
	<p style="text-align: center;"><b>FY20</b></p>	
<p style="text-align: center;"><b>PED PreK Continuing Program Application Part I</b></p>		

All documents will be submitted via e-mail to: [PreK.Literacy@state.nm.us](mailto:PreK.Literacy@state.nm.us).  
The email must be **received by 4:00 PM on March 22, 2019.**

Please submit ONE application for the district.  
Districts applying through an REC must complete an individual application and the REC will complete a cover sheet and budget.

Please label the application (in the header) with the district name when saving the document to read "District PreK" (e.g., Rio Rancho PreK).

**The application must be fully completed to qualify for funding.**

**The pre-application meetings will be held on**  
**February 25, 2019 and March 7, 2019**  
**9:30 AM to 11:45 AM for Continuing Programs**  
**February 25, 2019 and March 7, 2019**  
**1:15 PM to 5:00 PM for programs seeking first time funding**  
**UNM Center for Development and Disability**  
**2300 Menaul Blvd. NE**  
**Albuquerque, NM**

Please register for the meeting at UNM CDD FOCUS Trainings. A webinar link will be provided when you register for those who cannot attend in person.

Funding levels for the 2020 fiscal year will not be finalized until the budget is approved and signed by Governor Lujan-Grisham  
Any changes necessitated by that process will be communicated.

**Current budget legislation includes the following:**

**The secretary of public education shall not make an award to a pre-kindergarten program at a school district or charter school that provides fewer days each week for its pre-kindergarten program than the number of school days provided each week in that school district or charter school during the school year.**

Providing services for 3-year-olds in mixed-age classrooms is dependent upon the outcome of the legislative session.

# Statement of Assurances

All links to information and websites are in blue. Click the blue text to access the resource.

By signing below, the applicant ensures the following:

## Administrative Oversight:

1. Standards. PreK administrators must ensure that all program requirements and assurances are met and that the program is in full compliance of PreK Program Standards. (control + click to follow link)
2. Quality. All PreK-funded school districts and charter schools must be in full compliance with, achieve, and maintain a 5-Star rating on PED's FOCUS: QRIS in every PreK classroom. FOCUS includes the PreK program requirements, but all public school preschool programs, including special education and Title 1, must implement FOCUS. Programs will have up to two years from the start of FOCUS implementation to meet the 5 Star Criteria.
3. Age. PreK Programs must enroll only children who have reached their fourth (4<sup>th</sup>) birthday before 12:01 AM on September 1, 2019 and who are not age-eligible for kindergarten (NMSA 6.30.9.10).

If **legislation** is enacted that allows for mixed-age classrooms, children without an IEP must be three years of age by 12:01 am on September 1 of the program year. Children with IEPs may enroll consistent with special education (IDEA) law, which is the day after the child's third birthday. Mixed-age classrooms are allowed only in districts or schools serving a combined population of no more than 16 three-and-four-year-old children.

4. Instructional Hours. Programs must provide a minimum of 450 preschool classroom hours for half-day programs and 900 preschool classroom hours for extended-day programs. Classroom hours include:
  - meal times if staff sit with children and converse to build oral language skills;
  - outdoor play
  - *extended-day programs only*, a 30-minute nap/rest time. Any nap/rest time in excess of 30 minutes does not count towards the required 900 classroom hours.
5. Administrator PreK Meetings. School district/charter school PreK administrators must attend both fall and spring administrators' meetings, either in-person or through web-based conferencing. If a district appoints a PreK coordinator over multiple school sites, the school site administrators must attend at least one PreK administrator meeting annually. In districts with multiple PreK school sites, the PreK coordinator may hold district PreK administrative meetings for principals.
6. Trainings. All administrators, PreK teachers and EAs must attend all trainings as required by FOCUS Essential Elements.
7. Early Childhood Observation Tool. School district/charter school PreK administrators will ensure that their teachers are using the Early Childhood Observation Tool (ECOT) with fidelity to record observations and rubric ratings.
8. ECOT training. New and continuing teachers must complete online training for the Early Childhood Observation Tool (ECOT) before the first day of school for students. New teachers must complete the full course. Returning teachers must complete the ECOT refresher course.
9. Administrators will consider/count NM PreK Coaching - using the Practice Based Coaching Model in individual and group coaching sessions - as a Professional Learning Community (PLC). Individual coaching should be counted as 1 hour of a PLC commitment each month and group coaching shall count as 3 hours of a PLC commitment each month.

### **Data and Reporting:**

10. Enrollment Data and Funding. The PreK program administrator must ensure that student data is accurately maintained in STARS as described in the STARS Manual. STARS is the official record of enrollment for PreK programs. PreK funding may be reduced based on a PED review of enrollment data in STARS as of the 40<sup>th</sup> and 80<sup>th</sup> day reporting.
11. Early Care Collaboration. PreK programs must meet with community early care and education providers, including Head Start programs, to coordinate services for children while honoring parental choice. PreK program administrators must document contacts with early care and education program personnel in the community prior to requesting funding for new PreK sites or expansion at existing sites.
12. Head Start Collaboration MOU. The Every Student Succeeds Act (ESSA) requires that school districts receiving federal Title 1 funding must develop and execute a Memorandum of Understanding (MOU) with their local Head Start grantee. Guidance is available at New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA).
13. PreK Educational Assistant PDP. Administrators will ensure that no later than October 1, 2019, each PreK educational assistant has a current professional development plan (PDP) in place with PreK program specific professional goals and timelines.
14. Teacher Evaluation. PreK program administrators will utilize the rubrics modified for PreK teachers and PreK Classroom Walkthrough to complete the NM TEACH Educator Effectiveness System evaluations.
15. Verification Time Frame. PreK program administrators will report program progress by completing and updating FOCUS verification documents no later than November 15 and of May 15 of each school year.

### **Family Engagement:**

16. Family Engagement. PreK Program Administrators must ensure that each preschool classroom documents 90 hours of family engagement activities.
17. Parent Education. PreK Program Administrators must plan parent education activities and provide community support resources.
18. Handbook. PreK Program Administrators must develop a Preschool Family Handbook, following FOCUS criteria and PED handbook guidance. This handbook may be completed as a section in the district or school handbook.
19. Culture and Language. The program and classroom environment and materials reflect the culture, language, identity and reality of the children, families, and communities served. The program administration makes every effort to recruit staff who reflect the cultures and languages of families se

### **Health and Developmental Screenings:**

20. Health Screenings. Each child must receive the following health screening by a school health care professional or private provider within the child's first 3 months of attendance:
  - A physical examination
  - Vision and hearing screening
  - Dental screening

21. Developmental Screenings. Programs will work for early detection of children at risk for developmental delay. Each child in the PreK Program must receive a developmental screening prior to their 3<sup>rd</sup> month of attendance in the program. Appropriate follow up, referrals and services must occur to address all identified concerns.

**PreK Fiscal Requirements:**

22. Title 1 Funding. If the district/charter school chooses to use Title 1 funds to supplement the New Mexico PreK budget, all Title 1 requirements apply to the program, including requirements with respect to student selection criteria.
23. Supplement not Supplant. PreK funds must be used to supplement and expand existing resources and must not be used to take the place of, or supplant, any funding that is being utilized for PreK services.
24. Allocation of Salaries. Salaries for staff that serve children in multiple programs (e.g., PreK, Special Education) must be cost allocated proportionately.

**Requests for Reimbursement:**

25. Requests for Reimbursement (RfRs). RfRs must be submitted at least monthly using the Operating Budget Management System (OBMS) (NO EXCEPTIONS).
- a. All RfRs, except those for salaries and benefits only must be accompanied by detailed purchase orders and invoices.
  - b. All RfRs must include lesson plans to support field trip, sensory, and educational cooking activity expenditures. Plans must include pre-and-post field trip activities and instructional goals relating to the field trip.
  - c. Prior written approval is required to purchase items or systems costing more over \$5,000. RfRs must include this written approval.
26. Indirect Costs. Indirect costs cannot exceed one percent of the program services award (this does not include the transportation award).
27. Transportation. Transportation awards are for to-and-from travel only. All costs must be budgeted in function 2700. Transportation costs may not include salaries or stipends for bus assistants/attendants.

By signing below, I indicate that I have received a copy and read these Program Assurances. I have also received and read the PED FOCUS Essential Elements of Quality.

Superintendent's Name: Kimberly Ritterhouse Signature: 

PreK Coordinator's Name: Kimberly Ritterhouse Signature: 

Business Manager's Name: Zach Kirchgessner Signature: 

Building Principal's Name/School: Kimberly Ritterhouse Signature: 

(Please add lines for additional principal or associate superintendent signatures as needed. Include the signed Assurances with your emailed application.)

# Part I

Please complete the District/Charter and School Contact Information Charts:

[illegible]

### **Section B: Full Participation of Each Child**

### Ratios and Group Size:

Please complete the chart below.

[illegible]

### **Planned 2019-20 Classroom:**

[illegible]

### Section C: Professional Qualifications

1. Licensure/Degree:

Please complete the table below. List all teachers who do not currently possess an early childhood education birth–grade 3 license (250), an early childhood education birth–PreK license (251), an early childhood education PreK–grade 3 license (252), and all educational assistants who have not earned at least an associate of arts degree in early childhood education (ECE). If teachers or educational assistants have not made progress toward the required licenses and degrees in 2018-19, please explain in the *Notes* column how the requirements will be met by June 30, 2020.

Professional Qualifications: Licensure/Degree					
List licensure and credit hours completed for all teachers who do NOT meet the early childhood teaching license requirement and all educational assistants who do not meet the Associate's (AA) degree in ECE requirement.					
Staff Name/School Site	Position	Type of License Currently Held List all	License #	Total # of ECE Credit Hours Completed 2018-19	Notes
If any NM PreK classrooms are currently staffed by a long-term substitute, please list the school site and provide your plan to recruit and hire a licensed teacher for that classroom for 2019-20.					

## 2. Professional Development/Training:

Please list all staff members (teachers, educational assistants, administrators) who have not completed all required PreK/FOCUS professional development requirements, indicating those training session(s) still to be completed. **What is your plan** to ensure that all staff complete all required professional development?

Staff Name/School Site	Powerful Interactions	Intentional Teaching: Observational Assessment	ECOT	ECERS-3 (online)	Pyramid	LETRS-Early Childhood	Full Participation of Each Child
Kimberly Ritterhouse				X			

Kimberly Ritterhouse, Administrator will complete the ECERS-3 online training before the beginning of the school year, 2019-20. She will obtain the link to complete the ECERS-3 online training from NMPreK staff or director as our school site does not have an NM PreK coach at this time to get the link.

## Section D: Quality Practices that Support Children's Growth, Development, and Learning

### 1. Effective Early Literacy Instruction:

Describe how your literacy system model follows the Essential Elements of Instruction and Intervention outlined in <a href="#">the NEW Literacy Instruction Model</a> (pp. 26–41). How do you ensure that all elements of early literacy instruction occur daily (listed on page 29)? What evidence-based curriculum do teachers use?	<p>The Red River Valley Charter School PreK program implements activities with a focus on literacy. Students are exposed to print and reading, the alphabet, and a better understanding of the structured of spoken words. Our goal for all PreK students is exposure to the written and spoken word, both in the school setting and within the communities in which we reside. Books, alphabet lines, magazines, posters, field trips to the grocery store and post office are a few ways that students are exposed to print. This exposure increases the students comfort level and ability to recognize letters and words, including language patterns before independent reading. The classroom setting provides opportunities that encourage students to work with print concepts and develop the ability to focus attention on letter-sound relationships. Examples of these activities include sharing and reading books repeatedly, extending stories, relating experiences to print and pictures and guiding students to "read" are important aspects of our literacy instruction model.</p> <p>The eight essential elements of literacy instruction and intervention are integrated into all areas of our PreK program through:</p> <ol style="list-style-type: none"> <li>1. Sufficient and effective instruction that is embedded in all activities throughout the school day and consisting of: activities that enhance phonological awareness; activities that focus attention to oral language and vocabulary; activities with alphabet knowledge/recognition; activities using various concepts of print; daily read alouds (whole group, small group, and individual); daily opportunities for developmentally appropriate writing.</li> </ol>
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<ol style="list-style-type: none"> <li>2. Data to form fluid instructional groupings: whole group instruction that maintains a focus on individual student needs; daily reading (whole group, small group, and individual); flexible grouping throughout the school day; targeted academic and discovery activities.</li> <li>3. Focused Instruction: The PreK program utilizes LETRS guidelines for planning literacy instruction, including activities for phonemic awareness, phonics (sound-symbol relationships), building vocabulary, and comprehension (character, setting, actions, etc.).</li> <li>4. RtI: Screening results and ECOT data are used to identify and provide needed interventions for individual students. The SAT process is utilized in grades K-8</li> <li>5. Evidence based curriculum: The PreK teacher uses the ELGs as a framework for providing literacy instruction. Creative Curriculum and materials are also utilized as aligned to the RLGs.</li> <li>6. Instruction aligned to the CCSS: ELGs guide content presentation; students are exposed to language modeled correctly; repeated read alouds enhance learning.</li> <li>7. Differentiated Instruction: The PreK program provides differentiated instruction by personalizing instruction based on learning needs. The teacher refers to the ECOT and additional observation to provide the needed supports to meet the needs of each student. Differentiated instruction is implemented throughout the school day, both within and outside of the classroom.</li> <li>8. Effective Instruction: The PreK classroom teacher provides effective instructional delivery through: modeling; direct/indirect instruction on phonemic awareness, phonics, vocabulary, and comprehension; opportunities for meaningful interactions with language; multiple ways to practice skills through a variety of learning modalities (Kinesthetic, auditory, visual); celebration and encouragement for student successes and accomplishments; opportunities for student engagement that include, but are not limited to, a focus on student interests using relevant and interesting learning centers and activities; opportunities for students to experience independent time to explore new concept/skills.</li> </ol>
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## 2. Language and Culture:

<p>Describe how your program classroom environments and materials reflect the culture, language, the children, families, and communities served. Describe your culturally and linguistically responsive approach to children and families. Discuss ways the program administration makes every effort to recruit staff who reflect the cultures and languages of families served.</p>
<p>The PreK teacher at Red River Valley Charter School is culturally and linguistically responsive to her students. Our PreK program provides structure and opportunities to support students' unique culture, heritage, language, beliefs, and individual circumstances. The teacher is culturally and linguistically responsive during circle time, teacher led and student led activities, centers, outdoor play, music, etc. Her attention to culturally responsive text and engaging read alouds support effective literacy across content areas. She utilizes academic language for situational appropriateness, role-play, teachable moments, vocabulary acquisition, and classroom management. The teacher focuses on student needs and supports each child in a variety of ways using teacher to student, student to student, and student to himself opportunities.</p> <p>It is important for the administrator to both understand and hire a teacher who is linguistically and culturally responsive. Red River Valley Charter School believes in educating the whole child through opportunities that develop students academically, socially, emotionally, and physically. Students who are comfortable in school will have better performance in these areas. Teachers who respond to their students in linguistic and culturally responsive ways help student find that comfort level and success follows more easily.</p>

3. Pyramid:

Describe how teachers, who have participated in Pyramid training, have improved classroom environments and interactions, how will administration support the completion of the online training for new staff and implementation of improvements? Do you plan to implement an ePyramid cohort to train/refresh PreK and kindergarten staff in SY2019-20?
After participating in the Pyramid training the classroom teacher has been more attentive and attuned to her students' social-emotional needs and cues for possible emotional changes. The teacher has been able to implement more visual supports such as solution cards to assist students acquire more independent social problem solving skills. The teacher now utilizes more visuals in daily routines and activities, such as social stories that have benefited the students in learning appropriate communication in different social settings. The classroom teacher has also been able to interact with her students in a more positive and supportive manner that helps develop age appropriate social-emotional skills. As a school, we plan to purchase the Preschool ePyramid Module Package for the upcoming 2019-20 school year as a refresher and daily resource for the classroom teacher and administrator. Also, the school would like to purchase the Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension and Expulsion to support classroom teachers in providing culturally responsive practices.

4. Verification:

Discuss your district/school's progress with implementing the FOCUS Essential Elements of Quality and your progress in achieving a 5 STAR rating in your classrooms. What criteria remain to be achieved? Provide a specific plan to be able to complete the verification process in SY2019-20.
A: Full Participation of Each Child <ol style="list-style-type: none"><li>1. Family engagement: The Pre-K teacher has created positive family connections through parent/guardian communication and activities. Parents/Guardians are invited to participate in their child's learning on a weekly, if not daily, basis. Parents/Guardians are encouraged to visit the classroom and build a relationship with the teacher and model working together to advance academically, social-emotionally, and diversity in the classroom, as well as throughout the school. Examples include: parent/teacher conferences, family events (Living History Day, Thanksgiving presentations and lunch, field trips, etc).</li><li>2. Inclusive Practices for Children with Diverse Abilities: The Pre-K program conducts annual screenings to help identify students in need of additional support. Once children are screened, the teacher advocates for those on watch and those identified as needing additional supports. She involves the administrator, the therapists, and the parents in an effort to provide the necessary support to build the foundation of each child's education.</li><li>3. Culture and Language Including the Support of Dual Language Learners: The Pre-K teacher is understanding of the diversity in her classroom. She incorporates culture, heritage, language, and beliefs through read alouds, centers, and games. During home visits, she gathers information that she then weaves into her content throughout the school year. Parents are invited/encouraged to share their culture and heritage.</li><li>4. Promoting Social-Emotional Development: Building positive relationships and implementing preventative practices are key to student success. Students who have opportunities to interact with others through play, sharing, taking turns, etc. are better able to cope with situations that arise both within and out of the classroom environment. Mrs. McCollum takes note of concerning behaviors and discusses these concerns with students' families. If concerning behaviors continue, Mrs. McCollum, the administrator, and the family meet to discuss strategies to assist the child and support social-emotional learning.</li></ol>

**B: Health Promotion and Development Developmental Screenings**

1. Immunization records are checked and screenings are provided within the guidelines. Additional testing is provided to those students whose screening shows concern.
2. Meals are provided through the NSLP and are enjoyed family style in the classroom.

**C: Ratios and Group Size**

1. The ratio at Red River Valley Charter School is 1:10

**D: Professional Qualifications**

1. Mrs. McCollum has completed all professional qualifications. She will complete required refresher courses as directed by NMPreK

Plan to meet the requirements of a 5 Star Rating in SY 19-20 include but are not limited to:  
RRVCS will use the pilot self-study verification, posted online, to guide us to the 5-star rating.

**5. Revenue Sources:**

Do you plan to use any other revenue resources to support your PreK programs? How will you cost allocate preschool special education funding? Will Title I funds be used to support PreK?
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Yes-The charter school operating budget supports the PreK program through providing infrastructure-such as administrator's salary and support; special education funding provided for PreK students does not cover the cost of the services, so it is supplemented by the school's SEG ing funding. Title I funds are not utilized to support PreK.
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**6. Assessment**

Complete and attach each teacher's Four-Step Data Driven Analysis and Teacher Self-Reflection Form for Literacy. Please provide a copy to your PreK Coach. The form is available in the Addendum.

- a. Complete the ECOT data chart below: Access the ECOT District Summary Report. Insert the percentage of children scoring at "Accomplished for 4s" and above for each essential indicator. Use the district level scores. Indicate in the "notes" column the strategies you will implement to ensure at least 85% of children score at "Accomplished for 4s" on the EOY assessment.

ECOT Domain/Indicator	Fall (BOY)	Winter (MOY)	% of Growth	Notes
Literacy: El 7.4a Rhyme	43%	50%	7%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.
Literacy: El 7.4b Phonological Awareness	0%	14%	14%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.
Literacy: El 7.5a Letter Naming	29%	43%	14%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.
Literacy: El 7.5b Letter-Sound Correspondence	14%	29%	15%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.

Mathematics: 9.1 One-to-One Correspondence	43%	71%	28%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.
Mathematics: 9.3b Numerals	86%	100%	14%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.
Mathematics: 12.1 Sorting	71%	71%	0%	The teacher will continue to receive professional development support, training specific to developmentally appropriate practices for early childhood environments and use of systematic ways for assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK, including a coach provided to support classroom instruction and provide feedback.
Science: 14.3 Predictions	86%	100%	14%	The teacher will continue to receive professional development support, training specific to developmentally appropriate to practices for early childhood environments and use systematic ways of assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK. Additionally, a coach provided to support her in her classroom instruction and provide feedback.

Self, Family, and Community: Self-Control	43%	71%	28%	The teacher will continue to receive professional development support, training specific to developmentally appropriate to practices for early childhood environments and use systematic ways of assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK. Additionally, a coach provided to support her in her classroom instruction and provide feedback.
Self, Family, and Community: Social Problem Solving	57%	71%	14%	The teacher will continue to receive professional development support, training specific to developmentally appropriate to practices for early childhood environments and use systematic ways of assessing student learning to drive differentiated instruction. The teacher will also utilize resources offered through NM PreK. Additionally, a coach provided to support her in her classroom instruction and provide feedback.

\*Percentages based on 7 students FAY (Full Academic Year)

b. After analyzing your district's beginning-of-year (BOY) to middle-of-the-year (MOY) Early Childhood Observation Tool (ECOT) data, please list professional development needs.
The classroom teacher will participate in a refresher training for ECOT, ePyramid, ongoing professional support other trainings approved by NM PreK to increase the teacher's skills in providing a developmentally appropriate experience to all students in NM PreK. Any trainings to further knowledge in regards to teaching literacy and social-emotional development would also benefit the students in the RRVCS NM PreK program. The addition of a coach and the expertise that he/she brings could help the teacher advance skills and knowledge. RRVCS did not have a coach this year, but would very much like to have one.

**Section E: Requests for Expansion for Districts/Charter Schools (If Applicable) – Competitive, 20 Possible Points**

1. If your district/charter school is requesting expansion at existing sites or to add new school sites for SY2019-20, please complete Part II, Chart A. (All school sites, including proposed new sites, must appear on Charts A and B.)
2. Please clearly and succinctly describe the need for a NM PreK program or an expanded PreK program in the targeted school or community. (NMAC 6.30.9.11)

a. If your district/charter school is applying for a mixed-age classroom, please provide the rationale. Please note that only districts/school sites with 16 or less combined three-and-four-year-old children may apply for mixed-age funding.
b. Using demographic data, describe the targeted population. Please indicate how you calculated the number of children to be served.
c. Explain how a new PreK site or expanded PreK program will improve outcomes for these children and families.
d. How will the district/charter school administrator at the new or expanded PreK site collaborate with community early care and education providers, including Head Start programs, to coordinate services for children while honoring parental choice? Describe the communication thus far. Is there a plan to meet regularly? Attach the executed Memorandum of Understanding between the district and Head Start.

e. Describe school and community support for the proposed new or expanded PreK Program. Have families been informed that the district/school is expanding the PreK program? How were they informed? How did families have input in the decision?

3. PreK Program Services:

Provide a detailed description of the PreK program services that would be provided.

Include how the district/charter will:

1. Calculate the number of four-year-old children that shall be served. (NMAC 6.30.9.11). Reference the average number of kindergarten children in the school or district in your explanation. If your district meets the guidelines for operating a mixed-age classroom, please calculate the number of three-and-four-year-old children. Please note that a mixed-age classroom must include at least 60% four-year-old children and a three-to-one ratio of typically-developing children to children with IEPs.

2. Ensure services meet the continuum of services to children from birth through third grade? (NMAC 6.30.9.11).

3. Transition children and their families into and out of Prek Programs?



4. Professional Qualifications and Training: Complete Part II: Chart A, Staff Qualifications.

5. Family Engagement:

Please submit a copy of your 2019-20 Family Preschool Handbook based on the requirements in the FOCUS Criteria. This handbook details the plan for communicating with and involving parents in the program. (NMAC 6.30.9.11). An exemplar of a Family Handbook is posted on the PED website. This handbook is to be used as a resource. Please personalize your handbook for your families. Please upload a copy with your application in a separate email.

**Section F: Budget:**

1. Complete Part II: Chart B, District Funding Request.
2. Please complete the budget chart below. Applicants must provide a detailed budget for costs. Please see the Fiscal section of the Assurances and the Guidance Document for specific guidance.

Proposed Budget: FUND 27149: New Mexico PreK					
Function	Object	Job Class	Description	FTE	Amount
1000	51100	1414	Preschool Teachers, not special education	1.0	\$44,000
1000	51100	1714	Preschool Instructional assistants, not special education		
1000	51100	1610	Substitutes		\$1,000
1000			Total benefits for teaching staff		\$18,300
1000	53330		Professional Development		\$800
1000	56118		General Supplies		\$1,000
1000	57331		Fixed Assets (over \$5,000)		
1000	57332		Supply Assets (\$5000 or less)		\$500
1000	55817		Student Travel (Field Trips)		\$1,500
2700			Transportation (to-and-from school)		\$5,000
			<b>TOTALS</b>		<b>\$72,100</b>

3. Request for Transportation Funds

- a. If your district/charter is requesting transportation funding, complete the table below. Please provide a breakdown of the proposed transportation cost in chart above. **Please note:** The transportation budget does not cover bus assistants/attendants. These expenses are program costs.

Line Item	FTE	Total
Contract Services	Based on 6 PreK out of 55 bus riders for the 2018-2019 school year. See explanation below.	\$2,340.00
Mileage		
Fuel Costs		\$1,300.00
Salaries/Benefits		\$1,156.00
Other(please indicate)-7.125% GTR		\$370.50
<b>Total Proposed Transportation Budget</b>		<b>\$5,000.00</b>

<ul style="list-style-type: none"> <li>Will children other than NM PreK students ride these buses?    X Yes    No</li> </ul> <p>If yes, please explain your cost allocation plan. Districts/charters, where NM PreK children share buses with other students, will not be funded for PreK transportation costs, if the cost allocation plan is not included.</p> <p>Clearly explain how the PreK portion of the expenses was derived.</p>
<p>The following amount is based on the 2018-2019 bus contract (at the time this application is due, we do not have the bus contract set for the 2019-2020 school year). With the projected 2019-2020 PreK enrollment of 10 and the bus contract for 2019-2020 of \$42,850, and the assumption that 6-8 students will ride the bus give a percentage range of 11-14%. If this trend were to remain 6-8 of our PreK students will ride the bus making up 11-13% of the bus ridership of PreK students with a cost of \$4,713.00-\$ 5,570.50.</p>

<ul style="list-style-type: none"> <li>How many buses will be required to transport PreK children? One bus will be required to transport PreK students.</li> </ul>
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# ADDENDUM

## Four-Step Data-Driven Analysis Form

To be completed by each NM PreK teacher  
Using classroom-level BOY to MOY ECOT literacy data

School Site: Red River Valley Charter School

Teacher: Mrs. McCollum

### FOUR STEPS FOR DATA-DRIVEN ANALYSIS

#### PreK Continuation Application—Individual Teacher Self-Reflection: Literacy Domain

What to Bring	TEACHER SHOULD COLLECT:
<b>1</b> Celebrate	<p style="text-align: center;"><b>Starters</b></p> <ul style="list-style-type: none"> <li>Individual and Classroom Early Childhood Observation Tool (ECOT) Reports</li> <li>Other pertinent data sets</li> <li>ECOT Essential Indicators</li> </ul> <p><b>1</b> <b>Celebrate</b></p> <ul style="list-style-type: none"> <li>Review your ECOT data carefully. "I see that <u>(number/% of students)</u> were at or above "First Steps for K" on <u>[indicator(s) and/or domain(s)]</u>."</li> </ul> <p><b>NOTES:</b> I notice that 86% of students were at or above "Accomplished for 4's (First Steps for K)" in 7.3b Print Meaning for MOY observations. For indicator 7.2 Reading Comprehension, 57% of students are observed to be "Accomplished for 4's (First Step for K)" or above.</p> <p>I see that 57% of students are at or above "Accomplished for 4's(First Step K)" for indicator 7.4a Rhyme. 57% of students were observed to be "Accomplished for 4's(First Step K)" or above for indicator 8.3 Writing.</p> <ul style="list-style-type: none"> <li><i>Reminder: the BOY ECOT data does not necessarily reflect the instruction in your classroom, but instead the knowledge, skills, and behaviors that your students possess entering current school year.</i></li> </ul>
<b>2</b> Probe	<p style="text-align: center;"><b>Probing Analysis – Deep Dive on Key Indicators</b></p> <p><b>OPENING PROBE: (review <u>Classroom Summary Report and Essential Indicators</u>)</b></p> <ul style="list-style-type: none"> <li>Narrow the focus to the domains/indicators that warrant deeper analysis or action planning:</li> <li>Dive in and look at _____. [prioritize domains/indicators that need further analysis or action planning]</li> </ul> <p><b><u>DOMAIN(S)/INDICATOR(S) FOCUS:</u></b> For indicator 7.4b Phonological Awareness, 29% of students were observed to be in "Accomplished for 3's(First Step 4's)", 57% in "Making Progress for 4's" and 14% was "Accomplished for 4's(First Step K). In the area of Letter Sound Correspondence, Indicator 7.5b 71% of students were "Making Progress for 4's" and 29% were "Accomplished for 4's(First Step 3's).</p> <p>7.4b, Phonological Awareness 7.5b, Letter/Sound Correspondence</p>

**START FROM THE END GOAL: (review Classroom Summary Report and Essential Indicators)**

- Ask yourself: "What does mastery look like for each indicator?" Let's review the student-level data.
- Ask yourself: "What did the students need to know or be able to do to perform at 'First Steps for K' (or performance level equivalent to assessment window)?"

**NOTES:**

For Phonological Awareness, Indicator 7.4b mastery is indicated when students are able to identify and separate syllables in words and begin isolating initial sounds in spoken words. Repeats alliterative language (i.e. Cute Cats Can Kiss).

For Indicator 7.5b, Letter/Sound Correspondence, mastery is observed when students develop simple understanding of the alphabetic principle (letters represent speech sounds). Students will also show mastery when they attempt to sound out first letters in environmental print, familiar words and within the early stages of writing.

**IDENTIFY THE GAP IN STUDENT WORK: (review Classroom Summary Report and Essential Indicators)**

- Look at student performance levels: what pattern do you see in the domain/indicator level performance?
- Ask yourself: "What are student knowledge, skills, or behaviors are missing?"
- Ask yourself: "What did the students need to know or be able to do to get to 'First Steps for K' (or performance level equivalent to assessment window)? How is this more than what they know or are able to do with you in class?"

**NOTES:**

One pattern that I notice is that the majority of the students are observed to be functioning in "Making Progress for 4's" for Phonological Awareness as well as Letter/Sound Correspondence. I notice that these two areas have a lower percentage of students functioning at "Accomplished for 4's(First Steps for K) than the other literacy indicators. More students are not able to make first sound connections with words consistently as well as segmenting and blending.

**STATE THE ANALYSIS:**

- "One of the trends I noticed was \_\_\_\_\_. How does that impact student learning?"
- "I should/need to focus on..." or "The deeper conceptual misunderstanding is..."

**ANALYSIS:**

The trend that the majority of students are not at "Accomplished for 4's(First Steps for K)" in the areas of Phonological Awareness and Letter/Sound Correspondence would impact students' progress in acquiring foundational skills for later reading. I need to shift more daily routines, activities and transitions to include phonological awareness components such as rhymes, songs, finger plays, transition songs, line up activities and include phonological awareness within outdoor and physical activities. It would be important to have more emphasis and move towards developmental gains for these Indicators in a more systemic and planned approach.

<p><b>Plan &amp; Practice</b></p>	<p><b>PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)</b></p> <ul style="list-style-type: none"> <li>• Think through what supporting students in developing the knowledge, skills, or behaviors in <u>(Indicator)</u> look like. What does that look like? What resources do you have at your disposal? Is this knowledge or skill best taught through routine, direct instruction, small group, or other?</li> <li>• Think through what a lesson on ____ might look like. What other resources/supports do you have in teaching a lesson on <u>(Indicator/behavior/knowledge/skill)</u>? What does that look like?</li> <li>• Ask yourself "How will you check for understanding and assess mastery?"</li> <li>• Write down these new action steps and add them to your plan.  <b>*Put priority ECOT Indicator(s) in the action plan.*</b></li> </ul> <p><b><u>ACTION PLAN:</u></b></p> <p><b><u>Instruction:</u></b>  First I will implement more focused direct instruction in large and small groups on phonological awareness and letter sound correspondence using hands on activities, movement, interactive and repetitive methods. These plans will be more systematic and developmentally appropriate to support where students are functioning and to help them progress to the next level in the rubric ratings and be ready to enter Kindergarten. It will be important to change transition songs/rhymes/activities to focus more on phonological awareness and letter/sound correspondence and less on numerals and language since these areas need to be focused on.</p> <p><b><u>Practice:</u></b>  I will begin implementing more focused lesson plans and instruction as well as more specific phonological awareness and letter/sound correspondence transition activities while closely assessing progress and retention of the skills presented. I will also closely note the engagement and interest in the new activities/songs/rhymes/games to keep student's attention and ability to understand, retain and use skills in daily routines and activities. If needed, I will adjust activities to be more developmentally appropriate for individualized skill levels.</p> <p><b><u>Assessment:</u></b>  I will begin to assess these focus areas more consistently and more often to watch more closely how students are progressing and retaining information. I will also increase my ECOT observations to occur more often during the yearly observation windows as to hone in on specific students who may need small group or one on one instruction in certain areas. I will also increase note taking on student's daily interactions, play, participation and progress in all sub areas of Phonological Awareness and the area of Letter/Sound Correspondence. I will also review observation data with my administrator to receive support in how to increase student progress and success in these areas.</p> <p><b>PRACTICE:</b></p> <ul style="list-style-type: none"> <li>• Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment.</li> </ul>
<p><b>4 Follow-up</b></p>	<p><b>Schedule Follow-Up</b></p> <ul style="list-style-type: none"> <li>• Embed plan into upcoming lessons.</li> <li>• Schedule observation for leader/colleague to see plan in action. Establish how plan will be assessed.</li> <li>• Schedule time to reflect on assessment data from action plan and create next action plan.</li> </ul>
<p><b>Repeat steps 1-4 for major Domain/Indicator gaps.</b></p>	

## Appendix A

### NM PreK Quality Rating Guide and Key Terms:

- **4 Exemplary**

The whole response to the category reflects a thorough understanding of key issues and indicates capacity of an LEA and school to effectively oversee and implement the model activities.

The response addresses all required elements within the category with specific, evidence-based and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

- **3 Acceptable**

The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan.

The response addresses all required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.

- **2 Approaching**

The whole response to the category addresses a majority of the elements within the category in a manner that reflects solid preparation, comprehensiveness, and capacity to implement; but either fails to provide certain elements or provides all elements but in varying quality (some stronger, some weaker) lacking detail, preparation, or otherwise raises concerns about the capacity of the LEA and school to implement the plan.

- **1 Insufficient**

The whole response to the category lacks meaningful detail; demonstrates lack of preparation; submits requested attachments that are incomplete; or otherwise raises substantial concerns about the applicant's capacity to meet the requirements in practice.

- **0 Inadequate/Incomplete**

The whole response fails to address essential elements of the category; and/or fails to provide requested attachments.

## PreK Expansion Quality Scoring Guide

Narrative Category and Requirements	Quality Rating 4,3,2,or 1
<b>Section E: Expansion Request:</b>	Score
<b>Expansion Request:</b>	
<p><b>Complete Part II, Chart A</b>            Chart is complete, evidencing contact with other preschool programs in the targeted area. Evidence that the number of children proposed to be served in the district's PreK program plus the number already served in community problems does not exceed the number of 4-year-olds in the attendance area. If requesting to serve a mixed-age classroom, data for 3-year-olds must be included.</p>	
<b>Expansion Need:</b>	
<p><b>Targeted Population:</b>            Clearly discusses the risk factors in the community/targeted population that supports the need for a quality PreK program.</p>	
<p><b>Improved Outcomes:</b>            Describes clearly and succinctly how the district will implement a PreK program to meet the needs of the children and families in the targeted community.</p> <p><b>Clearly describes:</b></p> <ul style="list-style-type: none"> <li>• the number of four-year-old children to be served, whether half-day or extended-day, and the reasoning for the program type chosen</li> <li>• how the district will ensure that the PreK program and staff meet the FOCUS criteria and the verification process</li> <li>• how the program will meet the continuum of services to all children, including children with delays/disabilities</li> </ul>	
<p><b>Collaboration:</b>            Clearly describes how the district will collaborate with community early care and education providers, including frequency of meetings, what information will be shared, and any collaborative efforts around professional development, health screenings/fairs, Child Find, and transition to kindergarten.</p>	
<p><b>School and Community Support:</b>            Clearly describes how families, school administration, teachers, and community organizations had input into the decision to start a PreK program.</p>	
<b>TOTAL</b>	/20

## Appendix B

### Application Checklist

Documents for Submission	Checked – applicant	Checked – PED
<b>Statement of Assurances</b> (with original signatures in blue ink)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Part I:</b>		
Section A: District/Charter Contact Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Full Participation of Each Child	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Professional Qualifications/Training		
Section D: Quality Practices	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Each teacher submitted the Four-Step Data Analysis	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Expansion Request, if Applicable	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Part II:</b>		
Chart A: Expansion Request	<input type="checkbox"/>	<input type="checkbox"/>
Chart B: Budget Request	<input type="checkbox"/>	<input type="checkbox"/>

#### PED Comments

Has the applicant submitted all of the documents listed above?

- ☐ Yes  
☐ No

Reviewer

Code:

Date:



New Mexico Public Education Department  
FY 20 Prek Application for New Districts/Charter Schools  
for 4 Year Olds  
Staff Qualifications and Training

[illegible]