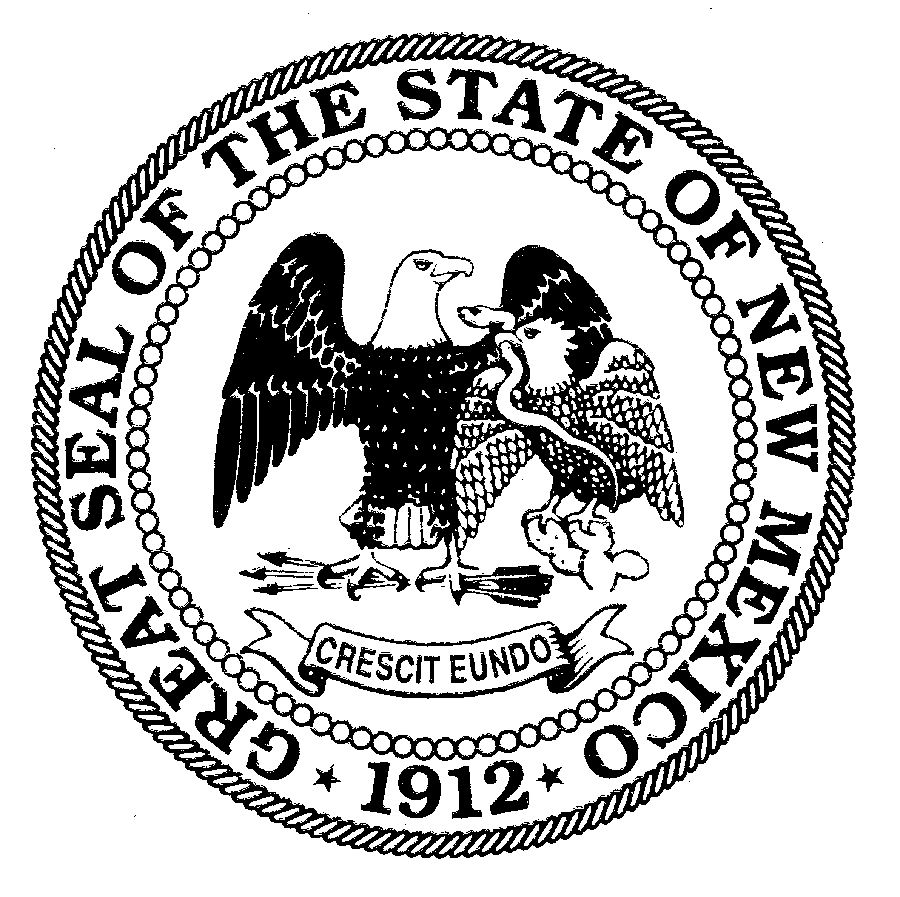
**State Of New Mexico**

**Public Education Department**

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**New Mexico PreK Program**

**SY 2017–2018 Continuation Application**



**Application Due on March 17, 2017**



Hanna Skandera

Secretary, Public Education Department

New Mexico Public Education Department

Jerry Apodaca Education Building

300 Don Gaspar Avenue

Santa Fe, NM 87501

**New Mexico PreK Program**

**Background Information**

During the 2005 legislative session, the New Mexico legislature passed the **Pre-Kindergarten Act** (Children’s Code, Article 23, Sections 32A.23.18 NMSA 1978)and provided funding to develop and implement voluntary pre-kindergarten programs to advance childhood development and readiness throughout the state of New Mexico. The PreK Program shall address the total developmental needs of preschool children, including physical, cognitive, social, and emotional needs, and shall include health care, nutrition, safety, and multicultural sensitivity. The Public Education Department (PED) and the Children, Youth, and Families Department (CYFD) have joint responsibility for the implementation of the PreK programs. The PED shall fund school districts and charter schools for PreK services, while the CYFD shall fund other eligible providers for PreK services. On behalf of a school district, Regional Education Cooperatives (RECs) may apply to be a PreK program service provider.

**Purpose of PreK**

The purpose of the PreK Program is to (1) increase statewide access to voluntary quality NM PreK developmental readiness programs, (2) focus on enrolling new children and building community capacity, (3) provide developmentally appropriate activities for New Mexico children, (4) focus on school readiness, and (5) expand early childhood community capacity.

**Eligibility**

The PreK Program provides voluntary, state-funded, pre-kindergarten programs for children who turn **four years old** before September 1st and are not age-eligible for kindergarten **(NMSA 6.30.9.10),** including students with disabilities, regardless of the disability. Pre-kindergarten services may be provided by public schools on a per-child reimbursement rate of **$3,206.20 for programs providing half-day services (450 classroom hours)**.  PreK services for extended-day programs may be provided by public schools including charter schools at a per-child reimbursement rate of **$6,412.40**. **For funding purposes, applications and proposals shall be evaluated and priority given to programs in communities with public elementary schools that are designated as Title I schools and that have at least 66 percent of the children served living within the attendance zone of a Title I elementary school. In addition, priority is given to K-3 Plus schools.**

School districts, charter schools, and RECs that received New Mexico PreK funding for SY 2015–2016 must submit a continuation application to continue operation of the PreK Program for the 2016–2017 school year.

**Please note that funding is dependent on the legislative appropriation.** **If the legislature appropriates the same amount of funding for SY2017-18 as in SY2016-17, district/charter budgets will remain at the 2016-17 funding level of funding. If the appropriation is reduced, district/charter budgets will decrease accordingly.**

* **Districts/charters can choose to shift slots from one site to another to meet community needs, however additional funding is not available.**
* **Transportation awards will remain the same unless the district anticipates less need. Please indicate on the budget chart.**
* **Programs funded for extended-day in 2016-17 may continue as extended-day pilot sites.**
* **Districts/charters may also request that PED reduce the number of FY17 funded child slots due to lower anticipated enrollment.**
* **Funding will be adjusted based on enrollment on October 31, 2017.**

**Please note that if the district/charter 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.**

Currently funded PreK programs will provide updated program and budget information to PED for approval using the continuation application. The signed applications are due to the PED on **March 17, 2017, by 4:00 p.m. Mountain Standard Time.** Please submit your applications through the Web [Education Plan for Student Success](file:///C:\Users\Brenda.Kofahl\Documents\2016-17%20PreK%20Applications\Education%20Plan%20for%20Student%20Success) (EPSS), which may be accessed at <http://web-epss.ped.state.nm.us/Security/Login.aspx?ReturnUrl=%2fDefault.aspx>

The PreK coordinator will have access to upload the application to the Web EPSS for school districts, charters, and RECs that are currently offering a PreK program(s). The district’s federal programs director will also have access to upload the application to the Web EPSS.

In addition to submitting the PreK application via the Web EPSS, please mail **ONLY** the **application signature page and the Program Requirements and Statement of Assurances with original signatures** to:

New Mexico Public Education Department

Literacy and Early Childhood Bureau

Jerry Apodaca Education Building

Attn: Brandy De la Riva, Room G5

300 Don Gaspar Avenue

Santa Fe, NM 87501

Two pre-application workshops will be held in conjunction with the PreK Administrators’ Meetings on **February 23, 2017 and March 2, 2016 from 9:00 AM to 4:30 PM** at the following address:

University of New Mexico Continuing Education Building

1634 University Blvd., NE

Room 123

Albuquerque, NM 87131

Please contact Noelle Orem to register for the pre-application workshop.

Noelle Orem

Coordinator of Education Support

New Mexico PreK

[nlo11@unm.edu](mailto:nlo11@unm.edu)

505-259-8518 cell

The University of New Mexico

Division of Continuing Education and Community Service

Early Childhood Services Center

MSC07 4030

1634 University Blvd. NE

Albuquerque, NM  87131

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| --- |
| **New Mexico PreK Program Continuation Application**  **School Year 2017–2018**  **Cover Page** |
| A. Name of school district/charter school/REC: |
| B. Mailing and street address: |
| C. Please list the total number of child slots and amount of NM PreK funds you are applying for in each category.   1. Total 2017-18 number of child slots requested: \_\_\_\_\_\_\_\_\_\_ (include both half-day and extended-day) 2. Half-day child slots requested: \_\_\_\_ 3. Half-day PreK Program services (450 hours): ($3,206.20 x number of total child slots) $\_\_\_\_\_\_\_\_\_ 4. Extended-day child slots requested: \_\_\_\_\_\_ 5. Extended-day program services (900 hours): ($6,412.40 x number of child slots) $\_\_\_\_\_\_\_\_\_\_ 6. Transportation funds requested: $\_\_\_\_\_\_\_\_\_ (must not exceed 2016-17award) 7. **Total amount of NM PreK funds requested:** $\_\_\_\_\_\_\_\_\_ **(must not exceed 2016-17 budget)**   List 2016-17 funded child slots: half-day child slots\_\_\_\_\_\_\_ extended-day child slots \_\_\_\_\_\_\_\_ total child slots \_\_\_\_\_\_\_  List 2016-17 enrollment: half-day enrollment\_\_\_\_\_\_\_ extended-day enrollment \_\_\_\_\_\_\_\_ total enrollment \_\_\_\_\_\_\_\_\_\_ |
| D. Contact person regarding application (person who will have **oversight** of the program):   |  |  |  | | --- | --- | --- | | Name: | Title: | | | Telephone: Office: Cell: | | Email Address: | |
| 1. Please complete the table below:  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Name of School or Site** | **Is this a**  **K–3 Plus School?** | **# of Physical Class-room (not sessions)** | **# of**  **Half-day Children Requested (450 Hours)** | **# of**  **Extended-day Children**  **Requested**  **(900 Hours)** | **Session Start Time** | **Session End Time** | **# of Hours per Session per Day** | **# of Days per Week** | **# of Days per Year** | **Total # of Hours Per Year** | |  |  |  |  |  | **AM**  **PM** | **AM**  **PM** |  |  |  |  | |  |  |  |  |  | **AM**  **PM** | **AM**  **PM** |  |  |  |  | |  |  |  |  |  | **AM**  **PM** | **AM**  **PM** |  |  |  |  | |  |  |  |  |  | **AM**  **PM** | **AM**  **PM** |  |  |  |  | |  |  |  |  |  | **AM**  **PM** | **AM**  **PM** |  |  |  |  | |  |  |  |  |  | **AM**  **PM** | **AM**  **PM** |  |  |  |  | |
| **Signature of Applicant:** I hereby certify that I am authorized to sign this application, that all information contained in this application contains no willful misrepresentation, and that the information is true and complete to the best of my knowledge. |
| Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Superintendent/REC Director/Charter School Administrator Name (print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Superintendent/REC Director/Charter School Administrator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **The information on this form must be completely filled out including signatures.** |

# PreK Program Requirements and Statement of Assurances

By signing below, the applicant ensures the following:

**Administrative Oversight:**

1. **PreK administrators must ensure that all Program Requirements and Assurances are met and that the program is in compliance with the PreK Program Standards.**
2. Enroll **only** children who have reached their fourth (4th) birthday before 12:01 AM on September 1, 2017 **and** who are not age-eligible for kindergarten (NMSA 6.30.9.10).
3. Provide a minimum of 450 preschool classroom hours for half-day programs and 900 preschool classroom hours for extended-day programs.
4. **All PreK programs must participate in and achieve a 5 Star rating** on PED’s **FOCUS**: Tiered Quality Rating and Improvement System (TQRIS). The program will establish a process of continuous quality improvement (CQI) by completing quality program improvement plans using a variety of self-assessment tools, including environmental rating scales, consultant feedback, family surveys, and student data.
5. PreK administrators must attend **both** the fall and spring Administrators’ Meetings. If a district appoints a PreK Coordinator over multiple school sites, the school site administrator must attend at least **one PreK Administrator Meeting annually. District PreK coordinators with five or more sites may hold district PreK Administrative meetings for principals with approval from PED.**
6. Prior to the first day of the PreK program services, **each principal, teacher, and educational assistant** is provided with his or her own copy of the

* *NM PreK Program Standards;*
* *PreK Program Requirements and Statement of Assurances;*
* *NM PreK Administrators Classroom Walkthrough Checklist;*
* *The Developmental-Interaction Approach: Defining and Describing New Mexico’s Curriculum for Early Childhood Care & Education Programs;*
* *PreK Lesson Plan Form;*
* *NM PreK Essential Indicators with Rubrics;*
* *New Mexico Early Learning Guidelines: Birth through Kindergarten; and,*
* *PED FOCUS TQRIS criteria*.

1. Administrators will ensure confidentiality of all children’s files by providing and maintaining a secure filing system.
2. The PreK program administrator must ensure that current **program** data is maintained on the NM PreK database and information **must be updated** **monthly** by the 5th day of each month. **PreK child demographic information** must be entered into STARS by the second week of attendance. ~~The PreK database is the official record for PreK programs.~~ **PreK funding will be adjusted based on enrollment data as of** **October 31, 2017**.
3. Ensure that, no later than October 1, 2017; each PreK educational assistant has a current professional development plan (PDP) in place with PreK program-specific professional goals and timelines. Staff must document on-going activities to increase their knowledge, specialization, and qualifications in early childhood education, individualization, full participation of each child, and family support. Each PreK teacher must also have a PDP. Timelines follow the established teacher evaluation process.
4. Ensure that PreK program administrators utilize the rubrics modified for PreK teachers and the PreK Classroom Walkthrough to complete the NMTEACH Educator Effectiveness System evaluations.
5. PreK programs must document collaboration with community early care and education providers to ensure that competition for funding and children does not adversely impact community capacity, while honoring parental choice. PreK program administrators meet with early care and education program personnel in the community prior to requesting funding for new PreK sites or expansion at existing sites.
6. Teachers and educational assistants assigned to PreK classrooms will not be assigned to non-PreK duties.
7. PreK programs must adhere to the **maximum group size and ratios** at all times:

* The maximum group size is 20 children. For inclusive classrooms, the group size will be lower, based on the needs of the children. For example, an inclusive classroom could have 10-14 children without IEPs and 2-6 children with IEPs.
* The teacher-child ratio is 1:10 with one lead teacher, and—if the group size is between 11 and 20—an assistant is assigned to the classroom. Both the teacher and assistant must be district or charter employees.

1. PreK program administrators will report program progress by providing program reports in a format designated by PED no later than the 15th of October and the 15th of May.
2. PreK program administrators will maintain an inventory of equipment purchased using PreK funds. Furniture, computers, and information technology equipment will be clearly labeled as NM PreK.

**Family Engagement:**

1. PreK Program administrators must ensure that each preschool classroom documents in a notebook available for program monitors, 90 hours of family engagement activities that include:

* One home visit for each child prior to the start of school (for children who enroll after the start of the school year, the home visit must take place within two weeks of enrollment);
* Three family/teacher conferences that align with the PreK Observational Assessment cycle;
* A minimum of four family engagement activities/events, including the agenda and sign-in sheets, for all activities.
* A Family Engagement Calendar listing all conferences, and family events.

1. PreK Program administrators must develop a Family Preschool Handbook\* that contains:

* procedures for Recruitment, Enrollment and Attendance;
* a description of the program’s developmentally appropriate classroom practices and curriculum model;
* a calendar of the 90 required hours of family activities, including home visits and family conferences;
* procedures for transportation of children (if applicable);
* procedures for developmental and health screenings, including how and when results will be shared with families, and how follow-up will occur;
* procedures for referring and serving children with suspected developmental delays and/or disabilities to the district’s Child Find services,*;*
* a detailed Transition Plan for supporting children moving into and out of the program; and,
* procedures for meals and snacks, including a statement that all food must be prepared by the district/school nutrition staff.

\*The Family Preschool Handbook may be completed as a section in the District or School Handbook

**Program Monitoring:**

1. PED staff will conduct a combination of random on-site and electronic monitoring. To facilitate the PreK on-site monitoring process, please have available

* family engagement/training summary documentation by PreK site (including flyers, agendas, sign-in sheets, and an accounting of hours to-date);
* health, vision, dental screening summary (number of students screened, number of referrals and outcomes);
* evidence of monthly PreK classroom walkthroughs (number of walkthroughs, a sampling of few completed PreK walkthrough forms);
* Family Teacher Summary reports;
* Home Visit reports;
* lesson plans for the current year;
* developmental screening reports;
* summary of how the PreK Coordinator supports the NM PreK consultants, teachers and education assistants, and suggestions for improvement;
* summary of staff on T.E.A.C.H. scholarships, and documented staff progress toward degrees/licenses;
* Environmental Rating Scale (ECERS-3) data; and,
* Continuous Quality Improvement plans (CQI) and progress made toward accomplishing the goals.

**Health and Developmental Screenings:**

1. Programs will work for early detection of children at risk for developmental delay. Each child in the PreK Program must receive the following health screenings by a school health care professional prior to the beginning of the program or within the first three months of attendance:

|  |  |
| --- | --- |
| * physical examination * current immunizations * vision screening | * hearing screening * dental screening |

1. Developmental screenings must be conducted for each child prior to the 3rd month of attendance.

* The developmental screening instrument must include a social-emotional component.
* Where possible, the dominant language of the child will be used during screenings.
* Parents must be informed of the screening results no later than the first family-teacher conference.
* Appropriate follow-up, referrals, and services must occur to address all identified concerns.

**Fiscal Requirements:**

1. PreK funds are used to supplement and expand existing resources and are not to be used to take the place of, or supplant, any funding that is being utilized for PreK services.
2. Food for parent or staff meetings is not an allowable expense.
3. Requests for reimbursement (RfR) for food items purchased for cooking, science, and sensory activities must be accompanied by a lesson plan. Candy or high sugar items are never allowable expenses.
4. Children’s food, including meals while on field trips, is not an allowable expense using PreK funds.
5. Requests for Reimbursement (RfRs) must be submitted **monthly** to PED using the Operating Budget Management System (OBMS).
6. All RfRs, except those for salaries and benefits only, must be accompanied by detailed invoices. Include lesson plans to support field trip and cooking activity expenditures.
7. Any purchased curriculum must align with the NM ELG and be approved by PED.
8. T.E.A.C.H. scholarship costs will be reimbursed only after successful course completion. A copy of the grade report must accompany the RfR.
9. Approval must be granted prior to purchase for items over $5,000.
10. Indirect costs cannot exceed **one percent** of the program services award.
11. PreK funds cannot be used for out-of-state travel costs or for in-state travel other than early childhood conferences and training.

**Continuous Quality Improvement (CQI):**

1. Districts/schools must develop a Continuous Quality Improvement (CQI) plan that includes **at least two goals, one of which addresses implementation of LETRS early literacy strategies.** Use information from the: (1) Environmental Rating Scale (ECERS-3), (2) NM Pyramid Model Strategies, (3) LETRS-EC Strategies, (4) PreK Observational Assessment data, and (5) Family Surveys to develop goals. This plan will be documented using the NM Preschool CQI Planning Template, which will include specifications for how the administrator will measure success.
2. Individual classrooms must also develop a CQI plan that includes **at least one goal** to improve instructional practices using the: (1) Environmental Rating Scale (ECERS-3), (2) NM Pyramid Model Strategies, (3) LETRS-EC Strategies, and (4) Child Outcomes Assessment. This plan will be documented using the NM Preschool CQI Planning Template, and will include specifications for how the teacher and administrator will measure success in that classroom

**Meals/Food:**

1. All half-day PreK programs will serve at least one meal (breakfast or lunch) per school session that meets the United States Department of Agriculture (USDA) meal pattern requirements for four-year-old students by participating in the School Lunch Program or Child Care Food Program. Extended Day Programs will serve at least two meals (breakfast and lunch).
2. Any food served to children must meet USDA requirements.
3. Families of PreK children must complete the same forms for meal reimbursement as required of other students in the school, unless students are directly certified or categorically eligible to participate in the program.
4. Family-style meals are developmentally appropriate for preschool children.
5. Parents must not provide snacks.
6. Children’s food is not an allowable expense using PreK funds.
7. Food for meetings is not an allowable expense using PreK funds.
8. Food cannot be used as incentives.

**Intentional Early Literacy Practices/Curriculum/Lesson Plans/Assessment:**

1. Ensure daily, intentional, developmentally appropriate early literacy practices:

* daily phonological awareness activities (i.e., songs, finger-plays, rhyming, beginning sounds)
* oral language and vocabulary activities
* alphabet knowledge activities
* concepts of print activities
* daily read alouds with comprehension strategies (First Read, Second Read, Third Read) and twice per day in 900–hour classrooms
* daily small group (4-6 children) early literacy activities; twice per day in 9000 hour classrooms
* daily, ongoing individual and small group (2-3 children) read alouds with documentation that each child is read to at least once weekly in 450 hour programs and twice weekly in 900 hour programs, in addition to larger group reading activities
* daily opportunities for developmentally appropriate writing activities

1. All teachers must complete a weekly lesson plan using the PreK form and keep a binder of archived lesson plans for the consultant and PED site monitoring team**.**
2. Curriculum models adopted by the school/district must align with the ELG and NM PreK’s authentic observation, documentation, and curriculum planning process (AODCP) as in the diagram below*.*



1. The PreK Observational Assessment is the **ONLY** assessment tool approved for use in the PreK program.
2. All preschool teachers and educational assistants must complete three child observational assessments and report data

* within 45 calendar days of enrollment and within two weeks prior to that last day of the child’s attendance (30 calendar days for children with IEPs);
* by the first Friday in February (450 hour programs need not complete Portfolio Forms; 900 hour programs will complete Portfolio Forms); and,
* within two weeks prior to the last day of the child’s attendance.

**Dual Language Learners:**

1. PreK programs must support dual language learners by:

* conducting a Home Language Survey as part of the application process;
* ensuring a print-rich environment providing labeling that represents all home languages (for Native American languages, please ensure that the tribe has granted permission for print);
* ensuring that educators implement strategies that reflect their understanding of the stages of second-language acquisition by planning activities, materials, and experiences that support each stage;
* ensuring that educators implement strategies that foster the relationships of children who speak languages other than English with English-speaking children; and
* ensuring that educators promote children’s home language while supporting English language development.

**Classroom Environment:**

1. All PreK programs must score at least a total average score of 5 on the ***Early Childhood******Environment Rating Scale-3 (ECERS-3).*** The scores must be entered into the PreK database by **October 13, 2017. If a classroom scores below a 5,** a CQI goal must be developed to address the area(s) of deficiency. Consultants will perform random checks for inter-rater reliability and accurate scoring.

**Children with Special Needs:**

1. **All PreK classrooms will provide inclusive settings for children with developmental delays and disabilities** based on the federal Individuals with Disabilities Education Act (IDEA) and consistent with a child’s individualized education program (IEP). The amount and location of services is determined by the student’s IEP team. The special education services and equipment required by a child’s IEP, including the cost of therapists and special education staff, can be funded by the district or charter school’s special education budget that includes both or either state operational funds and IDEA B funds (basic or preschool funds). Please ensure that appropriate information and assessment data for each child with an IEP is entered in both the PreK and STARS databases.
2. Each child’s IEP goals are derived from the NM ELG, Birth to Kindergarten.
3. Unless the IEP is modified to indicate a different placement, children with special and/or behavioral needs cannot be dismissed from the PreK Program solely because of their special and/or behavioral needs.
4. Children who are referred for evaluation of suspected special needs, must follow the district’s/charter schools Child Find process. The *Response to Intervention* process does not apply to preschool children.
5. Children with IEPs are exempt from the developmental screening requirement.
6. In collaboration and consultation with the Part C/Part B service providers, educators develop and integrate IEP goals and objectives into the daily schedule, classroom, and lesson planning.
7. Therapists, to the extent possible, provide therapies in the natural environment (classroom, playground, etc.) and incorporate same-age peers without an IEP in the activities.

**Teacher and Educational Assistant Qualifications and Staffing**:

1. **Every PreK classroom must be staffed at all times by a licensed teacher.**
2. All PreK teachers must hold an Early Childhood Education, Birth–Grade Three License (250), an Early Childhood Education, Birth–PreK license, or an Early Childhood Education, PreK-Grade Three license issued by PED. If an early childhood-licensed teacher cannot be employed, the program may hire a teacher who holds an elementary or special education license **provided** that the teacher

1.) **completes** the Early Childhood Alternative License program *(coursework, OPAL or NMTEACH summative evaluation option)* **within two years of hire or placement in any PreK classroom**, OR

2.) annually completes at least **twelve (12) hours** of college credit in early childhood education toward a master’s degree that will lead to an early childhood education license.

1. All educational assistants must hold a minimum of an associate of arts in early childhood education. Educational assistants who do not yet meet staff qualifications must annually complete at least six (6) hours of college credit in early childhood education that will lead to an early childhood education degree. All educational assistants must hold a Level 3 license issued by PED.
2. If a long-term substitute teacher or assistant must be hired to staff a PreK classroom, the district/charter/REC must inform PED within 10 days of the placement. **The district must ensure that the PreK Observational Assessments and the Environmental Rating Scales are conducted by trained personnel. A licensed teacher must monitor the PreK classroom and lesson planning weekly during the time a long-term substitute is in place.**

**Training Requirements:**

1. To ensure implementation of the ***New Mexico*** ***PreK Observational Assessment*** tools and planning cycle, all teachers, educational assistants, and administrators must fully participate in the PreK Consultant (coaching) Program, including providing a minimum of 30 minutes of release time (without children present) for consultation with the assigned NM PreK consultant.
2. Ensure that every PreK teacher, coordinator/administrator, and educational assistant successfully complete all required trainings. Building principals who are **not** the designated PreK district administrator/coordinator must complete one PreK and one FOCUS training per year in addition to *ECERS-R and E* training. PreK requires the following trainings:

* *PreK Database* training (can be completed at your computer)
* *New Teacher Training* or *Returning Teacher Training as applicable to the individual, which* covers the observation, documentation and curriculum planning cycle (AODCP) (PreK site administrators must complete one of the above or the *Administrators’ Training* on the AODCP.
* Early Childhood Assessment Tool (ECOT) training: required for all in SY2017-18
* ECERS-3 online training (one time)
* *Powerful Interactions*
* *Full Participation of Each Child*
* *FOCUS-TQRIS*
* *LETRS* (language essentials for teachers of reading and spelling) for Early Childhood (licensed staff only)
* *New Mexico Pyramid Training*

*(Note: For teachers and administrators new to PreK, LETRS and Pyramid Training must be completed within two years of hire or within two years of beginning a new PreK program.)*

By signing below, I indicate that I have read and received a copy of these Program Requirements and Assurances.

Superintendent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PreK Coordinator’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Business Manager’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Building Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Please add lines for additional principal or superintendent signatures)

Continuation Application Narrative

Please respond to the following questions about your PreK program.

1. **Program Evaluation**
2. Did the PreK Program achieve the goals you established in your Continuous Quality Improvement Plans (CQIP) for 2016–17? Yes \_\_\_ No \_\_\_

* Please attach a copy of the CQI plans for 2016-17 and explain the progress made to date If goals have not yet been met, explain why goals were not met.
* Explain the improvement(s) made to your PreK Program as a result of your 2016–17 CQIP.

1. Please describe your district/ school’s progress toward meeting the requirements of the PED FOCUS criteria, including FOCUS events and training attended.
2. Describe your district/school’s progress towards creating inclusive classroom environments.
3. Professional Development
4. Please complete the following information for all licensed teachers and educational assistants who **do not** currently possess an *Early Childhood Education Birth–Grade* 3 License (250), *Early Childhood Education Birth–PreK* License, or *Early Childhood Education PreK-Grade 3 License,* and for all educational assistants who have not earned at least an associate’s of arts degree in early childhood education (ECE). If teachers or educational assistants have not made progress toward the required licenses and degrees in 2016-17, please explain how the requirements will be met by June 30, 2017.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff Name/School Site** | **Position/Title** | **Type of License Currently Held** | **License Number** | **Total # of ECE Credit Hours Completed for**  **2015–2017** |
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1. Please list staff who **completed** an ECE degree and/or ECE licensure this year.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Staff Name** | **Position** | **College or University** | **Degree Earned and Date** | **New Mexico Licensure, (type and number) Earned and Date** | **Will this person be placed in PreK in 2016–17?** |
|  |  |  |  |  |  |
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1. **Curriculum and Intentional Teaching**
2. Describe how teachers are implementing strategies from *Language Essentials for Teachers of Reading and Spelling- Early Childhood (LETRS-EC)* to improve children’s early literacy skills and include suggestions for additional training or support.
3. Describe how teachers are implementing strategies from New Mexico Pyramid model to support children’s social-emotional development, and include suggestions for additional training or support.
4. Describe how teachers are improving classroom practices in response to consultant feedback.
5. Explain your process for analyzing the PreK child assessment results to plan instruction or make changes for this school year. Include data in your response. Specifically include
   1. Findings and trends noted in literacy data
   2. Findings and trends noted in numeracy data
   3. Changes in practice as a result of data analysis

**4. Parent Engagement**

Provide a calendar of all planned 2017–2018 monthly parent engagement events (home visits, parent-teacher conferences, parent meetings, parent trainings, literacy nights, math nights, transition activities, etc.) on the chart below. Please note that at least **four parent activities** are required. This information must also be included in the Family Preschool Handbook, due September 15, 2017.

* 1. Include the contact hours for each of these events.
  2. Do not list take-home activities, reading logs, IEP meetings, or newsletters.
  3. The total number of hours must equal or exceed 90 hours annually.

|  |  |  |
| --- | --- | --- |
| **Proposed Date** | **Parent Engagement Activity** | **Contact Hours** |
|  | Home visits |  |
|  | Fall parent-teacher conferences |  |
|  | Winter parent-teacher conferences |  |
|  | Spring parent-teacher conferences |  |
|  |  |  |
|  |  |  |
| **Total proposed contact hours** | |  |

1. **Budget**

Please complete the **Program Budget Request Form** that includes projected expenditures, number of full time equivalent personnel (FTEs) funded by the PreK funds, and justification for each line item. Applicants must provide a detailed budget for costs. All costs should be reasonable, well justified, and must relate to the proposed project activities. **Budget cannot exceed the final 2015-16 award.**

Examples of **allowable** costs include the following:

* salaries and benefits
* materials and supplies
* equipment, including computers, laptops, printers, iPads or other tablets, cameras, playground equipment, classroom furniture
* transportation
* Teacher Education and Compensation Helps (T.E.A.C.H.)\* scholarship matching funds
* up to **one percent** of the total award amount for **program services** may be used for administrative costs

Examples of **disallowed** costs include, but are not limited to, the following:

* construction, renovating, or acquiring real property
* organized fundraising
* **out-of-state travel**
* children’s meals/snacks
* **food for meetings**
* teacher licensing and testing fees
* vehicles

**\*Note:** T.E.A.C.H. scholarships are available to PreK staff members who do not meet requirements in the NM PreK Program Standards or who wish to pursue advanced degrees in early childhood education. These scholarships require financial and other commitments from both the PreK Program and the scholarship recipient. **The district/school’s cost is an allowable PreK expense; however, cannot be reimbursed until coursework is successfully completed. A copy of the grade report must be included with the RfR.**

**Projected PreK Budget for School Year 2016–2017**

|  |  |  |  |
| --- | --- | --- | --- |
| **Line Items** | **# of FTEs** | **Total** | **Budget Justification**  Provide a description of the proposed activities and how each budget line item will be expended. |
| Salaries |  | **$** |  |
| Benefits |  |  |  |
| Professional development |  |  |  |
| General supplies and materials |  |  |  |
| Fixed assets (more than $5,000) |  |  |  |
| Supply assets ($5,000 or less) |  |  |  |
| Other contract services |  |  |  |
| Employee travel |  |  |  |
| Student travel |  |  |  |
| Indirect costs (1% Cap) |  |  |  |
| Transportation |  |  |  |
| **Total proposed budget amount:** |  | **$** | **(Must not exceed final 2015-16 award)** |

**Supplemental Funding Sources**

|  |  |  |
| --- | --- | --- |
| **Funding Source**  (Title I, Special Ed., Operational, Impact Aid, etc.) | **This funding source supports the following:** | **Amount** |
|  |  |  |
|  |  |  |
|  |  |  |
| **Total Funds from Other Sources** | |  |

**Please note that if the district/charter 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.**

**Request for Transportation Funds**

Please complete the following information if you are requesting funds for transportation.

1. How will children be transported to school? List numbers in each category.

Bus\_\_\_\_\_ Parents\_\_\_\_\_ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Will you contract for transportation services? \_\_\_\_\_ If yes, please provide the name of the bus contractor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contract amount \_$\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please explain any additional transportation costs the district will incur in addition to the contract costs. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Line Items** | **# of FTEs** | **Total** | **Budget Justification**  Provide a description of the proposed activities and how each budget line item will be expended. |
| Contracted services |  |  |  |
| Mileage |  |  |  |
| Fuel costs |  |  |  |
| Salaries/benefits |  |  | (indicate number of hours per driver) |
| Other (please indicate) |  |  |  |
| **Total Proposed Transportation Budget\*** | | $ | **(Must not exceed final 2015-16 award)** |

\*This number must match the total transportation funds requested on the cover page and in the budget request chart on page 15.

**PreK Capital Outlay**

1. Did the school district apply for PreK capital outlay funds for SY 2016–2017?

Yes \_\_\_No\_\_\_ If yes, indicate the amount of awarded $\_\_\_\_\_\_\_. Describe the project that this award will fund.

2. Does your district/charter school plan to apply for PreK capital outlay funds in 2017–2018 if such funds are available? Yes\_\_\_\_ No\_\_\_\_\_

a. Please indicate the school site (s).

b. Describe the scope of the request. Please indicate whether the funds will be used for construction of new classrooms or for renovation of the existing ones.

**PreK Needs Assessment for Additional School Sites or Expansion at Existing PreK Sites**

**In SY 2017–2018**

PED is gathering information about the need for additional PreK funding.

1. Please provide justification for increasing the number of children served at each *existing* *PreK school site* (2016–17 waiting list numbers, source of enrollment projections, etc.). Include rationale for converting an
2. existing half-day (450 hour) program to an extended-day (900) hour program, if applicable.
3. Please complete the chart below ***to add child slots at existing PreK-funded school sites***.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A.**  **School Sites Funded in School Year**  **2016–17** | **B.**  **Half-day**  **(450 Hours)**  **Child Slots Funded in**  **2016–17** | **C.**  **Actual Number of**  **Half-day Children Served in 2016–17** | **D.**  **Additional Number of Half-day Child Slots Proposed at this Site for**  **2017-18** | **E.**  **Total Proposed Number of Half-day Children to be Served at this Site in**  **2017–18** | **F.**  **Extended-day (900 Hours) Child Slots Funded in**  **2016-17** | **G.**  **Actual Number of**  **Extended-day Children Served in 2016-17** | **H.**  **Additional Number of Extended-day Child Slots Proposed at this Site for**  **2017-18** | **I.**  **Total Proposed Number of Extended-day Children to be Served at this Site in**  **2017-18** | **J.**  **TOTAL Number of Proposed Child Slots at this Site for 2017-18**  **(Sum of**  **Columns E and I)** |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Totals** |  |  |  |  |  |  |  |  |  |

1. Please complete the chart below to ***add additional school sites***.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Proposed New School Sites for 2017–2018** | **Does this School Offer the K-3 Plus Program?** | **Number of Proposed Half-day Child Slots at This School Site** | **Number of Proposed Extended-day Child Slots at This School Site** | **Total Number of Proposed Child Slots at This School Site** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Totals** |  |  |  |  |

1. Please provide justification for each additional site. (Include sources of enrollment projections, other early childhood programs in the community, kindergarten enrollment numbers, and indications of community support.) Please explain how each additional site will uniquely support the community.
2. If the school is a K-3 Plus site, please indicate how the addition of PreK will align with the school’s vision and efforts to serve children in grades kindergarten through third grade. **Describe your plan to successfully transition PreK children into the K-3 Plus program**.
3. Please provide evidence for adequate physical facilities, document that
   1. the site has ample classroom space for this expansion;
   2. there is a sink in each classroom;
   3. each classroom includes restroom facilities;
   4. there is an age-appropriate playground and indicate its proximity to the classrooms; and

If the physical facilities are inadequate, please indicate the district’s planned improvement efforts to provide appropriate space/facilities for these students