



**FY20**

## **PED PreK New Program Application Part I**

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

Please submit ONE application for the district/state charter school. District charter schools must be included in the district application. Please label the application (in the header) with the district name when saving the document to read "District PreK" (e.g., Rio Rancho PreK).

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

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

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

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

**Current budget legislation includes the following:**

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

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

## Statement of Assurances

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

By signing below, the applicant ensures the following:

### Administrative Oversight:

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

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

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

**Data and Reporting:**

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

**Family Engagement:**

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

**Health and Developmental Screenings:**

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

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

**PreK Fiscal Requirements:**

22. Title 1 Funding. If the district/charter school chooses to use Title 1 funds to supplement the New Mexico PreK budget, all Title 1 requirements apply to the program, including requirements with respect to student selection criteria.

23. Supplement not Supplant. PreK funds must be used to supplement and expand existing resources and must not be used to take the place of, or supplant, any funding that is being utilized for PreK services.

24. Allocation of Salaries. Salaries for staff that serve children in multiple programs (e.g., PreK, Special Education) must be cost allocated proportionately.

**Requests for Reimbursement:**

25. Requests for Reimbursement (RfRs). RfRs must be submitted **at least monthly** using the Operating Budget Management System (OBMS) (NO EXCEPTIONS).

- a. All RfRs, except those for salaries and benefits only must be accompanied by detailed purchase orders and invoices.
- b. All RfRs must include **lesson plans** to support field trip, sensory, and educational cooking activity expenditures. Plans must include pre-and-post field trip activities and instructional goals relating to the field trip.
- c. Prior written approval is required to purchase items or systems costing more over \$5,000. RfRs must include this written approval.

26. Indirect Costs. Indirect costs cannot exceed one percent of the program services award (this does not include the transportation award).

27. Transportation. Transportation awards are for to-and-from travel only. All costs must be budgeted in function 2700. Transportation costs may not include salaries or stipends for bus assistants/attendants.

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

Superintendent's Name: \_\_\_\_\_ 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.)

# FY20 PED PreK New Application

## Part I

### Section A: Statement of Need—48 Points

<b>District/Charter Contact Information</b>	
<b>District/Charter Name:</b> Mission Achievement and Success Charter School	District/Charter Code: 542
<i>Please complete District/Charter and School Contact Information</i>	
<b>Mailing Address:</b> 1718 Yale Blvd SE Albuquerque, NM 87106	
<b>Phone:</b> 505-242-3118	<b>Fax:</b> 505-242-3062
<b>Superintendent/Charter Director:</b> JoAnn Mitchell	Phone: 505-242-3118
<b>PreK Coordinator:</b> Natalie Tillman	Phone: 505-242-3118
<b>Business Manager:</b> Amber Peña	Phone: 505-938-7716

<b>School Contact Information</b>					
School	School Code	Principal Name:	Office Telephone	Email	Cell
MAS 1.0 Charter School	542-001	JoAnn Mitchell	505-242-3118	joann.mitchell@mascharterschool.com	505-417-3646
MAS 2.0 Charter School	542-002	JoAnn Mitchell	505-242-3118	joann.mitchell@mascharterschool.com	505-417-3646

**Please respond to the following questions.** This section must clearly and succinctly describe the need for a NM PreK program in the targeted school or community. Describe how a PreK program would be beneficial and would not duplicate existing services of other preschool programs in the school or community. Describe the target population and any other programs or services that might be available to partner with in that community.(NIMAC 6.30.9.11) If your school/district is applying to serve children in mixed-age classrooms, please provide the rationale and document that you will serve 16 or fewer children at the school site.

1. Describe how the proposed PreK program will improve outcomes for these children and families. Detail your Theory of Action driving the district's need for a PreK program.

The following stems can be used as a beginning:

- If the district... then the principal will be able to...
- so that students will be able to ... then teachers will be able to ...

Considerable empirical evidence exists about the positive effects of pre-K programs on students identified as economically disadvantaged. Since opening, MAS has consistently served a population that is approximately 80-85% economically disadvantaged, but has focused on education beginning in kindergarten. As we have accepted new kindergarten students each year, we find students possess varying levels of preparedness for school, both academically and socially. By providing a PreK program for incoming students, students will have the opportunity to build age-appropriate social and academic skills prior to entering kindergarten, supporting them to achieve high levels of proficiency beginning in kindergarten and continuing through their K-12 education. Given the population MAS serves, this additional preparation is critical to their future success as students and as college graduates.

2. Using demographic data, provide a detailed description of the community and families from which PreK children will be served. Complete the table below:

Free and Reduced-Fee Lunch Percentage	Reading Proficiency Data	Mathematic Proficiency Data
80% free and reduced lunch (based on the whole school population)	K IStation 81% proficient (March 2019) 1 <sup>st</sup> IStation 89% proficient (March 2019) (Based on MAS's current proficiencies)	K IStation 80% proficient (March 2019) 1 <sup>st</sup> IStation 76% proficient (March 2019) (Based on MAS's current proficiencies)

	<p><i>Neighborhood School, similar demographics K IStation 37% proficient (2018 data) 1<sup>st</sup> IStation 35% proficient (2018 data)</i></p>
<p><i>Reading and Math proficiency data is available for all MAS students in Grades K-12. For purposes of this application, only data for grades K-1 was included, but additional data is available upon request. We also included data for a nearby school with a similar demographic to indicate the need for a program and to contrast to our proficiency, which highlights our current program's effectiveness.</i></p>	

3. List the language, literacy, and parent education services available to families in the community. (NMAC 6.30.9.11)

MAS' program will be an English speaking program for students; however, all communications sent to parents will be in English and Spanish. This includes email communications, automated messages that are sent home to families via email or phone, written letters/notices, our school website, and parent meetings will be offered in both languages to accommodate our Spanish speaking families.

Additionally, MAS offers family, parent, and student events/workshops throughout the year. These include parent conferences which are held in the fall and spring of each year, annual literacy/book fair, an annual meet and greet at the beginning of each school year, an end of the year picnic/celebration, and other offerings throughout the school year on various topics which include but are not limited to literacy, science, and any other topic that presents as a need for our students and their families.

MAS has recently started offering GED options to parents of students interested in earning their GED. Future plans include ESL classes for interested Spanish speaking families.

4. Describe school and community support for the proposed PreK Program. Have families been informed that the district/school is applying for a PreK program? How were families informed? How did families have input in the decision?

Families were informed that we were completing this application process in the Fall of 2018. Parents were informed via an automated telephone/email communication system. During Fall 2018 parent conferences, parents were asked to complete a letter of intent to inform us if they had a child who would be four years old by September 1, 2019 to be considered for the Pre-K program AND if they would be interested in having their child attend our Pre-K. We had over 70 MAS families of current students in Grades K-12 express interest in having their child attend our program for the Fall of 2019 if the program is made available. We also asked our parents in this interest survey if they preferred a full day

program or a half day program and we inquired into which campus they would prefer we host this program, our Yale or Old Coors program. The bulk of our families expressed interest in a full day program and expressed preference for the program to be offered at our Yale campus.

5. What other NM PreK or Head Start providers are in the attendance area? Complete the table below:

List All Other NM PreK or Head Start Providers in the Attendance Area					
PreK/Head Start Program	Capacity (# of 4-year-old Slots)	2018-19 Enrollment (4-year-olds)	2018-19 Wait List at this program	Date Contacted	Person Contacted
YDI Pedro Baca Head Start	40	40	15	03/19/2019	Paul Lawson
YDI Centro De Amor Head Start	64	40	9	03/19/2019	Chris McDonald
NAAPR Early Head Start Center	40	24	20	03/20/2019	Jody Willetto
Mac Arthur Early Head Start	40	39	12	03/20/2019	Monica Watson

6. How will the district/charter school administrator collaborate with community early care and education providers, including Head Start programs, to coordinate services for children while honoring parental choice? Is there a plan to meet regularly? Will your district provide special education services at any of the early care and education sites?  
**if there is a Head Start program in your community, please attach your Memorandum of Understanding, as per ESSA requirements.**

MAS will collaborate with minimally the community early care providers and Head Start programs listed above. We are in the process of coordinating with these agencies now that we have a better understanding of how our collaboration should look after further guidance from NMPED's PreK Division. MAS intends to solicit putting an MOU into place BEFORE the award letters for the program as issued, but we needed time to better understand our program design and the expectations of the MOU. MAS intends to provide all special education services on site since we have a K-12 program on the same campus where we intend to host our PreK program. Presently we have approximately 18% of our K-12 students who receive special education services at MAS so we currently have service providers and a strong process for identifying and providing supports.

In regard to the intent of the MOU, MAS intends to collaborate with the other providers in our area and we feel that an area where we can provide the most support to our partners is in the area of professional development since our school/system design is so heavily invested in strong professional development of all staff.



7. PreK Program Services:

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

Include how the district/charter will:

- a. Calculate the total 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.

MAS is currently offering a K-12 program at our Yale campus and we have approximately 1,100 students enrolled in this program. Based on parent interest surveys we identified over 70 families who expressed interest in having their four-year-old begin in our program this year. With that said, we presently enroll 60 students PER grade level in grades K-5 and 120 students PER grade level in grades 6-12. Therefore, based on this information, coupled with the number of families that expressed interest, we intend to request permission to serve up to 60 students to attend a Pre-K program at MAS Charter School.

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

MAS intends to partner with a Head Start program in our area to support with providing services for children from birth through third grade as well continue to utilize resources within our school to support with services for students who require supplemental services such as special education services, 504 services, and just general interventions and supports to ensure student success. MAS has traditionally provided a robust level of support for students requiring a continuum of services and we have demonstrated much success in our ability to provide these services and support students in maximizing their achievement as a result of the strategic interventions/services provided. We intend to simply extend this to students by offering a Pre-K program and using the same model to ensure a continuum of services continues to be offered to students.

- c. Transition children and their families into and out of PreK Programs

Since MAS Charter School presently serves students in Grades K-12 and we anticipate many of our incoming Pre-K students to be siblings of currently attending MAS students, this is a fairly easy transition for MAS families because their older siblings will likely already attend MAS Charter School. Additionally, once students transition out of Pre-K they will transition into our kindergarten. We intend to offer a full day Pre-K program and we anticipate most of our families will already be familiar with MAS Charter School because their children currently attend our schools and

therefore they understand how our programs work at MAS.

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

**Section B: Full Participation of Each Child–20 Points**

9. [Family Engagement:](#)

Please submit a copy of your 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.

- a. Complete the table below to detail the planned 2019-20 Family Engagement Activities.  
*Reference the [PreK Application Guidance Document](#) for assistance in calculating family engagement hours.*

List all 2019-20 Proposed Family Engagement Activities	Topic	Proposed Date(s)	Contact Hours (The total must equal or exceed 90 hours.)
Home Visits	What to expect in Pre-K and let us learn about your child	08/05/19-08/09/19	40
Fall Conferences	Student progress conferences	October 2019 (Exact date TBD but to match our parent conference calendar for our regular school program. Three evenings for four hours per evening)	12
Winter Conferences	Student progress conferences	January 2019 (Three evenings for four hours per evening)	12

Spring Conferences	Student progress conferences	March 2020 (Exact date TBD but to match our parent conference calendar for our regular school program. Three evenings for four hours per evening)	12
Transition to Kindergarten	Parent workshop of what to expect in the transition to kinder	April 2020	2
End of the Year Celebration	Parent/student celebration to celebrate student progress and to celebrate the transition to kinder.	May 22, 2020	4
Topic Specific Parent Workshops	Literacy nights, science night, routines/procedures to support your child, social-emotional learning workshops. Essentially at a minimum quarterly parent workshops, but total planned, six workshops.	September 2019 October 2019 December 2019 February 2020 March 2020 May 2020	12
2019-20 Proposed Total Family Engagement Hours			94

b. Inclusive Practices for Children with Diverse Abilities:

1. What progress has your district/school made in increasing the number of children served in inclusive environments? How will the addition of the New Mexico PreK program ensure the district/charter serves more children in inclusive environments? Please list accomplishments to date and next steps. Include the percentage of children served in inclusive environments.

Presently, MAS has an inclusive model of education for all students in grades K-12. At the time, we presently are able to provide 100% of our students with disabilities in a fully integrated/inclusive classroom setting. Many of our classrooms in grades K-12 are co-taught, meaning that we generally have a general education and a special education students in the classroom. We have been open for seven years and have maintained a fully inclusive model for all of our special education students for the last seven years. MAS has approximately 18% of our student population who receive special education services and 100% of these students receive their services in a fully inclusive classroom. Therefore, it is our philosophical belief and our instructional model to provide a fully inclusive education. We recognize that we are responsible for providing more restrictive placements if the inclusive model is not successful for some students, but we have had an excellent record of success with our inclusion model to date and expect to have the same success in our Pre-K program.

2. Describe your district/charter's process for finding children who may be in need of screening and evaluation for special education services. (Child Find).

MAS is committed to deep analysis of student achievement data. Through this analysis, teachers and instructional coaches identify students who are struggling academically or socially and may need additional interventions. Teachers are able to implement basic interventions immediately to ensure students do not fall behind. If these interventions are not immediately effective or if teachers notice significant areas of concern, students are referred to the student assistance team for formal interventions and monitoring. If the student assistance team finds that students are not progressing as expected, they will refer for special education screening or evaluation.

3. How does your preschool program compare with the NM State special education program standards for inclusion of children ages 3-5 with IEPs to receive the majority of special education and related services in a regular early childhood program?

In our K-12 program, MAS currently provides all academic special education services in the general education setting, generally using a co-teaching model with one special education teacher and one general education teacher in a classroom. Whenever possible, related services are also provided in the general education setting. We will use the same model when designing our pre-K, ensuring we exceed New Mexico State Standards for Inclusion.

**Section C: Quality Practices that Support Children's Growth Development and Learning—24 Points**

1. Effective Early Literacy Instruction:

Describe how your literacy instruction will incorporate the Essential Elements of Instruction and Intervention outlined in [The New Mexico Statewide Literacy Framework \(pp. 26–41\)](#).

According to the New Mexico Statewide Literacy Framework, effective reading instruction should recognize and honor cultural and linguistic diversity. At the same time, it is essential that students receive the highest quality, engaging instruction to optimize acquiring essential literacy skills and subject area content. This requires that all teachers firmly understand:

- the stages of reading development
- how to effectively teach reading
- how to scaffold instruction
- how to align instruction to the CCSS
- how to identify and implement interventions for students who are identified as at-risk
- how to measure student's progress and use data to inform instruction

MAS will accomplish this in part by providing thorough training to all of our staff working in our PreK program. We provide three weeks of professional development for ALL new staff to our school, so for the 2019-2020 school year, this will include ALL PreK staff since this will be a new program to our school. Additionally, we will provide DAILY professional development to all of our instructional staff for the full 182 days that school is in session. We provide one hour of professional development daily prior to the start of school and this is how we will ensure our preschool staff have the above listed literacy skills and content knowledge. Additionally, MAS has five full days of professional development scheduled into our school calendar in addition to the days already noted. Finally, we will offer regular coaching support to our PreK teachers far in excess of the required coaching requirements.

The New Mexico Statewide Literacy Framework also suggests that high-quality reading instruction in grades K-12 involves the integration of eight 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. A Three-Tier Model of Student Intervention (RtI)
5. Research-based strategies, programs, and materials to target the essential elements of reading
6. Instruction aligned to CCSS
7. Differentiated instruction based on student need
8. Effective instruction

Among the ways that MAS will ensure this happens is as follows:

1. **Sufficient time for reading instruction and using that time effectively**  
MAS will be offering a full day of PreK, far exceeding the expectations of time for literacy to ensure that there is sufficient time for learning.
2. **Data to form fluid instructional groupings**  
MAS consistently uses data to inform our instructional decisions. Among the topics covered in our three weeks of training is intensive training on data and how we use this to inform instruction. Additionally, all members of our instructional leadership team are thoroughly trained through the Relay Leadership program and data is explicitly taught to our leaders/coaches so that we develop their skills to better understand data themselves to coach their teachers and provide continued training. Currently, in our K-3 reading programs, we use weekly data to adjust student grouping in our phonics instruction.
3. **Focused instruction on the essential elements of reading**  
Again, the three weeks of training we will provide include extensive training around instruction, planning, and delivery and the consistent coaching allows the opportunity to ensure we are consistently supporting our teachers in their understanding of the essential elements as well as how they *teach* these essential elements. The consistent coaching and feedback cycle ensures that this is monitored and teachers are continuously developed on their ability to do this effectively. Additionally, instructional coaches work extensively with outside professional development organizations (e.g. NIFDI, ANet) to ensure their deep understanding of the content, which enables them to support teachers.

**4. A Three-Tier Model of Student Intervention (Rtl)**

MAS's K-12 program is a known model of success with extensive attention spent on ensuring ALL students learn by consistent monitoring of student data and intervention provided for those who need support. Again, there is an extensive training component included to ensure teachers understand how to collect data, use the data to modify the instruction, and use the data to determine when students need more support. With that said, the PreK coordinator will also extensively support teachers with using this data to ensure we are targeting interventions for students early and appropriately.

**5. Research-based strategies, programs, and materials to target the essential elements of reading**

Much of MAS's current success has been based on our diligence to ensuring we are using research-based strategies, programs, and materials. MAS will continue to do this in our PreK program and will rely heavily on our coaches/PreK Coordinator to ensure that what we know works is being implemented in the classrooms. This is why strong training and a continuous cycle of observation and feedback are a regular component of the program.

**6. Instruction aligned to CCSS**

MAS commits to ensuring our instruction is aligned appropriately to ensure student achievement success.

**7. Differentiated instruction based on student need**

Again, much of our success in our K-12 program can be attributed to our focused instruction and attention to individual student needs. Since we focus on using research based strategies and programs, many of our students experience success from this alone, however, we also utilize staff strengths, including special educators and early childhood experts, to ensure interventions are developed to appropriately address individual needs.

**8. Effective instruction**

MAS serves a traditionally underserved population, with a high percentage of students identifying as economically disadvantaged and/or ethnic minority. However, our students show high levels of proficiency and incredible rates of academic growth. In the K-3 classrooms, specific attention is given to core components of phonics instruction, including alphabets, phonological awareness, fluency, in addition to vocabulary development. These same components will be addressed in the PreK program through a variety of small and whole group literacy activities, oral language activities, and writing/print activities. Individual and small group interventions will be used to re-teach skills as needed to ensure students reach age-appropriate levels of instruction, as indicated through daily formal and informal assessments in the classroom.

**8. Language and Culture:**

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

MAS's classroom environments and materials presently reflect the culture, language, children, families and community we serve through our K-12 program and we will ensure that our PreK classroom environments reflect the same. MAS serves a significant bilingual student population and monolingual parent population. We recruit and hire as many bilingual teachers as we can, although we do not provide a bilingual program. With this said, we do have a large bilingual staff who are able to support us in ensuring all parent conferences are provided in a parent's home language. Additionally, as previously stated, we provide all communications to our families in English and Spanish to ensure language barriers do not become an obstacle to a home/school partnership.

9. Pyramid Model:

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 continued implementation of improvements?

MAS's teachers have not yet participated in the Pyramid Training so we cannot reflect on how this has improved their classroom environments and interactions. However, we will ensure that all staff are trained on this during our three weeks of professional development provided at the beginning of each school year. Additionally, we will ensure that ongoing professional development is offered to teachers through our daily hour of professional development during the 182 days of school offered.

Furthermore, it should be noted that MAS implements PBIS throughout our K-12 program at the present time so there is an established culture of PBIS within our school system.

10. FOCUS:

Discuss your district/charter school's progress in implementing the FOCUS Essential Elements of Quality including your progress towards achieving a 5 STAR rating in your classrooms.

MAS does not presently offer a PreK program, so therefore, these are the assurances that we provide for each area of the FOCUS Essential Elements of Quality

**Family Engagement - The following are ways that MAS will ensure family engagement and strive to reach our Five Star rating:**

- a. Greeting families as they drop off/pick up children.
- b. Displaying family and child photographs, with parental consent if required, throughout the classroom.
- c. Ensuring that posters and signs are clear and in families' home languages.
- d. Ensuring that our home visiting report, developmental screening and family-teacher summary report all reflect collaboration with the family in decision-making related to their child's education.
- e. MAS will offer a variety of opportunities for families to participate in classroom and program activities and encourage family members to share cultural heritage and practices, stories, activities, holiday celebrations, and languages spoken in the home in order to integrate these aspects into classroom activities. Families will be invited to attend events outside of school as well as invited to school events during the day including

classroom visits.

- f. Families will participate in the annual preschool-specific self-assessment, as part of the Continuous Quality Improvement (CQI) process.
- g. MAS will continue to make every effort to provide information in the home language of the family.
- h. MAS will clearly document our minimal 90 hours of family engagement that includes the following three required categories of activities:
  - At least one home visit annually per child.
  - Three family/teacher conferences annually per child.
  - A minimum of four annual family engagement activities/events outside of classroom hours. Activities will relate to an Essential Indicator (EI).
- i. MAS will develop a Family Preschool Handbook, as well as provide this handbook in Spanish.
- j. MAS will hold a minimum of six family engagement activities annually, with at least three of those activities based on family input/recommendations for topics based on surveys collected at the fall parent conference.
- k. MAS will implement a systematic plan to engage fathers/male family members as active participants in the child's education.
- l. MAS will provide a community resource guide to connect families with local services and supports.

**Inclusive Practices for Children with Diverse Abilities: The following are ways that MAS will ensure inclusive practices for children with diverse abilities:**

- a. MAS will have a written plan in the Family Preschool Handbook that describes how the program identifies and serves children with, or suspected of having, a developmental delay and/or disability.
- b. MAS will have policies to ensure that children of all abilities have access to the program and are supported, so they are able to participate. The eligibility, recruitment, selection, enrollment, and attendance plan includes strategies for recruiting and placement of children with developmental delays and/or disabilities—including children entering the program from an IDEA Part C program—into classrooms with same age peers without developmental delays or disabilities;
- c. MAS will administer developmental screenings (including a social emotional component) will occur within the first three months of attendance.
- d. MAS will engage in Child Find process including supporting in identifying students and ensuring services are provided.
- e. MAS will provide general education inclusive settings for children with developmental delays and/or disabilities, based on the federal Individuals with Disabilities Education Act (IDEA).
- f. The adult-to-child ratio and/or the group size may need to be reduced depending on the group of children served and the nature and severity of the children with delays and/or disabilities.
- g. MAS will ensure full compliance with IDEA for students with disabilities.
- h. MAS will strive for an inclusive program where 80% of students in the room do NOT have IEPs.
- i. MAS will provide documentation of systematic, ongoing staff training in areas of developmental delays and disabilities, including positive behavior supports.
- j. MAS will provide special education services embedded in everyday routines, as opposed to working with children in separate settings or pulling children out of their setting for specialized instruction. Same-age, non-identified peers are included in instructional opportunities.
- k. MAS's staff will be trained in developing and implementing quality IEPs.

**Culture And Language Including the Support of Dual Language Learners**

- a. MAS's program and classroom environment and materials reflect the culture, language, identity, and reality of the children, families, and communities served.
- b. MAS's administration makes every effort to recruit staff who reflect the cultures and languages of families served.



- c. MAS provides a process to ensure translators and interpreters participate in IEP and other meetings, including family/teacher conferences and home visits.
- d. MAS's teachers are trained in second language acquisition and implement instructional practices that reflect their understanding of the stages of second-language acquisition by planning activities, materials, and experiences that support each stage.
- d. Educators promote children's home language, while supporting English language development.
- e. MAS will continue to provide systematic professional development for staff in teaching strategies to support ELLs in both home and English language development.
- f. MAS will be able to provide evidence that our recruitment efforts are targeted to families who may be unfamiliar/unaware of public preschool programs and systems as a result of cultural and linguistic barriers and that families are supported through the enrollment process.
- g. MAS will ensure that the Community Resource Guide (Family Engagement Criteria) is translated and includes specific resources and supports for families who speak a home language other than English.

**Promoting Social Emotional Development - The following are ways that MAS will ensure inclusive practices for children with diverse abilities:**

- a. MAS classroom staff will demonstrate positive interactions and guidance with children to develop their self-esteem by actively listening with children; refraining from judgmental statements; responding to children's ideas; recognizing children's efforts; using proper name and verbally interacting with each child; engaging in interactions that are supportive; and interacting with children at their eye level.
- b. MAS staff will encourage autonomy by providing children with opportunities to make choices; allowing children time to respond and complete tasks independently; creating opportunities for decision making, problem solving, and working together; and teaching children strategies for self-regulating and/or self-monitoring behaviors.
- c. MAS staff will promote children's individualized emotional regulation and executive function by helping children recognize emotional cues; and helping children identify appropriate choices and solve problems.
- d. MAS staff will be trained on the indicators of stress in young children.
- e. The learning environment and schedule implemented will support children's interests and developmental levels and will include a balance of teacher led large-and small-group activities.
- f. MAS will support students exhibiting behavioral difficulties and avoid exclusionary consequences and instead seek to conduct functional behavioral assessments to understand the behaviors and behavior intervention plans to support teachers in addressing the behaviors.
- g. MAS presently utilizes PBIS and will extend these practices to our PreK program. Additionally, we will train teachers on PBIS to ensure both staff and student success.

**Health Promotion and Developmental Screenings - The following are ways that MAS will ensure health promotion and developmental screenings are completed:**

- a. MAS PreK students will have an up-to-date immunization record on file.
- b. MAS PreK students will receive the following health screenings by a school health care professional or private provider prior to the beginning of the program or within the child's first 3 months of attendance: well child screening, hearing screening, vision screening, and dental screening.
- c. MAS students will have a developmental screening that include a social-emotional component that will be conducted for each child within the first three months of attendance. PreK staff will monitor all students in the program for early detection of children at risk for developmental delays, who must have assessments and appropriate referrals and follow-up services are made available to address all identified concerns.
- d. All MAS PreK staff will be knowledgeable about each child's special nutritional needs including allergies, medical conditions, and physician requests for dietary restrictions. Family-style dining will take place in the classroom. The program will ensure that family-style dining is in

compliance with United States Department of Agriculture (USDA) requirements.

- e. As a full-day program, MAS will provide at least two meals per day, both meeting USDA requirements. MAS will provide breakfast and lunch to all PreK students.
- f. PM snacks provided will adhere to the USDA guidelines for snacks, and all snacks will be provided by the program.
- g. All MAS families of PreK students will complete the School Meals application form at the time of registration.

**Staff: Child Ratios & Group Size**

MAS will operate classrooms of 20 students with two licensed teachers in the classroom and one educational assistant. There will be between 14-16 general students and between 4-6 special education students, but will not exceed 20 students total in the classroom.

- 11. Please attach a site plan showing the location of the PreK classrooms. Indicate proximity of the PreK classroom(s) to restrooms and playground. Include details in the PreK classroom floor plan, such as sink, restroom, and egress. (NMAC 6.30.9.11)

6. Curriculum:

Name the research and evidence-based curriculum you will implement in your PreK classroom(s). Please attached the independent evidence. If you have not yet selected a curriculum, what steps will you take to select an evidence-based curriculum?

At this time, we have not selected our PreK curricula. However, we will use available resources, including What Works Clearinghouse and Evidence for ESSA, as well as consult with highly successful local and non-local PreK programs to determine the evidence-based curriculum that will best meet the needs of our students. We will also ensure that our selected curriculum is chosen and approved by the summer of 2019 to ensure time to order and receive materials as well as train on curricular materials.

MAS is confident in our ability to select research and evidenced-based curriculum as our school performance with our K-12 program has demonstrated, we have made great gains in both student growth and proficiency over the years as evidenced by our four year "A" rating.

7. Environmental Rating Scale (ERS) and [Early Childhood Environmental Rating Scale \(ECERS-3\)](#):

Describe how teachers, who have participated in FOCUS and completed ECERS-3 training, have improved classroom environments and interactions based on the ECERS-3 self-assessment. If teachers have not yet conducted ECERS-3 self-assessments, how will administration support the completion of the online training, self-assessment, and implementation of improvements?

The PreK program is new to MAS as we are a first time applicant. With this said, if approved, we will begin to staff positions and begin to plan our training program. As previously stated, we have allocated three full weeks of training for our PreK teachers and will include training on ECERS-3 to support teachers in creating classroom environments that support student development and learning. We will be sure to include training opportunity to complete the online training, self-assessment, and implementation of improvements to the environment that will be set up based on what is learned.

8. 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?

At this time, we anticipate being able to fund our PreK program through the funding provided with this program alone with the exception of special education programming and we will allocate funding through our IDEA for PreK students with special education needs. Obviously at this time we do not know what our percentage of students with special needs will be at this time. We do not anticipate the need to use Title I funding to support the program at this time but are willing to modify our Title I application if the need is determined at a later date.

**Section D: Budget-8 Points**

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.

<b>Proposed Budget: FUND 27149: New Mexico PreK</b>					
<b>Function</b>	<b>Object</b>	<b>Job Class</b>	<b>Description</b>	<b>FTE</b>	<b>Amount</b>
1000	51100	1414	Preschool Teachers, not special education	3	\$150,000
1000	51100	1714	Preschool Instructional assistants, not special education	3	\$51,000
1000	51100	1610	Substitutes		
1000			Total benefits for teaching staff		\$50,496
1000	56118		General Supplies		\$5,000
1000	57331		Fixed Assets (over \$5,000)		
1000	57332		Supply Assets (\$5000 or less)		
1000	55817		Student Travel (Field Trips)		
2700			Transportation (to-and-from school)		
<b>TOTALS</b>					<b>\$256,496</b>

MAS is seeking funding for two teachers, two educational assistants, and one PreK Coordinator. We intend to operate two classrooms with a teacher and an EA in each classroom and a PreK Coordinator who will oversee the program and support the teachers and educational assistants with coaching required. We intend to supplement with Title I funding if the costs of the program exceed the allocation provided.

1. 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)		
<b>Total Proposed Transportation Budget</b>		

- 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.

MAS presently has five buses with space on the buses. We have been in communication with NMPED's Transportation Director and understand that as long as there is room on the buses, the PreK students can ride these buses. Therefore, for year one of the program, we are NOT requesting PreK funding for this, but we will be providing transportation services for our students through the busing options that we presently have available because there is anticipated space available at this time. We do recognize that IF the space we have exceeds the need, PreK students cannot continue to ride and be funded through the transportation allocation allowed for K-12 students.

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

We presently have five buses that serve MAS students in our K-12 program. We will continue to use these five buses in the 2019-2020 school AND allow PreK students to ride these buses. Therefore, buses will NOT be differentiated meaning we will NOT have a standalone bus for PreK but we will have PreK students on all of our five buses and based on the number of students riding. As stated, we will not request funding for this through the PreK program at this time.

# 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 Quality Scoring Guide

Narrative Category and Requirements	Quality Rating 4,3,2,or 1
<p><b>Section A: Statement of Need:</b></p> <p><b>District/Charter and School Contact Information:</b> Chart is complete</p>	Score
<p><b>Theory of Action:</b> Describes clearly and succinctly how the district will implement a PreK program to meet the needs of the children and families in the targeted community. Description includes how the roles/actions of district, principal, and teachers will positively impact outcomes for the PreK students</p>	
<p><b>Supporting Demographic Data:</b> Clearly discusses the risk factors in the community/targeted population that supports the need for a quality PreK program.</p>	x2
<p><b>Language, Literacy, and Parent Education Services:</b> What services are available in the community? How will the PreK program connect families and students with these services? How does the district currently work with these agencies to support students and families?</p>	
<p><b>School, Community, and Family Input:</b> Clearly describes how families, school administration, teachers, and community organizations had input into the decision to start a PreK program.</p>	
<p><b>Other PreK/Head Start Services:</b> Chart is complete, evidencing contact with other preschool programs in the targeted area. Evidence that the number of children proposed to be served in the district's PreK program plus the number already served in community problems does not exceed the number of 4-year-olds in the attendance area.</p>	
<p><b>Community Collaboration:</b> Clearly describes how the district will collaborate with community early care and education providers, including frequency of meetings, what information will be shared, and any collaborative efforts around professional development, health screenings/fairs, Child Find, and transition to kindergarten.</p>	
<p><b>PreK Program Services:</b></p> <p><b>Detailed Description Services</b> Clearly describes</p> <ul style="list-style-type: none"> <li>• the number of four-year-old children to be served, whether half-day or extended-day, and the reasoning for the program type chosen</li> <li>• how the district will ensure that the PreK program and staff meet the FOCUS criteria</li> <li>• how the program will meet the continuum of services to all children, including children with delays/disabilities</li> </ul>	x3
<p><b>Professional Qualifications and Training:</b></p> <p><b>Part II, Chart A</b> For full score, indicates at least 50% of current preschool staff (special education, district Head Start, or Title 1 preschool) have completed at least two FOCUS trainings.</p>	
<b>TOTAL</b>	<b>/48</b>

<b>Section B: Full Participation of Each Child:</b>	<b>Quality Rating</b> 4,3,2,or 1
<b>Family Engagement:</b>	
<b>Plan for Communication with and Involving Families</b>	
<b>Proposed 2019-20 Family Engagement Activities:</b>	
Includes at least 90 total hours and all required activities from Guidance	
<b>Inclusive Practices for Children with Diverse Abilities:</b>	
<b>Progress Towards Inclusive Environments:</b> Clearly indicates how the district has increased the number and percentage of preschool children with IEPs who are served in inclusive environments. How will the addition of the PreK ensure that more children are served in inclusive environments, accessing the general education curriculum with services and supports as indicated in the IEP? <i>Description must include accomplishments to date and next steps.</i>	x2
<b>Anticipated # of 4-Year-Old Students to be Served:</b> Clearly explains how the proposed number of PreK students was determined, including the number of children with IEPs that the district anticipates enrolling. If requesting to serve a mixed-age classroom, data for 3-year-olds must be included.	
<b>TOTAL</b>	<b>/20</b>

<b>Section C: Quality Practices that Support Children’s Growth Development and Learning:</b>	<b>Quality Rating</b> 4,3,2,or 1
<b>Effective Early Literacy Instruction:</b>	
<b>Early Literacy System Model</b> The applicant clearly describes how early reading materials will be aligned with the New Mexico Statewide Literacy Framework. The description includes the Essential Elements of Instruction from the Framework. The applicant should also relate LETRS strategies to the Framework.	x2
<b>Language and Culture:</b> The applicant clearly describes how program classroom environments and materials reflect the culture, language, the children, families, and communities served. There is evidence that the program administration makes every effort to recruit staff who reflect the cultures and languages of families served.	
<b>Pyramid:</b> The applicant describes and provides evidence (data) that use of the Pyramid Modules have affected classroom environments and interactions. There is a plan that describes administration support the completion of the online training and implementation of improvements.	
<b>FOCUS:</b> The applicant describes that district/programs progress with implementing the <u>FOCUS</u> Essential Elements of Quality and a plan for achieving a 5 STAR rating in their classrooms.	
<b>Environment:</b> <b>Site plan</b> is attached, showing proximity of PreK classroom(s) to playground and restrooms. Classroom diagram should show sink and restroom facilities if applicable.	



<p><b>Curriculum:</b>  <b>Evidence-Based Curriculum</b>                  The applicant provides the curriculum model to be adopted by the PreK program and cites independent research that the program is evidence-based and developmentally appropriate for four-year-old children. If the children speak a language other than English, how does the curriculum promote growth in both the home language and English?</p>	<p>X2</p>
<p><b>Environmental Rating Scale (ERS) and Early Childhood Environmental Rating Scale (ECERS-3):</b>  <b>ECERS-3 Training and classroom improvements:</b>                  Clearly indicates the results of the ECERS-3 self-assessment and any improvements made as a result. If the district does not have any current classrooms that have completed the ECERS-3 training and conducted the assessment, the narrative clearly shows an understanding of what ECERS-3 is and a plan to ensure staff are trained, complete the self-assessment, and use the data for improvement.</p>	<p>TOTAL /20</p>
<p><b>Section D: Budget:</b></p>	<p>Quality Rating 4,3,2, or 1</p>
<p><b>District Funding Request:</b>  <b>Complete Part II, Chart B:</b>                  Chart B is complete, calculations are correct, and numbers in chart B match the number of children indicated in the narrative sections.</p>	
<p><b>Proposed Budget:</b>  <b>Proposed District/Charter Budget:</b>                  This budget aligns with and totals match Chart B. If transportation funding is requested, dollar amount is reasonable and the number in the proposed budget matches that in Chart B and the transportation budget chart.</p>	
<p><b>Request for Transportation Funds, if Applicable*:</b>  <b>Transportation Budget:</b>                  Must be complete and reasonable</p>	
<p><b>Other Children on PreK Buses and Anticipated # of Buses:</b>                  Number of buses is reasonable; cost allocation is clearly explained.</p>	<p>/8</p>
<p><i>*As not every district/charter will request transportation funding, this section is not scored. However, transportation will not be funded if the application is incomplete. Transportation funding is limited as PED does not receive a separate appropriation for PreK transportation.</i></p>	<p>TOTAL</p>

# Appendix B

## Application Checklist

Documents for Submission	Checked – applicant	Checked – PED
Statement of Assurances (scanned copies acceptable)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Part I:</b>		
Section A: Statement of Need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Full Participation of Each Child	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Quality Practices (includes site plan and floor plan of PreK classroom(s))	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Part II:</b>		
Chart A: Budget Request	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Chart B: Staff Qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### PED Comments

Has the applicant submitted all of the documents listed above?

- Yes
- No

Reviewer Code:

Date:

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

**PreK Fiscal Requirements:**

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

**Requests for Reimbursement:**

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

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

Superintendent's Name: Johann Mitchell Signature: Johann Mitchell

PreK Coordinator's Name: Natalie Tillman Signature: Natalie Tillman

Business Manager's Name: Amber Peña Signature: Amber Peña

Building Principal's Name/School: Johann Mitchell Signature: Johann Mitchell

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



MAS Charter School

Pre-K Portables Site Plan



22.01.19

New Mexico Public Education Department  
 FY 20 Prek Application for New Districts/Charter Schools  
 for 4 Year Olds Part II

Chart B	FY20 District Budget Request										Program Structure Information						
	School Code	SY2019-20 TOTAL number of child slots requested	18/19 Number of Children enrolled in kinder per school	# 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 NM PreK funds requested (half-day + Extended-day)	Is this a K-5 Plus School?	% of Children from the attendance area of a Title I School	# 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	Total # of Hours Per Year
MLAS Charter School	5-42-001	40	120	0	\$ -	\$ 40.00	\$ 256,496.00	\$ 256,496.00	No	80%	2	8:20am	4:20pm	8	5	182	1456
					\$ -			\$ -									
					\$ -			\$ -									
					\$ -			\$ -									
					\$ -			\$ -									
					\$ -			\$ -									
<b>District Transportation Funding Request</b>																	
										In order to receive transportation funding, the amount must appear on this chart.							
<b>TOTALS</b>		0		0	\$ -	40	\$ 256,496.00	\$ 256,496.00			2						

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.

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

Qualifications of Proposed Staff		FOCUS Training Completed BY This Staff Person														
Chart A	School Site	Proposed Staff Member (List Teachers, 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
MAS		Chantelle Burney	Teacher	3	No	1	BA	387439	252- Early 1							
Charter MAS		Classroom 1 Bonnie Summer	EA	TBD	No	1	TBD	TBD	TBD	TBD						
Charter MAS		Classroom 2 Natalie Tillman	Teacher	16	No	1	MA	319388	200-Elem 3							
Charter MAS			EA	TBD	No	1	TBD	TBD	TBD	TBD						
Charter MAS			Teacher	14	No	1	MA	312643	100-Adm 3							

Please note that MAS intends to have TWO classrooms with one licensed teachers in each room with no more than 20 students per classroom. We also intend to have one EA in each classroom. Since this is a new program, we have current staff members in our K-12 program who are properly licensed and have expressed an interest in this program. but we have not finalized staffing yet, because we have yet to be approved for this program to offer positions, but we will work to staff these as soon as we are officially approved. We are also aware of the licensing requirements for these positions. We also know that we may have to adjust staffing and enrollment numbers based on SWDs in programs.