



**STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION**

**Notification of Funding Opportunity
Preschool Education Expansion Aid (PEEA)
2018-2019**

**Lamont Repollet, Ed.D.
Commissioner of Education**

**New Jersey Department of Education
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Table of Contents

Preschool Education Expansion Aid (PEEA)	1
I. Program Information	2
1.1 Program Description	2
1.2 Statutory/Regulatory Source and Funding	2
1.3 Dissemination of This Notice	2
1.4 Technical Assistance Workshop	3
1.5 Proposal Submission	3
1.6 Budget Reporting	3
1.7 Disbursement of Funds	3
II. Project Guidelines	3
2.1 Project Requirements	3
2.2 Cost Proposal	5
III. Completing the Application	6
IV. Award Selection	6
4.1 Distribution of Awards	6
4.2 Proposal Review and Scoring	7

I. Program Information

1.1 Program Description

This funding notification is to announce the availability of Preschool Education Expansion Aid (PEEA) intended to increase access to high-quality preschool for three- and four-year-old children in the 2018-19 school year. Governor Murphy's budget for Fiscal Year 2019 will increase the number of children being served in high-quality preschool programs in eligible districts. Only school districts receiving Preschool Education Aid (PEA), excluding districts that are already fully funded, (e.g., districts formerly known as Abbott), are eligible for funding to increase the number of children served; the length of program day offered; and the quality of the programs. Eligible districts can be found here:

[Former Early Childhood Program Aid \(ECPA\) Districts](#)

[Former Early Launch to Learning \(ELLI\) Districts](#)

It is the intention of the New Jersey Department of Education (Department) that districts implement this program beginning no later than October 1, 2018. Applications providing a high degree of assurance that they are able to open earlier will receive priority.

1.2 Statutory/Regulatory Source and Funding

The application and implementation of the program must be in conformance with all applicable state and federal regulations. The Murphy Administration recognizes that providing our youngest learners with high-quality early education will have long-lasting benefits. The 2018-19 budget will invest new pre-K funding, to continue expanding high quality preschool education across the state. This funding continues to support Fiscal 2018 expansion districts and focuses on additional districts that can launch programs quickly and effectively. The Department will also use this year to assist additional districts to prepare for future expansion.

From the amount appropriated for Preschool Education Expansion Aid, the Commissioner of Education shall provide state aid to districts for the purpose of providing free access to full-day preschool for 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 Expansion Aid based on a district's demonstration of its readiness to operate a preschool program consistent with the preschool quality standards.

1.3 Dissemination of This Notice

The Department, through the Division of Early Childhood Education, makes notice of this funding opportunity available to eligible districts in the State of New Jersey, as described in Section 1.1, Program Description. Superintendents, school business administrators, executive county superintendents and executive county business officials in eligible districts received notification of the availability of these funds via correspondence dated June 29, 2018.

Copies of this application are available on the [Department's PEEA webpage](#) or by contacting the Division of Early Childhood Education at the New Jersey Department of Education by telephone (609) 376-9077.

1.4 Technical Assistance Workshop

The Division of Early Childhood Education will host a **mandatory** face-to-face Technical Assistance (TA) Workshop for all Preschool Education Expansion Aid (PEEA) applicants. The workshop is scheduled from 9:30 a.m. to 12:30 p.m. on **July 13, 2018, at the New Jersey Department of Education, 100 River View Plaza, Trenton, NJ**, first floor conference room. It is recommended that districts identify a team of administrators to participate in the technical assistance workshop. Districts are required to send a minimum of one representative district staff member in order to be eligible to apply. Pre-registration is required. [Register online](#) by July 12, 2018.

1.5 Proposal Submission

Applicants must upload required application documents via the Department's [Homeroom webpage](#), **no later than 4 p.m. on August 1, 2018**. If you have any issues submitting via Homeroom, please contact your 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.

1.6 Budget Reporting

Districts should refer to the Division of Early Childhood Education District Budget Planning Workbook Instructions for Preschool Education Expansion Aid for 2018-19.

1.7 Disbursement of Funds

Funding will be disbursed evenly across the district's remaining state aid payments for FY19 using 218 as the fund and program codes for PEEA. Funding may be expended immediately upon initial disbursement if start-up supplies are needed (furniture, classroom materials and supplies, staff training, etc.). All funding is contingent upon verification of enrollment of resident, age-eligible children.

II. Project Guidelines

Applicants must submit a completed PEEA Five-Year Operational Plan and PEEA Budget Statement, using the forms provided by the Department, by August 1, 2018.

2.1 Project Requirements

- Only eligible children may be supported with PEEA funding. Eligible children are defined as 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.

The district must have space to operate classrooms or make arrangements 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 DOE. If approved, districts will execute a signed provider or Head Start contract and distribute funding based on costs outlined in the provider budget workbook.

- 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 is in compliance with federal and state law.
- Projected class size may not exceed 15 children in **new** general education PEEA-funded preschool classes. All four-year olds and mixed aged classrooms with three-year olds must be served in a full day program.
- All district and provider classrooms must meet facilities requirements. Waivers will not be accepted for square footage of less than 750 square feet of useable space.
- Regardless of setting, preschool classroom teachers must hold a bachelor's degree and, at a minimum, a certificate of eligibility or certificate of eligibility with advanced standing for preschool through grade three or other equivalent preschool certification as set forth in [N.J.A.C. 6A:9B](#).
- The proposed program must follow the district's school calendar and length of day (minimum six hours).
- Districts must meet the [Abbott Preschool Program Implementation Guidelines](#), which delineate higher standards, including Master Teachers/Coaches, Preschool Intervention and Referral Specialists 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 in order to meet the requirements of the program.
- The proposed program must implement an evidence-based curriculum model, meeting the Division of Early Childhood Education's [Preschool Teaching and Learning Standards](#).
- The district must have an existing or newly established Early Childhood Advisory Council (ECAC) or its 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 must enroll in [Grow NJ Kids](#) and complete the Grow NJ Kids self-assessment during the 2018-19 school year.

Although not required, the following factors lead to more competitive proposals:

- Projected class sizes do not exceed 15 children *across all general education preschool classes* regardless of funding source;
- Contracting with private child care or Head Start agencies to offer full-day and full-year programs, funding child care or Head Start to upgrade their program by reducing class size and hiring certified teachers;
- Offering dual language programs (e.g. English-speaking children learn Spanish while Spanish-speaking children learn English in a systematic and well-planned curriculum).

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			
County	District	Provider	Head Start
Atlantic	\$12,582	\$14,144	\$7,815
Bergen	\$13,047	\$14,666	\$8,104
Burlington	\$12,784	\$14,370	\$7,940
Camden	\$12,679	\$14,252	\$7,875
Cape May	\$12,240	\$13,759	\$7,603
Cumberland	\$12,371	\$13,906	\$7,684
Essex	\$13,289	\$14,938	\$8,254
Gloucester	\$12,595	\$14,159	\$7,824
Hudson	\$13,424	\$15,090	\$8,338
Hunterdon	\$13,090	\$14,715	\$8,131
Mercer	\$13,094	\$14,719	\$8,133
Middlesex	\$13,041	\$14,659	\$8,100
Monmouth	\$12,920	\$14,523	\$8,025
Morris	\$13,213	\$14,853	\$8,207
Ocean	\$12,563	\$14,122	\$7,803
Passaic	\$12,842	\$14,436	\$7,977
Salem	\$12,595	\$14,159	\$7,824
Somerset	\$13,442	\$15,110	\$8,349
Sussex	\$12,816	\$14,407	\$7,961
Union	\$13,217	\$14,858	\$8,210
Warren	\$12,540	\$14,096	\$7,789

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

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

PEEA 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 districts join together to offer this program, children must meet residency requirements of one of the partnering districts.

PEEA funds may be braided with other funding sources, but may only be used in accordance with the line items provided in the PEEA Budget Workbook.

The total number of children served and/or duration (length of day) of the program 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.

III. Completing the Application

To apply for funds under this program, each applicant must submit a complete PEEA Five-Year Operational Plan including all Excel tables and the 2018-19 PEEA budget workbook.

Application Checklist

Required Sections	Included
Award Proposal Title Page	
Budget Workbook, including:	
Table 1: Enrollment	
Table 2: Class Size	
Table 4: Teachers	
Table 4a: Teachers' Assistants	
Schedule A	
Budget Statement Form	
Operational Plan Overview	
Program Component Activity Forms	
Statement of Assurances	
Certified Board Resolution	

IV. Award Selection

4.1 Distribution of Awards

In making awards under this program, the Department will ensure, to the extent practicable, a distribution of awards among the geographic regions of the state.

4.2 Proposal Review and Scoring

Committees consisting of Department staff and other early childhood education experts will evaluate all eligible applications. Applicants must complete the PEEA 2018-2019 Operational Plan which will be evaluated on the basis of 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 and every component to be evaluated and scored in the evaluation process.

Eligible applications will be ranked and funded in descending order, from highest to lowest score, until available funds have been used.

Reviewers will use the following Scoring Rubric to evaluate applications:

(1) Outreach, recruitment and enrollment **10 pts**
Note that priority consideration will be given to districts that contract with Head Start programs and/or private providers.

Districts should include an overview of this section, including goals, objectives, strategies, and evaluation in addition to addressing the items below:

- The program will begin operation no later than October 1, 2018; please note projected start date, if earlier.
- Effective methods of child recruitment are detailed.
- Methods will attract hard-to-reach families and indicate a commitment to serving a large proportion of low-income children.
- Evidence that the plan is based on knowledge of community needs.
- Collaborative arrangements by district with community child care programs and/or Head Start to provide services to children.
- Contracts between district and community child care programs or Head Start agencies to serve children. **[Automatic 5 points]**

(2) Community collaboration and planning **10 pts**

Districts should include an overview of this section, including goals, objectives, strategies, and evaluation in addition to addressing the items below:

- Districtwide planning with evidence of community partnerships through the Early Childhood Advisory Council (ECAC or equivalent entity with agendas, membership roster and mission statement).
- The ECAC has been established and membership reflects broad representation of stakeholders.
- Collaboration with community agencies serving young children and their families is evident.

(3) Curriculum development and implementation **25 pts**

Districts should include an overview of this section, including goals, objectives, strategies, and evaluation in addition to addressing the items below:

- The district will implement an evidence-based curriculum that is comprehensive and designed to help teachers and children meet all of the *Preschool Teaching and Learning Standards*; if already in implementation, please note choice of curriculum (including edition), number of hours of professional development in curriculum completed, and number of years of implementation.
- Transition plans show effective articulation and communication, preschool through grade three.
- Clear and evidence-based methods for meeting the language needs of children who are English language learners are described.
- Teachers and other staff are qualified as required: preschool classroom teachers must hold a Bachelor's degree and, at a minimum, a certificate of eligibility or certificate of eligibility with advanced standing for preschool through grade three or other equivalent preschool certification as set forth in [N.J.A.C. 6A:9B](#).
- Class size is no more than 15 children for four-year olds and three-year olds in mixed aged groups for new PEEA-funded preschool classes.

(4) Professional development and training

10 pts

Districts should include an overview of this section, including goals, objectives, strategies, and evaluation in addition to addressing the items below:

- The professional development plan is systematic and comprehensive.
- Teaching staff will receive ongoing support from knowledgeable supervisors/administrators.
- Administrators demonstrate knowledge of, and experience in, early childhood education and must attend required professional development offerings.
- Master Teacher and Preschool Intervention and Referral Team (PIRT) roles are clearly defined, providing expertise to support teaching and learning. If these roles are not currently filled, the district will indicate plans for hiring in order to meet program requirements.

(5) Inclusion

15 pts

Districts should include an overview of this section, including goals, objectives, strategies, and evaluation in addition to addressing the items below:

- The district board of education shall ensure the inclusion of preschool children with disabilities in general education settings to the maximum extent possible.
- The program is designed to provide appropriate supports for preschool children with disabilities during the regular routine, such as adaptive activities and materials, adjusted schedules, and integrated therapies.
- Special education staff, master teachers and PIRT and/or I&RS consult with teachers to address goals.
- Pull-out services are not recommended and are used on a very limited basis.
- Classroom teachers participate in all meetings throughout the IEP process and provide input through utilization of the Review of the Preschool Day.
- Collaboration among teachers, special education staff and intervention teams is built into the schedule.
- Teachers will receive support from special education staff and other experts. (It is not necessary to have special education teachers in each classroom.)
- No more than one third of the children in any classroom should have disabilities.

(6) Program evaluation**10 pts**

Districts should include an overview of this section, including goals, objectives, strategies, and evaluation in addition to addressing the items below:

- Includes 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.).
- District outlines a plan to enroll in Grow NJ Kids and complete the program self-assessment.
- The program evaluation plan will result in valid information that will be useful in program development and planning for individual children.
- With the exception of 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 or HighScope COR Advantage.

(7) Budget**20 pts**

- The proposed budget uses PEEA funds only as allowed. (If not, the district is not eligible.)
- Districts must show evidence of a five-year plan to serve at least 90 percent of their eligible universe of four-year olds in high-quality, full-day classrooms.
- Existing special education or federal funding sources used to support preschoolers are not supplanted by PEEA.