



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

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

The application must be fully completed to qualify for funding.

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

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

Funding levels for the 2020 fiscal year will not be finalized until the budget is approved and signed by Governor Lujan-Grisham

Any changes necessitated by that process will be communicated.

Current budget legislation includes the following:

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

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

Statement of Assurances

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

By signing below, the applicant ensures the following:

Administrative Oversight:

1. Standards. PreK administrators must ensure that all program requirements and assurances are met and that the program is in full compliance of [PreK Program Standards](#). (control + click to follow link)
2. Quality. All PreK-funded school districts and charter schools must be in full compliance with, achieve, and maintain a 5-Star rating on PED's FOCUS: QRIS in every PreK classroom. FOCUS includes the PreK program requirements, but all public school preschool programs, including special education and Title 1, must implement FOCUS. Programs will have up to two years from the start of [FOCUS](#) implementation to meet the 5 Star Criteria.
3. Age. PreK Programs must enroll only children who have reached their fourth (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: Cynthia Carter Signature: Cynthia Carter

PreK Coordinator's Name: Christobal Ortiz Signature: Christobal Ortiz

Business Manager's Name: Diana Cordova Signature: Diana Cordova

Building Principal's Name/School: Cynthia Carter Signature: Cynthia Carter

(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: Horizon Academy West	District/Charter Code: 503-022	
Mailing Address: 3021 Todos Santos NW, Albuquerque NM 87120		
Phone: 505-998-0459	Fax: 505-998-0463	
Superintendent/Charter Director: Cynthia Carter	Email: ccarter@hawest.net	Phone: 505-998-0459
PreK Coordinator: Christobal Ortiz	Email: cortiz@hawest.net	Phone: 505-998-0459
Business Manager: Diana Cordova	Email: dcordova@hawest.net	Phone: 505-998-0459

School Contact Information					
School	School Code	Principal Name:	Office Telephone	Email	Cell
Horizon Academy West	503-022	Cynthia Carter	505-998-0459	ccarter@hawest.net	505-414-9424

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
Horizon Academy West	Christobal Ortiz	English	40	4	3

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
Horizon Academy West	Christobal Ortiz	English	40	0	0

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
Lisa Baca	Educational Assistant	Level One PreK-12 EA	359057	5	On track to get her associates degree.
<p>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.</p>					

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

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?

Effective early literacy instruction

Literacy instruction at Horizon Academy West Pre-K (HAW PreK) provides every child the foundational skills necessary to read effectively in the following years. HAW PreK recognizes that literacy instruction must be developmentally appropriate, intentional, meaningful, and research-based. HAW PreK utilizes LETRS-EC as a backbone for literacy instruction in the classroom in conjunction with the Essential Elements of Instruction and Intervention. As outlined in the NMPED Statewide Literacy Framework High quality reading instruction involves seven essential elements:

1. Sufficient time for reading instruction and using that time effectively
2. Data to form fluid instructional groupings
3. focused instruction on the essential elements of reading
4. it's Richard model student intervention (RT I)
5. research based strategies, programs, and materials to target the essential elements of reading
6. instruction aligned to common core state standards
7. differentiated instruction based on student need effective instruction.

Sufficient time for reading instruction and effective use of time.

To ensure students receive High quality, engaging, developmentally appropriate instruction, HAW PreK utilizes New Mexico PED focus Pre-K lesson plans. The lesson plans insure appropriation is made for opportunities for children to be read to, in both small group and large group formats every day, an adult is present in the classroom library a minimum of 20 minutes during center time to provide small group read a-louds. During center self-select time small group instruction, if not focused primarily on literacy instruction will have a literacy component integrated. Welcome activities target oral language development through songs, wordplay, engagement with environmental print through name identification, the Helper Team job assignments chart allows for opportunities to engage children in phonetic activities, segmenting as well as blending. Transitions are utilized to practice skills such as letter recognition, letter sound association, and rhyme. During the 20minute large group instruction, literacy instruction is integrated with Math instruction. Student receive whole, alphabetic instruction, not letter of the day. During large group instruction students engage in writing development print awareness activities such as name tracing in writing environmental print word searches, and phonetic spelling. Every moment of time in the HAW PreK classroom is an opportunity to engage literacy instruction.

Data to form fluid and instructional groupings

Horizon Academy West utilizes New Mexico Early Childhood Essential indicators with rubrics, in conjunction with the New Mexico PED ECOT as a means of gathering data on every child. Observational assessment data, when assessed using the rubrics, shows the developmental level of each child. This information is used to drive instruction, lesson plan, create small groups as well as identify skills to target during large group instruction.

Focused instruction on the essential elements reading

NMPED Statewide Literacy Framework High quality reading instruction identifies, five big ideas of early reading astronomical awareness, phonics, fluency, vocabulary, and reading comprehension. To ensure each child Horizon Academy West is receiving explicit instruction in These essential components of reading, LETRS-EC *Early Literacy Checklist* is utilized in conjunction with ECOT for every child as part of the observational assessment process. The early literacy checklist provides the continuum for oral language, phonological awareness to include: rhyme, blending and segmenting, as well as print knowledge; which includes print awareness, alphabetic awareness and writing development. As previously discussed, the synthesis of data provides a detailed picture of the child's content knowledge specifically, and the child as whole. To insure sound foundational skills for the emergent reader the literacy checklist is kept as an ongoing document to demonstrate growth and insure fidelity of the process.

A Three-Tiered model of student intervention (RtI).

Horizon Academy West Pre-K relies on the Three-Tiered Model of Intervention to identify needs and exceptionalities, and provide immediate support; staff have been trained in and apply the New Mexico Pyramid Framework which is a three-tiered model of student intervention for behavior in the early childhood classroom. HAW PreK applies the NMPED RtI specifically by:

1: Screening every PreK child:

Home-visits and collaboration with the family identifies initial areas of concern.

PreK Health and Wellness Check must be completed by health care provider and reviewed within first 45

days.

ASQ3 Ages and Stages is utilized as a developmental screening completed by family reviewed within first 45

days.

All children identified as needing supports are immediately referred for further screenings and entered into the appropriate level of the RtI framework, a child with existing IEP will with the first 30 day receive and IEP review by HAW SPED staff, classroom teacher, and families.

2: Student Assistance Team

HAW has a SAT process and team, however in the case of PreK, the Assistance Team is the classroom teacher/EA, special education staff, other early childhood education staff, ancillary staff, family members, as well as parent volunteers, working collaboratively to provide supports for and needs identified through the screening process, the observational assessment process, or family concern.

3: When identified through screening, assessment, or through existing IEP/IFSP all Special Education services are provided at Horizon Academy West, to include but not limited to, Speech, OT/PT, socio-emotional support services. In the unlikely event that 100 percent of a child's special needs cannot be met by Horizon Academy West, as defined within the first 30 days, families will be assisted in through the New Mexico Child find process, as hosted and monitored by Albuquerque Public Schools. HAW and HAW PreK are committed to providing a fully inclusive learning environment

Research based strategies, programs, and materials to target the essential elements of reading

HAW PreK utilizes New Mexico early childhood essential indicators with common core state standards crosswalk to drive instruction, enhanced curriculum. Within the literacy domain specifically Horizon Academy West utilizes and applies LETRS-EC as a literacy framework and basis for literacy instruction and development.

Instructional Alignment with Common Core State Standards

Haw PreK utilizes New Mexico Early Childhood Essential Indicators whose rubrics not only provide a continuum of development through the first steps of grade one, but were also derived from the NM early learning guidelines whose latest release included the Common Core State Standards Crosswalk. All lesson planning, curriculum development, assessment and program development should be aligned with CCSS in the later years. All the aforementioned process to include but not limited, to FOCUS lesson plans and the essential indicators, when applied, all insure that the finite details of effective emergent literacy instruction occur and are present in the classroom in a developmentally appropriate manner.

Differentiated Instruction Based on Student Need Effective Instruction.

HAW PreK utilizing observational assessment and relying on the NM early indicators with rubrics as standards to gauged child's development while putting growth and developmentally appropriate practice first differentiated and individualized instruction can be effectively be planned for and implemented. By utilizing data derived from multiple source small group experiences, centers, areas of interest are designed to accommodate all levels represented in the class. True differentiated instruction occurs when the teacher can engage the child in an activity one-on-one and provide individual supports, and scaffold individual learning. By creating a center based classroom and activities that target all learning levels present peer on peer interaction is viewed as another means of achieving differentiated instruction within the early childhood classroom. The core of differentiated instruction in the HAW PreK classroom is knowing the whole child, the family and continually daily assessment. Student self-select during center time is yet another means of differentiation within a well-planned environment. The aforementioned are not inclusive of all techniques, theories, adaptation, modifications and other methods utilized to insure a child receives differentiated instruction in literacy or any other domain.

When funds become available we will be purchasing the research based PreK starfall.

2. Language and Culture:

Describe how your program classroom environments and materials reflect the culture, language, the children, families, and communities served. Describe your culturally and linguistically responsive approach to children and families. Discuss ways the program administration makes every effort to recruit staff who reflect the cultures and languages of families served.

Horizon Academy West provides multi cultural educational classroom experiences by insuring childrens homelife and culture are represented through out the classroom. Activities celebrate diversity and all communication is translated into each childs home language. We utilize the ECRS 3 and the TPOT findings to continually improve. We have had the same highly effective employees in the program for six years, however we have three EA within the school who are working to attain their ECE degrees with hopes to fill the spot if it ever becomes available.

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?

Horizon academy West staff have attended the Pyramid training in person. The TPOT evaluation score reflects staff application of the pyramid model. Improvement goals have been implemented with FOCUS coach as part of the proactive based model. Yes. We plan to have prek and kindergarten cohort for training.

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.

We meet every requirement in the FOCUS Essential Elements of Quality 100%. We are completing the self verification with a target to have completion done by May 10th 2019. Any criteria that needs to be achieved will be worked on through the summer 2019 with the target goal of completing the verification at the start of year 2019-2020.

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?

The school will use operational funds for Rent, Electricity, Water, Internet and Phone. Some supplies and materials will be allocated through operational funds as well.

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.

AM Session

ECOT Domain/Indicator	Fall (BOY)	Winter (MOY)	% of Growth	Notes
Literacy: EI 7.4a Rhyme	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Literacy: EI 7.4b Phonological Awareness	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"

Literacy: EI 7.5a Letter Naming	0	20	100	
Literacy: EI 7.5b Letter-Sound Correspondence	0	20	100	
Mathematics: 9.1 One-to-One Correspondence	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Mathematics: 9.3b Numerals	0	20	100	
Mathematics: 12.1 Sorting	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Science: 14.3 Predictions	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Self, Family, and Community: Self-Control	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Self, Family, and Community: Social Problem Solving	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"

PM Session

ECOT Domain/Indicator	Fall (BOY)	Winter (MOY)	% of Growth	Notes
Literacy: EI 7.4a Rhyme	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Literacy: EI 7.4b Phonological Awareness	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Literacy: EI 7.5a Letter Naming	0	20	100	
Literacy: EI 7.5b Letter-Sound Correspondence	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Mathematics: 9.1 One-to-One Correspondence	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Mathematics: 9.3b Numerals	0	20	100	
Mathematics: 12.1 Sorting	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Science: 14.3 Predictions	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"
Self, Family, and Community: Self-Control	0	20	100	
Self, Family, and Community: Social Problem Solving	0	0	0	100% growth from "accomplished for 3" to "making progress for 4"

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.

More Math and Science (STEM)

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

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

a. If your district/charter school is applying for a mixed-age classroom, please provide the rationale. Please note that only districts/school sites with 16 or less combined three-and-four-year-old children may apply for mixed-age funding.

b. Using demographic data, describe the targeted population. Please indicate how you calculated the number of children to be served.

c. Explain how a new PreK site or expanded PreK program will improve outcomes for these children and families.

d. How will the district/charter school administrator at the new or expanded PreK site collaborate with community early care and education providers, including Head Start programs, to coordinate services for children while honoring parental choice? Describe the communication thus far. Is there a plan to meet regularly?

Attach the executed Memorandum of Understanding between the district and Head Start.

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

3. PreK Program Services:

Provide a detailed description of the PreK program services that would be provided.
Include how the district/charter will:

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

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

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

4. Professional Qualifications and Training: [Complete Part II: Chart A, Staff Qualifications](#)

5. [Family Engagement](#)

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

Section F: Budget:

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

Proposed Budget: FUND 27149: New Mexico PreK

Function	Object	Job Class	Description	FTE	Amount
1000	51100	1414	Preschool Teachers, not special education	1.0	52,543
1000	51100	1714	Preschool Instructional assistants, not special education	1.0	17,620
1000	51100	1610	Substitutes		
1000			Total benefits for teaching staff		24,470
1000	56118		General Supplies		650
1000	57331		Fixed Assets (over \$5,000)		
1000	57332		Supply Assets (\$5000 or less)		650
1000	55817		Student Travel (Field Trips)		1,500
2700			Transportation (to-and-from school)		

			Other Costs- Registrar, PreK Director, Other Field Trip Admission Costs, Mileage for home visits, Contracted Subs, Software, and Nurse.		30,815
				TOTALS	128,248

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: Horizon Academy West Teacher Christobal Ortiz

FOUR STEPS FOR DATA-DRIVEN ANALYSIS

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

	TEACHER SHOULD COLLECT:
What to Bring	<ul style="list-style-type: none"> • Individual and Classroom Early Childhood Observation Tool (ECOT) Reports • Other pertinent data sets • ECOT Essential Indicators
1 Celebrate	<p style="text-align: center;">Starters</p> <p>Individual student growth with a focus on foundation skills is paramount in any early childhood classroom. Both AM and PM classes demonstrated growth across all indicators within the literacy domain when comparing BOY data and MOY data, to include Essential Indicators 6.1, 7.2, 7.3a, 7.3b, 7.4a, 7.4b, 7.5a, 7.5b and 8.3. What is most notable to me as I review current data is the consistency within the data sets, there are no outliers either within each essential indicator or within the literacy domain in general.</p> <p>100 percent of students demonstrated growth in essential Indicators 6.1, 7.2, 7.3a, 7.4a, 7.4b, 8.3 from Accomplished for 3's at BOY to Making progress for 4's at MOY.</p> <p>Essential indicator 7.3b the AM session showed 100% growth from Accomplished for 3's at BOY to Making progress for 4's at MOY and the PM session growth was 100 percent Accomplished for 3's at BOY to Accomplished for 4's.</p> <p>Essential indicator 7.5a the AM session showed 100% growth from Making progress for 4's at BOY to Accomplished for 4's at MOY and the PM session growth was 100 percent Accomplished for 3's at BOY to Accomplished for 4's</p> <p>Essential indicator 7.5b the AM session showed 100% growth from Accomplished for 3's at BOY to Accomplished for 4's at MOY and the PM session growth was 100 percent Accomplished for 3's at BOY to Making Progress for 4's.</p>
2 Probe	<p style="text-align: center;">Probing Analysis – Deep Dive on Key Indicators</p> <p>Probe</p> <p>While 100% of students, in all essential indicators showed substantial growth towards the EOY goal of Accomplished for 4s, opportunities for growth, support, focused instruction as well as the blueprint for planning and follow on instruction are highlighted when ECOT data is used in conjunction with the LETRS checklist.</p>

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:

Analysis: The LETRS checklist highlighted growth in rhyme and segmenting, however blending was still not being demonstrated effectively across all students. Essential indicators 7.4a, 7.4b, and 7.5b are areas of focus I have identified.

Plan & Practice	<p>Practice: Song's such as <i>Down by the Bay</i> were integrated into daily large group instruction, with focus being rhyme recognition, identification, and creation. Daily during helper team selection, practice of beginning sounds, segmenting, and syllables occurs. Transition to hand washing includes identifying, matching, creating rhyming words, letter sound identification and segmenting. During large group instruction, every skill is intentionally reviewed, practiced on and expanded. Small group instruction utilizing CVC words in various ways will be used to build skills in essential indicators 7.4a, 7.4b, and 7.5b. Multiple take home activities will be available for parents to help students at home.</p> <p>Assessment When utilizing the aforementioned practices, assessment is formative in nature and immediate, as the students demonstrate the skills at the moment. Whether it is orally answering questions, writing answered, or engaging in the transitional activity, Anecdotal records, recordings and written work product recorded in multiple ways will provide documentation for ECOT, all data will be measured using the New Mexico Early Childhood Early Learning Guidelines, Essential Indicators with Rubrics for Preschool Children: Birth to Kindergarten 2018.</p>
4 Follow-up	<p style="text-align: center;">Schedule Follow-Up</p> <p>Follow-Up Collaboration with FOCUS consultants, and review with administrative staff is ongoing. Bi-weekly formative assessments will be used to monitor and document individual growth.</p> <ul style="list-style-type: none"> • <p style="text-align: center;">Repeat steps 1-4 for major Domain/Indicator gaps.</p>

Appendix A

NM PreK Quality Rating Guide and Key Terms:

- **4 Exemplary**
The whole response to the category reflects a thorough understanding of key issues and indicates capacity of an LEA and school to effectively oversee and implement the model activities.
The response addresses all required elements within the category with specific, evidence-based and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- **3 Acceptable**
The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan.
The response addresses all required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.
- **2 Approaching**
The whole response to the category addresses a majority of the elements within the category in a manner that reflects solid preparation, comprehensiveness, and capacity to implement; but either fails to provide

certain elements or provides all elements but in varying quality (some stronger, some weaker) lacking detail, preparation, or otherwise raises concerns about the capacity of the LEA and school to implement the plan.

- **1 Insufficient**

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

- **0 Inadequate/Incomplete**

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

PreK Expansion Quality Scoring Guide

Narrative Category and Requirements	Quality Rating 4,3,2,or 1
Section E: Expansion Request:	Score
Expansion Request:	
<p>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.</p>	
Expansion Need:	
<p>Targeted Population: Clearly discusses the risk factors in the community/targeted population that supports the need for a quality PreK program.</p>	
<p>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:</p> <ul style="list-style-type: none"> • 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 	
<p>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.</p>	
<p>School and Community Support: Clearly describes how families, school administration, teachers, and community organizations had input into the decision to start a PreK program.</p>	
TOTAL	/20

Appendix B

Application Checklist

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

<p>PED Comments</p> <p>Has the applicant submitted all of the documents listed above?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Reviewer</p> <p>Code:</p> <p>Date:</p>

New Mexico Department of Education
 New Mexico Prek
 Continuing Application 4 Year Olds
 Part II

Chart B		FY20 District Budget Request						Program Structure Information						
School (include existing and proposed new sites)	School Code	Total 2019-20 number of child slots requested	# of Half-Day Children Requested (450 Hours)	Funding Request for Half-day Programs	# of Extended-Day Children Requested (900 Hours)	Funding Request for Extended-Day Programs	Total amount of NIM Prek funds requested (half- day + extended- day)	Is this a K-5 Plus School? (Yes/No)	# of Physical Classrooms (not sessions)	Session Start Time	Session End Time	# of Hours per Session Per Day	# of Days Per Week	# of Days Per Year
Horizon Academy West	503-022	40	40	\$ 128,248.00		\$ -	\$ 128,248.00	Yes	\$ -	7:45-12:15	11:00-3:30	\$ 3.15	4.00	150.00
				\$ -		\$ -	\$ -							
				\$ -		\$ -	\$ -							
				\$ -		\$ -	\$ -							
				\$ -		\$ -	\$ -							
				\$ -		\$ -	\$ -							
				\$ -		\$ -	\$ -							
TOTALS			40	\$ 128,248.00		\$ 0	\$ 128,248.00							
District Transportation Funding Request (Must match budget charts I and J)														
				\$ -		\$ -	\$ -							