

**New Jersey Department of Education
Division of Early Childhood Education
One-Year Preschool Program Plan Update for 2016-17
Former ECPA/ELLI School Districts**

The purpose of this One-Year Preschool Program Plan update is to provide the Division of Early Childhood Education (DECE) with a detailed description of your plan for the implementation of the preschool program and associated costs for serving preschool children in the 2016-17 school year using Preschool Education Aid (PEA), as detailed in *New Jersey Administrative Code (N.J.A.C.) 6A:13A*.

This plan, once approved, will replace your school district's last approved one-year operational plan from the 2015-16 school year. Please note Districts are required to answer the questions at the end of each section.

Submission Instructions: An electronic copy of the completed materials along with two paper copies must be submitted to the New Jersey State Department of Education, Division of Early Childhood Education, P.O. Box 500, Trenton, NJ 08625-0500 on March 1, 2016. A copy of the materials must also be submitted to the county office.

The following must be submitted:

- The narrative update section (this document) of the One-Year Preschool Program Plan update;
- The District Budget Planning Workbook section of the One-Year Preschool Program Plan update that describes how many, and where children will be served, as well as how Preschool Education Aid will be expended in 2016-17;
- The signed cover sheet and the district statement of assurances; and
- A paper copy of the school district executed board resolution. If not included with submission, provide the date of expected approval. After board approval, submit the resolution to the New Jersey State Department of Education at the address given, above.

Approval

- Approval letters will be mailed from the DECE on or before April 1, 2016 to school districts that submit timely and complete plans.
- Late plan submissions by school districts are not guaranteed approval letters on or before April 1, 2016.
- Incomplete plan submissions will be returned for resubmission prior to DECE review and approval with no guarantee of DECE approval on or before April 1, 2016.

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 DECE.
- Submit a board resolution approving the preschool program plan and budget. *Attach a copy of the signed and dated Board Resolution **If not included**; provide the date of expected approval.*
- Contact the DECE with any questions regarding completion of the One-Year Preschool Program Plan update.

District Information

County: Camden County Code :07

District: Clementon District Code: 0880

Chief School Administrator: Lynn DiPietrolo

Address: 4 Audubon Ave. Clementon, NJ 08021

Telephone Number: 856-783-2300 ext 1014 Fax Number: 856-783-8929

E-Mail Address: dipietropolol@clementon.k12.nj.us

School Business Administrator: Joanne Clement

Address: 4 Audubon Ave. Clementon, NJ 080221

Telephone Number: 856-783-2300 X 1014 Fax Number: 856-783-8929

E-Mail Address: clamboe@clementon.k12.nj.us

Preschool Program Contact: Lynn DiPietrolo Title: Superintendent/Principal

Address: 4 Audubon Ave. Clementon, NJ 08021

Telephone Number: 856-783-2300 X1014 Fax Number: 856-783-8929

E-Mail Address: dipietropolol@clementon.k12.nj.us

Date of the Board Resolution: Anticipated: February 22, 2016

Attach a copy of the signed and dated Board Resolution. If not included, provide the date of expected approval. Your plan will only be approved when a board resolution approving submission of the plan is received by the department.

Chief School Administrator's Signature

Date

School Business Administrator's Signature

Date

DISTRICT STATEMENT OF ASSURANCES

The Chief School Administrator hereby assures that the following has occurred.

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 item and Preschool Program Plan update for 2016-2017 are correct and complete.

Chief School Administrator's Signature

Date

OUTREACH/PROGRAM DELIVERY

Recruitment and Outreach: Multiple recruitment strategies are being used.

1. List the strategies the district will use to recruit eligible preschool children, and describe how waiting lists will be handled. (Include the means of recruitment of hard to reach families).

Clementon advertises on the local town channel, information is sent home monthly in the information packets, information is listed on the school website, the school conducts open houses for potential/new students.

2. Describe what research has been conducted to determine which recruitment method(s) have been most effective in reaching hard-to-reach populations and/or under-served groups.

Public awareness strategies such as fliers, school messengers, TV advertisement, and information sessions have been conducted and have been most successful reaching the public in Clementon. Depending on specific community needs, person-to-person outreach strategies, such as mailings, have been determined to be the most successful.

3. Does the district have sufficient capacity to serve all children that wish to enroll? If no, describe your district's short and long term plans to serve additional children.

The district currently has the sufficient staffing and space requirements to serve all children who wish to enroll in the program.

ADMINISTRATIVE OVERSIGHT

***Administration:* Administrators overseeing the preschool program facilitate the development, articulation, and implementation of the DOE approved program plan that is shared and supported by the school community.**

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.

1. Fill in the table below for each administrator, including the appointed supervisor(s) as described above, who will be involved in oversight of the preschool program.

Title	Name	Certification	Preschool experience	Other responsibilities
Superintendent/Principal	Lynn DiPietropolo	Superintendent/Principal	7 years	Other administrative
Assistant Principal	Adrienne McManis	Principal/Special Education	5 years	Other administrative

2. Describe how the appointed early childhood supervisor/administrator facilitates consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors (if applicable), and families.

Early childhood administrators facilitate consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors, and families. There is ongoing collaboration with district special education and bilingual education that provide crucial information to ensure effective decision making. Both administration and teacher participate in meetings and trainings that benefit the program. This allows for the enhancement of the program. Head Start provides administrators with professional development necessary to sustain an effective program. Early childhood supervisors or designees ensure that professional development is relevant to the specific needs of the classroom teaching staff from both in-district and community provider settings. District ensures Head Start and community provider directors receive and attend relevant professional development, if contracting with the district.

COACHES/MASTER TEACHERS (IF REVELANT)

Master Teachers: Master teachers (coaches) fulfill the roles and responsibilities outlined in the New Jersey Preschool Program Implementation Guidelines.
 (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>).

Master teachers should dedicate the majority of their time to classroom visits, observations and follow-up discussions with teachers regarding children’s learning and instructional practices.

1. How is the function of the master teacher position(s) being fulfilled in the school district?
 Early childhood administrators facilitate consensus and a shared preschool vision by regularly meeting with and getting feedback from district administrators, preschool program staff, teachers, community provider directors, and families.
 Both Title I teachers work closely with both the preschool teacher and administration to ensure the preschool vision is being implemented. Meetings with both the teacher and Master teachers are held regularly. The mater teachers gather professional development opportunities, articulates among other districts and staff in-service. The master teacher conducts informal observation and is there a support person for the preschool teacher.

2. Based on the needs of the student population, what specialized training will the master teacher(s) or designee have? Check all that apply.
 Special education
 English language learner supports/Bilingual
 Other (please describe)

3. Who will serve in the position(s) of the master teacher? Provide the contact information below.

Title	Name	Phone	Email	Other responsibilities (if applicable)
Title I Teacher	Katie Agresta	783-2300 x1010	agrestak@clementon.k12.nj.us	Title I teacher

CURRICULUM AND ASSESSMENT

Curriculum: The preschool curriculum is effective in helping children learn and develop.

Refer to the section on Curriculum and Program and The Learning Assessment and Documentation Process in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>).

1. Which of the following preschool curriculum will the school district adopt or are currently using?
 - Creative Curriculum
 - Curiosity Corner
 - High/Scope
 - Tools of the Mind
 - Other _____ (Describe)

2. What is the district's stage in implementing the preschool curriculum?
 - 1st year – direct training from curriculum trainer/developer
 - 2nd year – direct training with a coaching focus
 - 3rd year – direct training with a coaching focus or coach with updates from curriculum trainer
 - 4th year - coach with updates from curriculum trainer
 - 5th year - coach with updates from curriculum trainer
 - Other (please describe)

3. The school district will measure the quality of curriculum implementation in classrooms and determine areas for professional development using which of the following instruments:

Curriculum Specific:

- Fidelity Tool (Creative Curriculum)
- Implementation Self Assessment Guide (Curiosity Corner)
- Preschool Quality Assessment (High/Scope)
- Preschool Teacher Self-Reflection (Tools of the Mind)
- Other (please describe)

Cross Curricula:

- Early Childhood Environmental Rating Scale – Third Edition
- CLASS
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

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

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

Screening: A system of screening is in place. Screening instruments are carefully selected and used appropriately.

1. The NJ Division of Early Childhood Education recommends use of the Early Screening Inventory – Revised. If the district is planning to use another instrument, please describe below.

The district utilizes the Teaching Strategies assessment model.

2. The NJ Division of Early Childhood Education recommends the following protocol for screening preschool children:

- Screening instruments are administered upon entry to the program within the 6 weeks of school by the child’s teacher.
- Screening is used to determine if further evaluation is necessary; it is never used as a sole means of identifying children needing special services or for providing intervention.
- Screening is not used as a pretest/posttest measure.
- Children who fall into the "re-screen" category are screened within the timeframe recommended by the screening instrument (usually within six weeks).
- Children, who fall into the "refer" category, or fall below the predetermined cutoff, after parental consent, are referred to the child study team (via written referral) for further, more in-depth evaluation.
- Parents are advised as to the purpose and results of the screening and notified both before and after the screening takes place.

Please describe any deviation from this protocol below.

There is no deviation from the above protocol.

PROFESSIONAL DEVELOPMENT

Professional Development: Structured classroom observation instruments are used to determine areas for professional development.

Refer to the section on Professional Development in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

1. How will the school district assess the professional development needs of preschool teaching staff?
 - a. Attach a copy of the staff survey that will be used to assess professional development needs.
 - b. Check the classroom evaluation tools (below) that will be administered and summarized to help guide professional development focus areas.

Curriculum Specific:

- Fidelity Tool (Creative Curriculum)
- Implementation Self Assessment Guide (Curiosity Corner)
- Preschool Quality Assessment (High/Scope)
- Fidelity Checklist (Tools of the Mind)
- Other (please describe)

Cross Curricula:

- Early Childhood Environmental Rating Scale – Third Edition
- CLASS
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Classroom Assessment Scoring System
- Other (please describe)

2. For the 2016-2017 school year, list professional development topics, expected attendees, possible dates for training sessions, trainers' names, and estimated costs associated with each training session. Professional development should focus on curriculum and assessment, and address identified district's needs (i.e., diversity, inclusion/special education, challenging behavior and supports for specialized populations -e.g. English language learners, migrant, homeless and military families). Describe professional development activities for both teaching (teachers and teacher assistants) and non teaching staff (master teachers, principals, nurses, supervisors, preschool intervention and referral team).

PROFESSIONAL DEVELOPMENT PLAN

Topic	Attendees	Dates	Trainer(s)	Cost
Early Screening Inventory	All required staff	2016-2017	TBA	TBA
Foundations	All required staff	2016-2017	TBA	TBA
Early Childhood Environmental Rating Scale	All required Staff	2016-2017	TBA	TBA
IRLA	All required staff	2016-2017	TBA	TBA
Any other topics necessary to continuing the implementation of the program and assessment tools	All required staff	2016-2017	TBA	TBA

PROGRAM EVALUATION

Program Evaluation: The preschool program is evaluated annually.

Refer to the sections on Program Evaluation in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

In the table below, indicate the classroom and program evaluation tool(s) that will be used to inform the assessment and improvement process.

Classroom Evaluation Instruments:

- Creative Curriculum's Fidelity Tool
- Curiosity Corner's Implementation Self Assessment Guide
- High/Scope's Preschool Quality Assessment
- Tools of the Mind's Fidelity Checklist
- Early Childhood Environmental Rating Scale – Third Edition
- CLASS
- Supports for Early Literacy Assessment
- Preschool Classroom Mathematics Inventory
- Other (please describe)

Program Evaluation Tools:

- Parent/Community surveys
- Staff surveys
- Administrator surveys
- Center director surveys
- Other (please describe)

Provide a summary below of how you will evaluate your program:

Staff survey are used to asses professional development needs of the preschool staff. Topics such as family and community involvement, methods for enhancing language development, implementation and improvement of preschool curriculum, and inclusion practices are all discussed during professional development.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Supporting English Language Learners: All English language learners receive support for home and English language acquisition in their natural preschool environment.

Refer to the sections on English language learners in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>) Note that the optimal model for enhancing the learning and development of English language learners is through the support of both home language and English. Dual language immersion classrooms are optimal for supporting and developing both the home language and English

1. How many children based on the Home Language Survey speak a language other than English at home? 2
2. Of this amount how many students' based on teacher observation seem to have difficulty communicating in English? 2
3. How many bilingual preschool teachers will be employed in 2016-2017? 1
4. What language(s) do they support? Spanish
5. How many bilingual preschool assistants will be employed in 2016-2017? 0
6. What language(s) do they support? n/a
7. How many preschool classrooms do not have a bilingual teacher or assistant? 0
8. What is the name and title of the person(s) responsible for making decisions about serving preschool ELLs in the district?

Name	Title	Phone	Email	Other responsibilities (if applicable)
Lynn DiPietropolo	Superintendent/Principal	856-783-2300	dipietropolo@clementon.k12.nj.us	

9. List the primary strategies the district will use to ensure that English language learners receive needed supports in preschool classrooms below. Language proficiency screening tools are not appropriate for making placement decisions about 3- and 4-year-olds.

- The classroom teacher and ELL teacher will provide instruction through the WIDA standards in conjunction with the state World Language section of the Expectations for preschool.
- Professional development will be conducted, as needed, to support the WIDA standards and delivery of them.
- A home language survey will be administered. The results will be used to assist the teachers in best supporting their students.
- Support for the home language will be built into classroom activities and the curriculum.
- We will also stress the importance of supporting children’s continued learning in their primary language while, at the same time, fostering their ability to learn to speak English.
- Each teacher will become more familiar with the process of learning a second language through training. We will monitor children’s progress and support their learning and development.

* Include professional development to support teachers of English language learners in the Professional Development portion of this plan.

SPECIAL EDUCATION AND INCLUSION

Inclusion: Children with Individualized Education Programs (IEPs) are included in general education classrooms and receive appropriate supports within the activities and routines of the preschool day.

To the maximum extent appropriate, preschool children eligible for special education will be enrolled in general education preschool programs with their typical peers in the context of a high quality preschool curriculum. Refer to 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 IEP goals are provided within classroom activities and routines.
- Push-in and pull-out services are used on a limited basis.
- Classroom teachers participate in all meetings throughout the IEP process.
- Collaboration among teachers, special education staff, and intervention teams is built into the schedule.

1. Describe how many preschool children with disabilities the school district is currently serving in general education classrooms in addition to how many it projects that it will include in 2016-2017.

Full-time, preschool disabled children in general education	
2015-2016	2016-2017
6	8

2. How many preschool children with disabilities will be enrolled in each general education classrooms? 6

INTERVENTION AND REFERRAL

Intervention and Support: Protocols for Preschool Intervention and Referral are communicated to staff and parents to support children who exhibit persistent challenging behaviors, and/or learning difficulties, or other areas of concern.

1. THE CSEFEL Pyramid Model and Positive Behavior Supports is recommended by the NJ Division of Early Childhood Education to prevent and address challenging behaviors. Have you or your staff attended the 4-day CSEFEL (Pyramid Model & Positive Behavior Supports) Training? When the information becomes available we would like to enroll.
2. If not, do you or your staff plan to enroll in the 4-day CSEFEL Pyramid Model and Positive Behavior Supports training? (<http://csefel.vanderbilt.edu/>) Not at this time.
3. If an alternative to the CSEFEL Pyramid Model and Positive Behavior Supports will be used, describe the program below.
 - Teachers
 - Parents
 - Other special services staff, or
 - Child Study Teams when necessary
4. The Preschool Intervention and Referral Team (PIRT or PIRT designee) is to consult with the classroom teacher to provide ongoing support through the coaching cycle of continuous improvement, and model appropriate strategies and techniques for teachers to address the needs of all preschool students and prevent and/or address challenging behaviors.

The PIRT will work closely with members of the Child Study Team to ensure any challenging behaviors are being addressed and the appropriate interventions and supports are being put in place.

5. How will the district ensure regular collaboration (e.g. weekly meetings) with each of the following:
 - Teachers,
 - Parents,
 - Other special services staff, or
 - Child Study Teams when necessary

FAMILY AND COMMUNITY INVOLVEMENT

Family Involvement: There are multiple opportunities for families to be involved in district and in providers programs.

1. What district staff will be responsible for coordinating and providing social services and programs to families?

Title	Name	Phone	Email	Other responsibilities
Social Worker	Michelle Panarella	856-783-2300 Ext. 1010	panarellam@clementon.k12.nj.us	Member of the CST

2. List the activities and supports that will be available for parents in the preschool program (attach a schedule, if available).

Teacher conferences, Back to School Night, American Education Week, in-class families activities, preschool handbook, code of conduct, special education meetings and trainings for parents, and any other activities that we can do to provide our families with preschool information.

3. Submit a copy of the survey that will be used to plan for meeting the particular needs of the community and families.

HEALTH AND NUTRITION

Health, Safety, and Food Services: The educational process is strengthened and facilitated by improving and protecting the health status of children.

Refer to the section on Health and Nutrition in Health, Safety and Nutrition in the *Preschool Program Implementation Guidelines*. (<http://www.state.nj.us/education/ece/guide/impguidelines.pdf>)

All preschool programs participate in the National School Breakfast Program and the National School Lunch Program. Preschool children should be served family style meals in their classrooms to optimize independence, language, and social skills.

Nurses who work with preschool children and their families provide the following services:

- Conduct health screenings (vision, hearing, dental, height, and weight screenings).
- Monitor and follow up on individual child health records.
- Document and communicate with staff and parents about allergies or other health issues.
- Assist in written policies related to health, safety, and nutrition.
- Assist parents in locating appropriate medical and health resources, as needed.
- Assist in the development of written emergency procedures.
- Provide health-related training to staff and/or children, as needed.

1. What specific services will nurses provide to preschool children in district; provider and Head Start classrooms (if contracting)?

All the above services are provided to the preschool.

2. Submit the 2016-2017 proposed schedules of health screenings for preschool children.

The nurse will be conducting all mandated screening for preschool children.

3. What health-related family education programs (e.g. nutrition, lead screening, asthma) will be provided in 2016-2017 (submit the 2016-2017 proposed parent education schedule)? A survey will be sent in order to determine which resources and programs parents would be interested in.

TRANSITION

Transition: Transition plans are made for children entering the preschool program from home or other programs.

Refer to Transition and Continuity in the *Preschool Program Implementation Guidelines*.

1. What methods will be used to communicate to receiving teachers about children with disabilities transitioning from early intervention programs to preschool and all children transitioning from preschool to kindergarten?

There are articulations meetings that take place so that information is shared with the Preschool and Kindergarten teachers.

2. All school districts should have a P-3 transition team. Which positions will make up the district's team?

Name	Title
Steve Boianelli	Guidance Counselor
Michelle Panarella	Social Worker
Alison Palma	School Psychologist
Adrienne McManis	Assistant Principal
Katie Agresta	Title I Teacher ELA and Math
Tracy Stefan	Preschool Teacher

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

The preschool teacher will be articulating with our send/receive districts who utilize Creative Curriculum. In addition, the preschool and kindergarten teachers work together in an articulation manner to determine alignment of curriculum, mastery of standards, assessment, and professional development to assist with a smooth transition from PK to K.

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

From early intervention to preschool:

The teaching staff have articulation time to review data, IEPs, behaviors, etc. to prepare the next grade level teacher. The students get an opportunity to meet their teachers for the next year. The parents are welcome at anytime to visit classrooms and meet teachers. There will also be Open House and a New Student Welcome Tour.

From home or other program preschool:

The teaching staff have articulation time to review data, IEPs, behaviors, etc. to prepare the next grade level teacher.

From preschool to kindergarten:

The teaching staff have articulation time to review data, IEPs, behaviors, etc. to prepare the next grade level teacher. The students get an opportunity to meet their teachers for the next year, especially since we are departmentalized and they will have all of the teachers. The parents are welcome at anytime to visit classrooms and meet teachers. There will also be Open House and a New Student Welcome Tour.

From kindergarten to third grade:

The teaching staff have articulation time to review data, IEPs, behaviors, etc. to prepare the next grade level teacher. The students get an opportunity to meet their teachers for the next year, especially since we are departmentalized and they will have all of the teachers. The parents are welcome at anytime to visit classrooms and meet teachers. There will also be Open House and a New Student Welcome Tour.

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

**Early Childhood Program Aid
2016-17 DISTRICT BUDGET STATEMENT**

District: Camden County, Clementon Boro

2016-17 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):

Preschool Three-Year-Olds Half-Day	0
Preschool Three-Year-Olds Full-Day	0
Preschool Four-Year-Olds Half-Day	28
Preschool Four-Year-Olds Full-Day	0

2016-17 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):

Preschool Half-Day	0
Preschool Full-Day	0

2016-17 PROJECTED FUNDING

2016-17 Preschool Education Aid (PEA)	\$96,173
Available PEA Carryover	\$8,819
2016-17 General Funds used for Preschool	\$2,000
2016-17 Estimated Other Funds (Including Tuition)	

EXPENDITURE CATEGORY	FUNCTION/ OBJECT CODES	PEA	GENERAL FUND	OTHER FUNDS
		(Including any estimated PEA Carryover) 2016-17	2016-17	(including Tuition) 2016-17
INSTRUCTION	20-218-100-			
Salaries of Teachers	100-101	\$64,740		
Other Salaries for Instruction	100-106			
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Purchased Professional and Educational Services	100-321	\$18,000		
Other Pur. Serv. (400-500)	100-500			
Tuition to Other LEA's within the State - Regular	100-561			
Supplies and Materials	100-600	\$620	\$2,000	
Other Objects	100-800			
SUBTOTAL INSTRUCTION		\$83,360	\$2,000	\$0
SUPPORT SERVICES	20-218-200-			
Sal. of Supervisors of Instr.	200-102			
Sal. of Principals/Asst. Principals/Program Directors	200-103			
Sal. of other Professional Staff	200-104			
Sal. of Secretarial & Clerical Assistants	200-105			
Other Salaries	200-110			
Family/Parent Liaison	200-173			
Facilitator/Coach	200-176			
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Personnel Serv.-benefits	200-200	\$21,632		
Purchased Prof.-Ed. Services - Contracted Pre-k	200-321			
Purchased Prof.-Ed. Services - Head Start	200-325			
Other Purchased Prof.-Educational Services	200-329			
Other Purchased Prof. Services	200-330			
Cleaning, Repair and Maintenance Services	200-420			
Rentals	200-440			
Contracted Services - Transp (Btw Home & Sch.)	200-511			
Contr Trans Serv (Field Trips)	200-516			
Travel	200-580			
Miscellaneous Purchased Services	200-590			
Supplies and Materials	200-600			
Other Objects	200-800			
SUBTOTAL - SUP. SERV.		\$21,632	\$0	\$0
FACILITIES ACQ. CONSTR. SERVICES	20-218-400-			
Instructional Equipment	400-731			
NonInstructional Equipment	400-732			
SUBTOTAL - FAC. ACQ. & CONSTRUCTION		\$0	\$0	\$0
TOTAL		\$104,992	\$2,000	\$0

TABLE 1: Current and Projected Preschool Enrollment

Directions -- Please read before completing the form.

1. Select your district name from the drop-down list. The spreadsheet will automatically fill-in your projected universe of eligible children.
2. Fill-in the remaining current and projected enrollment information below. Under "2015-16 Actual Enrollment," enter your **actual enrollment numbers submitted to the Department on October 15, 2015**. 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. Each child must be listed as either receiving a half-day education program or a full-day education program.
5. 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)."
6. Special education students who receive services exclusively in an out-of-district placement need not be counted on this form.

District Name: **Camden County, Clementon Boro**

Total Universe of Eligible Preschoolers	98
2016-17 Projected Three-Year-Old Universe	49
2016-17 Projected Four-Year-Old Universe	49

2015-16 ACTUAL ENROLLMENT (10/15/2015)	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
In-District Programs				
General education children in general education classrooms			18	
Classified special education children in general education classrooms (full-time only)	4		2	
Classified special education children in self-contained preschool disabled classrooms				
Classified special education children in out-of-district placements				
Contracted Head Start Programs				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
General education children in general education classrooms				
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms				
Total Current Enrollment	4	-	20	-
Total Projected General Education Enrollment	0		18	
Universe of Eligible General Education Children			98	
Proportion of Universe Served			18.4%	

2016-17 PROJECTED ENROLLMENT	Three-Year-Olds		Four-Year-Olds	
	Half-Day Program	Full-Day Program	Half-Day Program	Full-Day Program
In-District Programs				
General education children in general education classrooms (PEA Funded)			28	
Classified special education children in regular education classrooms (full-time only)	2		6	
Classified special education children in self-contained preschool disabled classrooms				
Classified special education children in out-of-district placements				
Preschoolers in tuition-paid slots				
Contracted Head Start Programs				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Other Contracted Private Provider Programs				
General education children in general education classrooms (PEA Funded)				
Classified special education children in general education classrooms (full-time only)				
Classified special education children in self-contained preschool disabled classrooms				
Preschoolers in tuition-paid slots (part of district program)				
Total Projected Enrollment (All Children)	2	-	34	-
Total Projected General Education Enrollment (PEA Funded Children)	0		28	
Universe of Eligible General Education Children			98	
Proportion of Universe Served			28.6%	

Table 2: Current and Projected Preschool Class Sizes

District: Camden County, Clementon Boro

DIRECTIONS:

1. Your district name will be automatically entered from Table 1.
2. Please provide the the actual and projected enrollment of preschool children for every classroom in the program. For the 2015-16 school year, enter enrollment information submitted to the Department on **October 15, 2015**.
3. Each row should represent the daily schedule for that particular classroom.
4. The preschool totals will calculate automatically, and you will be alerted if these totals do not match the totals in Table 1.

Name of School / Provider	Classroom Number	2015-16 Number of Children Enrolled (10/15/2015)			2016-17 Number of Children Projected		
		Half-Day Session 1	Half-Day Session 2	Full-Day Program	Half-Day Session 1	Half-Day Session 2	Full-Day Program
Sample School	Classroom #1	15	15	-	15	15	-
Sample School	Jane Doe #1	-	-	21	-	-	21
District Classrooms Serving General Education and Inclusion Preschoolers							
Clementon Elementary School	Classroom #1	12	12		18	18	
District Preschool Classrooms Serving Self-Contained Preschoolers							
Out-of-District Placements for Self-Contained Preschoolers							
Head Start Teachers							
Other Private Provider Teachers							
Total Preschool Enrollment				24			36
Current preschool enrollment correctly matches your totals in Table 1.							
Projected preschool enrollment correctly matches your totals in Table 1.							

2016-17 TABLE 4: Preschool Teacher Education, Credentials, and Experience

District: Camden County, Clementon Boro

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation. Note: Pursuant to N.J.S.A. 18A:26-2 any person employed as a teaching staff member by a district board of education shall hold a valid and appropriate certificate.

DIRECTIONS:

1. Provide the following information for each teacher in a classroom room serving eligible preschool children (including those in provider settings) as of October 15, 2015. If necessary, indicate any positions for 2016-17 that are unfilled at the time of budget submission by entering "to be hired" in place of the teacher's name.
2. Include only teachers responsible for delivering the primary educational program in each classroom. Do not include teacher aides or assistants, substitute teachers, master teachers, group teachers who do not teach in the classroom, special education teachers mandated by a child's IEP, relief teachers, or specialists (for art, music, physical education, etc.).
3. Except where noted, enter the number 1 if the check box applies to the teacher.
4. Select only one box under the "Highest Level of Education Attained" section for each teacher (i.e. select only High School Diploma or BA/BS or Master's Degree or Doctoral Degree).
5. Select all boxes applicable as of October 15, 2015 for each teacher under the "Credentials and Certification" section (i.e. do not select CE or CEAS if the teacher has a P-3).
6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portuguese, 4=Creole (Haitian), 5=Arabic, 6=Gujarati, 7=Chinese, 8=Other.

**Foreign degrees/certification cannot be counted on this form unless they have been translated and accepted.*

Name of School / Provider	Name of Teacher		Hiring/ Experience				Highest Level of Education Attained			Early Childhood Education Credentials and Certification (Select all that apply)						Language Abilities		
	Last Name	First Name	Date of Hire (mm/dd/yy)	Total Years of Experience as Lead Teacher in Preschool	Preschool Teaching Experience (in Years) with Standard, Qualifying Certification	Current Salary Step	BA/BS	Master's Degree	Doctoral Degree	P-3	Nursery (N-K)	Elementary (K-8) +2 years Preschool Exp.	Special Education	CEAS for P-3	CE for P-3	Alternate Route	Bilingual/Bicultural/ESL Certified (Yes=1, No=0)	Foreign Language Proficiency (See codes)
Sample School	Doe	Jane	09/01/01	1	0	2	1				1							
Sample School	Doe	John	09/01/96	6	5	4			1									
In-District Regular/Inclusion Teachers Clementon Elementary School	Stefan	Tracy	10/04/02	11	11	13	1				1	1						

2016-17 TABLE 4a: Teacher Assistant Education, Credentials, and Experience

District: Camden County, Clementon Boro

Districts must maintain updated records and documentation of the education and credentials for each preschool teacher assistant in a classroom serving eligible preschool children, whether he/she teaches in a district-operated or contracted private provider classroom. The information entered in this table must reflect this documentation.

- DIRECTIONS:**
1. Provide the following information for each teacher assistant in a classroom serving eligible preschool children (including those in provider settings) as of October 15, 2015. If necessary, please indicate any positions for 2016-17 that are unfilled at the time of budget submission by entering "To be hired" in place of the teacher assistant's name.
 2. Do not include substitute teachers, master teachers, group teachers, teacher assistants mandated by a child's IEP, or specialists (for art, music, physical education, etc.).
 3. Except where noted, enter the number 1 if the box applies to the teacher assistant.
 4. Select **only one** box under the "Highest Level of Education Attained" section for each teacher assistant (i.e. select only High School Diploma or Associate's Degree or BA/BS).
 5. Complete all areas applicable as of October 15, 2015 for each teacher assistant under the "Credentials and Certification" section.
 6. Under "Foreign Language Proficiency," enter the following codes if the teacher is fully fluent and literate in a foreign language: 1=Spanish, 2=Korean, 3=Portugese, 4=Creole (Haitian), 5=Arabic, 6=Gujurati, 7=Chinese, 8=Other.

Name of School / Provider	Name of Teacher		Hiring/ Experience			Highest Level of Education Attained (Select only One)			Early Childhood Education Credentials and Certification (Select all that apply)			Language Abilities	
	Last Name	First Name	Date of Hire (mm/dd/yyyy)	Total Years of Experience as Teacher or TA in Preschool	Current Salary Step	High School Diploma	Associate's Degree	BA/BS or higher	CDA	Number of Hours Towards CDA	Other Certification	Bilingual/Bicultural/ESL Certified (Yes=1, No=0)	Foreign Language Proficiency (See codes)
Sample School	Doe	Jane	09/01/01	0	2	1							
Sample School	Doe	John	09/01/96	5	4			1			1	1	5
In-District Regular/Inclusion Teacher Assistants													
Clementon Elementary School	Viguers	Holly	09/01/14	2	No Guide			1			1		
Head Start Teacher Assistants													
Other Private Provider Teacher Assistants													

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

**Early Childhood Program Aid
2016-17 DISTRICT BUDGET STATEMENT**

District: Camden County, Clementon Boro

2016-17 PROJECTED GENERAL EDUCATION PRESCHOOL ENROLLMENT (PEA-Funded Children):

Preschool Three-Year-Olds Half-Day	0
Preschool Three-Year-Olds Full-Day	0
Preschool Four-Year-Olds Half-Day	28
Preschool Four-Year-Olds Full-Day	0

2016-17 PROJECTED PRESCHOOL ENROLLMENT (Tuition-Funded Children):

Preschool Half-Day	0
Preschool Full-Day	0

2016-17 PROJECTED FUNDING

2016-17 Preschool Education Aid (PEA)	\$96,173
Available PEA Carryover	\$8,819
2016-17 General Funds used for Preschool	\$2,000
2016-17 Estimated Other Funds (Including Tuition)	

EXPENDITURE CATEGORY	FUNCTION/ OBJECT CODES	PEA (Including any estimated PEA Carryover)	GENERAL FUND	OTHER FUNDS (Including Tuition)
		2016-17	2016-17	2016-17
INSTRUCTION	20-218-100-			
Salaries of Teachers	100-101	\$64,740		
Other Salaries for Instruction	100-106			
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Purchased Professional and Educational Services	100-321	\$18,000		
Other Pur. Serv. (400-500)	100-500			
Tuition to Other LEA's within the State - Regular	100-561			
Supplies and Materials	100-600	\$620	\$2,000	
Other Objects	100-800			
SUBTOTAL INSTRUCTION		\$83,360	\$2,000	\$0
SUPPORT SERVICES	20-218-200-			
Sal. of Supervisors of Instr.	200-102			
Sal. of Principals/Asst. Principals/Program Directors	200-103			
Sal. of other Professional Staff	200-104			
Sal. of Secretarial & Clerical Assistants	200-105			
Other Salaries	200-110			
Family/Parent Liaison	200-173			
Facilitator/Coach	200-176			
Unused Vacation Payment to Terminated/Retired Staff	100-199			
Personnel Serv.-benefits	200-200	\$21,632		
Purchased Prof.-Ed. Services - Contracted Pre-k	200-321			
Purchased Prof.-Ed. Services - Head Start	200-325			
Other Purchased Prof.-Educational Services	200-329			
Other Purchased Prof. Services	200-330			
Cleaning, Repair and Maintenance Services	200-420			
Rentals	200-440			
Contracted Services - Transp (Btw Home & Sch.)	200-511			
Contr Trans Serv (Field Trips)	200-516			
Travel	200-580			
Miscellaneous Purchased Services	200-590			
Supplies and Materials	200-600			
Other Objects	200-800			
SUBTOTAL - SUP. SERV.		\$21,632	\$0	\$0
FACILITIES ACQ. CONSTR. SERVICES	20-218-400-			
Instructional Equipment	400-731			
NonInstructional Equipment	400-732			
SUBTOTAL - FAC. ACQ. & CONSTRUCTION		\$0	\$0	\$0
TOTAL		\$104,992	\$2,000	\$0