



Division of Early Childhood Services

Annual Preschool Operational Plan Update

Former Abbott's, Charter Schools and PEA Districts

Due: November 15, 2021

Angelica Allen-McMillan, Ed.D.

Acting Commissioner

New Jersey Department of Education

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I. Introduction

1.1 Purpose

The purpose of the Five-Year Preschool Program Plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool program for three- and four-year-old children as detailed in the [New Jersey Administrative Code \(N.J.A.C.\) 6A:13A](#) and in the [Preschool Program Implementation Guidelines](#).

The Department of Education requires the district to submit a Five-Year Preschool Operational Plan Annual Update, describing any changes to the originally submitted Five-Year Preschool Operational Plan that the district projects for the 2022-2023 school year. A school district's Annual Update should be based on the results of data derived from program assessments, including the Early Childhood Environmental Rating Scale-revised (ECERS-3), curriculum-specific program assessment tools, the Self-Assessment and Validation System (SAVS) and any other source of information specific to the school district's preschool program. In addition to the Annual Update, districts are required to submit an annual district budget planning workbook and provider budget workbooks (if applicable) along with the board resolution approving the budget submission due on March 10, 2022.

Helpful Hint: If you have formatting difficulties with the gray text areas, type your responses in separate Word document first and then copy and paste the response into the text area using right-click copy + right-click paste on your mouse. Make sure to paste "Keep Text Only".

1.2 Submission Instructions

The district should provide detailed answers to the questions listed. The 5-year Plan Update is to be uploaded into Homeroom by November 15, 2021.

1.2a Title Page

Preschool Education Aid (PEA)

Part I: PEA Proposal Title Page		
County/Code: <u>13</u>		
District /Code: <u>3570</u>		
Address		
765 Broad Street Newark	New Jersey	07102
City	State	Zip
Early Childhood Contact: <u>Yolonda Severe</u>		
Telephone Number: <u>(973) 733-8768</u> Fax#: <u>(862) 255-4331</u>		
Email <u>ysevere@nps.k12.nj.us</u>		
Business Administrator: <u>Valerie Wilson</u> Phone#: <u>(973) 733-7161</u>		
Email <u>vwilson@nps.k12.nj.us</u>		
Date Of Board Resolution: _____		
Attach the Board-Certified Resolution or provide the date of expected board resolution.		
Proposal Certification: To the best of my knowledge and belief, the information contained in the proposal is true and correct. The governing body of this agency has duly authorized this document and we will comply with the attached assurances. I further certify that the proposal is complete.		
_____ Signature Of Chief School Administrator	_____ Print Name	_____ Date

II. District-Wide Planning

Refer to [NJAC 6A:13A](#), including the sections on Enrollment, Universe and Program Planning as well as the Preschool Program Implementation Guidelines when completing the following questions

Provide an overview of 2022-2023 district-wide preschool program planning. Listed below are questions the district must address:

1. What overall program quality improvements do you plan on addressing in the 2022-2023 school year?

The Newark Board of Education Office of Early Childhood plans to improve enrollment, increase student achievement and health services. Preschool enrollment is a concern as evidenced by our current number of vacant seats. For SY 21-22 we had 1,219 vacant preschool seats inclusive of Special Education and General Education. In order to increase current enrollment, The Newark Board of Education Office of Early Childhood will continue and expand our advertisement;

- NJ Transit bus advertisements
- Television commercials aired continuously
- Social media postings
- Electronic billboards located in high traffic areas within the city of Newark
- Staff members will continue to canvas in high traffic areas in the city where families frequent ie. shopping centers, WIC Office, recreation centers and movie theaters etc.
- Community partners such as United Way has agreed to support with recruitment efforts.

The Newark Board of Education Office of Early Childhood recruitment plan includes sharing informational brochures with community agencies such as WIC, Program for Parents, Newark City Hall, and credible messengers such as Newark Trust, and faith based community partners. The Newark Board of Education Office of Early Childhood has noted Extended Learning as a need for families. The Newark Board of Education Office of Early Childhood will promote Extended Learning Programs by providing information to all Pre-K families.

In order to increase student achievement, the Newark Board of Education Office of Early Childhood's Teacher and PIRT Coaches, will continue to devote ninety percent of their time providing technical assistance and coaching to teaching staff. The Office of Early Childhood's leadership team will provide Professional Development training to all Teacher and PIRT Coaches in preparation for district-wide Staff Development and Professional Learning Communities. To increase student achievement, the Newark Board of Education Office of Early Childhood will ensure there is alignment from grades Pre-kindergarten through third grade by collaborating with the Department of Teaching and the Office of Special Education. Meetings topics will include analysis of data and pedagogical practices.

The Newark Board of Education Office of Early Childhood will improve health services for children and families. Partnerships with nursing agencies to ensure all contracted provider sites have nurses that meet the ratio in addition to in-district nurses. The Newark Board of Education Office of Early Childhood will continue to partner with health agencies Dealta-T and Medix to obtain qualified nurses to serve Contracted Provider Sites. To ensure the nurses are in compliance with required health screens and documentation, nurses will utilize a nursing pacing guide. The nurses will monitor and provide support on the following as indicated in the child health records and Health History Questionnaire completed during the registration process:

- Communication and documentation with staff and parents about allergies and or other health issues
- Assist with written policies related to health, safety and nutrition
- Assisting parents in locating appropriate related health, safety and nutrition services
- Assisting in the development of written emergency procedures as needed

Nurses will train all Contracted Provider site staff in the following;

- Handwashing
- Seizures
- Asthma
- Allergic reactions
- Blood borne pathogens
- Epipen training and administration
- Medication administration and topical ointments

Any needed workshops for families to assist them in obtaining health information on the following;

- Vaccines
- Nutrition
- Asthma

2. If you project to serve less than 90% of the preschool universe, what is preventing you from achieving this expectation?

For the school year 2020-2021, The Newark Board of Education Office of Early Childhood experienced a decline in enrollment, as most state-funded Pre-K programs. Annually, we have faced challenges to meet 90% of our universe. Between the 19-20 and 20-21 school years, the enrollment declined by 17.8%, from serving 87.8% to 70% of our universe. The current universe for this school year 2021-2022 is 7,884 and we are currently serving 79.0%. According to recent research from The National Center of Education Statistics noted the pandemic has exacerbated -the issues of under enrollment in preschools. The pandemic's devastating impact on Newark contributed to families' concerns about the safety of in-person schooling, and lack of in-person options and an increase in homeschooling. A poll of Newark parents commissioned by Project Ready through Change Research found that seventy-two percent of Newark parents said they're sending their kids back to school for in-person learning this fall, but about 10% said they weren't planning on it and 18% said they weren't sure. We project that in the 2022- 2023 school year, although family concerns regarding in-person safety may lessen, other schooling options will still be available to families, impacting our enrollment; therefore, we should see an increase moving us closer toward the 90% goal.

3. If the district is not contracting with provider sites and/or Head Start, what is preventing the district from doing so?

N/A

4. How does the district ensure contracted provider sites and Head Start will receive the same program quality and fiscal supports as district classrooms?

Newark Board of Education Office of Early Childhood will ensure contracted Provider Sites and Head Start will receive the same program quality and fiscal support by the following;

Executive Director, Director and Supervisor will:

- Conduct weekly site visits to ensure program quality by focusing on academic, social emotional, learning environment, enrollment and program assessments
- Support directors based on programmatic data
- Conduct quarterly assessment data meetings with directors to review site data
- Provide coaching to support staff by modeling, co-observing and providing frequent tailored feedback
- Facilitate monthly meetings with Teachers Coaches, PIRT Coaches, Social Workers and Nurses
- Facilitate monthly meetings with the Preschool Intervention referral team to develop a comprehensive plan of assistance for students

Master Teacher

- Support preschool programs and teachers by implementing the reflective cycle (pre-conference, classroom visit, post-conference) to model, observe, and/or co-teach using structured observation instruments and providing feedback to teachers in preschool programs to assist with the implementation of the Creative Curriculum and New Jersey Preschool

Teaching and Learning Standards.

- Provide staff development, based on classroom observations and classroom quality assessment instruments such as ECERS, Creative Curriculum Fidelity Tool and New Jersey Preschool Teaching and Learning Standards.
- Coach teachers on the implementation of GOLD and the assessment cycle.
- Assist with planning and participating in parent involvement programs with the district board of education and contracted provider sites.

PIRT Coach

- Support preschool programs and teachers by implementing the reflective cycle (pre-conference, classroom visit, post-conference) to model observe, and/or co-teacher using structured observation instruments and provide feedback to teachers in preschool programs to assist with the implementation of the Creative Curriculum, New Jersey Preschool Social and Emotional Learning Standards and implementation of the supplemental curriculum Second Step.
- Assist with planning and participating in parent involvement programs with district board of education and contracted provider sites.
- Conduct meetings with families based on student's' social emotional needs.
- Continue to develop intervention plans for students in collaboration with the teaching staff.

The Newark Board of Education Office of Early Childhood also provides training to contracted Provider Sites and Head Start staff members on the following:

- Curriculum and Instruction
- Social Emotional Development
- Health and Nutrition training
- Recruitment of Preschool students
- Monthly Director's Meeting with a focus on components of program quality
- Monthly Family Workers Meeting with a focus on community partnerships, family engagement, attendance, recruitment and enrollment

The Newark Board of Education contracts with both Providers and Head Start agencies to provide ongoing fiscal support on the following;

- Absorption of contracted programs District Withheld Funds that are supported by the Projected Preschool in District Per Pupil Amount
- Adjusted Budgeted Amount and Instructional Salary Increases (for Teacher, Teacher Assistant, Floater Teacher Assistant and Family Workers).
- The Newark Board of Education Office of Early Childhood designates four (4) Fiscal Specialists to support the Contracted Private Providers and Head Start Agencies with fiscal support to ensure program quality.
- Fiscal Specialists are available daily and provide fiscal meetings with all contracted programs throughout the school year.

The Newark Board of Education Office of Early Childhood conducts a minimum of four trainings/meetings as follows

1. Large Group meeting with Contracted Providers and Head Start Agencies prior to the first day of school.
2. Small Group meetings with Contracted Providers and Head Start Agencies with similar program needs.
3. Two On-site meetings (1 financial management system review and 1 Budget transfer/modifications).
4. Budget Transfer Large Group meetings (April 16th after 3rd Quarter Expenditures but prior to final Budget Transfer Due Date in May).

The Small Group and on-site meetings will be formatted as a question and answer format requiring Providers and Head Start Agencies to share problems and solutions that can assist programs with similar needs and concerns. All questions and answers are accumulated and used to update the fiscal forum accountability and compliance material which included but not limited to: Salary Determination, Substitute, Staff Roster (CARI, CHRI and TB), Contract Documentation, Question and Answers, Quarterly Expenditure Report Guidelines and Enrollment (Payment, Under Enrollment and Recruitment).

Newark Board of Education Office of Early Childhood's fiscal team will also attend three of the Newark Board of Education Office of Early Childhood Director Meetings for Contracted Provider and Head Start meetings;

1. Budget Instruction Meeting
2. Budget and Enrollment Data Meeting
3. Budget Approval Meeting

-Additionally, the Fiscal team monitors providers to encumber/expend 80% of all classroom materials, supplies and technology by December 1st yearly with the balance of 20% to be expended by April 1. This is to ensure teachers are

providing the items needed for the current school year.

-Support through facility repairs that impact the wellness and safety of students, provide support for technology, connectivity, building grounds and repair (HVAC, roof, and painting).

5. If you are not enrolled in Grow New Jersey Kids, what is preventing your participation and what is the plan to move forward in the process?

The Newark Board of Education Office of Early Childhood supports all Contracted Provider locations that are enrolled in Grow New Jersey Kids.

III. Community Collaboration and Planning

Refer to [NJAC 6A:13A](#), including the sections on Family and Community Involvement as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. How will the Early Childhood Advisory Council specifically support community collaboration and planning to enhance the preschool program next year?

The Early Childhood Advisory Council will support community collaboration and planning by:

- Attending quarterly meetings to provide feedback and recommendations to enhance program quality in alignment to The Newark Board of Education Office of Early Childhood Strategic Plan.
- Share events and services that are available to Newark Pre-K families.
- Assist in the recruitment and outreach of activities of the Newark Board of Education Office of Early Childhood program to maximize the participation of eligible children.
- Support the planning and advertisement of the Night at the Museum in partnership with The Newark Museum.
- Utilize the community needs and resource assessment tool in order to implement a high quality preschool program service.
- Review and provide feedback on the preschool through grade 3 transitional plan.

2. How does the district plan to assess the needs of the community in the 2022-2023 school year?

The Newark Board of Education Office of Early Childhood plans to assess the needs of the community by using the Family Strength Assessment, Family Satisfaction Survey and the Essex County Needs Assessment.

-Family Strength Assessment: The Family Strength Assessment is a strength based assessment that families complete twice a year. Based on results of the assessment we will prioritize the high areas of needs so Family and Community Engagement Staff can facilitate workshops/sessions to assist families.

-Family Satisfaction Survey: is an end-of-the-year survey to identify individual locations, areas of strength, and areas of growth regarding the services they provide to families. This allows the department to annually analyze the results and implement a plan that is responsive to the community by increasing the quality of services provided to families.

-Essex County Needs Assessment: is a researched data base that provides us with the latest key findings on Housing, Food, Health Care, Community Safety, Employment, Career Services and Child Care. This data will be utilized by the Family and Community Engagement staff in order to stay abreast with current state findings that affect Newark community and it will serve as a guide to plan workshops/trainings and city wide events.

3. How often will the needs be assessed?

The needs of families are assessed at least three times during the school year. Families complete a Family Strength Assessment at the beginning of each school year during enrollment and at the end of the school year. From this assessment, family workers identify concerns and support familial needs throughout the school year. Reassessing will take place periodically during the school year for additional support will take place as needed.

Additionally, at the end of each school year, families receive a Family Satisfaction Survey that identifies individual locations, areas of strength and areas of growth regarding the services they provide to families. This allows the Newark Board of Education Office of Early Childhood to annually analyze the results and implement a plan that is responsive to the community by increasing the quality of services provided to families.

4. How will the district collaborate with the community for future program planning purposes?

The Newark Board of Education Office of Early Childhood will collaborate with the community for future planning by:

- Surveying preschool families to determine their needs by analyzing survey and assessment results. Family and Community Engagement staff will be able to facilitate workshops/training based on high areas of needs for families.
- Family and Community Engagement staff will plan on site visits and/or workshops with community partners to address those high areas of need for families.
- After each workshop/training Family and Community Engagement staff will follow up with participants to ensure they will utilize the necessary information and resources to address areas of need.
- Continue to establish and develop community partners within the Newark community
- Continuing to partner with Program for Parents to provide services that promote quality child care services within the Newark community.

IV. Family Involvement

Refer to [NJAC 6A:13A](#), including the sections on Family and Community Involvement as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. What outreach to families will take place in the 2022-2023 school year to encourage family involvement and engagement?

The Newark Board of Education Office of Early Childhood will implement a plan to offer families diverse opportunities for events and activities. District-wide events have been occurring virtually since spring 2020. This allows more flexibility for families to join and participate. Meetings will be scheduled at different times of the day to maximize family participation in an effort to accommodate various schedules. Flyers and presentations will be translated into multiple languages to address our vast community. School Social Workers, Family Workers and School Service Technicians, will facilitate meetings and workshops using data responses from family surveys to address social service needs. Informational workshops will provide families with more information on child development, nutrition, safety and supporting their child's learning at home. All preschool locations will provide monthly opportunities that encourage family involvement, including but not limited to: Back to School Night, parent as volunteers, holiday events and/or Math and Literacy Nights. In addition, our Newark Pre-K social media is also a tool we will continue to use to keep our families engaged and informed of district wide events and activities.

2. What specific ways will the families be able to be involved in district program planning and the day to day program in the 2022-2023 school year?

Families will be involved by:

- Each in- district location will establish a Parent/ Teacher Organization (PTO) or Home and School Association to serve as the bridge between home and school.
- The Newark Board of Education Office of Early Childhood will also host quarterly Early Childhood Advisory Council (ECAC) meetings which includes 2-4 parents.
- Head Start Policy Council is inclusive of all in district Head Start locations and contracted Head Start Agencies which meet monthly.

V. Curriculum Development and Implementation

Refer to [NJAC 6A:13A](#), including the sections on Curriculum and Assessment as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. What curriculum will the district implement in the 2022-2023 school year?

The Newark Board of Education Office of Early Childhood will be implementing The Creative Curriculum for Preschool in general education and inclusion classrooms for the 2022-2023 school year. Additionally, the Second Step curriculum will be implemented as a social emotional curriculum in which allowance was granted on May 20, 2021.

2. Using the data collected from the previous school year, what areas of curriculum implementation will the district focus on in the 2022-23 school year?

The results from the 2020-2021 Teaching Strategies GOLD Student Assessment aggregate data indicates that Literacy-Dimension 15a: Notices and discriminates rhymes, and Math Dimension 21a- Understands spatial relationships remain key areas of growth for preschool students. These dimensions have continued to be a concern noted in data from previous years.

Ongoing coaching support will be provided to address these areas with the following areas during School Year 2022-2023:

-Foundational literacy and mathematics skills during the Creative Curriculum Preschool Day. Foci will be on understanding pedagogical and instructional practices that support foundational literacy and mathematics skills specific to (GOLD 15a). Noticing and discriminates rhymes and (GOLD 21a) Understanding spatial relationships during large and whole group instruction.

3. What intentional supports are planned for the 2022-2023 school year to meet the needs of your ELL students' academic and social growth and development?

The Newark Board of Education Office of Early childhood will have professional development available for teaching staff (teachers and teacher assistants) led by our coaches (Bilingual Teacher Coaches and PIRT) on supporting ELL learners.

Teacher Coaches will focus on:

- The developmental sequence and supports for promoting English Language Acquisition.
- Assessing and Planning for the English Language Learner using SIOP The Sheltered Instruction Observation Protocol targeting the following:
 - Lesson Preparation
 - Building Background Knowledge
 - Comprehensive Input
 - Strategies
 - Practice/ Application
 - Lesson Delivery
 - Assessment

PIRT Coaches will focus on how social interactions shape learning in ELL's.

4. How does the district plan to support teachers in creating culturally-relevant classroom environments reflecting diversity of students in your district?

The Newark Board of Education Office of Early Childhood will support teachers in creating culturally relevant classrooms by:

- Providing teaching staff with suggested list of books and materials for ordering.

-Classrooms will receive culturally relevant literature and materials that they will embed in activities (i.e. read alouds, choice time, music, etc.) throughout the day. The Newark Board of Education will complete ordering of culturally relevant materials based on the Home Language Survey results and student's ethnic backgrounds.

-Families will be invited to participate in activities in their home language and share materials to reflect the diversity of students in the district.

The district has already met the benchmark in SY 19-20 on ECERS in item 26 – Promoting Acceptance of Diversity with a score of 5.4. To further develop proficiency of this item, social-emotional development in connection with Pyramid Model strategies as related to TPOT will be highlighted by PIRT coaches.

5. How does the district plan to support teachers in the use of the selected child assessment system in the 2022-2023 school year?

The Newark Board of Education Office of Early Childhood provides three ways to support teachers in using Teaching Strategies GOLD. The following will be implemented for the 2022-2023 school year:

- GOLD Modules to support new teachers as well as it is used as a refresher course for veteran teachers. These modules are an ongoing self-paced.
- Teachers work with their peers and Teacher Coaches through data focused meetings such as Looking at Student Work protocol which is conducted monthly and Assessment Work Groups which are conducted quarterly. Through these meetings teachers follow an established protocol to norm how student work is assessed and analyze student data to drive instruction.
- Teacher Coaches and PIRT Coaches use GOLD data to support teachers in establishing SMART Goals, as well as discuss GOLD data during reflective cycles to improve student achievement.
- Teacher Coaches collaborate with teachers to developed a management system for collecting, analyzing and evaluating student work throughout the year.
- Teacher Coaches will coach teachers on the use of system wide reports, such as the Class Profile to assist with grouping students for small group in accordance to their needs.

6. Please list the coaching observational tools the master teacher and PIRS plan to implement in the 2022-2023 school year.

The coaching observational tools that will be utilized in the 2022-2023 school will be the ECERS-3 and TPOT, in support of New Jersey Preschool Teaching and Learning Standards and Teaching Strategies GOLD student assessment system. Teacher coaches will conduct observations utilizing ECERS-3 to support positive environmental influences on overall student achievement. PIRT coaches will conduct observations utilizing the TPOT to support the implementation of the Pyramid Model. Observational tools will be utilized to guide classroom practices and coaching supports that result in both student and teacher growth. The Newark Board of Education Office of Early Childhood has aligned several goals, objectives and measurements for tracking growth towards meeting program and district wide goals.

7. Have the master teachers and PIRS completed reliability on the tools listed above? If not, what plan is in place to obtain reliability?

As of September 2021, one Teacher Coach has completed ECERS-3 Reliability Training. Additional Teacher Coaches will be trained by ERSI for the 2022-2023 school year. Two PIRT coaches will complete their TPOT Reliability Training in November 2021; at which point, all PIRT coaches will be reliable by 2022-2023.

8. How is your district meeting the requirement of Erin's Law (NJS18A:35-4.5) to provide sexual assault prevention education?

The Newark Board of Education Office of Early Childhood has partnered with Department of Children and Families to deliver three sessions for teaching staff, family workers, and school leaders (In -district and Contracted Provider Sites) to provide training on sexual abuse and prevention.

VI. Inclusion of Children with Disabilities in General Edu. Classrooms

Refer to [NJAC 6A:13A](#), including the sections on Program Planning and Intervention and Support as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. Please describe the 2022-2023 school year plan of delivery of supports for students with disabilities included in your preschool program.

In order to meet the needs of individual students with an IEP and based on the IDEA, the Office of Special Education service students in the least restrictive environment, which includes the inclusive setting with a general education teacher and push-in support from a special education teacher based on the required services written in a student's IEP or self-contained/ PSD. Each student is assigned a case manager that collaborates with the student's teacher & family to monitor student progress and ensure that student's needs are being met, as per the IEP. Additionally, the Office of Special Education will provide office hours in group sessions for teachers that include information and strategies to assist classroom instruction of preschoolers with IEPs. The cognitive, social-emotional, language and literacy supports are inclusive of and/or mirrors the support provided to the general education population. The district is also using a supplemental curriculum for social-emotional support identified as Second Step.

2. What does the district plan to implement in the 2022-2023 school year to transition students into the district from the early intervention system? Please include parents and students in your plan.

In the 2022-2023 school year, Early Intervention (EI) communication will channel through the Child Study Teams (CST)/ Office of Special Education (OSE) to the Office of Early Childhood and finally to individual locations and assigned teachers. As children exit the Early Intervention System at age three, within 120 days of the student's 3rd birthday, if deemed necessary, a written referral should be initiated from Early Intervention and sent to the Newark Board of Education's Initial Evaluation Center. Early Intervention will maintain a list of all students referred to the Child Study Team for evaluations. If the child is found eligible for special education and related services as a Preschool Child with a Disability, an Individualized Education Program (IEP) is developed by the child's third birthday. The student is then eligible for placement in a preschool class via the Newark Enrolls process, following which the parent will receive a notification of the school the child will be attending. Families of children who transition from Early Intervention to preschool will need to provide supplemental insights from the student's Individualized Family Service Plan to inform the student's IEP. This will occur during the student's transition planning meeting. Additionally, families will be invited to visit schools/programs to select the student's least restrictive environment. Then, families will be assigned to a CST case manager who will assist in the transition process. Families will be given information on their rights for due process and receive information on the services that their child will be provided. All students with IEPs will receive additional educational services from a Resource Teachers from the Office of Special Education. The Office of Special Education also provides services for students according to their IEPs, including but not limited to speech and language, occupational therapy, physical therapy, etc.

3. Share what district supports are available to students with IEPs surrounding social and emotional development.

In addition to the Creative Curriculum for Preschool, the district uses a supplemental curriculum for social-emotional support identified as Second Step. There are a number of educational settings for students with an IEP, which includes the inclusive setting with a general education teacher and push-in support from a special education teacher based on the required services written in a student's IEP or self-contained/ PSD. PIRT Coaches provide strategies and interventions to teachers, support best practices and social emotional development so that all children can succeed within the general education/ inclusion classroom setting. The coach will ensure teachers are not only identifying each student's individual development level, but planning to support intentional growth.

VII. Professional Development and Training

Refer to [NJAC 6A:13A](#), including the section on Program Planning as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. What methods of professional development will the district use in the 2022-2023 school year? (workshops, PLC, book study etc.)

An electronic survey will be dispersed in the Spring of 2022 to all teaching staff allowing them to select and or identify topics to inform professional development for school year 2022-2023.

Additionally, information and data from observation tools such as ECERS-R and TPOT as well as the New Jersey Preschool Teaching and Learning Standards will be infused into all Professional Development offered by the Office of Early Childhood for the 2022-2023 school year.

In the 2022-2023 school year, the Newark Board of Education Office of Early Childhood will use the following methods for Professional Development in order to strengthen the alignment between Preschool- Grade 3 focusing on the following:

- Pedagogy
- Standards
- Curriculum
- Foundational skills for Literacy and Mathematics

Methods for PD will include:

- Staff Development Work Shops held on District Wide Staff Development Days and Program Wide Professional Development portions of the school year.
- Workshops participants will include Teachers and Teacher Assistants
- Workshops will allow for a mixed audience inclusive of District and Provider Site teaching staff
- Professional Development for New Teachers will begin in August of 2022 and be ongoing throughout the school year. These sessions will be specific to the needs of new teachers and will function as a Professional Learning Community.

School Based Professional Development

-Teacher Coaches will develop and facilitate school based Professional Learning Communities along with teaching staff, in-district Administrators and Provider Site Directors. Professional Development opportunities at the school/site level will include:

- Assessment Work Groups
- Planning Effective Lessons in alignment to the Creative Curriculum
- Book Study on Teaching Sprints- How Overloaded Educators Can Keep Getting Better by: Simon Breakspear

2. Describe the specialized training that your Master Teachers/PIRS/CPIS and other support staff will receive in the 2022-2023 school year.

The Newark Board of Education Office of Early Childhood will provide specialized training for the following support staff

Teacher Coaches:

-Professional Learning Community will allow all Teacher Coaches to participate in the Identify, Learn and Improve protocol using book titled, "The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching By Jim Knight to further their learning on instruction coaching. PLCs will be bi-weekly.

-Workshops focused on pedagogical and instructional practices that support student's foundational skills in literacy and mathematics.

-New Teacher Coaches will attend New Master Teacher Training

PIRT:

-Participate in monthly cohort meetings to continue trainings and discussions on the implementation of the three components of the Reflective Cycle.

-New PIRT Coaches will participate in the TPOT Reliability training as well as PIRS Seminar (Preschool Intervention and Referral Specialist Seminar) which is inclusive of the Pyramid Model training to promote social, emotional, and relational wellbeing to all students and staff.

Early Childhood Specialists

-Will receive training provided by Program for Parents on the Head Start Parent/Family and Community Engagement Framework. This training addresses how to use the framework to create successful events in our community for our families.

-The Strengthening Families training will cover The Five Protective Factors that are the foundation of the Strengthening Families approach. Protective Factors are conditions in families and communities that, when present, increase the health and well-being of children and families.

VIII. Additional Questions (*year specific*)

Refer to [NJAC 6A:13A](#) as well as the Preschool Program Implementation Guidelines when completing the following questions.

1. What measures are in place in your district to ensure all required staffing positions are filled for the 2022-2023 school year? Please be as specific as possible.

All PIRT positions are not filled, however positions are posted currently for Speech and Language Specialist, Learning Disability Teacher Consultant, and Psychologist. To ensure all staffing requirements are fulfilled the following action steps will be implemented and monitored for effectiveness:

- The Office of Early Childhood will partner with Montclair State University, Rutgers University and William Paterson University to attend sponsored job fairs and recruitment opportunities.
- Attend all job fairs and recruitment opportunities hosted by the Newark Board of Education.
- Review and monitor the Newark Board of Education's Frontline database which lists identified candidates for vacancies through the district's Human Resource Department.

The Office of Early Childhood will partner with Contracted Provider Sites to assist in fulling teaching staff vacancies. The following action steps will be taken:

- The Office of Early Childhood will share recruitment information on upcoming job and recruitment fairs hosted by local colleges and universities

The Office of Early Childhood will host an annual job fair (December/January) screen and interview eligible teaching staff along with Contacted Provider Site Directors.

2. How does the preschool nurse plan to educate families, children and staff members on various health issues based on the unique needs of your district?

The preschool nurses will review the Health History Questionnaire completed during registration to identify those students with chronic medical conditions, environmental and/or food allergies to determine if any action steps are necessary. The nurse will then develop action/health care plans on asthma, obesity, lead, seizures, etc. and work with families and staff (as needed) on how to meet the needs of each child. Nurses will provide health resources to assist families with access to health services and special assistance as needed. The Beginning of the Year webinar will be provided and reviewed with staff which include Universal Precautions. Training on the EpiPen will be conducted on an as needed basis and workshops for families, students and staff will occur to support students' being healthy and ready to learn. Nurses will collaborate with health care providers, service organizations and other community partners to make families aware of health resources within the city of Newark.

The nurses will monitor and provide support on the following as indicated in the child health records and Health History Questionnaire:

- Documents and communicate with staff and parents about allergies and or other health issues
- Assist in written policies related to health, safety and nutrition
- Assist parents in locating appropriate related health, safety and nutrition services
- Assist in the development of written emergency procedures as needed

Train all staff in the following

- Handwashing
- Seizures
- Asthma
- Allergic reactions
- Blood borne pathogens
- EpiPen training and administration
- Medication administration and topical ointments

Any needed workshops for families to assist them in obtaining health information on the following:

- Vaccines information such as the flu vaccine
- Nutrition
- Asthma

3. How is the district ensuring that all children, regardless of eligibility for free and reduced lunch, are receiving meals and snacks in the district and provider settings?

The USDA offers a nationwide extension of waivers from provisions of the Seamless Summer Option (SSO) program to June 30, 2022, allowing districts to offer universal free meals during the 2021-22 academic year. The Newark Board of Education is participating in the SSO program as part of the Families First Coronavirus Response Act (the FFCRA). The SSO program allows Newark to continue providing a universal free breakfast and lunch to all district students, regardless of income eligibility. Providing the extension of waivers has concluded, families will complete a lunch application to determine a child's eligibility based upon standards established by the federal government for income and household size and is tied to the national poverty rate. All district operated preschool classrooms participate in the National School Breakfast Program and the National School Lunch Program. Contracted providers participate in the Child and Adult Care Food Program (CACFP) whenever possible. Families are asked to submit a lunch application which is processed for child nutrition purposes that include Pandemic EBT eligibility, state funding and other school benefits.

4. What challenges does the district anticipate in quality program implementation for the 2022-2023 school year?

In order to maintain compliance and quality of program staffing the PIRT Team goal is to serve as a consultation model and shall include a combination of psychologist, learning disability teacher consultants, school social workers and speech and language specialist. The Newark Board of Education Office of Early Childhood have found a lack of certificated staff in the following areas: • psychologist • learning disability teacher consultants • speech and language specialists

Due to this challenge the Newark Board of Education Office of Early Childhood may experience challenges with the PIRT Team following this model. We will continue to aggressively seek qualified candidates and conduct interviews for the hard to staff specialization areas. To ensure all teaching positions are filled in the contracted provider sites the Newark Board of Education Office of Early Childhood will partner with:

-Montclair State University, Rutgers University and William Paterson University to attend sponsored job fairs and recruitment opportunities.

-Attend all job fairs and recruitment opportunities hosted by the Newark Board of Education.

-Review and monitor the Newark Board of Education's Frontline database which lists identified candidates for vacancies through the district's Human Resource Department.

The Office of Early Childhood will partner with contracted provider sites to assist in fulling teaching staff vacancies. The following action steps will be taken:

-The Office of Early Childhood will ensure to share recruitment information on upcoming job and recruitment fairs hosted by local colleges and universities

-The Office of Early Childhood will host an annual job fair (December/January) screen and interview eligible teaching staff along with contacted Provider Site Directors.

5. Please describe any changes to the districts approved 2021-2022 Operational Plan that have not been addressed in the previous questions.

The Newark Board of Education Office of Early Childhood recognizes the impact of the Covid-19 pandemic on the preschool program. Not addressed in the prior year (21-22) plan are the pause on programmatic assessments such as ECERS. Although a self-analysis of the Creative Curriculum Fidelity Tool was completed by teaching staff in the Spring of 2021, we recognize the lapse in evidentiary data collection. In conclusion, as we have gather, evaluate and analyze data from the ECERS tool, immediate changes to our professional development sequence may change to address areas of weakness to ensure program quality.

Resources

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

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

[Grow NJ Kids Website](#)

[National Center Pyramid Model Innovations](#)

Statement of Assurances

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

- Has the legal authority to apply for the funds made available under the requirements of the announcement, and has the institutional, managerial and financial capacity to ensure proper planning, management and completion of the project described in this application.
- Will give the NJDOE, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A-1, et seq.*, and other relevant state laws and regulations as well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
 - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
 - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
 - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
 - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 60-741.5(a)), as applicable, which requires affirmative action in employment;
 - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and
 - (F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.
- Will comply with Executive Order 11246, "Equal Employment Opportunity," dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions set forth in the facilities efficiency standards wherein preschool classrooms shall have 950 square feet in total with a minimum of 750 square footage of usable space and shall be no higher than the second floor of a building as defined in [N.J.A.C. 6A:26](#) and shall not be located in the basement.

Will comply with the provisions of full day general education and full day self-contained classrooms.

Applicant Agency:

Signature of Chief School Administrator:

Applicant Agency:

Signature of School Business Administrator:

Date:

2022-2023 District Enrollment and Planning Workbook

Directions – Please read before completing the form.

1. Select your county and district name from the drop-down list. The spreadsheet will automatically fill in your projected universe of eligible children based on 2021-22 1st Grade ASSA data and the district's targeted or universal preschool program status.
2. Fill in the remaining current and projected enrollment information below. Under "2021-22" Actual Enrollment," enter your actual enrollment on October 15, 2021. Under "2022-23 Projected Enrollment," enter the total number of three- and four-year-olds the district plans to serve full-day. The totals and percentages below each table will calculate automatically.
3. Each row represents a mutually exclusive category. Do not count any child on more than one line, or an overcount will result.
4. Only special education students who receive their entire instructional program in an inclusive environment should be listed under "Classified special education children in regular education classrooms (full-time only)."

County and District
Essex County, Newark City, 3570

2021-22 Early Childhood Universe

Total Projected Universe of At-Risk Eligible Preschoolers	7,884
Projected Universe of At-Risk Eligible Three-Year-Olds	3,942
Projected Universe of At-Risk Eligible Four-Year-Olds	3,942

2021-22 ACTUAL ENROLLMENT (10/15/2020)

	Full-Day Three-Year-Olds	Full-Day Four-Year-Olds
In-District Programs		
At-risk eligible general education children in general education classrooms	828	1,137
Classified special education children in general education classrooms (full-time only)	88	108
Classified special education children in self-contained preschool disabled classrooms	49	118
General education children from other LEA's paying tuition		
Charter Schools		
At-risk eligible general education children in general education classrooms		347
Classified special education children in general education classrooms (full-time only)		
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
Contracted Head Start Programs		
General education children in general education classrooms	415	283
Classified special education children in general education classrooms (full-time only)	4	35
General education children from other LEA's paying tuition		
Other Contracted Private Provider Programs		
General education children in general education classrooms	1,455	1,418
Classified special education children in general education classrooms (full-time only)	35	92
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
Total Current At-Risk Eligible General Education Enrollment	2,698	3,185
Total Current General Education Enrollment	2,698	3,185
Total Current Enrollment	2,874	3,536

2022-23 PROJECTED ENROLLMENT

	Full-Day Three-Year-Olds	Full-Day Four-Year-Olds
In-District Programs		
At-risk eligible general education children in general education classrooms	920	1,263
Classified special education children in regular education classrooms (full-time only)	98	120
Classified special education children in self-contained preschool disabled classrooms	72	174
General education children from other LEA's paying tuition		
Charter Schools		
At-risk eligible general education children in general education classrooms		347
Classified special education children in general education classrooms (full-time only)		
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		
Contracted Head Start Programs		
At-risk eligible general education children in general education classrooms	645	440
Classified special education children in general education classrooms (full-time only)	6	54
General education children from other LEA's paying tuition		
Other Contracted Private Provider Programs		
At-risk eligible general education children in general education classrooms	1,678	1,635
Classified special education children in general education classrooms (full-time only)	40	106
Classified special education children in self-contained preschool disabled classrooms		
General education children from other LEA's paying tuition		

Total Projected Enrollment	3,459	4,139
Total At-Risk Eligible Projected Enrollment	3,243	3,685
Universe of At-Risk Eligible Children	3,942	3,942
Percent of Universe Projected to be Served, By Age	82.3%	93.5%
Percent of Total Universe Projected to be Served	87.9%	

All Current Preschool Children	6,412
Current District Preschool Children	2,328
Current Charter School Children	347
Current Enhanced Head Start Children	737
Current Other Private Providers	3,000
% Current Children in Private Provider Settings	58.3%
Total Current Regular Education Students	5,883
Total Current Inclusion Students	362
Total Current Self-Contained Students	167
% Current Special Needs Children Included	68.4%
Current Classrooms (General Education plus Inclusion)	2

All Projected Preschool Children	7,598
Projected District Preschool Children	2,647
Projected Charter School Children	347
Projected Enhanced Head Start Children	1,145
Projected Other Private Providers	3,459
% Projected Children in Private Provider Settings	60.6%
Total Projected Regular Education Students	6,928
Total Projected Inclusion Students	424
Total Projected Self-Contained Students	246
% Projected Special Needs Children Included	63.3%
Projected Classrooms (General Education plus Inclusion)	0

Projected Universe	7,884
Projected Percent of Universe Served	87.9%

2022-23 TABLE 2: Current and Projected Capacity

Input County and District:

Essex County, Newark City, 3570

DIRECTIONS:

1. Enter the information requested below for each preschool site serving eligible preschoolers in the district, including district-operated schools and centers, contracted Federal Head Start centers, and contracted other private provider centers.
2. Under "2021-22 Current Enrollment and Capacity," provide enrollment information based on the district's October 15, 2021 ASSA enrollment count. If applicable, count current half-day classrooms utilized for two sessions as one classroom (i.e., a classroom used for a morning class and an afternoon class should be counted once under "Total Classrooms in Use.>").
3. Under "2022-23 Projected Enrollment and Capacity," enter the total number of three- and four-year-olds the district plans to serve in each site. Leave projected capacity and enrollment blank for any current district classrooms that will not be used in 2022-23 or for any providers that will not be contracting with the district in 2022-23.
4. If you need to add a row to any of the site lists, select a cell in the list and press "Click here to insert a row above currently selected cell!"

Site	2021-22 Current Enrollment and Capacity		2022-23 Projected Enrollment and Capacity		2022-23 Enrollment Projected Increase/Decrease
	Current Enrollment	Total Classrooms in Use	Projected Enrollment	Total Classrooms In Use	
In-District Regular/Inclusion Sites					
1 Abington Avenue School	13	1	15	1	2
2 Avon Avenue School	74	5	75	5	1
3 Belmont Runyon Elementary School	51	4	60	4	9
4 Benjamin Franklin Elementary School	41	3	45	3	4
5 Camden Street Elementary School	69	5	75	5	6
6 Cleveland Avenue School	52	4	60	4	8
7 Dr. William H. Horton Elementary School	29	2	30	2	1
8 Early Childhood School - Central	97	7	150	10	53
9 Early Childhood School - North	111	8	120	8	9
10 Early Childhood School - South	162	11	165	11	3
11 East Ward Elementary School	108	8	120	8	12
12 Elliott Street Elementary School	86	6	90	6	4
13 First Avenue School	45	3	45	3	-
14 George Washington Carver Elementary School	41	3	45	3	4
15 Harriet Tubman Elementary School	29	2	30	2	1
16 Hawthorne Avenue School	44	3	45	3	1
17 Ivy Hill Elementary School	29	2	30	2	1
18 Lafayette Street School	105	7	105	7	-
19 Lincoln Elementary School	26	2	30	2	4
20 Louise A. Spencer Elementary School	56	4	60	4	4
21 Luis Munoz Marin Elementary School	100	9	135	9	35
22 McKinley Elementary School	71	6	90	6	19
23 Michelle Obama Elementary School	41	3	45	3	4
24 Mt Vernon Place School	15	1	15	1	-
25 Oliver Street School	88	6	90	6	2
26 Park Elementary School	28	2	30	2	2
27 Peshine Avenue School	85	6	90	6	5
28 Quitman Street School	27	3	45	3	18
29 Rafael Hernandez School	55	4	60	4	5
30 Roberto Clemente Elementary School	45	3	45	3	-
31 Salome Urena Elementary School	44	3	45	3	1
32 Sir Isaac Newton Elementary School	56	4	60	4	4
33 Speedway School			45	3	45
34 South Seventeenth Street			15	1	15
35 South Street Elementary School	120	8	120	8	-
36 Sussex Avenue School	45	3	45	3	-
37 Thirteenth Avenue School	73	5	75	5	2
38 (Insert site name here.)			-	-	-
39 (Insert site name here.)			-	-	-
40 (Insert site name here.)			-	-	-
41 (Insert site name here.)			-	-	-
42 (Insert site name here.)			-	-	-
43 (Insert site name here.)			-	-	-
44 (Insert site name here.)			-	-	-
45 (Insert site name here.)			-	-	-
46 (Insert site name here.)			-	-	-
47 (Insert site name here.)			-	-	-
48 (Insert site name here.)			-	-	-
Subtotal, In-District Regular/Inclusion Sites	2,161	156	2,445	163	284

In-District Self-Contained Preschool Disabled Sites

1	Belmont Runyon Elementary School	12	1	18	2	6
2	Benjamin Franklin Elementary School	4	1	8	1	4
3	Bruce Street School for the Deaf	3	1	12	1	9
4	Camden Street Elementary School	13	2	18	2	5
5	Early Childhood School - Central	22	2	24	2	2
6	Early Childhood School - North	18	2	24	2	6
7	East Ward Elementary School	9	1	12	1	3
8	Fourteenth Avenue School	5	1	8	1	3
9	George Washington Carver Elementary School	6	1	12	1	6
10	Ivy Hill Elementary School	5	1	8	1	3
11	Luis Munoz Marin Elementary School	4	1	8	1	4
12	McKinley Elementary School	21	2	28	2	7
13	Peshine Avenue School	4	1	8	1	4
14	Quitman Street School	17	2	26	3	9
15	Rafael Hernandez School	5	1	8	1	3
16	Salome Urena Elementary School	8	1	8	1	-
17	South Street Elementary School	3	1	8	1	5
18	Thirteenth Avenue School	8	1	8	1	-
19	(Insert site name here.)				-	-
20	(Insert site name here.)				-	-
21	(Insert site name here.)				-	-
22	(Insert site name here.)				-	-
23	(Insert site name here.)				-	-
24	(Insert site name here.)				-	-
25	(Insert site name here.)				-	-
24	(Insert site name here.)				-	-
25	(Insert site name here.)				-	-
26	(Insert site name here.)				-	-
27	(Insert site name here.)				-	-
28	(Insert site name here.)				-	-
29	(Insert site name here.)				-	-
30	(Insert site name here.)				-	-
Subtotal, In-District Self-Contained PSD Sites		167	23	246	25	79

Contracted Enhanced Head Start Sites (Federal)

1	La Casa de Don Pedro Head Start at 168-174 Roseville Avenue	50	5	75	5	25
2	La Casa de Don Pedro Head Start at 201 First Street	52	6	90	6	38
3	La Casa de Don Pedro Head Start at 43-45 Elizabeth Ave	41	4	60	4	19
4	La Casa de Don Pedro Head Start at 432-437 South 15th Street	26	3	45	3	19
5	La Casa de Don Pedro Head Start at 87-89 St. Francis	49	5	75	5	26
6	Leaguers Inc. 177 Central	-	3	45	3	45
7	Leaguers Inc 405 University	97	6	105	7	8
8	Leaguers Inc 731 Clinton Avenue	57	4	90	6	33
9	Leaguers Inc 750 Clinton Avenue	45	5	75	5	30
10	Leaguers Inc 999 Broad Street	54	5	75	5	21
11	Leaguers Inc Elm Street	29	2	30	2	1
12	Leaguers Inc Judith Diggs	40	4	60	4	20
13	Leaguers Inc Metropolitan	19	6	90	6	71
14	Leaguers Inc Orange Street	41	6	90	6	49
15	Leaguers Inc South Orange Ave	34	6	90	6	56
16	Leaguers Inc Springfield	23	3	45	3	22
17	Ironbound Children's Center	80	5.33	80	5.33	-
18	(Insert site name here.)			-	-	-
19	(Insert site name here.)			-	-	-
20	(Insert site name here.)			-	-	-
21	(Insert site name here.)			-	-	-
Subtotal, Contracted Enhanced Head Start Sites		737	73	1,145	76	458

Contracted Other Private Provider Regular/Inclusion Sites						
1	Brighter Tomorrows I	45	3	45	3	-
2	Brighter Tomorrows II	84	6	90	6	6
3	Chen School Inc.	50	4	60	4	10
4	Clinton Hill Community	105	10	150	10	45
5	Community Hills	80	7	105	7	25
6	Full Gospel Christian Academy	29	3	45	3	16
7	Community Hills - Harmony House Early Learning Center	13	1	15	1	2
8	Holiness Pentecostal Church Day Care	29	3	45	3	16
9	IEP Ironbound	185	13	195	13	10
10	IEP Summer Place	72	7	105	7	33
11	Ironbound Children's Center	50	4.67	70	4.67	20
12	Kiddie Korner Verona Avenue	43	4	60	4	17
13	King Memorial	20	2	30	2	10
14	La Casa de Don Pedro Broadway	39	4	60	4	21
15	La Casa de Don Pedro First Street	87	8	120	8	33
16	La Casa de Don Pedro Park Avenue	75	5	75	5	-
17	Mount Carmel Guild Cares	117	8	120	8	3
18	Newark Day at ECC	37	3	45	3	8
19	Newark Day Care Center	71	6	90	6	19
20	Page Academy	29	2	30	2	1
21	Parkside Preschool II	70	6	90	6	20
22	Perpetual Help Day Nursery	59	4	60	4	1
23	Rainbowland I	119	8	120	8	1
24	Rainbowland II	173	12	180	12	7
25	Sarah Ward Jay Street	41	4	75	5	34
26	Sarah Ward Lock Street	51	4	60	4	9
27	Sarah Ward Sanford Avenue	57	5	60	4	3
28	St. Anns Community Day Care	31	3	60	4	29
29	St. Justine III	147	12	180	12	33
30	The North Ward Child Development 300 Mt. Prospect Avenue	87	6	90	6	3
31	The North Ward Child Development 341 Roseville Avenue	165	11	165	11	-
32	The North Ward Child Development 346 Mt. Prospect Avenue	178	12	180	12	2
33	The North Ward Child Development 475 Mt. Prospect Avenue	164	11	165	11	1
34	Urban League of ECCDC	44	3	45	3	1
35	UVSO Ivy Hill	209	14	210	14	1
36	UVSO Smith Street	89	6	90	6	1
37	West Ward Early Childhood Development Program	56	6	90	6	34
38	(Insert site name here.)			-	-	-
39	(Insert site name here.)			-	-	-
40	(Insert site name here.)			-	-	-
41	(Insert site name here.)			-	-	-
42	(Insert site name here.)			-	-	-
43	(Insert site name here.)			-	-	-
44	(Insert site name here.)			-	-	-
45	(Insert site name here.)			-	-	-
46	(Insert site name here.)			-	-	-
47	(Insert site name here.)			-	-	-
48	(Insert site name here.)			-	-	-
49	(Insert site name here.)			-	-	-
50	(Insert site name here.)			-	-	-
51	(Insert site name here.)			-	-	-
52	(Insert site name here.)			-	-	-
53	(Insert site name here.)			-	-	-
54	(Insert site name here.)			-	-	-
55	(Insert site name here.)			-	-	-
56	(Insert site name here.)			-	-	-
57	(Insert site name here.)			-	-	-
58	(Insert site name here.)			-	-	-
	Subtotal, Contracted Other Provider Sites	3,000	231	3,475	232	475
	TOTAL, ALL SITES	6,065	483	7,311	496	1,296
	TOTAL, GENERAL EDUCATION/INCLUSION SITES	5,898	460	7,065	471	1,217