

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150011

Grants.gov Tracking#: GRANT11760014

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 15, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive	243
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Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/14/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="216000928"/>	* c. Organizational DUNS: <input type="text" value="8064179110000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Department of Education"/>	Division Name: <input type="text" value="Division of Early Childhood Ed"/>
--	---

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants. CFDA Number: S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

School Districts Affected by the New Jersey [Add Attachment](#) [Delete Attachment](#) [View Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

New Jersey's Preschool Expansion Plan

Attach supporting documents as specified in agency instructions.

[Add Attachments](#) [Delete Attachments](#) [View Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="69,994,492.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

School Districts Affected by the New Jersey Preschool Expansion Plan

County	District Name	Congressional District
ATLANTIC	ABSECON CITY	2
ATLANTIC	ATLANTIC CITY	2
ATLANTIC	EGG HARBOR CITY	2
ATLANTIC	GALLOWAY TWP	2
ATLANTIC	HAMILTON TWP	2
BURLINGTON	MOUNT HOLLY TWP	3
CAMDEN	BELLMAWR BORO	1
CAMDEN	LINDENWOLD BORO	1
CAPE MAY	MIDDLE TWP	2
CUMBERLAND	UPPER DEERFIELD TWP	2
GLOUCESTER	CLAYTON BORO	2
GLOUCESTER	PAULSBORO BORO	1
HUDSON	NORTH BERGEN	8
MONMOUTH	FREEHOLD BORO	4
OCEAN	BERKELEY TWP	3
OCEAN	LAKWOOD TWP	4
PASSAIC	CLIFTON CITY	9
SOMERSET	BOUND BROOK BORO	12
UNION	LINDEN CITY	10

School Districts Affected by the New Jersey Preschool Expansion Plan

County	District Name	Congressional District
ATLANTIC	ABSECON CITY	2
ATLANTIC	ATLANTIC CITY	2
ATLANTIC	EGG HARBOR CITY	2
ATLANTIC	GALLOWAY TWP	2
ATLANTIC	HAMILTON TWP	2
BURLINGTON	MOUNT HOLLY TWP	3
CAMDEN	BELLMAWR BORO	1
CAMDEN	LINDENWOLD BORO	1
CAPE MAY	MIDDLE TWP	2
CUMBERLAND	UPPER DEERFIELD TWP	2
GLOUCESTER	CLAYTON BORO	2
GLOUCESTER	PAULSBORO BORO	1
HUDSON	NORTH BERGEN	8
MONMOUTH	FREEHOLD BORO	4
OCEAN	BERKELEY TWP	3
OCEAN	LAKWOOD TWP	4
PASSAIC	CLIFTON CITY	9
SOMERSET	BOUND BROOK BORO	12
UNION	LINDEN CITY	10

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, 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 standards or agency directives.
3. 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.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) 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), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Anne Corwell</p>	<p>TITLE</p> <p>Acting Commissioner</p>
<p>APPLICANT ORGANIZATION</p> <p>New Jersey State Department of Education</p>	<p>DATE SUBMITTED</p> <p>10/14/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

6. * Federal Department/Agency: <input type="text" value="US DOE and US Dept of Health & Hum Servs"/>	7. * Federal Program Name/Description: <input type="text" value="Economic Development Grants"/> CFDA Number, if applicable: <input type="text" value="84.409"/>
---	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix: * First Name: Middle Name:

* Last Name: Suffix:

Title: Telephone No.: Date:

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150011

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

General Education Provisions Act.pdf

Delete Attachment

View Attachment

General Education Provisions Act (GEPA) Section 427 Requirements

It is a policy of the New Jersey State Board of Education and the New Jersey Department of Education (NJDOE) that no person on the basis of race, color, creed, national origin, age, gender, handicap, or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program, or service for which the NJDOE has responsibility (N.J.A.C. 6A:7-1.1). The NJDOE complies with all state and federal laws and regulations concerning nondiscrimination.

The NJDOE is an Equal Opportunity Employer and provides educational programs and services throughout the state without regard to race, color, creed, national origin, gender, age or disability. The program proposed under this grant is targeted to low income students. Low income preschool children are found in varying numbers in all school districts and their needs are, in part, addressed by the NJDOE's Division of Early Childhood Education (DECE). Overseeing the Preschool to Third Grade programs in the State, the Division provides the necessary educational leadership at the state level to assist school districts in implementing the components of the High-Quality Preschool Program which is designed for the diverse preschool population. This grant will be administered by the DECE to ensure equal treatment and access for low-income special populations across the state. In cooperation with the participating school districts, the state will ensure that all pertinent information and materials are available in the languages spoken in each school, and that they are equally accessible to all students regardless of gender, race, national origin, color, disability or age.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

New Jersey State Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: David Middle Name:

* Last Name: Danpa Suffix:

* Title: Acting Commissioner

* SIGNATURE: Anne Corwell

* DATE: 10/14/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract for the Preschool Development Grant- Expansion Grant

Application for initial funding: 84.419B

Overview of the Proposed Project:

We propose to bring the components of New Jersey’s High-Quality State Preschool Program to 19 High-Need Communities through a mixed-delivery system of school-based, private provider and Head Start programs, maximizing the learning and development of Eligible Children (including preschoolers with special needs, English language learners, and other vulnerable populations, such as children in foster care, or in military, homeless and/or migrant families), and collaborating with settings that precede and follow preschool to ensure high-quality experiences throughout the birth to eight continuum. In the last decade, the State of New Jersey has positioned itself to launch and implement the **New Jersey Preschool Expansion Plan**.

Project Objectives and Activities

To accomplish our project, we will use the model that has worked so well for our High-Quality State Preschool Program. Schools, private providers and Head Start programs in the 19 High-Need Communities will implement the high-quality components of the State Preschool Program. We will enhance current programs and generate new High-Quality Preschool Program slots for Eligible Children through the following activities:

- Conducting a needs assessment of the current programs;
- Providing intensive support to elevate quality;
- Measuring program progress regularly;
- Monitoring fiscal practices regularly;
- Implementing strategies to enroll hard-to-reach families;
- Meeting children’s individualized needs through comprehensive supports; and
- Aligning and coordinating transitions.

Proposed Project Outcomes

By the end of the grant period, we intend to meet the following proposed project outcomes:

1. The 19 target school districts are implementing the program and learning standards, and are equipped to use comprehensive assessment systems, kindergarten entry assessments, as well as support children with disabilities and English language learners.

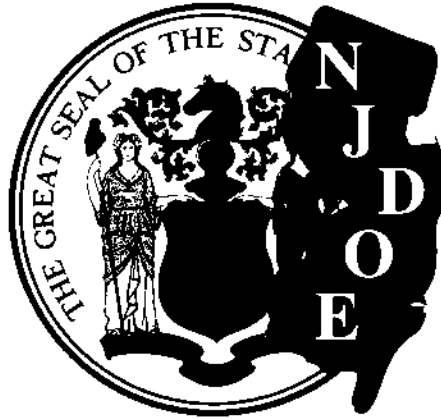
2. 60% of preschool children with disabilities in the school districts are served in inclusive, general education settings.
3. Classroom level quality reaches a 5.0 or higher on the Early Childhood Environment Rating Scale-Revised (ECERS-R).
4. 100% of teachers in all settings, including Head Start and Private Provider settings, have their Preschool to Third Grade (P-3) certificates.
5. Serve an additional 1,248 Eligible Children in High-Quality Preschool Programs with Preschool Expansion Grant funding.
6. Improve existing slots for 729 Eligible Children and 338 other children in High-Quality Preschool Programs by limiting class sizes, decreasing child to staff ratios, extending the program day, providing Comprehensive Services (through Central Intake and County Councils), and employing/compensating teachers with bachelor's degrees and preschool certification.
7. Implement a sustainability plan to maintain and expand the new and improved slots.
8. Participating programs implement the elements of the High-Quality State Preschool Program and Grow NJ Kids.
9. Implement the NJKEA to improve the efficacy of kindergarten classrooms, and have teachers enroll in the Kindergarten Seminar.
10. Implement the First through Third Grade Guidelines.

Subgrantees Included in NJ Preschool Expansion Plan	
County	District Name
ATLANTIC	ABSECON CITY, ATLANTIC CITY, EGG HARBOR CITY, GALLOWAY TWP, HAMILTON TWP
BURLINGTON	MOUNT HOLLY TWP
CAMDEN	BELLMAWR BORO, LINDENWOLD BORO
CAPE MAY	MIDDLE TWP
CUMBERLAND	UPPER DEERFIELD TWP
GLOUCESTER	CLAYTON BORO, PAULSBORO BORO
HUDSON	NORTH BERGEN
MONMOUTH	FREEHOLD BORO
OCEAN	BERKELEY TWP, LAKEWOOD TWP
PASSAIC	CLIFTON CITY
SOMERSET	BOUND BROOK BORO
UNION	LINDEN CITY

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.



**Preschool Development Grant—Expansion Grant
Application for Initial Funding**

CFDA Number: 84.419B

October 14, 2014

New Jersey's Preschool Expansion Plan



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Selection Criterion A. Executive Summary

The extent to which the State includes an ambitious and achievable plan for expanding access to High-Quality Preschool Programs that clearly articulates how the plans proposed under each criterion in this section, when taken together, will

Our state's history shows that New Jersey knows how to build and maintain high-quality early childhood programs. As a result of the 1998 New Jersey Supreme Court decision in *Abbott v. Burke*, the State remedied educational inequities between low-income urban districts and wealthier districts by mandating, among other things, access to high-quality, standards-based preschool education for three- and four-year old children in more than thirty (30) school districts throughout the State. The State accomplished this by creating a mixed-delivery system of public preschools (44.1%), Head Start (10.8%) and community-based providers (45.1%). We have worked hard over the years to create the High-Quality State Preschool Program, which is recognized nationally for its high quality and its ability to dramatically improve academic outcomes of High-Need children. Despite this fact, New Jersey has been unable to offer similar high-quality supports and training to other programs serving High-Need preschoolers in school- and center-based sites outside of the High-Quality State Preschool Program.

In the last decade, New Jersey has positioned itself to launch and implement its **New Jersey Preschool Expansion Plan**. With a sound and reliable infrastructure in place, and with needed funding from the Preschool Expansion Grant, we are poised to meet our overall goal: *To bring the components of the High-Quality State Preschool Program to 19 High-Need Communities through a mixed-delivery system of school-based, private provider and Head Start programs, maximizing the learning and development of Eligible Children (including preschoolers with special needs, English language learners, and other vulnerable populations, such as children in foster care, or in military, homeless and/or migrant families), and collaborating with settings that precede and follow preschool to ensure high-quality experiences throughout the birth to eight continuum.*

We will enhance current programs and generate new High-Quality Preschool Program slots for Eligible Children by:

- Conducting a needs assessment of the current programs;
- Providing intensive support to elevate quality;
- Measuring program progress regularly;

- Monitoring fiscal practices regularly;
- Implementing strategies to enroll hard-to-reach families;
- Meeting children’s individualized needs through comprehensive supports; and
- Aligning and coordinating transitions.

To achieve our goal, we have five ambitious and achievable plans that are based on the same system that we used to create and expand the High-Quality State Preschool Program. The table below provides a synopsis of each of these plans, which are found in greater detail within sections C, D, E, F and Competitive Preference Priority 2.

New Jersey Preschool Expansion Plan

Plan for Ensuring Quality in Preschool Programs (Section C)	
<p>Goal: Expand the implementation of the components of the High-Quality State Preschool Program to 19 additional school districts through a mixed-delivery system, by using a continuous evaluation and improvement cycle that defines the program and learning standards, provides support for implementation, evaluates implementation, and adjusts based on the results, with measurable benefits for children at school entry. School districts will oversee implementation in school-based, private provider and Head Start settings.</p> <p>By the end of the grant:</p> <ol style="list-style-type: none"> 1. The 19 target school districts are implementing the program and learning standards, and are equipped to use comprehensive assessment systems, kindergarten entry assessments, as well as support children with disabilities and English language learners. 2. 60% of preschool children with disabilities in the school districts are served in inclusive, general education settings. 3. Classroom level quality reaches a 5.0 or higher on the Early Childhood Environment Rating Scale-Revised (ECERS-R). 4. 100% of teachers in all settings, including Head Start and Private Provider settings, have their Preschool to Third Grade (P-3) certificates. 5. At kindergarten entry, all teachers are using Teaching Strategies GOLD® (TS GOLD®). 	
<p>Key Activities:</p> <ul style="list-style-type: none"> • A State university will be selected to conduct a community needs assessment in each community (based on the early learning and program standards that define the High-Quality State Preschool Program) to determine optimal configuration, and to develop a program plan that describes how each component will be implemented. 	<p>When:</p> <p>4/2015 to 8/2015</p>

<ul style="list-style-type: none"> • School districts submit plans and budgets based on needs assessments, in consultation with Early Childhood (EC) Specialists who review, approve, and track plans. • School districts choose a curriculum and begin training through the Early Learning Training Academy (Training Academy). • District, Head Start and private provider teachers receive scholarships to enroll in P-3 certification programs. Teacher assistants receive scholarships to enroll in associates' degree or Child Development Associates programs. • All sites enroll in Grow NJ Kids (GNJK), New Jersey's Tiered Quality Rating Improvement System. • A State university will be selected to conduct Spring assessments to check progress. • EC Specialists assist school districts to evaluate the extent to which each High-Quality component is in place using the Self-Assessment and Validation System (SAVS). • Teachers begin to use the New Jersey Kindergarten Entry Assessment (NJKEA) to inform instruction in kindergarten and to inform focus areas in preschool. 	<p>7/2015, and each Fall</p> <p>9/2015 to 8/2016, and each year after</p> <p>Begin 8/2015, ongoing</p> <p>7/2015 to 9/2015</p> <p>Year 1: Fall/Spring Years 2-4: Spring</p> <p>5/2016 to 8/2016, and on an annual basis</p> <p>9/2016 to 8/2017</p>
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Plan for Expanding and Improving High-Quality Preschool Programs in Each High-Need Community (Section D)

Goal:
Expand the number of Eligible Children served by school districts in High-Need Communities while also improving existing slots already offered to both Eligible Children and other preschool-aged children in the community. School districts will oversee implementation in school-based, private provider and Head Start settings.

By the end of the grant:

1. Engage in MOU's with 19 school district Subgrantees with underserved Eligible Children to both increase available High-Quality slots and improve existing slots.
2. Subgrant 95% of grant funding (\$66.5 million over 4 years) to 19 school districts to serve Eligible Children in district, private provider, and Head Start settings.
3. Serve an additional 1,248 Eligible Children in High-Quality Preschool Programs with Preschool Expansion Grant funding.
4. Improve existing slots for 729 Eligible Children and 338 other children in High-Quality Preschool

Programs by limiting class sizes, decreasing child to staff ratios, extending the program day, providing Comprehensive Services, and employing/compensating teachers with bachelor’s degrees and preschool certification.

5. Implement a sustainability plan to maintain and expand the new and improved slots created throughout the grant period.

Key Activities:	When:
<ul style="list-style-type: none"> • Division of Early Childhood Education staff (Early Childhood Specialists) create Memoranda of Understanding with school districts that describe each party’s obligations in establishing High-Quality Preschool Programs. 	7/2015 to 3/2015
<ul style="list-style-type: none"> • Four-year Preschool Program Plans and budgets are approved, and the targets for both new and improved slots are set. 	7/2015 to 8/2015, and each year in the Fall
<ul style="list-style-type: none"> • Programs serve 437 Eligible Children in improved High-Quality Preschool Program slots along with 203 other children, and 749 Eligible Children in new High-Quality Preschool Program slots. 	9/2015
<ul style="list-style-type: none"> • Programs serve 547 Eligible Children in improved High-Quality Preschool Program slots along with 254 other children, and 936 Eligible Children in new High-Quality Preschool Program slots. 	9/2016
<ul style="list-style-type: none"> • Programs serve 620 Eligible Children in improved High-Quality Preschool Program slots along with 287 other children, and 1,061 Eligible Children in new High-Quality Preschool Program slots. 	9/2017
<ul style="list-style-type: none"> • Programs serve 729 Eligible Children in improved High-Quality Preschool Program slots along with 338 other children, and 1,248 Eligible Children in new High-Quality Preschool Program slots. 	9/2018

Plan to Ensure That Each Subgrantee is Effectively Implementing High-Quality Preschool Programs (Section E)

Goal:
 Create a system of oversight and collaboration to ensure that the components of New Jersey’s High-Quality Preschool Program are in place. School districts will oversee implementation in school-based, private provider, and Head Start settings.

By the end of the grant:

1. All 19 target school districts and participating private and Head Start providers are implementing the components of the High-Quality State Preschool Program.
2. Reach 59% of Eligible Children and 33% of all four-year-olds in Subgrantee communities.
3. Include the participating schools and providers in the High-Quality State Preschool Program’s monitoring

system for both fiscal practices and the implementation of quality components.

Key Activities:	When:
<ul style="list-style-type: none"> • Use the results of the university needs assessment to gain an understanding of the specific needs of the community, available resources and to determine where children will be served, and what quality improvements will be needed, including minor facilities improvements to ensure safe and appropriate learning environments. 	7/2015 to 8/2015.
<ul style="list-style-type: none"> • School district programs (private provider, Head Start and school) make quality improvements. 	9/2015 to 8/2016, and throughout the grant period
<ul style="list-style-type: none"> • District fiscal staff regularly review private provider and Head Start budgets and quarterly expenditure reports, and verify whether expenditures are reasonable, and administrative costs are low. 	Starting 9/2015 and at least quarterly going forward
<ul style="list-style-type: none"> • Family engagement staff (Community Parent Involvement Specialists (CPIS), social workers and family workers) in school, Head Start and private provider settings use Central Intake hubs and County Councils for Young Children (CCYC) to connect families to Comprehensive Services and to identify hard-to-reach families. 	6/2015 to 9/2015, and each year going forward
<ul style="list-style-type: none"> • District sites work with EC Specialists to participate in quality improvement efforts (Grow NJ Kids (GNJK), NJ's TQRIS, Self-Assessment and Validation System (SAVS), third party evaluations, and receive training from the Training Academy). 	9/2015 to 8/2016, and throughout the grant period
<ul style="list-style-type: none"> • The Transition Team (consisting of school district staff, community-based private providers, Head Start, Early Intervention staff, etc) creates a Transition Plan that spells out specific strategies to ensure smooth transitions from preschool to kindergarten. 	7/2015, and each year in the Fall, with an annual update
<ul style="list-style-type: none"> • Office of Fiscal Accountability and Compliance (OFAC) conducts random audits of participating private providers and Head Start programs. 	9/2017 and 9/2018

Plan for Alignment Within a Birth Through Third Grade Continuum (Section F)

Goal :
 Create a system that ensures a smooth transition for children and their families throughout the birth to third grade continuum, resulting in increased learning at third grade.

By the end of the grant:

1. All providers and schools are connected to Central Intake hubs.
2. All providers and schools are using CCYCs to get feedback on initiatives.
3. Participating programs implement the elements of the High-Quality State Preschool Program and GNJK. Sites serving High-Need children from birth to age three implement GNJK.
4. Each school district has a plan for preschool to kindergarten transition.
5. Teachers enroll in the Kindergarten Seminar and implement the NJKEA to improve the efficacy of kindergarten classrooms.
6. Family engagement activities are extended in the early elementary years to promote continued parent involvement.
7. Program standards, curricula and assessments are aligned from preschool through third grade.
8. Teachers and administrators implement optimal instructional practices throughout the early grades.

Key Activities:	When:
<ul style="list-style-type: none"> • The Training Academy provides training to Community Parent Involvement Specialists, social workers and family workers to connect providers and schools with Central Intake hubs to ensure that families can access programs and services. 	6/2015 to 9/2015
<ul style="list-style-type: none"> • CPISs connect participating school districts (schools, private providers and Head Start) with CCYCs. 	1/2016 to 6/2016
<ul style="list-style-type: none"> • Programs implement the components of the High-Quality State Preschool Program, including GNJK. 	9/2015, ongoing
<ul style="list-style-type: none"> • Teachers implement the NJKEA to measure the impact of preschool programs and to inform instruction prospectively. NJKEA data is integrated into the state longitudinal data system (NJ SMART). 	9/2016 to 8/2017 9/2017 to 8/2018 9/2018 to 8/2019
<ul style="list-style-type: none"> • Participating school districts establish Transition Teams with subcommittee on preschool-to-kindergarten transitions. 	9/2015 to 6/2016
<ul style="list-style-type: none"> • District teachers integrate the Strengthening Families (SF) Protective Factor Survey into the first meeting with families at the beginning of the kindergarten school year. 	9/2016 to 8/2017 9/2017 to 8/2018 9/2018 to 8/2019
<ul style="list-style-type: none"> • Participating school districts take part in the Kindergarten Seminar, and receive training on best practices to support math and reading and social-emotional development from first through third grade. 	7/2016 to 9/2016
<ul style="list-style-type: none"> • The Division of Early Childhood Education (DECE) aligns the three sets of standards (Birth through Three; Preschool, and Kindergarten). 	9/2014 to 6/2016

<ul style="list-style-type: none"> Rutgers University prepares teachers and leaders to provide high-quality kindergarten and first through third grade practices by providing direct and web-based professional development. 	9/2016 to 6/2019
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Plan for Supporting a Continuum of Early Learning and Development (Competitive Preference Priority 2)

<p>Goal : Ensure that the early experiences of children are maximized, that transitions are smooth and that the benefits to children are sustained in kindergarten and the early elementary years.</p> <p>By the end of the grant:</p> <ol style="list-style-type: none"> All school districts, Head Start and private providers are accessing Central Intake hubs and have representatives on the County Councils for Young Children. All school districts have a Transition Team in place that includes essential community members. All participating schools, Head Start and private providers are enrolled in GNJK. Other programs in the community serving infants and toddlers are enrolled in GNJK. All participating schools and providers are receiving professional development from the Training Academy, are implementing the SF Protective Factors Framework, and have administered the appropriate health and developmental screenings on all children at school entry. All teachers and administrators are enrolled in the Kindergarten Seminar and using the Kindergarten Guidelines. All teachers are using TS GOLD®, the NJKEA. Teachers are beginning to implement the First through Third Grade Guidelines.

Key Activities:	When:
<ul style="list-style-type: none"> Based on the needs assessment, programs serving High-Need infants and toddlers in each community are encouraged to participate in GNJK (and associated trainings through the Training Academy). 	7/2015 to 9/2015
<ul style="list-style-type: none"> Transition Teams are established and represent all critical partners (parents, preschool providers, Head Start providers, principals, community leaders, Early Intervention staff, school personnel, Family Success Centers, Child Care Resource & Referral Agency staff). 	9/2015 to 12/2015
<ul style="list-style-type: none"> District schools, providers and Head Start begin receiving Year 1 professional development from the Training Academy, based on their SAVS and GNJK site-level self-assessment, and external evaluation, including screening for developmental and health concerns. 	9/2015 to 8/2016
<ul style="list-style-type: none"> Teaching Strategies provides training in the NJKEA for the first half of the teachers, and the DECE provides training in the Kindergarten Seminar. 	9/2016 to 8/2017
<ul style="list-style-type: none"> Teaching Strategies provides training in the NJKEA for the second half of the 	9/2017 to 8/2018

teachers, and the DECE provides training in the Kindergarten Seminar.	
<ul style="list-style-type: none"> • Rutgers University provides training in the First through Third Grade Guidelines to the first half of participating teachers. 	9/2016 to 8/2017
<ul style="list-style-type: none"> • Rutgers University provides training in the First through Third Grade Guidelines to the second half of participating teachers. 	9/2017 to 8/2018

(1) Build on the State’s progress to date as demonstrated in selection criterion (B);

All of the essential pieces are in place to implement the High-Quality State Preschool Program in 19 additional school districts. We have a means to connect families to the Comprehensive Services for which they are eligible, and to recruit and engage families (homeless, migrant, military) that are typically hard-to-reach (county-level Central Intake hubs). We have carefully designed program standards that define what programs and providers need to do to create High-Quality Preschool Programs (see (A)(4), page 12 and (B)(4), page 27), and regulations that support the implementation of each high-quality component (see Section (B)(3), page 23). We are in the process of aligning our standards from infancy through third grade, using funding from our Race to the Top-Early Learning Challenge (RTT-ELC) grant. The early learning standards (Birth to Three Early Learning Standards, Preschool Teaching and Learning Standards) are evidence-based and high-quality; reflect all essential domains of school readiness; and are designed for use with English language learners and children with disabilities (for details see (B)(1), page 21 and Attachments 1 and 2 on Appendix page 4 and 71).

We have remained financially committed to the High-Quality State Preschool Program (see Section (B)(2), page 22). In fact, New Jersey is one of the few states that increased its funding during difficult financial times (NIEER State of Preschool Yearbook, 2012). Our continued commitment to serving young children is also reflected in our highest funding level to date (\$652.8 million, SFY 2015 Appropriations Act).

We have a system of planning, evaluation and improvement that we have used, and will continue to use, to elevate the quality of the High-Quality State Preschool Program, and that will be applied to these additional 19 High-Need Communities. Most importantly, we have evidence that shows that the program components, when administered together, result in significant learning benefits for children (Abbott Preschool Longitudinal Effects Study, Fifth Grade Findings, Barnett et. al, 2013, Attachment 3 on Appendix page 182). With Preschool Expansion

Grant funds, we bring these effective practices to 19 additional school districts and to 1,977 Eligible Children.

(2) Provide voluntary, High-Quality Preschool Programs for Eligible Children through subgrants to each Subgrantee in two or more High-Need Communities;

New Jersey has a strong history of establishing and sustaining High-Quality Preschool Programs within High-Need Communities. The New Jersey Preschool Expansion Plan includes 19 High-Need Communities in 12 counties throughout the State. These 19 communities were asked to participate based on a number of factors, including number of Eligible Children, third grade reading scores, and the need for improved and/or new High-Quality Preschool Program slots (for details see (D)(1), page 59; and (D)(3), page 69). Starting in the Fall of 2015, Subgrantee school districts will use State and Expansion Grant funding to offer voluntary, High-Quality Preschool Program slots to both Eligible Children and other children, using a mixed-delivery system of district, community provider and Head Start classrooms. We will subgrant 95 percent of grant funding each year to increase the number of new slots being offered to Eligible Children, while also helping the school districts to use current State funding to improve existing slots to a larger subsection of the preschool population served (for details see (D)(4), page 72).

(3) Increase the number and percentage of Eligible Children served in High-Quality Preschool Programs during each year of the grant period through the creation of new, and the improvement of existing State Preschool Program slots, as applicable;

The New Jersey Preschool Expansion Plan represents a bold expansion of both new and improved slots for Eligible Children. For each year of the grant period, additional High-Quality slots will be available for Eligible Children in each of the 19 participating school districts. The first year of the grant will realize the largest increase in total slots offered, as districts convert current space into High-Quality classrooms. The next three years of the grant period will see smaller increases, but still a steady augmentation of new and improved slots as districts use a needs assessment to find additional appropriate space for new classrooms (for details see (D)(4)(a), page 72; and (D)(4)(b), page 74).

We plan to improve a total of 1,067 preschool slots while also adding 1,248 new slots. This equates to 1,977 new/improved slots for Eligible Children, and 338 improved slots for other preschool-aged children in these communities. In all, the percentage of four-year-olds served in

these High-Need Communities will increase from 33 percent to 45 percent. More importantly, the percentage of Eligible Children served will increase from 33 percent to 59 percent (for details see (D)(4)(b)(i), page 75; and (D)(4)(b)(ii), page 76).

(4) Have all the characteristics specified in the definition of High-Quality Preschool Programs;

All providers and schools in the High-Quality State Preschool Program adhere to carefully designed program and learning standards. These program and learning standards are detailed in five essential documents that drive the High-Quality State Preschool Program's implementation for schools and providers. They are at the heart of the High-Quality Program, drawing from best practice and research. Together they describe each of the necessary components of the High-Quality State Preschool Program, from teacher-child interaction and curriculum to the measurement of child progress in order to inform instruction. The five documents are described below, and discussed in greater detail within applicable grant sections.

- New Jersey Preschool Teaching and Learning Standards—what children should know and be able to do, and how teachers can support learning and development (Attachment 2 on Appendix page 71).
- Grow NJ Kids—what individual schools and providers (including Head Start) should do to create a High-Quality Preschool Program (Attachment 4 on Appendix page 185).
- Preschool Program Implementation Guidelines—what programs should do to create a High-Quality Preschool Program (Attachment 5 on Appendix page 221).
- New Jersey Administrative Code, 6A:13A: Elements of High-Quality Preschool Programs—each required program component (Attachment 6 on Appendix page 272).
- Self-Assessment and Validation System (SAVS)—an annual, program-wide measure of the implementation of each program component (Attachment 7 on Appendix page 274).

In summary, the components of quality that are provided by the High-Quality State Preschool Program are as follows:

- A certified teacher and assistant for each class of 15 children (provider and Head Start teachers will receive scholarships to support their certification);
- Instructional salaries that are comparable to school district salaries;

- Developmentally appropriate, culturally and linguistically relevant comprehensive curriculum (e.g., HighScope, Tools of the Mind, Creative Curriculum and Curiosity Corner) and assessment (e.g., TS GOLD®, Child Observation Record, or Work Sampling System), that is aligned with the New Jersey Preschool Teaching and Learning Standards;
- Professional development that is based on results of evaluations and supported by coaches;
- District and private/Head Start provider collaboration (via district/provider contracts);
- A Full-Day (6-hour educational day), 180-day program;
- Inclusion of children with disabilities, with individual accommodations;
- Support for home languages of English language learners (ELL) providing dual language classrooms whenever possible;
- Coaches (master teachers) for in-class follow up, with inclusion and ELL coaches;
- Support for preschool children with potential difficulties and for children with disabilities (pre intervention and referral staff);
- Partnerships that promote families' access to services that support learning and development (family-led county councils, Family Success Centers, Central Intake hubs);
- Comprehensive Services for diverse families (via family workers, CPISs, and social workers);
- Fiscal monitoring and supports;
- Support for healthy children including the use of evidence-based health and safety standards (with supports from health professionals); and
- A continuous evaluation and improvement cycle.

(5) Set expectations for the school readiness of children upon kindergarten entry (see also Section (C)(2)(c));

Expectations for the school readiness of children upon kindergarten entry will be based on the pilot of TS GOLD® that was conducted last year, in addition to the more recent data collected in Fall 2014. The first chart below shows “Raw Scores for K GOLD® Readiness”, based on research conducted by Teaching Strategies. These are the cumulative scores for each domain that represent how entering kindergarteners should perform. The second chart shows children’s performance upon entry to kindergarten in the Fall of the 2013-2014 school year (our

