

District: Trenton Public School District

County: Mercer



**New Jersey Department of Education
Division of Early Childhood Education**



2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan

The purpose of the 2020-2021 Preschool Expansion Aid (PEA) One-Year Preschool Program Plan 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 *New Jersey Administrative Code (N.J.A.C.) 6A:13A* and in the New Jersey Department of Education (NJDOE), Division of Early Childhood Education (DECE) [Preschool Implementation Guidelines](#).

A school district's plan should be built around the Preschool Program Implementation Guidelines, the Preschool Classroom Teaching Guidelines, preschool program assessments, including the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3), curriculum-specific program assessment tools (where appropriate), the NJDOE Preschool Self-Assessment and Validation System (SAVS), Grow NJ Kids* New Jersey's Quality Rating Improvement System (QRIS), and any other data source specific to the school district's preschool program.

**All districts that receive preschool expansion aid must enroll in and complete the [Grow NJ Kids Self-Assessment](#). To enroll in Grow NJ Kids go to the [Grow NJ Kids enrollment webpage](#).*

NOTE: Utilize the New Jersey Administrative Code 6A:13A, and Preschool Program Implementation Guidelines to complete this document.

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.

Instructions

- Complete the District Information and District Statement of Assurances pages.
- Obtain signatures of the chief school administrator and school business administrator prior to submission to the Department.
- Include a board resolution indicating approval of the plan and submit a signed and dated copy. If a resolution is pending, note the expected date and ensure that a copy is submitted as soon as possible. No approvals will be issued without a signed board resolution.
- On or before November 15, 2019, complete and upload this document and all other requirements as listed below. Ensure that all PDF documents are signed and dated.
- Complete all information requests in each section of the Program Plan Components. Incomplete documents may not be approved.

Submission

Document	File Type	Submission To	Submission Method
Complete 2020-2021 One-Year Preschool Expansion Aid Program Plan	Word	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Signed Board Resolution	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
Program Plan Signed Cover Sheet	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Information Form	Word or PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
District Statement of Assurances Signed	PDF	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail
Budget Planning Workbook	Excel	<ul style="list-style-type: none"> • Homeroom • Executive County Superintendent 	<ul style="list-style-type: none"> • Upload via Homeroom • Standard Mail

Note: All tables except the Submissions table above contain blank cells for entering information.

NOTE: Contact the Division of Early Childhood Education with any questions regarding completion of the One-Year Preschool Expansion Aid Program Plan for 2020-2021 at (609) 376-9077.

Program Plan Components

Please complete all information requested for the following program components:

- District Identification Information
- District Statement of Assurance
- Outreach and Program Delivery
- Chronic Absenteeism
- Administrative Oversight
- Master Teachers/Coaches
- Intervention and Support Services: Inclusion and Special Education
- Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)
- Health and Nutrition
- Family and Community Engagement
- Curriculum and Assessment
- Professional Development
- Support for English Language Learners
- Transition
- Program Evaluation
- Budget Planning Workbook

Approval

- School districts that submit a complete and timely plan will be mailed a department approval or response on or before April 1, 2020.
- Late plan submissions are not guaranteed a review, approval or response on or before April 1, 2020
- Incomplete plan submissions will be returned to the district for completion and resubmission prior to department review with no guarantee of approval or response on or before April 1, 2020.
- Department approval will not be granted until the district has submitted an executed board resolution approved by the school district board of education.

District Information Form

District: Trenton Public Schools

District Code: 21

County: Mercer

County Code: 21

District Website: www.trenton.k12.nj.us.com

Chief School Administrator Information

Chief School Administrator's Name: Alfonso Llano

Address: 108 North Clinton Avenue, Trenton, New Jersey

Telephone Number: 609-656-4900 X5495

Fax Number: 609-656-5495

E-Mail Address: allano@trenton.k12.nj.us

School Business Administrator Information

School Business Administrator's Name: Ms. Jayne Howard

Address: 108 North Clinton Avenue, Trenton, New Jersey

Telephone Number: 609-656-4900 X 5464

Fax Number: 609-777-5459

E-Mail Address: jhoward@trenton.k12.nj.us

Preschool Program Contact Information

Preschool Program Contact's Name: Monica Carmichael

Title: Director of Early Childhood

Address: 929 Parkside Avenue, Trenton, New Jersey

Telephone Number: 609-656-4900 X5667

Fax Number: 609-393-0158

E-Mail Address: mcarmichael@trenton.k12.nj.us

Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval.

Board Resolution attached: _____

Date of expected Board Resolution: April 2021_____

NOTE: The plan can only be approved after a signed board resolution is received by the department.

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

District Statement of Assurance

The Chief School Administrator hereby assures the following:

The preschool program will serve eligible children in the preschool classrooms, pursuant to P.L. 2007, c.260 and *New Jersey Administrative Code 6A:13A*.

I certify that the above statement and One-Year Preschool Expansion Aid Program Plan for 2020-2021 are correct and complete.

Chief School Administrator's Signature

Date

***=Modifications or adjustments made as a result of the 2020-2021 Pandemic. Various virtual opportunities instituted as per health & safety. Pending items subject to change based on data trends.**

Outreach/Program Delivery

NOTE: Pursuant to N.J.A.C. 6A:13A-2.3(a) school districts offering universal preschool programs must serve at least 90 percent of the universe of eligible preschool children.

1. List strategies that the district will use to recruit the universe of eligible preschool children including those with special needs and hard to reach populations.
 - Annual Pre K Enrollment Fair (March 2021, April 2021, May 2021 & June 2021)
 - Flyers mailed to local business and churches (ongoing)
 - Monthly Community Outreach; Posting flyers in Local Supermarkets, Laundry mats, Barber shops etc. (ongoing)
 - District Parent Robo Calls (ongoing)
 - Community Committee Sharing - ie Trenton Housing Authority; Mercer County Children's Collaborative & City of Trenton (ongoing)
 - Trenton Board of Education Website
 - N.J.E.A. Family and Schools Working Together Partnership (ongoing)*
 - Parent and Community Workshop Flyers Sharing
 - Sharing during Departmental Events -ie: Spread the Joy; Father's Empowerment Event; Mother's Wellness Event & etc.*
 - Information Hotline Afforded -Mondays and Wednesdays (time varies depending on enrollment)
 - Pop Up Advertisement Citywide (ongoing-weather permitting)
 - Trenton High Homecoming Advertisement*
 - Trenton High Graduation Advertisement
 - Outreach Flyer distribution to all Trenton Public School locations

2. Include at least one example of the district outreach and recruitment information.

Annual Virtual Pre K Enrollment Fair (March 2021 and as needed)- During this event community members, guardians and families are invited to meet Preschool Staff (family workers, directors, EC

Department Staff, and etc.) and Learn about the “Wonders of Preschool”. After visiting various tables to gain information and insight of the process and eligibility, parents are also able to make appointment for preschool registration.

3. What is the district’s plan to move all classrooms to full day? (This does not apply to ECPA/ELLI districts.) [N/A](#)
4. Include at least one example of registration flyers for families that have the Child Find information displayed. (See the examples of appropriate language below.) [Refer to attached Flyer](#)
5. What is the district’s plan to collaborate with private providers and Head Start so the universe of children is served without supplanting available slots in the community?

The Trenton Public School District currently plans to maintain contracts with various providers for the full day preschool program. The Office of Early Childhood encourages licensed non-contracted daycares in the community to submit a letter of interest and a portfolio of practices ties to the services they provide. The office also receives letters of expansion from contracted sites should opportunity for expansion become available in the next twelve months (letters of expansion are keep on file for twelve months).

English Child Find:

If you are concerned your preschool child is developing or learning differently, you can call your district to request an evaluation for preschool special education and related services. For more information call: (609-656-4900 X 5749).

Spanish Child Find:

Si le preocupa que su hijo de edad preescolar se esté desarrollando o aprendiendo en forma diferente, puede llamar el distrito escolar para solicitar una evaluación para educación especial preescolar y servicios relacionados. Para obtener más información llame: (district telephone #656-4900 X5748).

Chronic Absenteeism

Refer to the guidance regarding [Chronic Absenteeism](#):

(<https://www.state.nj.us/education/students/safety/behavior/attendance/ChronicAbsenteeismGuidance.pdf>)

1. If you had preschool classes last year, what was your preschool absenteeism rate for 2018-2019?

The Office of Early Childhood absenteeism rate for the 2018-2019 school year was three percent (3%).

2. List strategies the district will employ to reduce preschool absenteeism. Communication to parents via provider locations on the importance of attendance, family worker follow up calls, visits (when applicable), resources for family needs (ie: clothing, food, registration needs & etc) and provider family worker/director face to face dialogs regarding attendance concerns.

3. How will the district measure the efficacy of the strategies used to reduce absenteeism?

The Office of Early Childhood maintains attendance records and encourages family workers to gain understanding from families regarding reasons for absences (one family worker hired for every 45 students at all contracted provider locations). Supports/resources are also provided to family workers during small group meetings with EC Office and monthly trainings to support families and assist with bridging the gap to reduce absenteeism.

4. How are the efforts in Preschool connected to K-12?

Family workers support the transition to grade kindergarten by meeting with parents, explaining the registration procedure. Also, as a result of the knowledge gained from the small/large group sessions/trainings the family workers support as liaisons to support the in-district grade k entry experience. Virtual opportunity informational sessions offering content regarding registration, health and wellness, curriculum, supports and etc. to be offered to parents and guardians.

Administrative Oversight

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 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 oversight of the preschool program.

Administrative Oversight

Title	Name	Certification	Number of years of preschool experience	Other district responsibilities unrelated to preschool
Director	Monica Carmichael	Teacher(Standard): P-3 Equivalent preschool certification, Elementary(K-5) Administration(Standard): Supervisory and Principal	18 years	None
Supervisor	Monique Harvey	Social Worker Administration: Supervisor (Standard) Principal (Certificate of Eligibility)	5 years	None
Supervisor	TBD			

2. Indicate the Business Administrator and/or Fiscal Specialist who will monitor and track preschool provider expenditures, contract compliance, and state fiscal reviews.

3. Provide a list of supports that are offered to private providers and Head Start to ensure contract compliance.

- Provider Meetings held with directors covering various topics tied to preschool programming and contract
- Family Worker Meeting held with family workers
- Weekly communications via email for updating purposes
- Site Visits by EC Administration/ Support Staff
- Learning, Training & Workshop Opportunities (Curriculum, Fiscal, Operations, Assessment, Social Emotional Development, Attendance Data Portal, Classroom Environment, Leadership, Transition to Grade K & etc.)
- Article & Book Study Implementation
- Coaching Supports by Master Teachers/Teaching Liaisons & Preschool Intervention & Referral Team Members

Monitoring and Tracking

Title	Name	Phone	Email
Fiscal Specialist	Esther Jackson-Pope	609-656-4900 X5709	ejacksonpop@trenton.k12.nj.us

Master Teachers/Coaches

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 prior to September 1, 2007 shall, at a minimum, hold a preschool through grade three standard instructional certificate or an N-8 standard instructional certificate.*
- *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 N.J.A.C. 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.

District Master Teachers

Name	Email Address	Number of Assigned Classrooms	Assigned Area of Specialization (Special Ed, ESL, Literacy, Math, Science, etc.)	Indicate Yes or No if "Trained" or "Enrolled" In MT Seminar
Melissa Bridgewater	mbridgewater@trenton.k12.nj.us		Assigned- Early Childhood Environmental Rating Scale(ECERS), Grow NJ Kids & Head Start	Yes
Gena Clark	gclark@trenton.k12.nj.us		Assigned-TS Gold Data & Assessment	Yes
Dominique DeMidio	ddemidio@trenton.k12.nj.us		Specialty: English Second Language	Yes
*TBD				
*TBD				
*TBD				
*TBD				
*TBD				
*TBD				
*TBD				

2. Will all the district’s master teacher positions be filled for 2020-2021 at the recommended ratio of no more than 20 preschool classrooms for each master teacher detailed in *New Jersey Administrative Code 6A:13A* and in the *Preschool Program Implementation Guidelines*?

Yes, the Master Teacher ratio will be filled as per 6a:13A and Preschool Implementation Guides in accordance to student enrollment.

3. If not, why not? N/A

4. If the district has coaches K-2, how are they collaborating with preschool Master Teachers for transitions?

Master Teacher/Teaching Liaisons facilitated PLC's as per the building leadership at all elementary school at the opening of the school year. The purpose of the PLC session was to provide further understanding of the Student Transition Portfolio forwarding to all prior year district preschool enrolled students. Also, to provide understanding of the Preschool Standards and the online assessment system data. Contact information was left with all participants which include the elementary school coaches in attendance.

Intervention and Support Services: Inclusion and Special Education

NOTE: To the maximum extent appropriate, preschool children eligible for special education must be enrolled in general education preschool programs with their non-disabled peers in the context of a high-quality preschool curriculum. Refer to the Intervention and Support Services sections of the New Jersey Administrative Code 6A:13A and the Preschool Program Implementation Guidelines for current research and recommended practices for inclusion, intervention, and support. Highlights of code and guidance are provided below:

- *Supports for Individualized Education Plan (IEP) goals are provided within classroom activities and routines;*
- *Special education staff, master teachers, and Preschool Intervention and Referral Team (PIRT) members consult with teachers to address goals;*
- *Push-in and pull-out services are used on a limited basis;*
- *Classroom teachers participate in all meetings throughout the IEP process; and*
- *Collaboration among teachers, special education staff and intervention teams is built into the schedule.*

1. How many general education preschool classrooms in district, Head Start, and provider sites are projected to enroll children with disabilities (IEPs) in the 2020-2021 school year?

Number of general education classrooms with preschool disabled children

Setting	2020-2021
Head Start	4
Provider	3
In-district	0

2. How many preschool disabled classrooms (self-contained) in district or provider sites are projected in 2020-2021?

Number of self-contained classrooms with preschool disabled children

Setting	2020-2021
Provider	6
In-district	0

3. Not included in the number above, are there any additional preschool children with disabilities (IEPs) sent to specialized schools out-of-district?

As per the Office of Special Education, eleven (11) students will be sent to specialized schools out-of-district.

4. If so, how many preschool children with disabilities does the district project to send to out-of-district placements in 2020-2021?

As per the Office of Special Education, eleven (11) students will be sent to specialized schools out-of-district

Intervention and Support Services: Preschool Intervention and Referral Team (PIRT)

Refer to *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines* for information about the PIRT.

NOTE: The PIRT team is in place to support teachers in assisting preschool children and their families succeed in the school setting. The PIRT specialist provides coaching and interventions for children with persistent challenging behaviors or learning difficulties in general education classrooms prior to the need for special education services. PIRT is not to provide direct services to children. One team of four must be provided for every 750 children.

1. Will all the PIRT positions be filled for 2020-2021?

It is our intention to have all PIRT positions filled for the 2020-2021 school year. Although attempt has been made prior our goal will continue towards filling the vacancies with qualified candidates, as determined by student enrollment.

2. If not, why?

We have made multiple attempts to fill the vacancies by posting the job descriptions of the district’s website. EC Administration has interviewed multiple candidates, however, the applicants were either not high quality candidates or no longer interested once they learned that the role serves as a coach and is not consultancy. Also, due the contractual obligations candidates were not able to receive more than 10 years’ experience, therefore recommended candidates refused the hiring opportunity. Student enrollment has also posed issue for hiring.

3. List the name and area of specialization for each person assigned to the PIRT (this does not include Child Study Team members).

Names and Areas of Specialization

Name	Title	Email	Other responsibilities
Deanna Cosgrove	Preschool Intervention and Referral Team Specialization – Psychologist	dcosgrove@trenton.k12.nj.us	
Tracy Davis	Preschool Intervention and Referral Team Specialization – Learning Disabilities Teacher Consultant	tdavis@trenton.k12.nj.us	
Renee Muneer	Preschool Intervention and Referral Team	rmuneer@trenton.k12.nj.us	

Name	Title	Email	Other responsibilities
	Specialization – Social Worker		
*TBD	Preschool Intervention and Referral Team Specialization – Psychologist		
*TBD	Preschool Intervention and Referral Team Specialization – Social Worker		
*TBD	Preschool Intervention and Referral Team Specialization – Social Worker		
*TBD	Preschool Intervention and Referral Team Specialization – Social Worker		

4. PIRT and classroom teachers

- PIRT will use the Practice Based Coaching Model to coach instructional staff on how to effectively use the Teaching Pyramid, the social and emotional learning competencies and Positive Behavior Support to help assist students
- PIRT will use visitation logs to record their daily visits to each preschool classrooms; each log includes the objective of the time, what took place and the steps that will be taken to follow up
- Administration reviews the visitation logs bi-monthly and provides comprehensive feedback; if necessary, will meet with the team member to discuss what took place during the visit.

5. PIRT and Master Teachers

- The PIRT and Master Teachers that share a caseload meet a minimum of twice per month to discuss their cases; a Cross Team Articulation document is completed and forwarded to administration
- Administration reviews the Cross Team Articulation forms bi-monthly and provides comprehensive feedback; if necessary, will meet with the team member to discuss what took place during the meeting

6. PIRT and families of children with challenging behaviors

- PIRT meets with each family of a student with a Request for Assistance (RFA) to review the recommended strategies and resources on the Parent Support Plan. PIRT provides follow up with the family to monitor the progress of the student in the home environment
- PIRT provides professional development targeting the identified areas to support the needs of the student and family

- Administration reviews the documentation bi-monthly and provides comprehensive feedback; if necessary, will meet with the team member to discuss the recommended interventions, the outcome of the meeting and the next steps to support the student and family

7. Children moving to Kindergarten

- PIRT provides support for six weeks to support the preschool students transitioning to kindergarten
- PIRT meets with the guidance counselors to provide comprehensive training on Positive Behavior Support and the role and responsibilities of the Preschool Intervention and Referral Team
- If a student that was previously referred to PIRT experiences any challenges, a team member will meet with the guidance counselor to provide the interventions and resources that were implemented the prior school year
- Administration reviews the documentation weekly and provides comprehensive feedback; if necessary, will meet with the team member to discuss the meetings with the guidance counselors, the recommended strategies, the challenges that are being displayed and the students' progress throughout the six weeks of transition

5. What is the ratio of PIRT staff to classrooms?

NOTE: The Pyramid Model for Promoting Social and Emotional Competence for Infants and Young Children is an evidenced-based model used by the Division of Early Childhood Education to reduce the frequency of challenging behaviors.

NOTE: The Division of Early Childhood recommends the use of the Teaching Pyramid Observation Tool (TPOT) for preschool classrooms to reinforce high-quality practices that support children's social-emotional development and behavior. TPOT measures how well teachers are implementing the 3-tiers of the [Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children](https://challengingbehavior.cbcs.usf.edu/index.html) in classrooms serving children 2 to 5 years of age. (<https://challengingbehavior.cbcs.usf.edu/index.html>)

6. How many PIRT members have been trained in:

a. The Pyramid Model? When?

All PIRT members have been trained by the New Jersey Department of Education on the Pyramid Model during their first complete year on the team.

b. TPOT? When?

All PIRT members have been trained by the New Jersey Department of Education on the TPOT during their first complete year upon hiring or district placement in the position.

a. Of those trained in the TPOT, how many are reliable? When?

All of the Trenton Public school District Preschool Intervention & Referral Team Members are reliable.

- Renee Muneer – 2016-2017 school year
- Deanna Cosgrove – 2016-2017 school year
- Tracy Davis – 2016-2017 school year
- Mckenzie Reed – 2016-2017 school year
- Terri Woolford – 2017-2018 school year
- Natalie Haluszka – 2017-2018 school year

7. Is the district using the TPOT in every classroom? Is so, how often?

Yes, the district is using the Teaching Pyramid Observation Tool (TPOT) in every classroom between the months of October – February of the school year.*

8. Who is administering the TPOT in those classrooms?

The Preschool Intervention and Referral Team members administer the TPOT.

9. What is done with the TPOT data collected?

The data is used to drive coaching following the steps in Practice-Based Coaching model. Additionally, the trends in the data identify targeted areas for comprehensive professional development for individual teachers, preschool sites and the entire preschool program.

NOTE: Developmental Screening Tool - The Division of Early Childhood Education recommends use of the Early Screening Inventory–Revised.

10. What developmental screening tool will be used in the program?

The program is using the NJDOE recommended Early Screening Inventory(ESI-P) in each preschool classroom.

11. Is this a change from the 2018-2019 school year?

It is not a change from the previous academic school year

12. Who administers the developmental screening tool and when?

The teachers administer the screening in October and January of each school year. Teachers re-administer the ESI-P in January for only the students that score a “rescreen” or “refer” *

In the event that a student speaks another language, a trained staff member (teacher assistant, family worker, etc.) that speaks the student’s home language will administer the ESI-P in the language.

Health and Nutrition

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 (N.J.A.C. 6A:13A) the following services should be provided to preschool children and their families:

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

1. List the 2020-2021 proposed schedule of health screenings for preschool children.

2020-2021 Proposed Schedule of Health Screenings

Health Screening	Projected completion Date*
Vision	March 2021
Hearing	March 2021
Dental	May 2021
Height/weight	December 2020

NOTE: Nurses must be provided at a ratio of 1:300 children for preschool children enrolled in provider, Head Start and district classrooms.

2. Indicate how will the nursing ratio be met. Check all that apply.

Nursing Ratios

How the nursing ratios will be met?	Check all that apply
Nurse(s) employed solely by the district with no other district responsibilities	
Nurse(s) employed solely by the district who also have other district responsibilities.	
Nurse(s) at Head/Start provider sites.	✓ (Head Start)
Other- Out of District Contracted Vendor to Provide Medical Services	✓

3. What specific services will nurses provide to preschool children in district, provider and Head Start classrooms? **Vision, Hearing, Dental, Height /Weight & Immunization Services will be provided by the contracted Medical Vendor ***
4. What health-related family education programs (e.g. nutrition, lead screening, and asthma) will be provided in 2020-2021? **Nutrition, Asthma & Asthma/First Aid educational resources and informational sharing to be organized by site Family Workers and/or EC Office.**
5. What professional development do the nurses provide to classroom teachers and children?
The nursing vendor or community partners will provide health and wellness information and learning (e.g.: first aid, epipen, nutrition, dental training) opportunities for classroom teachers to support the student population. *

6. Does your district participate in the National School Breakfast Program and the National School Lunch Program? Yes, the District and contract providers participate in the National School Breakfast program and the National School Lunch Program.
7. Do all Contracted providers and Head Start programs participate in the Child and Adult Care Food Program (CACFP)? Yes, contracted providers and Head Start Programs participate in the Child and Adult Care Food Program.
8. Are all Preschool children served family style meals in their classrooms to optimize independence, language, and social skills? Yes, students are served family style meals in their classrooms. *
9. If not, where are they served? N/A

Family and Community Involvement

Refer to the sections on Family and Community Involvement in *New Jersey Administrative Code 6A:13A*, and Family Services in the *Preschool Program Implementation Guidelines*.

NOTE: Administrative Code requirements are as follows:

- One family worker for every 45-75 children in Head Start and contracted private provider settings;
- One social worker for every 250-300 children in in-district settings; and
- One community and parent involvement specialist (CPIS) for each district (see N.J.A.C. 6A:13A-4.6).

1. List the title, name, contact information, and primary responsibilities for each of the in-district family services professionals working with families (not including PIRT social workers).

In-District Family Services Professionals

Title	Name	Phone	Email	Other Roles/Responsibilities
Community And Parent Involvement Specialist	Mrs. Sheree Dublin	609-656-4900 X 5669	sdublin@trenton.k12.nj.us	

2. List the activities and supports that will be available for families in the preschool program.

Back to School Night*- An opportunity for parents to learn about their child’s specific preschool center. Activity will take place at specific preschool locations and ties to the district calendar for “Back to School Night”

Cancer Awareness Month*- In support of cancer awareness month the Early Childhood staff, preschool contracted sites and students will wear pink. Parents/Guardians who are survivors are also acknowledge by sites during this time period.

Hispanic Heritage Month*- Family Workers and provider staff plan events and activities to celebrate the Hispanic heritage.

“Holiday Make a Wish Event” *

Purpose of this activity is to parents/guardians an opportunity to receive donated toys and items for the holiday season. The family selection is facilitated by the site family workers and the provider sites collect all donations from staff for the shopping opportunity.

African American History Month*

Family Workers and provider staff plan events and activities to celebrate African American heritage.

Pre- School Enrollment Fair*

The purpose of the Pre- K Fair is to provide the community, parents/guardians an opportunity to learn about the preschool program. Preschool program information will be shared about the curriculum, intervention opportunities, health/wellness etc. Preschool provider locations and school sites will chance to share the unique qualities about their site and appointment for registration opportunities offered on site.

Read Across America Month- “Read with Me” *

The purpose of this activity is to invite parents/guardians and community members, CPIS, Family workers etc. to read a storybook. The goal is to engage children in early literacy and to create a love for reading. Storybook readings shared virtually for student enjoyment.

Kick Start to Kindergarten*

Family worker and Parent Liaison meet and greet for collaboration- “Kick Start to Kindergarten” – Goal of the meeting is to begin the transition process for preschool children attending kindergarten. Students and their parents who are transitioning to Kindergarten will have an opportunity to visit their local schools.

Submit the proposed parent education schedule. (Refer to outline below)

October 2019-November 2020-1st Quarter*

Community resource training and information sessions tied to housing, health, social service education presented to family workers for follow sessions at provider locations for small group sharing.

January 2019-February 2020-2nd Quarter*

Health and wellness programming to support family worker knowledge and turnkey experiences at site for parents/guardians. Guests to include Trenton Health Team, Insurance companies, Women Infant & Children, Aramark, Dental Offices & etc.

May 2019 –June 2020-3rd Quarter*

“Mommy Self Care” & Father’s Empowerment Resources

The purpose of resources are to provide parents effective ways to engage their preschool children at home and ways to improve self-care practices for themselves and their family. Information will also provide parents with resources, information and knowledge to enhance health, stress relief knowledge, financial education, self-empowerment, community resources and etc.

3. How are the needs of enrolled families assessed? Please attach a copy of any document used.

Parent surveys and family worker feedback are used to gain insight on the needs of our preschool families. (Refer to attached)

4. What are the projected primary responsibilities of the Early Childhood Advisory Council (ECAC) including how the ECAC is collaborating with County Councils for Young Children and other community efforts?

The goal of the Early Childhood Advisory Council (ECAC) is to support the Office of Early Childhood Education in providing a solid foundation for learning to eligible three and four-year-old children in the City of Trenton. This effort is done by promoting community collaboration and strengthening family involvement. The Early Childhood Advisory Council(ECAC) also strives to support both children and their families, by providing quality education to students and meaningful support and programs to parents.

The projected focus for the ECAC is to promote preschool programs by continuing to explore trends and improve outreach and enrollment, and to provide students and parent with a positive experience in the preschool program. Additionally, ECAC will continue to engage parents and the community by providing services, and educational workshops necessary to benefit their lives.

5. List the ECAC membership roster.

Name	Title
Sheree Dublin	Community & Parent Involvement Specialist
Monica Carmichael	Early Childhood Director
Ester Jackson Pope	Early Childhood Fiscal Specialist
Sor Santiago	Family Worker Howley Preschool
Regina Dixon	Preschool Director-Forrest Valley Preschool
Preschool Parent	Howley Preschool
Sharon Dismukes	Family Worker Mercer Street Friends
Preschool Parent	Mercer Street Friends Preschool
Lucy Sutton	Family Worker -Little Kids College Preschool
Preschool Parent	Little Kids College Preschool
Carla Zunga	Family Worker Laura Spelman Preschool Academy
Preschool Parent	Laura Spelman Preschool Academy
Terri Woolford	Preschool Intervention and Referral Team-Point Person
Andrea Harris	Teaching Liaison Point Person
Carol Thame	City of Trenton- Health Educator
Gloria J. Tunstall	Vice President, Trenton Literacy Initiative
TBD	Aramark Food Services Representative

Marta Fuentes	Head Start- Family Advocate
TBD	Trenton Housing Authority Staff Member

6. How often does the ECAC meet (i.e. monthly, bi-annually, quarterly, etc.)?

The Office of Early Childhood, Preschool Advisory Council meets quarterly during the school year.*

7. What method will be used for the ECAC to assess and evaluate their role and work?

Preschool Advisory Council Members will be surveyed regarding their role and work on the team.

Curriculum and Assessment

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

1. Which of the following preschool curricula will the school district adopt or is it currently using?

(District-developed curricula will not be approved.)

Preschool Curricula

Curricula	Check all that apply	How Long	What edition	Most Recent PD from Curriculum Developer(S)
Creative Curriculum	X	12 years+	Second Edition	November 2019
Curiosity Corner				
High Scope				
Tools of the Mind				

2. Which of the following instruments will the school district use to measure the quality of curriculum implementation in classrooms and determine areas for professional development

Curriculum Specific Instruments

Instrument	Check which Applies
Fidelity Tool (Creative Curriculum)	X
Implementation Self-Assessment Guide (Curiosity Corner)	
Preschool Quality Assessment (High/Scope)	

Instrument	Check which Applies
Fidelity Checklist (Tools of the Mind)	
Other (please describe)	

3. What performance-based assessment will the school district use to inform instruction in preschool classrooms?

Performance Based Assessments

Assessment	Check
Teaching Strategies GOLD (Creative Curriculum)	X
Child Assessment Tool (Curiosity Corner)	
Child Observation Record (High/Scope)	
Work Sampling System (Tools of the Mind)	

4. How does the district ensure the performance-based assessment is used to fidelity?

Through the implementation of the Creative Curriculum’s Fidelity Tool Checklist. All classrooms will be evaluated using this tool at least one time during the school year prior to the administration of the ECERS 3*. Also, the coaches work as a liaison to support the implementation of high quality practices.

5. How does the district plan to use performance-based assessment?

Reliability Process using the Child Assessment Critical Friends Work Group, the Inter-Rater Reliability Peer Group Circles, and the Assessment Focused Reflective Coaching Cycle.

- a. Student level - the teachers use the online assessment system (TS GOLD) to identify deficits in learning and plan individualized instruction to support learning in these areas
- b. Classroom level - Children are grouped in homogeneous and heterogeneous groups depending upon need. Peer support is often used in heterogeneous groupings
- c. School or program level - Assessment outcomes are reviewed on a school-to-school basis to determine if there are any trends leading to deficits in any developmental areas (cognitive, social/emotional, physical, math, language and literacy). If there are deficits, professional development is provided by the Master Teacher/Teaching Liaison assigned to the sites. Further, professional development is also recommended, as a result of coaching/EC Administrative review to the provider location director for individual or groups of teacher’s participation in monthly scheduled trainings.

- d. District-wide level - District-wide professional development opportunities are provided to all provider instructional staff (ie: teachers, assistants, floaters, directors & etc.). Topics are chosen and developed based on the trends of learning using the TSGOLD data system, staff surveys and observations in the classrooms.)

NOTE: When a district is choosing a curricular enhancement, they should ensure that the materials are:

- *Based on scientific research and include standardized training procedures to support implementation;*
- *Aligned with the New Jersey Preschool Teaching and Learning Standards;*
- *Content-rich;*
- *Part of a structure that promotes measurable progress toward learning and development; and,*
- *Organized within a scope and sequence of developmental progression that ensures appropriate learning experiences based on how young children learn.*
- *For additional information please refer to the DECE's [Curriculum Enhancement Guidance](https://www.state.nj.us/education/ece/psguide/CurricularEnhancementGuidance.htm). (<https://www.state.nj.us/education/ece/psguide/CurricularEnhancementGuidance.htm>)*

6. Is the district using curriculum supplements? If so, what are they? If the district is using an approved curriculum supplement, has a check been done with the developer to ensure that it is not interfering with implementation of the curriculum? *The district is not using supplements in the New Jersey Department of Education, Division of Early Childhood funded classrooms.*

Professional Development

NOTE: Professional development for preschool programs should be planned and implemented as a comprehensive, multiyear strategy for improvement. The creation of the plan must be a collaborative endeavor. Through a formal needs assessment and through open dialogue with educational staff, targeted professional development can be determined. Also consider professional development activities needed to address the district's ongoing needs (i.e., English language learners, special education/inclusion, challenging behaviors, diversity).

To optimize its effectiveness, professional development must also have the following qualities:

- *Aligned to standards and focus on the implementation of the comprehensive preschool curriculum;*
 - *Reflect current research and understanding of best practices for preschool learners and include a long-term vision for preschool through third grade education; and*
 - *Include systematic ongoing professional development that is based on child development and adult learning styles.*
1. How do the preschool program administrators identify the needs of professional development for all the preschool staff? (MTs, PIRT, teachers, and teacher assistants, principals, nurses, supervisors, CPIS/family service staff, fiscal specialists, etc.)

Surveys and wish lists for trainings are completed to gain feedback for all stakeholders. The ECERS and TPOT Data* are also reviewed by coaches in facilitation with the administration to outline areas of need for growth and development for the full body, individual sites and novice teachers/staff.

1. Staff surveys (Teachers, Assistants, Floaters, Contracted Provider Directors & etc.)
2. Formal/informal observations
3. Coaching Log reflective points from staff
4. Data from Request for Assistance submissions, ESI-P, ECER-S and the TPOT

2. When was the last time the teachers had direct training from the developer?

The teachers, assistants, floaters, directors all have scheduled training the week of November 12-18, 2019. Teacher training is a full day and assistant/floater training is a half of a day. Contracted site directors will also be afforded training in a half a day session as a solo group.

2020-2021 Professional Development Plan

Topic	Participants	Dates	Trainer(s)	Cost
The Role and Responsibilities of the Preschool Intervention and Referral Team*	Teachers, assistant teachers and guidance counselors	September- November 2020	Preschool Intervention and Referral Team	No cost
Beyond Trauma: A Classroom Approach	All Contracted Provider Staff(teachers, assistants, floaters, directors &etc)	March-June 2021	Preschool Intervention and Referral Team	No cost
Explore the Impact of Trauma in Young Children	All Contracted Provider Staff(teachers, assistants, floaters, directors &etc)	March-June 2021	Preschool Intervention and Referral Team	No cost

Topic	Participants	Dates	Trainer(s)	Cost
What About Us? Teachers, Trauma & Social emotional Self-Care	All Contracted Provider Staff(teachers, assistants, floaters, directors &etc)	March-June 2021	Preschool Intervention and Referral Team	No cost
The PIRT Protocol and Request for Assistance Process	Teachers, assistant teachers and guidance counselors	September- November 2020	Preschool Intervention and Referral Team	No cost
How to Effectively use Positive Behavior Support in Preschool Classrooms*	New Preschool Intervention and Referral Team	September, November 2020	Preschool Intervention and Referral Team	No cost
How to use the TPOT data from to target professional development (PLC)*	Preschool Intervention and Referral Team	June, 2020	Supervisor of Early Childhood	No cost
Monthly Targeted Professional Development aligned to the TPOT data*	Preschool Intervention and Referral Team	October, 2020 – June, 2021	Teachers, Assistants, Family Workers, Floaters and Directors	No cost
The Teaching Pyramid Model: How to use the Teaching Pyramid to decrease challenging behaviors and teach social emotional development*	New Instructional staff, family workers and directors Instructional staff (Teachers, Paraprofessionals and Assistants), family workers and directors	September, 2020– June, 2021	Preschool Intervention and Referral Team	No cost

Topic	Participants	Dates	Trainer(s)	Cost
How to support the family use of Pyramid Model Practices*	Preschool Families/Guardians	September, 2020– June, 2021	Preschool Intervention and Referral Team	No cost
Intervention & Strategies to Help Preschool Students at Home	EC Preschool Intervention and Referral Team	February, 2021	TBD	No cost
TPOT Reliability Training*	New Preschool Intervention and Referral Team	September, 2020– June, 2021	New Jersey Department of Education	No cost
The Nurtured Heart Approach training	New Instructional staff (Teachers, Paraprofessionals/Assistants, Family Workers, Floaters and Directors)	October, 2020- April, 2021	Megan Lukany	\$12, 000 max
The Nurtured Heart Approach training	Families	September 2020, February, June 2021	Certified Trainer: Megan Lukany	\$5,000.00 max
Practice-Based Coaching	Instructional staff (Teachers and Paraprofessionals Assistants)	September 2020 – June, 2021	Preschool Intervention and Referral Team	No cost
City of Trenton Health & Wellness* <ul style="list-style-type: none"> • COVID-19 • Immunization • Lead • Bed Bugs/Lice • Other topics tied to citywide data 	Contracted Site Staff & Families	October 2020 – June, 2021 (as per update)	City of Trenton Health Educator, Carol Thame	No Cost

Topic	Participants	Dates	Trainer(s)	Cost
Preschool Nutrition*	Preschool Parent/Guardians or Family Workers	May-June 2021	Medical/Health Vendor	Not to exceed \$60.00 per hour
Asthma & First Aid*	Preschool Parents/Guardians or Family Workers	May-June 2021	Medical/Health Vendor	Not to exceed \$60.00per hour
Grade K Transition Needs*	Preschool Parents/Guardians or Family Workers	May-June 2020	Medical/Health Vendor, District Representation & EC Staff	Not to exceed \$60 per hour
Many Languages, One Classroom: Supporting Dual Language Learners	Teachers, Assistants, Floaters, Directors & EC Staff	April 2021- June 2021	Teaching Liaison/Master Teacher	No Charge
Oh Boy! Strategies for Teaching Boys in Early Childhood Settings	Teachers, Assistants, Floaters, Directors	March 2021-June 2021	Teaching Liaison Master Teacher	No Charge
Pulling Together those “Loose Parts” to Construct Dynamic Language & Learning	Teachers, Assistants, Floaters, Directors	March 2021-June 2021	Teaching Liaison/Master Teacher	No Charge
Young Expo Early Childhood Conference	EC Teaching Liaison/Master Teachers, Preschool Intervention & Referral Team Members & EC Administration	May 2021		\$10,000.00
Small Group Instruction & S.T.E.M.*	Teachers, Assistants, Floaters, Provider Directors & EC Staff	September 2020-June 2021	Teaching Strategies	\$50,000.00

Topic	Participants	Dates	Trainer(s)	Cost
Teaching Strategies Gold(Remote Supports)*	Teachers, Assistants, Provider Directors & EC Staff	September 2020-June 2021	Teaching Strategies & Master Teachers/teaching Liaisons	\$30,000.00/No Charge

Supporting English Language Learners

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.

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

Yes, all parents are given a home language survey for completion during the preschool registration.

<https://www.nj.gov/education/ece/psguide/HomeLanguageSurvey.htm> (The purpose of the Home Language Survey is to identify needed supports. Language proficiency screening tools are not appropriate for making *placement* decisions about 3- and 4-year-olds.)

2. What percentage of the district's preschool population is counted as English Language Learners (ELLs)?

The percentage of the district's preschool population counted as English Language Learners (ELL's) is 35% thirty-five percent.

3. How many bilingual preschool teachers will be employed in 2020-2021?

The Office of Early Childhood Preschool Program classrooms currently has approx. 80% of our staffing bilingual (Spanish, French Creole, & Polish) in every contracted provider classroom.

4. How many bilingual preschool teacher assistants will be employed in 2020-2021?

Each year the contracted strive to fill vacancies with additional classroom staff (teacher, assistants or floaters) to support the language of our children's home language.

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

The Teaching Liaisons/Master Teachers provide ongoing embedded support to the instructional staff regarding strategies to support the development of English Language Learners through the reflective Coaching process, professional development and guidance. The Office of Early Childhood also infuses strategies of supports for ELL students in the curriculum trainings and PLC's facilitated throughout the school year.

6. How are families of English Language Learner (ELL) preschool children supported?

- NAEYC-Spotlight on Young Children: Science Learning in Out-of-School Time: Family Engagement Activities and Resources
- Preschool Newsletter distributed to all preschool families. The newsletter includes support for English Language Learners and it is also forwarded to preschool staff in all locations.
- Ongoing Trainings (ie Creative Curriculum or EC Staff facilitated) organized are embedded with resources and strategies to support ELL preschool children.
- A Master Teacher/Teaching Liaison serves as a resource of support for other instructional coaches and articles, resources and etc are discussed and shared at PLC meetings

Transition

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 team and what are their positions/roles? *

Monica Carmichael	Director of Early Childhood
Monique Harvey	Supervisor of Early Childhood
Sheree Dublin	Community Parent Involvement Specialist
Tracey Davis	Preschool Intervention and Referral Team

Dominique DE'Midio	Preschool Teaching Liaison
Loushawna Hill	Secretary
Trenton Literacy Movement Representative	TBD
K-3 Teachers	TBD

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)?

Family Workers support preschool children/families by providing parents with the kindergarten applications and an opportunity for students and parents to visit elementary schools. The “Kick Start to Kindergarten” initiative(May-June) also provides opportunities for families to meet at school sites to explore in district elementary schools/offerings. The family workers play a major role with the transition to grade k, as they collaborate with the parent liaisons in the indistinct schools to foster a smooth transition. In the month on May the family workers and parent liaisons meet as a group for collaboration and organization tied to the transition timeframe. Open informational sharing with parents and guardians to share Grade K highlights.

The Office of Early Childhood also provides transition supports in the first 6-8 weeks. The Teaching Liaisons/Master Teachers meeting with Grade K instructional staff during PLC’s. The Preschool Intervention & Referral Team also meets face to face with the guidance counselors during the first 6 weeks of the school year to support student transitioning from the contracted sites preschool programming into grade k classrooms. In addition, an invitation is sent to the Bilingual and Special Education Departments for sharing opportunity with family workers on the protocol and procedures tied to ESL, Bilingual, Special Education classroom entry during each school year.

- Quarterly meetings will continue to take place among program administration, the Preschool Intervention and Referral Team and the preschool Child Study Teams in the Office of Early Childhood and the Special Education Department.
- Preschool administration and the District Administrators and Stakeholders on district planning
 - a. Quarterly meetings with preschool directors
 - b. Quarterly meetings with District Administrators
 - c. Monthly meetings with CPIS and family workers
 - d. Weekly meetings with the Preschool Intervention and Referral Team
 - e. PIRT/TLs facilitate meetings and professional development and provide support for Kindergarten Transition during September – October of the school year

3. What methods will be used to communicate with receiving teachers about children with disabilities transitioning into the district from early intervention programs?

The Preschool Intervention and Referral Team (PIRT) will continue to provide support to all elementary guidance counselors and kindergarten teachers and provide developmentally appropriate resources (that were used in preschool) for all students experiencing challenges that were referred the prior school year.

Waiting on Special Education

4. What methods will be used to communicate with receiving teachers about children who attended nursery school/day care prior to enrolling in your preschool program?

The receiving teachers receive transition supports from the assigned Master Teacher and Preschool Intervention and Referral Team members.

- Power School Portal Data for student enrolled in the district preschool program
- From Preschool to Grade K Assessment Folders sent to indistinct elementary schools (ie: student writing sample, alphabet knowledge, number knowledge, shape inventory, student online portfolio inventory data & etc).
- Kindergarten Transition “Bridging the Gap” PLC facilitated with Kindergarten Teachers, Coaching Staff and Principal/ Vice Principal(Fall)
- Overview of the Preschool Curriculum and its alignment to the NJ teaching and learning Standards(Fall)

5. What methods will be used to communicate with receiving teachers about children who did not attend nursery school/day care prior to enrolling in your preschool program?

The receiving teachers receive ongoing coaching and professional development from the assigned Master Teacher and Preschool Intervention and Referral Team member.

6. What methods will be used to facilitate transitions between preschool and kindergarten?

Family Workers support Preschool Children with transition by providing parents with Kindergarten applications and opportunity for students and parents to learn about our elementary schools grade k experience. The “Kick Start to Kindergarten” initiative also provides opportunities for families to explore in district school experience.

Building principals receive the list of transitioning preschool students in Power School and the students’ portfolios of the graduating students that will be attending their school in the fall.* That information is distributed to classroom teachers via their building administrators after EC delivers the document via signed receipt.*

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

- Using the Teaching Strategies Gold assessment as a continuum of their assessment process.
- Align children’s experiences in Kindergarten to their experiences in Preschool.
- Using the Project-Based learning approach
- Center- Bases Classroom environment

8. List projected transition activities for teaching staff, children and families for each of the categories below.

Projected Transition Activities

Category	Teaching Staff	Children	Families
From early intervention to preschool	Monthly meetings with Early Intervention staff are conducted to prepare for students being referred for evaluation for further service consideration when they age out of Early Intervention. Teachers are informed of student needs via the IEP and case manager consultations.	Families are transitioned from early intervention to the preschool special education program if there is consideration for doing Through the special education referral and eligibility process, parents are informed of their protections and rights to a free and appropriate public education for their preschool children in the least restrictive environment.	Students are assessed when leaving Early Intervention services; this data is available for decision-making regarding further student needs and evaluation for preschool special education services. Upon referral and acceptance for evaluation, student needs and eligibility for services will be evaluated; an Individualized Education Program is developed to address the student's educational needs. Pre K Fair Flyer dissemination throughout the City of Trenton
From self-contained to preschool inclusion class	Self-contained teachers will be trained in the content and implementation of the standard general education preschool curriculum to understand the curricular and developmental expectations for all students. Teachers will receive training	Parents are provided with strategies to implement with their children at home to strengthen the student's developmental and academic progress.	Students will be instructed in content of the standard preschool curriculum and receive instructional and related services (speech, occupational therapy, physical therapy) to facilitate their developmental progress to perform according to

Category	Teaching Staff	Children	Families
	<p>regarding instructional modifications and accommodations, as well as strategies for integrating and strengthening students' developmental skills so as to provide the additional layer of support necessary to prepare self-contained students for less restrictive services.</p> <p>Case manager and related service provider consultations, as well as intervention teacher support regarding student needs, instructional strategies and program are conducted with self-contained staff and inclusion staff to facilitate both student preparation and transition to less restrictive settings.</p>		<p>expectations. As students demonstrate improved functional and academic skill performance, students are considered for less restrictive programming.</p> <p>Activities: provision of related services; participation in the general preschool curriculum with instructional modifications and accommodations; implementation of behavioral modification techniques and strategies</p>
<p>From home to preschool</p>	<p>Tecahing Liaisons/Master Teachers support classroom understanding on how to introduce new students to sceduling, choice time, small group opportunites and etc.</p> <p>Preschool Intervention and Referral Team members support instructional staff with social/emotional stratgies to bridge the gap for children enrolling for the first time in the preschool setting.</p>	<p>Parents are encouraged to take enrolled preschool children to visit locations and visit prior to school entry.</p> <p>Preschool students are afforded "<i>Transition to Preschool</i>" kits/backpacks distributed to students at the start of the year via contracted sites.</p>	<p>Pre K Fair Flyer dissemination throughout the City of Trenton</p> <p>Classroom instructional staff forward the Welcome to the Curriculum Newsletter from Study Guide</p> <p>Office of Early Childhood provides parents/guardians an opportunity to learn about the wonders in preschool. An annual Pre- K Fair is held by the Office of Early Childhood to inform and education parents, guardians and community about the registration process and</p>

Category	Teaching Staff	Children	Families
	<p>Instructional staff receive home language and others survey data from the registration packet for student and family awareness</p> <p>Trainings are afforded to all staff members during the year that support building connections with students and families on designated professional development dates.</p> <p>The TS Gold System offers additional guidance for supporting new students.</p>	<p>Children are exposed to high quality literature during the school day on topics about first week of school, the new school, making friend, learning & etc by instructional staff. Story time links provided to families for weekend activity time.</p> <p>Instructional staff model routines for understanding for newly enrolled students.</p>	<p>the supports the Office of early Childhood provides for children/families.</p> <p>Parents receive various letters, communications and information from the various sites welcoming them and their child to the preschool experience.</p> <p>Parents/Guardians are afforded customer friendly experiences via phone calls, home visits, face to face dialogs and event invitations from the contracted provider family workers and site leaders.</p>
<p>From a nursery school/day-care program to your program</p>	<p>Teaching Liaisons/Master Teachers support classroom understanding on how to introduce new students to sceduling, choice time, small group opportunites and etc.</p> <p>Preschool Intervention and Referral Team members support instructional staff with social/emotional stratgies to bridge the gap for children enrolling for the</p>	<p>Parents are encouraged to take enrolled preschool children to visit locations and visit prior to school entry.</p> <p>Preschool students are afforded learning kits/backpacks by providers at the start of the year to support learning.</p>	<p>Pre K Fair Flyer dissemination throughout the City of Trenton</p> <p>Classroom instructional staff forward the Welcome to the Curriculum Newsletter from Study Guide</p> <p>Parents/Guardians are afforded customer friendly experiences via phone calls, home visits, face to face dialogs and event invitations from the contracted provider</p>

Category	Teaching Staff	Children	Families
	<p>first time in the preschool setting.</p> <p>Instructional staff receive home language and others survey data from the registration packet for student and family awareness</p> <p>Trainings are afforded to all staff members during the year that support building connections with students and families on designated Professional Development</p> <p>The TS Gold System offers additional guidance for new students.</p>	<p>Children are exposed to high quality literature during the school day on topics about first week of school, the new school, making friend, learning & etc by instructional staff.</p> <p>Instructional staff model routines for understanding for newly enrolled students.</p> <p>-</p>	<p>family workers and site leaders.</p> <p>Office of Early Childhood provides parents/guardians an opportunity to learn about the wonders in preschool. An annual Pre- K Fair is held by the Office of Early Childhood to inform and education parents, guardians and community about the registration process and the supports the Office of early Childhood provides for children/families.</p> <p>Parents receive various letters, communications and information from the various sites welcoming them and their child to the preschool experience.</p>
From preschool to kindergarten	<p>Teaching Liaisons/Master Teachers support classroom understanding on how to introduce rising k students to sceduling, special classes (gym, art, computer&etc)</p> <p>Preschool Intervention and Referral Team members support instructional staff with social/emotional stratgies to bridge the gap forrising grade k students.</p> <p>Grade K Instructional staff receive transition folders on the student</p>	<p>Instructional staff talk and speak positively to children about starting kindergarten.</p> <p>Preschool staff discuss kindergarten expectations and how they will be different and/or similar to Pre-K with rising children.</p> <p>The Office of Early Childhood provides</p>	<p>The Office of Early Childhood provides transition book bags for summer enrichment for students enrolled previously in the district preschool program. The bag includes materials needed for the activities and a book for parent/child story time.</p> <p>Open House opportunities for elementary school visits/sessions</p>

Category	Teaching Staff	Children	Families
	<p>previously enrolled in the district preschool locations.</p> <p>At the lead of elementary school principals, Teaching liaisons participate in PLC's at the opening of the school year to support preschool data understanding with grad k teachers.</p>	<p>transition book bags for summer enrichment for children previously enrolled in the district preschool program. The bag includes materials needed for the activities and a book for parent child story time.</p>	<p>District Round Table Discussions noting district data and highlights</p> <p>Elementary Parent Liaisons at school available for contact should parents/guardians have inquiries about kindergarten</p> <p>Contracted providers forward Grade K enrollment literature</p>

Program Evaluation

Refer to the sections on Program Evaluation in *New Jersey Administrative Code 6A:13A* and the *Preschool Program Implementation Guidelines*.

NOTE: The school district shall participate in an annual self-assessment of the status of its preschool program implementation using a protocol developed by the department. This detailed self-assessment of the district's preschool program should be used to inform the Three-Year Preschool Program Plan and annual updates.

1. Describe the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.
 - a. The Early Childhood Environmental Rating Scale ECERS-3*
 - b. The Fidelity Tool
 - c. Teaching Strategies Gold

2. How will the results be summarized and used?

At the end of each school year, the results of the surveys are analyzed by the organizer(s) (Administration, Community Parent Involvement Specialist, Preschool Intervention and Referral Team and/or Master Teachers/Teaching Liaisons) to identify trends in the data and plan for any modifications with program implementation and professional development for the upcoming school year. The results are presented to all stakeholders for transparency and a desire to collaborate in an attempt to evaluate and strengthen all aspects of our preschool program.

3. What is the district's plan for participating in GROW NJ Kids?

The district currently has no indistinct preschool classrooms. However, the contracted providers are encouraged to participate in the Grow NJ Kids process. The district has seven (7) contracted sites participating and one site that have been awarded the level four category for the 2019-2020 school year. In the 2020-2021 school year we hope to increase the number of Grow New Jersey Participants among the contracted site locations.*

Budget

1. How is the district maintaining parity in teacher salaries across district, Head Start and private providers? The district hosts periodic Provider Meetings and open fiscal-conversation opportunities with private providers that address fiscal matters such as teachers' salaries. There is reasonable uniformity with teacher's salaries and district salaries and district resources are also available to private providers. Professional Development tied to fiscal outlines also take place during the school year.
2. How is the per pupil amount for preschool children with disabilities computed?
The Preschool Disabled Budgets are not done by per pupil amounts, instead budgeted amounts are determined as a fixed amount for specific line item expenditures. Funding is then based upon the approved Special Education Budget.
3. If the district is withholding funds from the private provider or Head Start per pupil amount, why?
The district may withhold funding as a result of discovered fiscal irregularities and the misappropriations of funds. Funding may also be withheld when monthly pupil attendance falls below 14/15ths or when non-district approved spending has taken place as per NJ DOE fiscal guidance.
4. Is the district providing transportation for preschool children?
The district does not provide transportation for the general education preschool population.
5. Has the district distributed and reviewed the Preschool Provider Expenditure Guidance with your private providers and Head Start?
Preschool expenditure guidance is distributed via email to private providers and our Head Start Sites during Q1 of the school year. Guidance is reviewed on a periodic basis with providers and sites during Professional Development opportunities and during open fiscal-conversation meetings. Providers also have the opportunity to request individual trainings via appointment with the fiscal specialist to discuss specific matters.

NOTE: Direct all questions regarding this document to the New Jersey Department of Education, Division of Early Childhood Education at (609) 376-9077.