2027-2028 Three-year Preschool Program Plan and Annual Update

“Three-year preschool program plan and annual updates” means the school district’s three-year programmatic plan that is updated annually, as required and approved by the Department, to implement a preschool program that meets this chapter’s provisions.

(Chapter 13A, Elements of High-Quality Preschool Programs)

Due: 11/13/2026

New Jersey Department of Education (NJ DOE)

Division of Early Childhood Services (DECS)

Office of Preschool Education (OPE)

Contact: Katrina McCombs

Assistant Commissioner

Division of Early Childhood Services

Contact Number: (609) 376-9077

doeearlychild@doe.nj.gov

Local Education Agency (LEA) and County Information

LEA Name: Township of Union School District

LEA Code: 5290

County Name: UNION

County Code: 39

Board Meeting Date: 12/08/2026

Enrollment

Does the LEA have a plan to ensure that at least 90% of eligible preschool children are served?

No

Provide a list of the strategies the LEA plans to use to serve at least 90 percent of the universe of eligible preschool children.

The Township of Union Public Schools will continue to implement the following strategies to increase access to its Preschool Program and work toward serving at least 90% of the universe of eligible preschool children. Although the district has not yet achieved this target due to limited classroom space and facility capacity, the district remains committed to expanding access as space becomes available. 1. Family Outreach and Communication: Provide families with information about the Preschool Program through district communications, flyers, the district website, social media, and community outreach. 2. Community Partnerships: Collaborate with community-based preschool providers and local organizations to increase awareness of available preschool opportunities. 3. Enrollment Awareness: Ensure families are informed of eligibility requirements, registration procedures, program offerings, and enrollment timelines. 4. Family Engagement: Maintain consistent communication with families and encourage participation in district preschool events and informational opportunities. 5. Ongoing Enrollment Monitoring: Monitor enrollment trends and the number of eligible children served to identify unmet needs and opportunities to increase participation. 6. Long-Term Capacity Planning: Continue to assess classroom availability, facility space, and staffing needs to identify opportunities for future program expansion.

Does the LEA have a process to monitor enrollment throughout the school year to track progress toward serving at least 90% of eligible preschool children?

Yes

Is the LEA projecting to serve 3 year-olds?

Yes

Is the LEA projecting to serve 4 year-olds?

Yes

Preschool Settings & Planned Classroom Configuration

This chart is intended to collect information about how the LEA plans to structure the preschool program. It will provide a clear snapshot of the settings that will be used and whether mixed-age groupings will be planned for the upcoming school year.

Preschool Planned Classroom

Classroom Configuration	In-District	Head Start	Private Providers	Total Number of Classrooms
Number of mixed-age classrooms	0	0	0	0
Number of 3-year-only classrooms	0	0	15	15
Number of 4-year-only classrooms	22	0	0	22
Total number of classrooms	22	0	15	37

Reasons for Using Mixed-Age Groupings

We don’t have mixed-age classrooms (N/A)

If Other, please explain.

Outreach

Head Start

Head Start Details	Contact Details	LEA Contract with HeadStart?	Reason if not contracting	Additional Details

Private Provider

Private Provider Details	Contact Details	LEA Contract with Provider?	Reason if not contracting	Additional Details
Private Provider Name: Brainiac Childcare Center 2147 Springfield Ave, Vauxhall, NJ 07088 **Provider Site Name:** Brainiac Childcare Center 2147 Springfield Ave, Vauxhall, NJ 07088	**Contact Name:** Tiffany Scarborough **Title:** Director **Phone:** (908) 688-8687 **Ext:** **Email:** tiffs2147@gmail.com	Yes		
Private Provider Name: The Gateway Family YMCA 201 Tucker Avenue,, Union, NJ 07083 **Provider Site Name:** The Gateway Family YMCA 201 Tucker Avenue,, Union, NJ 07083	**Contact Name:** Jessica Samolewicz **Title:** Executive Director **Phone:** (908) 688-9622 **Ext:** **Email:** jsamolewicz@tgfymca.org	Yes		
Private Provider Name: Kiddie Quarters (Union) 1730 Stuyvesant, Union, NJ 07111 **Provider Site Name:** Kiddie Quarters (Union) 1730 Stuyvesant, Union, NJ 07111	**Contact Name:** Valarie Ellington **Title:** Director **Phone:** (908) 810-8484 **Ext:** **Email:** kiddiequartersinc@gmail.com	Yes		
Private Provider Name: Union Township Community Action Organization Inc 2140 Springfield Ave, Vauxhall, NJ 07088 **Provider Site Name:** Union Township Community Action Organization Inc 2140 Springfield Ave, Vauxhall, NJ 07088	**Contact Name:** Ernestine Frye **Title:** Executive Director **Phone:** (908) 686-6150 **Ext:** **Email:** efrye@utcao.com	Yes		

Private Provider Name: Townley Preschool-Wonder Twin Powers 829 Salem Road, Union, NJ 07803 **Provider Site Name:** Townley Preschool-Wonder Twin Powers 829 Salem Road, Union, NJ 07803	**Contact Name:** Yesenia Rivera **Title:** **Phone:** (908) 687-2886 **Ext:** **Email:** townley00@aol.com	Yes		
Private Provider Name: Kean University Childcare Care Center 1000 Morris Avenue, Union, NJ 07083 **Provider Site Name:** Kean University Childcare Care Center 1000 Morris Avenue, Union, NJ 07083	**Contact Name:** Fernetta Lewis **Title:** Director **Phone:** (908) 737-6140 **Ext:** **Email:** flewis@kean.edu	Yes		
Private Provider Name: KinderCare of Kenilworth 25 Market Street, Kenilworth, NJ 07033 **Provider Site Name:** KinderCare of Kenilworth 25 Market Street, Kenilworth, NJ 07033	**Contact Name:** Colleen Elam **Title:** Director **Phone:** (908) 620-1391 **Ext:** **Email:**	Yes		
Private Provider Name: Wonder World Daycare Center 1359 Morris Ave.,, Union, NJ 07083 **Provider Site Name:** Wonder World Daycare Center 1359 Morris Ave.,, Union, NJ 07083	**Contact Name:** Patricia Velez **Title:** Director **Phone:** (908) 687-2452 **Ext:** **Email:**	Yes		

Private Provider Name: Brainiac's Jr. 1178 Morris Avenue, Union, NJ 07083 **Provider Site Name:** Brainiac's Jr. 1178 Morris Avenue, Union, NJ 07083	**Contact Name:** Gennaia James **Title:** Director **Phone:** (908) 382-8550 **Ext:** **Email:** brainiacs2147@gmail.com	Yes		
Private Provider Name: YM-YWHA of Union County 501 Green Lane, Union, NJ 07083 **Provider Site Name:** YM-YWHA of Union County 501 Green Lane, Union, NJ 07083	**Contact Name:** Tara Speyer **Title:** Executive Director **Phone:** (908) 289-8112 **Ext:** **Email:** tspeyer@uniony.org	Yes		

Does the LEA have a plan to identify and prioritize the enrollment of at-risk preschool children in the upcoming school year?

Yes

What outreach and recruitment strategies will the LEA implement to ensure that at-risk families are informed about and able to access preschool programs? (Select all that apply)

Targeted outreach to families of children with IEPs (e.g., coordination with Child Study Teams, early intervention programs);Outreach to families experiencing housing instability (e.g., coordination with McKinney-Vento liaisons, shelters, community agencies);Outreach to multilingual learner (ML) families (e.g., translated materials, bilingual staff, community liaisons);Outreach to families who may qualify for free or reduced-price meals;Collaboration with health providers (e.g., pediatricians, clinics, WIC programs);Use of multiple communication methods (e.g., flyers, social media, district website)

If Other, please explain.

How will the LEA remove barriers to enrollment for at-risk children (e.g., transportation, language access, scheduling, documentation requirements) to support participation? (Select all that apply)

Provides transportation or transportation assistance;Offers translation and interpretation services for families;Provides flexible enrollment hours or support with scheduling;Uses simplified or family-friendly enrollment processes and forms;Coordinates with community partners to support family needs (e.g., housing, health services);Offers enrollment support through multiple access points (e.g., in-person, online, phone);Assists families in obtaining required documentation (e.g., immunization records, proof of residency)

If Other, please explain.

How does the LEA plan to collaborate with community partners (e.g., social services, early intervention, health providers) to support the identification and enrollment of at-risk children? (Select all that apply)

Partners with early intervention programs to identify and transition eligible children;Collaborates with social service agencies to identify and support at-risk families;Works with healthcare providers (e.g., pediatricians, clinics) to share information about preschool enrollment;Coordinates with community-based organizations serving families experiencing housing instability;Engages organizations that support multilingual learner (ML) families;Participates in community events or interagency meetings to share information

If Other, please explain.

Does the LEA have a process to monitor enrollment data to ensure at-risk children are equitably represented across all preschool settings (In-District, Private Provider, and Head Start)?

Yes

Facilities

Did the LEA begin receiving preschool funding prior to August 2017?

No

Are classrooms projected for the next school year being added or relocated?

Yes

Indicate projected classroom locations by providing the building name(s), classroom identifying number, total square footage of classroom, and number of children to be enrolled.

New Classroom: Wonder World Preschool; Room # 2, 560 Sq Ft, & 13 Students

Do all classrooms, including In-District, Head Start, and Contracted Private Providers, meet the facility requirements outlined in N.J.A.C. 6A:13A?

Yes

Self-Assessment Validation System (SAVS) / Grown NJ Kids (GNJK)

Has your LEA been notified by the Office of Preschool Education Programs to participate in the SAVS process?

Yes

Is the LEA projecting to engage in SAVS or GNJK (or both)?

SAVS

If SAVS, please provide the date of the LEA's last SAVS Self-Reporting submission.

04/30/2025

If SAVS, please provide the date of the LEA's last SAVS Validation Visit.

05/05/2026

If the LEA is participating in Grow NJ Kids (GNJK), how does the LEA plan to track and obtain status updates on the progress of contracted providers and Head Start programs participating in GNJK during the upcoming school year?

LEA's participating in GNJK must list all locations currently serving PEA-funded students and provide the GNJK status for each location.

LEA/Private Provider/Head Start Site Name	GNJK Enrollment Date	GNJK Self-Assessment Completion Date	GNJK Date of Rating

Health and Safety

Health Screening	Projected Completion Date
Vision	11/13/2026
Hearing	12/23/2026
Dental	02/26/2027
Height	12/23/2026
Weight	12/23/2026
Other	

If Other, please explain.

Community Collaboration

Is the LEA projecting to have an established Early Childhood Advisory Council (ECAC)?

Yes

If no, please explain.

Does the LEA have a projected ECAC membership roster for the upcoming school year?

Yes

Name	Contact Details	Job Title & Organization	Member Representation
Siddiquah Cameron	Email: scameron@twpunionschools.org Phone: 9088513048 Ext: Fax:	Title: CPIS Organization: Township of Union Public Schools	LEA Staff
Melissa Glenn	Email: mglenn@twpunionschoools.org Phone: Ext: Fax:	Title: Organization:	Parents/Families
Nicholas Evans	Email: nevans@twpunionschools.org Phone: Ext: Fax:	Title: Organization:	LEA Staff
Al Platt	Email: alphonsusplatt6205@gmail.com Phone: Ext: Fax:	Title: Organization: Nia Fellowship Baptist Church	Community Stakeholder

Kiersten Rezende	Email: krezende815@gmail.com Phone: Ext: Fax:	Title: Organization:	Parents/Families
Justine Ferrera	Email: jferrara@uplnj.org Phone: Ext: Fax:	Title: Organization: Union Public Library	Community Stakeholder
Jerome Starr	Email: jerome.starr83@gmail.com Phone: Ext: Fax:	Title: Organization: Keller Williams Realty	Community Stakeholder
Jessica Samolewicz	Email: jsamolewicz@tgfymca.org Phone: Ext: Fax:	Title: Organization: The Gateway Family YMCA	Private Provider
Kevin Woodridge	Email: kjwoodridge@gmail.com Phone: Ext: Fax:	Title: Organization: Township of Union Recreation Department	Community Stakeholder
Alexandra DeMarco	Email: ademarco@tgfymca.org Phone: Ext:	Title: Organization: The Gateway Family YMCA	Private Provider

	Fax:		
Brianna Morris	Email: bmorris@twpunionschools.org Phone: Ext: Fax:	Title: Organization: Township of Union Public Schools	LEA Staff
Jessica Perdomo-O'hara	Email: jperdomo-ohara@twpunionschools.org Phone: Ext: Fax:	Title: Organization: Township of Union Public Schools	LEA Staff
Barbara Katz	Email: bkatz@twpunionschools.orog Phone: Ext: Fax:	Title: Organization: Township of Union Public Schools	LEA Staff
TBD	Email: Phone: Ext: Fax:	Title: Organization: TUPS Prek Center at Franklin Parent	Parents/Families

Does the ECAC meet quarterly?

Yes

If Other, please explain.

Transitions

Projected Transition Activities

Category	Children	Families	Teaching Staff
From early intervention to PEA program	Students will visit or slowly transition for a period of time each day in order to become comfortable.	Families attend a transition planning conference held with Early Intervention, the family and the district to explain the process of referral, evaluation and if eligible program .proposal	Teachers attend the initial eligibility meeting so that they can hear about the child, meet the family and explain the program.
From self-contained to PEA inclusion classroom	Students will visit or slowly transition for a period of time each day in order to become comfortable.	Families attend transition meeting with case manager and the child's new teacher. Allow opportunities for the family to visit the new classroom.	Teachers (self-contained and general education) and related service providers collaborate on strategies to best assist the student with the transition and once in the new classroom.
From home to PEA program	Participate in school-wide meet-and-greet events to meet teachers and become familiar with school staff.Attend family orientation to learn about preschool routines, expectations, and procedures.Receive a welcome postcard or letter from their future teacher. View pictures or a virtual tour of the preschool building, classroom, playground, and other common areas.Participate in family engagement events designed to build familiarity and comfort with the preschool	Families will be provided with opportunities to learn about preschool routines, classroom expectations, developmental milestones, and strategies to support a	Teaching staff will participate in meet-and-greet opportunities and transition activities to establish relationships with children and families before the start of school. Teachers will also provide a welcoming and nurturing classroom

	program.Receive a preschool transition packet with simple activities, visuals, and helpful information about starting school.Engage in at-home activities, such as reading preschool-themed books and practicing simple routines.Have opportunities to meet other incoming students and begin building peer relationships.	successful transition from home to school. Through parent orientation, ongoing communication, transition tips, and family workshops throughout the year, we will strengthen home-school partnerships and empower families to support their child's growth, independence, and adjustment to preschool.	environment, maintain consistent daily routines, use positive reassurance to ease separation anxiety, and communicate regularly with families about each child's adjustment and progress. Staff will work collaboratively to ensure children feel safe, comfortable, and supported as they transition from home to school.
From a nursery school, family child care to PEA program	Participate in school-wide meet-and-greet events to meet teachers and become familiar with school staff.Attend family orientation to learn about preschool routines, expectations, and procedures.Receive a welcome postcard or letter from their future teacher. View pictures or a virtual tour of the preschool building, classroom, playground, and other common areas.Participate in family engagement events designed to build familiarity and comfort with the preschool program.Receive a preschool transition packet with simple activities, visuals, and helpful information about starting school.Engage in at-home activities, such as reading preschool-themed books and practicing simple routines.Have opportunities to meet other incoming students and begin building peer relationships.	Families will be provided with opportunities to learn about preschool routines, classroom expectations, developmental milestones, and strategies to support a successful transition from home to school. Through parent orientation, ongoing communication, transition tips, and family workshops throughout the year, we will strengthen home-school partnerships and	Teaching staff will participate in meet-and-greet opportunities and transition activities to establish relationships with children and families before the start of school. Teachers will also provide a welcoming and nurturing classroom environment, maintain consistent daily routines, use positive reassurance to ease separation anxiety, and communicate regularly with families about each child's adjustment and progress. Staff will work collaboratively to ensure children feel safe, comfortable, and supported as they

		empower families to support their child's growth, independence, and adjustment to preschool.	transition from home to school.
From preschool (LEA-operated, child care, and Head Start) to kindergarten	Participate in kindergarten classroom visits and school tours to become familiar with the new environment. Engage in kindergarten readiness activities that promote independence, social-emotional development, and self-help skills. Participate in transition activities with kindergarten students, such as shared story times, classroom activities, or playground visits. Create transition books with pictures of the new school, classroom, and teachers.	Attend kindergarten transition meetings or informational sessions to learn about school routines, expectations, and enrollment procedures. Receive information about kindergarten readiness and ways to support independence and learning at home. Participate in kindergarten orientation, school tours, and meet-and-greet opportunities. Receive transition resources, important dates, and contact information for kindergarten staff.	Collaborate with kindergarten teachers to share information about curriculum, expectations, and student readiness. Hold vertical articulation meetings between preschool and kindergarten teachers to discuss instructional practices, developmental expectations, curriculum alignment, and strategies to support continuity of learning. Facilitate visits between preschool and kindergarten classrooms. Share appropriate student transition information, including developmental progress, strengths, and areas requiring continued support, while following confidentiality requirements. Coordinate with receiving schools, child care programs, and Head Start providers to support continuity of services and a successful transition. Develop

			transition activities that help children become familiar with kindergarten routines, expectations, and learning environments.

Which Kindergarten Entry Assessment (KEA) will your district use (based on N.J.A.C. 6A:13A-6.1)?

The district will use I-ready as the Kindergarten Entry Assessment.

Who will oversee the KEA process? Please enter their Name, Title, and Email address.

Title	Name	Email
Assistant Superintendent	Dr.Jose Rodriguez	drjrodriguez@twpunionschools.org

Which domains of child development will the KEA measure? (select all that apply).

Language and Literacy Development;Mathematical and Scientific Reasoning

`

Family Engagement

The following preschool staff will coordinate and implement parent involvement and parent education activities throughout the school year.

CPIS;Social Worker;Nurse;Other

If Other, please explain.

Preschool Administration

Identify all parent education topics for the year that are coordinated through the CPIS and/or Social Worker.

Child Development;Nutrition;Safety;Support Children's Learning

If Other, please explain.

Is there a written protocol or policy of how the family can access resources or community services (inclusive of In-District, Private Provider, and Head Start)?

Yes

Professional Development (PD)

Which structured observation tool(s) will the LEA use to assess the quality of PEA classrooms, collect data, and inform professional development and program planning? (Select all that apply)

ECERS-3 (Early Childhood Environment Rating Scale, 3rd Edition);TPOT (Teaching Pyramid Observation Tool);Curriculum fidelity tool (aligned to chosen curriculum)

If Other, please explain.

How will your LEA deliver PD?

Turn-Key Training from PIC or PIRS;Direct Supervisors;Early Childhood Education Consultants;Developers;Coaching (PIC and PIRS)

If Other, please explain.

Describe how the district will develop their professional development plan for all PEA staff (including In-District, Private Provider, and Head Start programs)?

The professional development plan for all PEA staff is developed through multiple data sources and stakeholder feedback to identify professional learning needs and priorities across in-district and private provider programs. Sources include Teaching Strategies GOLD data, staff and director surveys, ECAC parent surveys, ECERS-3, TPOT, fidelity checklists, walkthroughs, and formal observations, with an emphasis on collaboration and collective efficacy.

How will the LEA provide professional development to build staff capacity for supporting multilingual learners in the next school year? (Select one)

The LEA has a PD plan that includes some targeted topics and scheduled trainings, but curriculum alignment and/or monitoring are limited or not fully developed

If Other, please explain.

Curriculum Implementation and Child Assessment

Select which comprehensive curriculum will be implemented in the current school year.

Creative Curriculum

Does your LEA use a curricula enhancement?

No

Please explain.

Provide NJ DOE approval date(s).

What is your district's Performance Based Assessment (PBA) for the current school year?

TS GOLD

If Other, please explain.

How will the LEA intentionally embed curriculum-aligned supports for multilingual learners (MLs) within classroom routines, small-group instruction, and whole-group learning experiences in the next school year? (Select all that apply)

Provide visual supports (e.g., picture cues, anchor charts, visual schedules) aligned to curriculum content;Use bilingual and multilingual instructional materials aligned to the curriculum;Incorporate language supports during whole-group instruction (e.g., modeling, repetition, gestures);Embed structured language development strategies during small-group instruction;Provide scaffolding strategies (e.g., sentence frames, guided responses) across all learning settings;Use intentional vocabulary instruction connected to curriculum themes and units;Integrate home language supports to strengthen understanding of concepts;Utilize data to inform instruction and language supports for ML students;Provide coaching or PD to staff on embedding ML supports into daily instruction

If Other, please explain.

Does the LEA have a plan to support multilingual learners in maintaining their home language while learning English in the classroom during the upcoming school year? (Select one)

Yes, the LEA has a plan, but implementation is still being developed or inconsistently applied

If Other, please explain.

How does the LEA plan to support instructional staff in consistently and accurately collecting data on preschool students' learning, and how will this data be used to guide each child's developmental growth during the upcoming school year?

through ongoing professional development, training, and collaborative planning focused on consistent and accurate student assessment using Teaching Strategies GOLD. Teachers will participate in professional learning opportunities, PLC meetings, and ongoing coaching support to strengthen observation, documentation, and data collection practices. Student data will be reviewed during PLCs and collaborative meetings to identify developmental strengths, areas of need, and individual learning goals.

Screening and Intervention

Indicate the Developmental Screening Tool(s) that the LEA plans to use in the next school year.

ESI-3

If Other, please explain.

What is the anticipated date for completing all initial developmental screenings next school year?

2027-11-19

Is this the LEA's first full year receiving Preschool Expansion Aid (PEA) funding?

No

For the previous school year, please provide the following counts:

Number of referrals to the Preschool Intervention and Referral Specialist (PIRS) generated from developmental screening tools.

7

Number of referrals for a Request for Assistance (RFA) to PIRS.

35

Number of referrals to the Child Study Team (CST) following PIRS RFA support.

12

Number of direct referrals to the CST without prior PIRS intervention.

6

Inclusion and Individualized Education Program (IEP)

Are you projecting to include children with IEPs in general education classrooms?

Yes

Explain the LEA's plan to structure PEA classrooms to ensure meaningful inclusion for students with IEPs in the general education setting, while maintaining a maximum class size of 15.

Preschool classes will maintain a maximum class size of 15 students, with 19 of the 22 PEA classrooms designated to hold seats for students receiving special education services. Classrooms will be structured to promote meaningful inclusion in the general education setting through collaboration among general education teachers, special education staff, and related service providers. Differentiated instruction, accommodations, and individualized supports will ensure all students have access to learning and opportunities for success.

What percentage of classrooms will include children with IEPs?

75-99%

Title 1

Does your LEA receive Title 1 funds?

Yes

Does your LEA include preschool in your Title 1 needs assessment?

No

Does your LEA plan to use your Title 1 needs assessment to identify PD for preschool?

No

Does your LEA plan to use Title 1 funds for transition activities from preschool to kindergarten and kindergarten to first grade?

No