FY20

PED PreK Continuing Program Application
Part I

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

Please submit ONE application for the <u>district</u>.
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.**

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

Statement of Assurances

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 (4th) 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 40th and 80th 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 3rd 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: _____ Signature: _____

PreK Coordinator's Name: _____ Signature: _____

Business Manager's Name: _____ Signature: _____

Building Principal's Name/School: _____ Signature: _____

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

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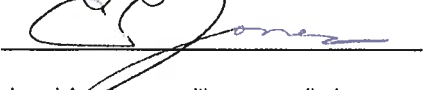
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Superintendent's Name: ___Chris Jones___ Signature: _____

PreK Coordinator's Name: ___Raelene Martinez___ Signature: _____

Business Manager's Name: ___Mike Vigil II___ Signature: _____

Building Principal's Name/School: ___Chris Jones___ Signature: _____

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

FY20 PED PreK Continuation Application And Mid-Year Progress Report

Part I

Section A: District/Charter Contact Information

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

District/Charter Contact Information

District/Charter Name: La Promesa Early Learning Center	District/Charter Code: 528-001
Mailing Address: 7500 La Morada NW, Albuquerque, NM 87120	
Phone: 505-836-7706	Fax: 505-836-7704
Superintendent/Charter Director: Chris Jones	Email: cjones@lpelc.com	Phone:505-836-7706
PreK Coordinator: Raelene Martinez	Email: rmartinez@lpelc.com	Phone: 505- 268-3274
Business Manager: Mike Vigil	Email: mike@vigilgroup.et	Phone: 505-938-7702

School Contact Information

School	School Code	Principal Name:	Office Telephone	Email	Cell
La Promesa Early Learning Center	528-001	Chris Jones	505-836-7706	cjones@lpelc.com	505-803-0812

Section B: Full Participation of Each Child

Ratios and Group Size:

Please complete the chart below.

2018-19 School Site	Teacher	Language of Instruction	Number of Children in each classroom	Number of children with an IEP	"Speech Only" Of those with IEPs, the number identified as such
La Promesa Early Learning Center Central	C. Robertson	Spanish	19	0	
La Promesa Early Learning Center Central	R. Martinez	English	18	2	1

Planned 2019-20 Classroom:

2019-20 School Site	Teacher	Language of Instruction	Number of Children in each classroom	Number of children with an IEP	"Speech Only" Of those with IEPs, the number identified as such
La Promesa Early Learning Center Central	C.Robertson	Spanish	17	3	1
La Promesa Early Learning Center Central	R. Martinez	English	17	3	1

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
Flor Guadarrama	PreK E.A.	Level III E.A.	371544	0	Waitlisted for T.E.A.C.H
Angelica Delgado	PreK E.A.	Level III E.A.	368032	0	

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
Chris Jones	Complete	Complete	Complete	In Progress	Complete	Waitlisted	In Progress
Flor Guaderrama	4/10	4/10	Complete	Complete	Complete	NA	
Angelica Delgado	4/10	4/10		In Progress	Complete	NA	

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 The New Mexico Statewide Literacy Framework (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?

La Promesa Early Learning Center's Pre-K program follows the Essential Elements of Instruction and Intervention that are outline in the New Mexico Statewide Literacy Framework. These core elements merge to create the foundation by which the academic program is derived.

Cultural and Linguistic Diversity is integrated through two core program components. First and most integral is the Bilingual Education Dual Language program that makes our Pre-K program unique among Pre-K programs in the Albuquerque area. Students have the opportunity to learn in two languages (English and Spanish). This dual language model allows students to strengthen their home language, ultimately promoting the acquisition and development of the second language. Students who speak a language other than English in the home are more likely to underperform in core academic areas such as Reading and Writing and less likely to graduate than their monolingual English speaking peers. A dual language approach to educating the high number of English Learners served in the La Promesa Pre-K program helps to narrow the achievement gap for students.

Project GLAD
The Guided Language Acquisition Design (GLAD) approach is utilized by all Pre-K teachers (English and Spanish) to plan and deliver instruction to students. This model allows English learners and native speakers to access the core curriculum through the use of 35 strategies that support them both in mainstream classrooms. Students are better able to meet their required indicators through the implementation of GLAD in Pre-K

classrooms. One major goal of GLAD is for students to be able to read and write across content areas, which ensures effective early literacy instruction for all students. La Promesa teachers are able to provide language rich classrooms providing opportunities for students to learn and practice Tier I and Tier II vocabulary skills. The preschool GLAD components include; focus and motivation, input, guided oral practice, and emergent reading and writing.

Five Big Ideas of Reading

Daily literacy instruction in each La Promesa Pre-K classroom is comprised of the following five elements known as the five big ideas of reading: phonemic awareness, alphabetic principal, comprehension, fluency, and vocabulary. Centers are used to facilitate instruction that aligns with each literacy process and meaningful learning activities scaffold the learning of all Pre-K students. Evidence of this instruction can be found in weekly lesson plans.

Developmentally Appropriate Early Literacy Practices

All La Promesa Pre-K students benefit from receiving daily literacy instruction that includes the New Mexico Pre-K Required Early Literacy Practices. As mentioned above, a center activity rotation system allows for teachers to balance necessary focused academic instruction with students' ability to learn through structured play. Phonological awareness activities occur throughout each day in English and Spanish classrooms. These activities include learning of letter sounds, rhyming, syllabication and using technology and software to reinforce student learning. Oral language and vocabulary activities take place daily. GLAD provides all students with a foundation by which they learn academic vocabulary and read and write across content areas. Oral language skills are learned and practiced through song and reinforced in centers as students are encouraged to use their oral language skills while participating in meaningful interpersonal learning experiences with teacher and peers. Alphabet knowledge activities are also a regular part of the La Promesa Pre-K program, with students acquiring knowledge of the English and Spanish.

The Spanish teacher uses the Estrellitas curriculum to is reinforce alphabet knowledge and skills during whole group rug time. The English teacher utilizes GLAD strategies and the creative curriculum to reinforce alphabet knowledge and skills. Concepts of print activities occur through read aloud and guided reading when text directionality, book layout, and text feature distinctions are taught and learned by students. Large group read alouds are made possible through the use of the Promethean board as well as big books created by teachers during the GLAD unit development process. GLAD strategies further reinforce concepts of print with the use of pictorials, picture dictionaries, learning logs, ABC chant, and class books. Small group reading instruction takes place during center times in which students are led through literacy and small group reading activities and reading skills and strategies are facilitated by Pre-K teachers. Writing is the final early literacy component of the La Promesa Pre-K program. Students, in centers, learn to write in stages that are developmentally appropriate and lead to eventual writing by students. These include: q-tip painting, writing in sand or cornmeal, and even using play dough to strengthen pre-writing fine motor skills. GLAD strategies reinforce early writing skills with use of learning logs, listen and sketch activities, class books, student picture dictionary books, and expressive Oral language frames.

2. Language and Culture:

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.

La Promesa Early Learning Center is a dual language school, therefore all students' education is 50% English and 50% Spanish. Approximately 90%-95% of our students come from a Spanish-speaking household. The school and classrooms are set up to provide a comfortable and welcoming environment for all students and all families. The classroom has a Teacher or an Educational assistant that can communicate in both or in either language. In each classroom, we make sure to foster the child's home language along with teaching them a second language. We make sure to not to do a direct translation of what we are teaching but we do make sure that the child understands what we are teaching by using different scaffolding strategies. We provide a rich environment with books, multi-cultural materials, and signs. We make sure to scaffold support through context, gestures, visuals, and use realia. We always encourage students to self-express themselves and the use of spontaneous language. We make sure to always model what is expected. We use graphic organizers with pictures and drawings for students to make connections. We use small group instruction so we can target students that need extra support. We do not just do this for our students but also for our families. We make sure that all communications sent home are also in both languages. For parent-teacher conferences and home visits, we make sure to foster and value the family's language to ensure understanding. We want our community, students, and families to know that we value their language and culture and we ensure to do everything possible to make sure they feel comfortable at all times.

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?

All La Promesa Staff have completed the pyramid training and successfully implementing the strategies in their classrooms to support social emotional needs of our PreK students. Classroom staff is providing positive behavior support in order to help students with difficult behaviors and have seen a drastic improvement in the skills and self control of their students. Classroom routines and rules have been posted in a age-appropriate manner and are available for students to use throughout the day. Teacher have become more familiar with the Inventory of practice for promoting Social Emotional Competence and use it as a good way to reflect and lead discussions during grade level meetings on Fridays. This has been helpful in creating activities to support social emotional needs, positive relationship building. Teachers also use the inventory as a means for intense intervention for those students that need extra support.

Administration will continue to provide time for grade level meetings in which teachers can continue to use the inventory as a means for reflection in order to continue the social emotional needs of their students. La Promesa will also implement the ePyramid cohort refresher training to further support the classroom staff.

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.
La Promesa has completed Phase I of the verification process and is currently working on submitting Phase II of the verification process. La Promesa is prepared to be verified by the end of the 2018-2019 School year.

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?

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: EI 7.4a Rhyme	0%	51%	51%	LETRS- Nursery Rhymes, finger plays, match words that rhyme, produce words that rhyme.
Literacy: EI 7.4b Phonological Awareness	0%	19%	19%	Daily routines working on words, syllables, intial sounds, and phonemes in small and large group settings. Using GLAD and LETRS Strategies. Scaffold learning for those that need support.
Literacy: EI 7.5a Letter Naming	11%	16%	10%	Daily routines both large and small group activities focused on letter recognition, production and writing using LETRS and GLAD strategies. Scaffold learning for those that need
Literacy: EI 7.5b Letter-Sound Correspondence	0%	22%	22%	Daily routines both large and small group activities focused on letter recognition, production and writing using LETRS and GLAD strategies. Scaffold learning for those that need
Mathematics: 9.1 One-to-One Correspondence	0%	32%	32%	Daily routines in large and small group focused on counting. Providing guided learning and opportunities to practice and learn in a play based environment. Scaffold learning for those that need support.
Mathematics: 9.3b Numerals	22%	76%	54%	Daily routines in large and small group focused on number recognition, writing numerals, and representing numbers using manipulative. Providing guided learning and opportunities to practice and learn in a play based environment.
Mathematics: 12.1 Sorting	0%	60%	60%	Provide Play-based opportunities for students to practice and learn multiple classification schemes for them to create groups of items. Model using comparative vocabulary (less, more etc.) and provide opportunities for students to do the
Science: 14.3 Predictions	0%	62%	62%	Model making a prediction/hypothesis in a science experiments. Provide background knowledge on experiment allowing students to make a hypothesis or prediction.
Self, Family, and Community: Self-Control	0%	57%	57%	Use PYRAMID practices to support students with social emotional skills. Model appropriate behaviors, and provide a nurturing and responsive relationship with all students. Age appropriate schedules and routines posted at students eye level.
Self, Family, and Community: Social Problem Solving	0%	8%	8%	Model social problem solving skills everyday using natural occurrences or using finger plays and puppets. Provide structured activities for students to work together and use conflicts as an opportunity to teach social and emotional skills.

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.

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	2.00	$110,368.06
1000	51100	1714	Preschool Instructional assistants, not special education	3.00	$58,300.00
1000	51100	1610	Substitutes		$2,000.00 Professional development for licensed staff (FOCUS), Sick leave as needed
1000	Multiple		Total benefits for teaching staff		$62,632.51
1000	56118		General Supplies		$10,000 Curriculum materials to supplement GLAD units of

Code	Code	Line Item	Description
1000			instruction, copy paper, toner, general office supplies, general student supplies, general class-room supplies
1000	57331	Fixed Assets (over $5,000)	$5,000 Early childhood outdoor playground equipment, classroom furniture, technology
1000	57332	Supply Assets ($5000 or less)	$5,000 Software to support early literacy instruction, Social and emotional learning program, STEM and technology supplies, Teacher development
1000	55817	Student Travel (Field Trips)	$3,000 Field trips to reinforce GLAD units
2700		Transportation (to-and-from school)	$0 NA – transportation provided through state transportation funding and operational funds
1000		Professional Development	$4,000 In-state PD registration fees, mileage and per diem for approved Pre-K conferences and training
		TOTALS	**$275,733.20**

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		
Mileage		
Fuel Costs		
Salaries/Benefits		

Other(please indicate)	

Total Proposed Transportation Budget

b. Will children other than NM PreK students ride these buses? ___ Yes ___ No

   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. Clearly explain how the PreK portion of the expenses was derived.

c. How many buses will be required to transport PreK children?

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: La Promesa   **Teacher: Raelene Martinez**

OUR STEPS FOR DATA-DRIVEN ANALYSIS
PreK Continuation Application—Individual Teacher Self-Reflection: Literacy Domain

What to Bring	**TEACHER SHOULD COLLECT:** • Individual and Classroom Early Childhood Observation Tool (ECOT) Reports • Other pertinent data sets • ECOT Essential Indicators
1 **Celebrate**	**Starters** • 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>." ***NOTES:*** I see that at the BOY, for writing (8.3), I had 44% of my students below 1st Steps for 4's. Now I have at the MOY, for writing (8.3), I have 100% of my students above 1st Steps for 4's. • *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.*
2 **Probe**	**Probing Analysis – Deep Dive on Key Indicators** **OPENING PROBE: (review <u>Classroom Summary Report and Essential Indicators</u>)** • Narrow the focus to the domains/indicators that warrant deeper analysis or action planning: • Dive in and look at ___. [prioritize domains/indicators that need further analysis or action planning] ***DOMAIN(S)/INDICATOR(S) FOCUS:*** Domain: Literacy Indicator: Writing (8.3) **START FROM THE END GOAL: (review <u>Classroom Summary Report and Essential Indicators</u>)** • 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 Accomplished for 4's/First Steps for K students must be able to create drawings and writing to represent meaningful ideas on paper with some level of clarity. Print may transition from mock letters to random letter strings. (May rely on dictation with an adult to clarify contents.) Forms letters in 1st name to sign drawings and other written work.

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: -0% of my students are "Making Progress for 3s", which they are making early approximations with horizontal or vertical sets of lines or scribbles intending to represent letters.
-6% of my students are "Accomplished for 3s/First Steps for 4s", which they are making scribbles to convey their ideas.
-61% of my students are "Making Progress for 4s", which they are drawing simple pictures to represent their ideas and share thoughts by writing words with mock letters.
-17% of my students are "Accomplished for 4s/First Steps for K", they are creating drawings and writing to represent meaningful ideas on paper with some level of clarity. Print may transition from mock letters to random letter strings. Forms letters in first name to sign drawings and other written work.
-17% of my students are "Making Progress for K", provides more detail when combining drawing and writing to convey their meanings on paper. Will observe a transition of random letter strings and early stage of semi-phonetic writing where the child writes letters that have the most recognizable sound(s) in each word.

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: 67% of my students (12 students) need to get to "Accomplished for 4s/First Steps for K. I need to focus on more writing activities/prompts to get them there.

Plan & Practice	**PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)**

PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)

- Think through what supporting students in developing the knowledge, skills, or behaviors in (Indicator) 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?
- Think through what a lesson on ___ might look like. What other resources/supports do you have in teaching a lesson on (Indicator/behavior/knowledge/skill)? What does that look like?
- Ask yourself "How will you check for understanding and assess mastery?"
- Write down these new action steps and add them to your plan.
  Put priority ECOT Indicator(s) in the action plan.

ACTION PLAN:
Instruction: Model in whole group how to draw, write by sounding words out, and writing my name.

Practice: In small group, I can provide more direct instruction. Give them opportunities to draw and help them sound out words to write their ideas. Always remind them to write their name on their paper. This will be done through our GLAD Learning Logs, which are used to draw what they have learned about the current unit. We usually write what they say about their drawing and what they learned but we will be having them write by sounding out words. In addition, another activity we will be doing is when they are in the block area we will be having them draw their structures they build and then have them write what they constructed.

Assessment:
-I can give students a writing prompt every month to see their progress of their writing.
-Also we can see on a weekly basis how they are doing through their GLAD learning logs.

PRACTICE:

- Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment.

4 Follow-up	**Schedule Follow-Up**

- Embed plan into upcoming lessons.
- Schedule observation for leader/colleague to see plan in action. Establish how plan will be assessed.
- Schedule time to reflect on assessment data from action plan and create next action plan.

-I will incorporate a writing lesson/activity in my weekly lesson plans.
-On Friday, after giving the assessment, I will reflect with my team teacher, Mrs. Cristina, on my data.
-I will reflect after 2nd observation and create next action plan.

Repeat steps 1-4 for major Domain/Indicator gaps.

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: La Promesa   **Teacher: Cristina Robertson**

FOUR STEPS FOR DATA-DRIVEN ANALYSIS

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

	TEACHER SHOULD COLLECT:
What to Bring	• Individual and Classroom Early Childhood Observation Tool (ECOT) Reports • Other pertinent data sets • ECOT Essential Indicators
1 **Celebrate**	**Starters**
	• Review your ECOT data carefully. "I see that (number/% of students) were at or above "First Steps for K" on [indicator(s) and/or domain(s)]." ***NOTES:*** I see that at the BOY, for Letter naming (7.3a) that 80% of my students were below "fist steps for 4s." The MOY data shows that 95% of my students are at or above "first steps for 4s." The data shows that the majority of my students made gains in letter naming • *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.*
2 **Probe**	**Probing Analysis – Deep Dive on Key Indicators**
	OPENING PROBE: (review Classroom Summary Report and Essential Indicators) • Narrow the focus to the domains/indicators that warrant deeper analysis or action planning: • Dive in and look at ___. [prioritize domains/indicators that need further analysis or action planning] ***DOMAIN(S)/INDICATOR(S) FOCUS:*** Domain: Literacy Indicator: Letter Naming (7.5a)
	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 Accomplished for 4's/First Steps for K students must be able to name/identify 18 uppercase letters and 15 lowercase letters.

IDENTIFY THE GAP IN STUDENT WORK: (review <u>Classroom Summary Report and Essential Indicators</u>)

- 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:
5% of my students are at or below "making progress for 3s) These students still need help identifying their own name.
-42% of my students are "Accomplished for 3s", which means they can recognize that letters are a special category of visual graphics that can be individually named and can differentiate and correctly identify some letters by their shapes.
-42% of my students are "Making Progress for 4s", which means that can name and identify some letters with personal significance and can Identify capital letters as they sign the alphabet song.
-11% of my students are "Accomplished for 4s/First Steps for K", which means they can name and identify 18 capital letters and 15 lowercase letters.

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:
89.4% of my students (17 students) need to get to "Accomplished for 4s/First Steps for K. I need to focus on letter recognition activities to get them to "Accomplished for 4's/first steps for K"
47% (9 students) of the 89.4% of my students need Intense intervention in letter and name recognition.

| Plan & Practice | **PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)**

- Think through what supporting students in developing the knowledge, skills, or behaviors in (Indicator) 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?
- Think through what a lesson on ___ might look like. What other resources/supports do you have in teaching a lesson on (Indicator/behavior/knowledge/skill)? What does that look like?
- Ask yourself "How will you check for understanding and assess mastery?"
- Write down these new action steps and add them to your plan.
  Put priority ECOT Indicator(s) in the action plan.

ACTION PLAN:

Instruction:
Whole group letter/sound recognition song. GLAD strategies, ensuring students are participating.

Practice:
In small group, I can provide more direct instruction. We can work on name writing and then spelling their names. I will also provide letter games such as letter Bingo. I will also continue to use GLAD Picture Dictionary Booklets to provide opportunity for letter recognition.

Assessment:
Small group informal daily assessment on letter recognition skills.
Formal assessment on letter recognition skills each remaining month.

PRACTICE:

- Practice the teaching/support. Think out the lesson in full detail and practice delivering the content and managing the classroom environment. |
|---|---|
| **4 Follow-up** | **Schedule Follow-Up** |
| | - Embed plan into upcoming lessons.
- Schedule observation for leader/colleague to see plan in action. Establish how plan will be assessed.
Schedule time to reflect on assessment data from action plan and create next action -plan.

I will incorporate letter naming activities in my lesson plans.
-On Fridays I will reflect with my team teacher, Mrs. Raelene, on my data.
-I will reflect after 2nd teacher observation and create next action plan. |
| | **Repeat steps 1-4 for major Domain/Indicator gaps.** |

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
Section E: Expansion Request:	Score
Expansion Request:	
Complete Part II, Chart A 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.	
Expansion Need:	
Targeted Population: Clearly discusses the risk factors in the community/targeted population that supports the need for a quality PreK program.	
Improved Outcomes: 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. **Clearly describes:** • the number of four-year-old children to be served, whether half-day or extended-day, and the reasoning for the program type chosen • how the district will ensure that the PreK program and staff meet the FOCUS criteria and the verification process • how the program will meet the continuum of services to all children, including children with delays/disabilities	
Collaboration: 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.	
School and Community Support: Clearly describes how families, school administration, teachers, and community organizations had input into the decision to start a PreK program.	
TOTAL	/20

Appendix B

Application Checklist

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

PED Comments
Has the applicant submitted all of the documents listed above?
     Yes
     No

Reviewer

Code:

Date:

Chart B			FY19 District Budget Request							Program Structure Information						
School (include existing and proposed new sites)	School Code	Total 2018-19 number of child slots requested	# of Half-Day 3-year-old Children Requested who will be in a mixed age classroom (450 Hours)	# of Half-Day 4-year-old Children Requested who will be in a mixed age classroom (450 Hours)	Funding Request for Half-day Programs	# of Extended-Day 3-year-old Children Requested who will be in a mixed age classroom (900 Hours)	# of Extended-Day 4 year old Children Requested who will be in a mixed age classroom (900 Hours)	Funding Request for Extended-Day Programs	Total amount of NM PreK funds requested (half-day + Extended-day)	# of Physical Class-rooms (not sessions)	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
La Promesa Early Learning Center	528	34	0	0	$ -	$ -	34.00	$275,733.20	$275,733.20	2.00	8:15	2:45	6	5	173	1038
					$ -	$ -		$ -								
					$ -	$ -		$ -								
					$ -	$ -		$ -								
					$ -	$ -		$ -								
					$ -	$ -		$ -								

District Transportation Funding Request (Must match budget charts I and J)

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

Number of days per week that the K-12 students attend ___5___

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

Chart A

School Site		Qualifications of Proposed Staff									FOCUS Training Completed BY This Staff Person					
	Proposed Staff Member (List Teachers, EAs, Internal Coaches & Admins)	Title teacher, EA, principal etc.	Years of Early Childhood Experience	Will this classroom provide bilingual instruction? List languages.	Number of classrooms where instruction is in English	Highest Degree Earned	NM PED License Number	License Type	License Level 1,2,3	Intentional Teaching Modules 1 and 2	Full Participation of Each Child	ECOT (Early Childhood Observation Tool)	ECERS 3 online	Pyramid or ePyramid	LETRS-Early Childhood
La Promesa Central	Raelene Martinez	Teacher	7	English	1	Bachlors	340350	B-3 Early Chilhood	2	Intenti onal	Full Particip ation	ECOT (Early Childh	EC ERS online	Pyra mid	LETRS- Early Childho
La Promesa Central	Cristina Robertson	Teacher	10	Spanish	1	Masters	333154	B-3 Early Childhood	3	Intenti onal	Full Particip ation	ECOT (Early Childh	EC ERS online	Pyra mid	LETRS- Early Childho
La Promesa Central	Flor Guaderrama	EA	4	English	1	H.S.	371544	EA	3			NA	EC ERS online	Pyra mid	NA
La Promesa Central	Angelica Delgado	EA	3	Spanish	1	H.S.	368032	EA	3			NA	In	Pyra mid	NA
La Promesa La Morada/Central	Chris Jones	Admin	2	NA	NA	Masters	306658	3-B Admin.	3	Intenti onal	In Progres s	ECOT (Early Childh are	Pro are	Pyra mid	Waitliste d