriculum. All staff will have additional professional development days on October 10, 2022, January 31, 2023, and January 26, 2023.

Administration and staff will participate in NJ DOE training offered such as ECERS-3, TPOT, and Pyramid.

Train and align our GrowNJ Kids program. Grow NJ Kids offers many free trainings in curriculum, assessment, and classroom observations that we will be enrolling in.

All staff, including administration, will continue to receive training in ECERS-3 with the support of the Master Teachers to use as a tool to aid us in collecting specific data for classroom and program improvement. We will be hiring internally for one of our Master Teacher positions which will focus on special education strategies to support our learners. This particular staff member was our school's participant when we were selected to participate in the ECER-S training opportunity and has over 14 years teaching experience. This staff member will also participate in PIRT.

The district will provide a newsletter of "What's New On the Playground" to keep all informed.

Monthly meetings will occur with the Preschool administration team, elementary administrators, Director of Special Services, and Director of Curriculum and Instruction.

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

Our Administration and teachers will be trained in the newest Creative Curriculum resources and will attend trainings on Teaching Strategies Gold. We will use Creative Curriculum as our evidence-based curriculum model in each preschool classroom. This curriculum will be closely align to preschool teaching and learning standards. In addition, we have trained our administrators in developmentally appropriate strategies for the implementation of a successful preschool program. We have created fun, exciting, and innovative developmentally appropriate preschool classrooms. Administrators provide multiple opportunities for professional development both in-house and out of the district. The Administrators will assist the preschool teachers with professional development plans and the ability to observe other preschool teachers implementing instructional best practices.

The Master teacher will work with teachers on developing quality assessments within Teaching Strategies Gold. In addition, the preschool teachers will administer structured program evaluation instruments within Teaching Strategies Gold and Creative Curriculum assessments to measure quality practices and curriculum fidelity. Our administrators along with our Master Teacher will plan specific goals and training opportunities, including modeling classroom practices and lessons, facilitating PLC meetings, and planning and implementing workshops to improve areas identified. Our Master Teacher will continue to provide individualized follow-up support to the teachers' level of development and plan small group meetings/trainings for teachers with similar needs in Manchester Township. The Master Teacher will confer regularly with the preschool intervention and referral team to discuss how to support teachers and parents. Preschool instruction will prepare our students for Kindergarten curriculum expectations. Preschool curriculum will be aligned to the Kindergarten curriculum by preparing students with the prerequisite foundational skills needed when entering Kindergarten. The Preschool Teaching and Learning standards will be used to foster this instruction. Teachers will use formative assessment throughout the preschool year to ensure that progress is being made towards necessary readiness skills for Kindergarten. Ongoing articulation between Preschool and Kindergarten teachers will provide time for teachers to connect preschool instruction to that of a Kindergarten classroom and provide the preschool students with the necessary experiences to be prepared for kindergarten.

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

The district will use Title I funding to provide intervention support to our students in preschool, kindergarten, and first grade. Teachers have been trained as interventionists and conduct regular progress monitoring to identify areas of need. Summer programs will be offered in each building to provide additional academic, social, and emotional readiness.

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

The Projected Transition Activities

Category	Children	Families	Teaching Staff
From early intervention to preschool	• children will participate in an in person orientation. • Students will have the opportunity to separate from parents - while	• Orientation with teachers to become familiarized with curriculum, routines, and understand expectations • Open house	• Ensure teachers are a part of transition meetings. • complete home visit

Category	Children	Families	Teaching Staff
	parents are meeting with CST	- Families will receive a procedure and policy family handbook at the start of the program year that includes written communication about school policies, schedules and procedures, information about the child and the program and all essential information related to the child and the family presented in the home language, as necessary. - Parent meetings focused on child and family expectations and services in the preschool setting. Topics will include parent role, curriculum, and family services	
From self-contained to a preschool inclusion class	- Opportunities to view class prior to start date - Provide visuals around the classroom - Be given multiple opportunities to interact with new classmates - Offer multi-age and multi	- Participate in all IEP meetings to fully understand the program. - View the classroom - Participate in a Meet and Greet - Access to community resources - parent academies - Families will receive a procedure and policy family handbook at the	- Inclusion class teacher to observe students prior to transition. - Have access to the IEP to review goals and objectives, program, and become acquainted with services - Be involved in IEP meeting to

Category	Children	Families	Teaching Staff
	ability practices and activities	start of the program year that includes written communication about school policies, schedules and procedures, information about the child and the program and all essential information related to the child and the family presented in the home language, as necessary.	acquire information about the student.
From home to preschool	• Participate in Open House • Meet teacher and CPIS during home visit • Participate in assessments; ie. ERI • Offer activities with other students to ensure a smooth transition.	• Participate in Open house with student • Participate in Information session with staff and fellow parents • Acquire information on ECAC • parent academies • Families will receive a procedure and policy family handbook at the start of the program year that includes written communication about school policies, schedules and procedures, information about the child and the program and all essential information related to the child and the family presented in the home language, as necessary.	• Identify and communicate the curriculum and pedagogical information about the preschool program to the preschool family

Category	Children	Families	Teaching Staff
		• Parent meetings focused on child and family expectations and services in the preschool setting. Topics will include parent role, curriculum, and family services	
From a nursery school/day-care program to your program	• Participate in Open House • Meet teacher and CPIS during home visit • Participate in assessments; ie. ERI • Offer activities with other students to ensure a smooth transition.	• Participate in Open house with student • Participate in Information session with staff and fellow parents • Acquire information on ECAC • parent academies • Families will receive a procedure and policy family handbook at the start of the program year that includes written communication about school policies, schedules and procedures, information about the child and the program and all essential information related to the child and the family presented in the home language, as necessary. • Parent meetings focused on child and family expectations and services in the preschool setting.	• Identify and communicate the curriculum and pedagogical information about the preschool program to the preschool family • Articulation meetings

Category	Children	Families	Teaching Staff
		Topics will include parent role, curriculum, and family services	
From preschool (district-operated, child care, and Head Start) to kindergarten	• Participate in Open House • Meet and Greet with kindergarten staff • kindergarten readiness assessments • Peer buddy program with preschool and kindergarten students-multi-age activities	• Participate in Open house with student • Participate in Information session with staff and fellow parents • Acquire information on ECAC • parent academies • Families will receive a procedure and policy family handbook at the start of the program year that includes written communication about school policies, schedules and procedures, information about the child and the program and all essential information related to the child and the family presented in the home language, as necessary.	• Identify and communicate the curriculum and pedagogical information about the preschool program to the kindergarten and elementary teachers • Vertical articulation meetings

5.5 Preschool Administration and Health and Safety (10 points)

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

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

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

Administrative Oversight

Title	Name	Email Contact Information	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Director of Special Services	Bridget Antonucci	bantonucci@mtschoools.org	Chief School Administrator Principal Supervisor LDT/C TOH	27	Special education 504 CST administrator IDEA Grant
Director of Curriculum	Diane Pedroza	dpedroza@mtschoools.org	Teacher of the Handicapped, Teacher of English, Elementary School Teacher, Chief School Administrator/P rincipal, Supervisor	15 years	ESEA Grant Coordinator, Curriculum Writing, ESSER II and ESSER III Grant Writer, Basic Skills Coordinator,
Principal of Ridgeway Elem	Deniese Guinan	dguinan@mtschoools.org	B.A. Early Childhood/Elementary Education M.A. Administration and Leadership		principal duties
Principal	Evelyn Swift	eswift@mtschoools.org	Principal	9	principal duties

Title	Name	Email Contact Information	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Principal	Linda Waldron	lwaldron@mtschoools.org	Standard Elementary Teaching Certification NJ Principals Certification	1	principal duties
Supervisor of Instruction	Michelle Nichol	mnichol@mtschoools.org	Certification in Elementary Education MA Education Reading Specialist Certification Supervisor Certification	8	Curriculum and Instruction for K-5 Basic Skills instructional support Assist in grant management ESL instructional support Management and oversight of instructional materials K-5 Coordination of Title I parental involvement programs
Supervisor of Special Projects	Samantha Greenstein	sgreenstein@mtschoools.org	New Jersey Principal Certificate of Eligibility New Jersey Supervisor Standard Certificate Elementary	0	Supervisor of Special Projects Special education, Basic Skills, ESL

Title	Name	Email Contact Information	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
			School Teacher in Grades K – 5 Teacher of Students with Disabilities Elementary School Teacher with Mathematics Specialization in Grades 5 -8		
Vice Principal	Jill Moore	jmoore@mtschoools.org	NJ Principal Certificate of Eligibility, Supervisor, Teacher of the Handicapped, Elementary Education Teacher	2	Vice Principal duties
Director of Student/ Administrative Services	Alex George	ageorge@mtschoools.org	NJ Principal Chief School Administrator		McKinney-Vento HIB Testing Nursing Services

2. Describe preschool administrators' background and experience in preschool.

Administrators' background/ experience:		
Administrator	Background	Experience
Bridget Antonucci	TOH, LDT/C, Supervisor, Principal Certification, Chief School Administrator	Taught preschool disabled class preschool evaluations Supervisor/ Director: Developed and Oversaw preschool programs Disabilities Coordinator of

		Monmouth County Head Start trained TPOT, ECERS, ESI-R, TS Gold
Diane Pedroza	TOH, Principal, Director	Principal oversaw preschool programs Curriculum and Instruction Director that implemented Creative Curriculum
Jill Moore Kerry Young	Elementary School Teacher Special Education Teacher Vice Principal	Vice Principals at Elementary School
Michelle Nichol Samantha Greenstein	Elementary School Teacher Reading Specialist Supervisor of Elementary School Principal certification	Michelle Nichol began teaching in September of 2003. Her teaching experience includes teaching Kindergarten, First and Second Grade. The classes that she taught also included basic skills and special education students. Following ten years teaching in the classroom, Mrs. Nichol assumed the role of literacy coach where she was responsible for supporting and coaching teachers in PreK through grade 5 as they utilized instructional best practices in the area of literacy. For the past six years, Mrs. Nichol has been the Elementary Supervisor of Instruction. Within that role, her core responsibilities focus on curriculum and instruction from preK through grade 5 to ensure students across the elementary schools receive high quality, standards aligned instruction. worked with Preschool- 5th grade students Implements preschool curriculum Preschool assessment
Deniese Guinan	elementary teacher Supervisor Principal	Mrs. Guinan was hired as the Early Childhood/Elementary Supervisor in the Little Egg Harbor School District in 2015. From February 2015 to June 2022, Mrs. Guinan conducted observations in the preschool classrooms and also participated in the hiring of the

		preschool teachers. Mrs. Guinan was formally trained in using the Teaching Strategies Gold assessment platform in March of 2017.
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3. Describe the training that administrators will receive in the selected curriculum.

The administration will demonstrate knowledge of, and experience in, early childhood education by attending required professional development.

- All administration will be given professional development in early childhood best practices by the Master Teacher and Supervisor of Early Childhood Education
- All administration will attend mandated trainings and state trainings as required.
- Staff will receive a certificate upon completion of the professional development.
- Training on structured observation tools to improve preschool program/ teaching practices will include: ECERS, TPOT, Danielson, Teaching Strategies Gold
- Staff will be trained on Creative Curriculum, 6th Edition and will be able to ensure fidelity of its delivery.
- Administrators will use the Fidelity tool checklist results with aggregated data to drive instruction.
- Staff will receive Pyramid Model training and support from our PIRT Specialist. Our current CST social worker will become our PIRT Specialist as she has previous experience implementing and training others in TPOT. TPOT will be utilized to coach staff with the Pyramid Model and determine the efficacy of current classroom practices: how well staff is supporting students' social and emotional needs and responding to challenging behavior. This training will emphasize the importance of building positive relationships with students based on trust, respect, and empathy.
- All staff will be trained in curriculum based assessments using the Preschool Teacher Self-reflection tool to ensure curriculum fidelity. The Master Teacher will play a critical role with this to support the teaching staff using reflective practices.
- We see great benefits in staff collaboration, coaching and support. To maximize support for our instructional staff we aim to have the Master Teacher and PIRT Specialist plan to conduct walkthroughs together. The Master Teacher using ECERS-3 and the PIRT Specialist using TPOT, they would score and debrief together, then share separately with each staff member. This would serve to better support teachers as there is great crossover between components of each assessment.

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

Staffing changes/ plans:

New teachers with pre k- 3 elementary certification will be hired to staff new classrooms

Current and new teachers will all receive Creative Curriculum, 6th edition training and Teaching Strategies Gold training

All staff will receive professional development on all community options: such as those delivered through CIACC

All staff will receive professional development on TPOT, ECERS-3, Danielson

Support Staff will be hired and trained on:

Enrollment and registration of preschool children; • Data collection and entry; • Clerical assistance to master teachers/coaches, supervisors, directors, and other personnel; and • Provision of general program information to families.

A Master Teacher will be hired and will be trained in Creative Curriculum, TPOT, ECERS-3, Danielson

Teachers will be trained on performance-based assessment data and how to interpret results of structured classroom observations to determine and support a high level of curriculum implementation

Training on planning specific goals and training opportunities, including, but not limited to, modeling classroom practices and lessons, facilitating PLC meetings, and planning and implementing workshops, to improve weak areas identified from structured observation instruments (aggregated data), curriculum observation instruments, performance-based assessment results, district evaluation data, and other information

Training for PIRT members will be offered and schedules will be created for teachers, administrators, and PIRT members on a regular basis.

An additional nurse will be hired to ensure the 1:300 ratio

Health and Safety

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

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

- Health screenings (vision, hearing, dental, height, and weight screenings)
- The Division of Early Childhood Services recommends that screenings occur within the first 30 days of school. Families should be notified of the screenings at the beginning of school.

5. List the 2022-2023 proposed schedule of health screenings for preschool children of the Health Screening table below:

2022-2023 Proposed Schedule of Health Screenings

Health Screening	Projected completion Date
Vision	November 1, 2022
Hearing	November 1, 2022
Dental	November 1, 2022
Height/Weight	November 1, 2022

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

The Manchester Township School District will hire one additional nurse to ensure a ratio of 1:300 children is met. Additionally, the district will utilize additional staff and resources from Head Start.

6. Please list the proposed health-related family education programs (e.g., nutrition, lead screening, and asthma) and the proposed schedule for 2022-2023?

Conduct health screenings (vision, hearing, dental, height, and weight screenings): By November 1, 2022

- Monitor and follow up on individual child health records: Review of records will be conducted in September, November, March, and June
- Document and communicate with staff and parents about allergies or other health issues: Parent Academies will offer three yearly opportunities for parents to acquire information regarding health issues, Nurses will be in attendance at Meet and Greets and Open Houses to provide information to families regarding allergies and health issues in September and October
- Assist in written policies related to health, safety and nutrition- Completed in September
- Assist parents in locating appropriate medical and health resources, as needed - Ongoing, but a minimum of once a month
- Assist in the development of written emergency procedures - Completed by September
- Provide health-related training to staff, parents and/or children. Monthly at PIRT meetings

7. Please list the professional development the nurses will provide to classroom teachers and children within the 2022-2023 school year.

The nurses will give professional development to the classroom teachers on the following:

- *Allergies or other health issues
- *Review of written policies related to health, safety and nutrition
- * Assist in the development of written emergency procedures and train teachers on the procedures
- * Provide health-related training
- * Healthy, safe environment for food preparation and eating areas.
- * Staff and children's hand-washing protocols.
- * Proper washing and sanitizing procedures for cleaning tables used for eating, food preparation surfaces, and food equipment before and after food use
- * Health Screening protocols

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

Yes	✓
No	

If no, please explain.

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5.6 Coaching Supports: Master Teachers/Coaches, PIRS/PIRT (10 points)

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

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

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

The Master Teacher must have the following qualifications and experience:

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

1. Fill in the "District Master Teachers" table below based on the total number of preschool classrooms in your program. Note that the position(s) should be filled at one full-time Master Teacher ratio per 20 preschool classrooms. **Note: If necessary, indicate any positions for 2022-2023 that are unfilled at the time by entering "To be hired" in the name column.**

District Master Teachers (Coach)

Name	Number of Assigned Classrooms	Indicate date of completion of Master Teacher Fellow Seminar, if applicable.	Indicate if the Master Teacher is serving in multiple roles in the program (i.e., CPIS, PIRT).	Please note the percentage of time that the individual will serve in the Master Teacher role for the district.	Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.
TBD	10	tbd	Transition Team	100%	employee

2. Please describe how the Master Teacher(s) role will be filled, including how they will provide expertise to support teaching and learning specific in the chosen curriculum.

The Manchester Township School District will hire one Master Teacher to oversee twelve preschool classrooms (3 PDS self contained classrooms and 9 general education classrooms). Their primary responsibility will be to visit classrooms and coach teachers using reflective practice to improve instruction. Specific responsibilities include:

- Visit the classrooms on a regular basis to coach and provide feedback to teachers to improve teaching practices through the reflective cycle
- Coach teachers on the use of Performance-Based Assessments Teaching Strategies GOLD, including supporting quality assessment, interpretation of data and use of assessment data in planning.
- Administer structured program evaluation instruments (in assigned classrooms) in the fall-winter to measure quality practices in preschool classrooms (e.g., ECERS3, Creative Curriculum Fidelity Tool, etc.)
- Use performance-based assessment data and results of structured classroom observations to determine and support a high level of curriculum implementation Plan specific goals and training opportunities, including, but not limited to, modeling classroom practices and lessons, facilitating PLC meetings, and planning and implementing workshops, to improve weak areas identified from structured observation instruments (aggregated data), curriculum observation instruments, performance-based assessment results, district evaluation data, and other information
- Confer with early childhood supervisors to coordinate, articulate, and provide professional development for all early childhood staff • Provide individualized follow-up support to the teacher's level of development and plan small group meetings/trainings for teachers with similar needs
- Reflect on own professional development needs, attend workshops, read research articles, consult with others, etc.

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

The district will be contracting with OCEAN Head Start. Regular meetings will be scheduled to coordinate with the Head Start Coach. Head Start will be included in the ECAC and the Family engagement Staff.

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

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

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

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

Roles/Responsibilities of the PIRS:

- **Coaching** preschool teachers on the implementation of the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children, aka, The Pyramid Model. ([National Center for Pyramid Model Innovations](#))

- A substantial amount of time, but less than that devoted to classroom visits, will be dedicated to planning for and providing professional development for classroom teachers.
- Provide ongoing professional development based upon PBS pyramid for district staff
- Conduct classroom observations using the Teaching Pyramid Observation Tool (TPOT) at least once per classroom per year

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

4. Please provide the name, Title (specialty, if any), and email address for each PIRS, also indicating if they have received Pyramid Training, TPOT training and if TPOT reliable. **Note:** If necessary, indicate any positions for 2022-2023 that are unfilled at the time by entering "To be hired" in the name column.

Preschool Intervention and Referral Specialist(s) (PIRS)

Name	Number of Assigned Classrooms	Indicate date of completion of Preschool Intervention and Referral Specialist (PIRS) Seminar, if applicable.	Indicate if the PIRS is serving in multiple roles in the program (i.e., Master Teacher, CPIS).	Please note the percentage of time that the individual will serve in the PIRS role for the district.	Please indicate if the individual is a district employee, shared service with another district or outside contracted consultant.
Siobhan Drewry	9	TBD	Speech Therapist	80%	district employee

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

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

The role of PIRS will be filled by professionals with extensive experience with the preschool population. They will provide the following expertise to support social emotional learning and development:

- * Work with teachers, families and other preschool personnel on the implementation of the district chosen social emotional curriculum and the four levels of the Pyramid Model and Positive Behavior Supports (PBS) from the Center on the Social Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center for Social Emotional Interventions (TACSEI)
- * Work in classrooms, observing teachers and children, collecting documentation and data, modeling strategies, and providing feedback using CSEFEL, TACSEI and Positive Behavior Supports

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

The district will be contracting with OCEAN Head Start. Regular meetings will be scheduled to coordinate with the Head Start Coach. Head Start will be included in the ECAC and the Family engagement Staff.

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

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

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

Manchester Township Preschool Program will use the ESI-R structured observation instrument with all our students within the first month. Information from the ESI-R will be placed into student files for any future PIRT meeting. A schedule will be set at the beginning of the year for testing, rescreening, and referrals.

8. Who will administer the screening tool?

The teachers will administer the ESI-R to the preschool students during the first 3-6 weeks of the program.

9. When will the screening be conducted?

The screening will be conducted during the first month of the program.

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

In the space below, please identify your district's preschool curriculum. If your district is not yet implementing an evidence-based, comprehensive curriculum that meets all of the Preschool Teaching and Learning Standards, please refer to the NJDOE's Early Childhood Curriculum and Assessment webpage. Aligned curricula starting in the 2022-2023 school year will include Connect for Learning, High Scope, Tools of the Mind, and Creative Curriculum.

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

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

Creative Curriculum	x
Connect 4 Learning	
High Scope	

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

In Manchester Township we are trained to use The Creative Curriculum® for Preschool, third edition. Each teacher has received a minimum of 6 hours of training. The district has purchased the 6th edition and is scheduled for 12 hours of training for the latest edition, the 5th edition, in October 2022. Manchester Township has used Creative Curriculum for over 12 years.

3. Describe the proposed plan to use performance-based child assessment, such as Teaching Strategies GOLD or High Scope, COR Advantage, or Work Sampling.

We believe in a variety of assessments both formal and informal to determine student learning. We will use Teaching Strategies GOLD as a formative assessment tool for driving instruction. We believe assessment is the ongoing process of documenting evidence of early learning in order to make informed instructional decisions.

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

Manchester Township will do the following to ensure the classroom teachers use the performance based child assessment data to plan for instruction:

S.M.A.R.T. Objectives How will you accomplish the goal?	Activities / Strategies How will your program address the objectives?	Evaluation Method How will you measure progress and success?
Use a formative assessment tool to assess the needs of the children.	Complete formative assessment tool: TS Gold	Aggregated data from formative assessment tool to collect information from observations, individualize lessons as per student needs
Use the formative assessment to connect curriculum and assessment results	Use TS Gold to make correlations between observations and assessment data.	Review data generated from TS Gold to connect observations and assessment information to daily resources in the classroom
Use assessment to inform program development to inform families	- Conduct family observations - Create family resource information	Family engagement and feedback

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

The information will be shared:

1. At conferences
2. Through mail/ email correspondence

3. An explanation of the assessments will be provided during Open House

Supporting English Language Learners (ELL)

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

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

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

6. Will all preschool families given the [Home Language Survey](#) at registration?

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

Yes	✓
No	

If no, please explain.

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7. If applicable to your demographics, what percentage of bilingual preschool teaching staff will be employed in 2022-2023?

Currently, we do not have bilingual teaching staff. However, the posting for the position will be for a bilingual preschool teacher. Additionally, MTSD will look to seek out our bilingual teacher assistants and use them in our preschool classes.

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

SIOP training provided by our elementary ESL coach. Our ESL coach will also offer support, coaching, modeling, and collaboration to ensure appropriate instructional strategies, interventions, and supports are utilized in the classroom to improve language acquisition.

Ensuring that all of our preschool classrooms are culturally diverse with regards to literacy and materials and have activities available that foster the variety of cultures (i.e. bilingual and multilingual music and movement activities, including songs, chants, finger plays and rhyming activities). Books, labels, visuals, signs, and charts will be used and present throughout the classrooms.

Providing preschool English language learners with experiences that focus on oral language development in their native language as much as possible.

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

The ELL families or preschool children will be supported in a variety of ways:

1. A home survey will be conducted to gather information on the family, their culture, language and needs.
2. When scheduling events, the information from the Home Survey will be used to ensure cultural sensitivity to dates, celebrations, etc.
3. Information will be sent home in the families native language
4. Classroom opportunities will be made available to have families in to share cultural experiences
5. Having staff trained on cultural events, dates; including, but not limited to fasting days- which may explain some fatigue, etc.
6. Literacy is diverse and shared throughout the classroom day
7. Diets are taken into consideration when planning meals and activities
8. MTSD will partner with Community Ambassadors to assist our Hispanic Families opportunities to take an active role in the community.
9. MTSD will hold ELL family nights quarterly with set agendas driven by family needs surveys.

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

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

Ensure that preschoolers with disabilities are included in general education classrooms with ratios guided by naturally occurring proportions. Naturally occurring proportions are defined as including the same percentage of children with disabilities in general education classrooms as the percentage of their presence in the general population of the preschool program (Policy Statement on Inclusion, 2015). **It is recommended that students with disabilities be dispersed 2-3 children per class throughout all general education classrooms.**

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

Preschool students with disabilities will be educated in the general education setting to the maximum extent possible. Students will receive all necessary supports from administration, Child Study Team, PIRT team and behaviorist as needed. Teachers will be given the tools and strategies needed to include all students and to modify/accommodate for all students in their classroom. Therapies will be completed using a push in method. Students with special needs will not exceed 5 students in any PEA Classroom, but are planning only 2-3 in each classroom.. Students with disabilities will be given the same instruction with the same curriculum as their regular education peers.

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

The CST and PIRT teams will conduct monthly meetings to discuss any at risk students. Interventions will be documented with a time frame to monitor students. Behavioral data, academic data, and anecdotal notes will be reviewed.

Monthly meetings with special education teachers, learning consultants, BCBA's and psychologists will take place and professional developments will be created to support teachers.

Teacher surveys will be conducted to guide professional developments.

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

To the greatest extent possible all modifications and accommodations will be provided in the general preschool classrooms by the teachers. The teacher will utilize PIRT and the master teacher to give assistance to students with behavioral issues. Therapies will be completed using a push in model.

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

Teachers will regularly attend meetings. They will provide data for the students' IEP planning. Their collected data will be shared at planning, eligibility, and annual review meetings.
The teachers will utilize the Creative Curriculum Review of the Preschool Day Tool to assist with IEP Planning.

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

Two-Year Projection: Inclusion of Preschoolers with Disabilities

School Year	Projected # of students on IEPs	Projected # of students on IEPs included in general education settings	Projected inclusion rate	Actual # of students on IEPs	Actual # of students on IEPs included in general education settings.	Actual Inclusion rate
2022-2023	90	50	55.5%	41	16	39%
2023-2024	97	67	69%	tbd	tbd	tbd

5.9 Program Evaluation and Professional Development (10 points)

Program Evaluation

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

The following depicts Manchester Township School Districts methods to evaluate the preschool program:

1. Structured observation tools will assess the effectiveness of the program components and effects on the students. They will include completed structured observation tools; such as ECERS, TPOT, SELA, PCMI, and fidelity tool. Aggregated data from the structured observation tools will be used to measure and assess the program effectiveness.
2. MTSD will complete the program self assessment to plan program changes and assess effectiveness. This will be done yearly and data from the self assessment will be used to plan program improvements and effectiveness.
3. MTSD will use evaluations to inform program development and planning for individual students. The district will review all screenings and observations and the teachers will collaborate to discuss data and summarize its outcomes.
4. MTSD will enroll students into Grow NJ Kids and complete the self assessment.

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

- The program evaluation plan will result in valid information that will be useful in program development and planning for individual children; district should outline how data will be used to inform program improvement.
- Except for developmental screenings and diagnostic testing or random assessment as part of a Department approved research design, no standardized testing will be administered on preschool children. Instead, performance-based assessment will be administered, such as Teaching Strategies GOLD.
- A plan to enroll in Grow NJ Kids, complete the program self-assessment and proceed through the rating process after one year of program implementation
- Use of evaluation to inform program development and planning for individual children.
- The CPIS will complete the ECAC

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

A plan to enroll in Grow NJ Kids consists of:

1. follow the information on <https://njccis.com/njccis/help>
2. Assign an administrator to complete the enrollment process by Oct. 30, 2022
3. Continue to update information into Grow NJ Kids
4. Complete Grow NJ Kids self assessment by June 15, 2023.

Professional Development

4. Will the district use your Title 1 needs assessment to identify preschoolers' professional development (PD) topics?
(add an X or ✓ to indicate your choice.)

Yes	✓
No	

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

The preschool teachers will receive systematic and comprehensive ongoing professional development. At the beginning of the year the Master Teacher will assist the staff to register for Grow NJ Kids. The new staff will be trained by the Master Teacher in The Creative Curriculum and the ECERS. Staff will be trained by Administration on the Danielson observation process. The Master Teacher will train staff in the ESI-R Screening Tool so that all students can be screened in the 1st month of school They will also receive

The administration will demonstrate knowledge of, and experience in, early childhood education by attending required professional development. All administration will be given professional development in early childhood best practices by the Master Teacher and Supervisor of Early Childhood Education. All administration will attend mandated trainings and state trainings as required

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

1. Aggregated data from the structured observation tools (ECERS, TPOT, SELA, PCMI, Fidelity too)
2. Data from the Self Assessment
3. Data from all screenings and observations
4. Family home survey
5. Needs Assessment information

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

1. SIOP training to develop an understanding of a variety of strategies
2. Culturally Responsive Classroom Training with Dr. Daniels
3. Home survey data review
4. Community representatives: CIACC, Community Ambassadors

8. Indicate PD topics differentiated for different preschool staff (e.g., Pyramid, TPOT, ECERS-3, Early Screening Inventory revised or 3rd edition (ESI-R or ESI-3), health and safety-related to COVID19, virtual learning enhancement, child development, etc.)

Specifically address PD offered to:

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

The following gives an overview of professional development topics for preschool staff and families:

	Developmental Screeners: ESI-R,	Structured Observation Training: TPOT, ECERS, SELA, PCMI, Fidelity tool	Performance based Assessments: Teaching Strategies Gold	Nutrition, hand washing, sanitation, blood born pathogens, COVID	Observation Tools: Danielson	Behavior	Cultural Responsiveness	Community Resources
Teachers	x	x	x	x	x	x	x	
teacher asst	x			x	x	x	x	
nurse				x	x	x	x	x
administration	x	x	x	x	x	x	x	x
CPIS/ social worker	x			x	x		x	x
PIRT Interventionist	x	x	x	x	x	x	x	
Head Start	x	x	x	x		x	x	
families	x		x	x				x
Bus Drivers/ Cafeteria Workers				x		x	x	x

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

Manchester Township School District administration will provide PD for Master Teachers on structured observation tools by registering for state courses.

5.10 Monitoring and Budget Narrative (10 points)

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

Fiscal Oversight

Title	Name	Email Contact
Business Administrator	Craig Lorentzen	clorentzen@mtschoools.org

Title	Name	Email Contact

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

The district will be leasing space from the providers rather than having the providers run the program. Since the programs at the provider will be under district control we will follow our standard operating procedures for budget development, budget adjustments, purchases and instruction.

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

The district will have three new classrooms and two existing classrooms in its school buildings. We will have five classrooms that we will be leasing from a provider. The three new classrooms will need the supplies necessary to run a preschool classroom. The existing classrooms will need less start up supplies but will need some materials and supplies throughout the year. The classrooms with the providers will have most of what we need for each classroom. The district will supplement what the provider is able to provide to ensure we have what we need to run each classroom. The district will also be updating our curriculum which will require professional development for all of our preschool teachers. This update will include new curriculum kits, supplies and training.

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

The district will fund eight full time teachers, two part time teachers, ten teaching assistants, master teacher, social worker/CPIS, nurse, supervisor/BCBA, Speech/PIRT and four bus aides. The district will also plan to spend funds on classroom leases, supplies, equipment, health benefits, substitute personnel, field trips, cleaning, staff travel, a portion of central offices salaries, curriculum kits, staff professional development and other unanticipated expenses.

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

The district has reached out to private providers in our area. Two providers will be able to meet the required space requirements for a preschool classroom; Hilltop Nursery School (4 Classrooms) and As We Grow (1 Classroom). A third provider, Head Start, will provide support and assistance by way of funding.

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

We expect our professional development, curriculum materials and family engagement expenses to be approximately \$132,640. This includes the salary and benefits of our liaison of \$72,000 and curriculum kits and professional development of \$60,640.

Statement of Assurances

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

- Has the legal authority to apply for the funds made available under the requirements of the announcement, and has the institutional, managerial, and financial capacity to ensure proper planning, management and completion of the project described in this application.
- Will give the NJDOE, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A-1, et seq.*, and other relevant state laws and regulations as well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 60-741.5(a)), as applicable, which requires affirmative action in employment;
 - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

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

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

Applicant Agency: Manchester Township School District

Signature of Chief School Administrator: John Berenato

Signature of School Business Administrator: [Signature]

Date: 8/8/2022

Resources

[NJAC 6A:13A, Elements of High Quality Preschool Programs Preschool Code \(PDF\)](#)

[Preschool Teaching and Learning Guidelines \(PDF\)](#)

[2022 – 2023 Budget Workbook Instructions](#)

[2022 – 2023 Budget Workbook](#)

[2022 – 2023 Private Provider Contract](#)

[2022-2023 Head Start Contract](#)

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations](#)