



# FY20

## PED PreK Continuing 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.  
Districts applying through an REC must complete an individual application and the REC will complete a cover sheet and budget.

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

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

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

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

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

**Current budget legislation includes the following:**

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

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

## Statement of Assurances

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

By signing below, the applicant ensures the following:

### Administrative Oversight:

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

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

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

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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: Susan McConnell Signature: Susan McConnell

PreK Coordinator's Name: Susan McConnell Signature: Susan McConnell

Business Manager's Name: Sarah Piña Signature: S Piña

Building Principal's Name/School: Susan McConnell Signature: Susan McConnell











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

Ratios and Group Size:

Please complete the chart below.

<b>2018-19 School Site</b>	<b>Teacher</b>	<b>Language of Instruction</b>	<b>Number of Children in each classroom</b>	<b>Number of children with an IEP</b>	<b>“Speech Only” Of those with IEPs, the number identified as such</b>
North Valley Academy	Susan Barnhart/ Kris Donahue	English	20	1	
North Valley Academy	Karol Werner	English	20	1	1

**Planned 2019-20 Classroom:**

<b>2019-20 School Site</b>	<b>Teacher</b>	<b>Language of Instruction</b>	<b>Number of Children in each classroom</b>	<b>Number of children with an IEP</b>	<b>“Speech Only” Of those with IEPs, the number identified as such</b>
North Valley Academy	Susan Barnhart/ Kris Donahue	English	20		
North Valley Academy	Karol Werner	English	20		

**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, 2019.

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
Summer Brown-Crow	EA	EA pre-k -12	310669	12	Taking classes currently and consistently
If any NM PreK classrooms are currently staffed by a long-term substitute, please list the school site and provide your plan to recruit and hire a licensed teacher for that classroom for 2019-20.					

2. Professional Development/Training:

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

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

Karol is already registered to attend these trainings this spring.

**Section D: Quality Practices that Support Children’s Growth, Development, and Learning**

1. Effective Early Literacy Instruction:

NVA Pre-K literacy follows the essential elements of literacy and reading acquisition, focusing on meaning and foundational skills with plenty of time and opportunity for practice. Literacy instruction is embedded in all aspects of daily interactions and the Pre-K schedule is designed to address all essential elements. Our Pre-K/Early childhood teachers are recruited and hired specifically for their well-versed knowledge regarding these components and it is a high quality program. Along with participating in their own PLC with their designated consultant, Pre-K teachers meet with the NVA instructional coach to stay abreast of best-practice literacy acquisition and they function as a strong collaborative team with regard to student progress, the structure of the program and support between the 2 classrooms and overall program.

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?

NVA, daily, Pre-K literacy instruction includes:

- Daily news to encourage children’s oral language and vocabulary development
- Daily read aloud in both small and large group
- Environmental SUPPORTS/songs, poems, signs, story book theatre
- Phonological awareness activities/transitions, small group, songs, poems
- Journal WRITING using inventive spelling at student’s developmental level with some dictation
- Daily observations of students skills to form small group instruction content
- Intentional teaching of robust vocabulary
- Frog Street Press

2. Language and Culture:

NVA does an excellent job of recruiting extraordinary instructors for the Pre-K program. Home visits set the tone for a responsive team that can serve the students from a variety of culturally and linguistically diverse families. These elements are woven into every aspect of the NVA Pre-K experience.

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.

NVA PreK classrooms reflect multiple cultures through:

- Classroom books
- Songs & poems
- Home living supplies including a variety of food, dress up clothing, babies
- Listening center has a variety of books available, reflective of multi-cultural experiences and lifestyles
- Various games & posters

Both educational assistants are bilingual. Weekly newsletters can be and are translated.

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 Pre-K and kindergarten staff in SY2019-20?

The pyramid training has encouraged teachers to -

- Clearly define transitions
  - Target students' risk and growth areas and scaffold their learning. This involves taking the time, as a collaborative team, to really reflect on student growth and progress and always assess "what is next?"
  - Focus on teaching social, emotional, academic, and behavioral skills
  - Build relationships with the focus on positive interactions
- NVA will utilize the team and our Pre-K consultant as a cohort for support. Admin will however, provide leave time for training as necessary for all Pre-K teachers.

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.

NVA PreK staff and admin are working to document the Essential Elements. We have already documented some of the elements thus far and will make the time to finalize the elements as the end of the year progresses.

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?

As a matter of record keeping, NVA will have the special education/IEP counts entered before the 40<sup>th</sup> day in the fall of 2019. Thus far, we have limited funding through Preschool IDEA-B; NVA funds special education expenditures that exceed the federal award with operational funds.

6. Assessment

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

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

ECOT Domain/Indicator	Fall (BOY)	Winter (MOY)	% of Growth	Notes
Literacy: EI 7.4a Rhyme	0%	7.5%	7.5%	Direct instruction of rhyming began in Feb. Daily songs and transitions
Literacy: EI 7.4b Phonological Awareness	0%	7.5%	7.5%	Journal writing and group writing
Literacy: EI 7.5a Letter Naming	26%	52%	26%	Phonemic substitution games, with beginning sounds.



	0%	20%	20%	Group writing and Journal writing
Literacy: EL 7.5b Letter-Sound Correspondence	0%	52%	52%	
Mathematics: 9.1 One-to-One Correspondence	10.5%	67.5%	57%	
Mathematics: 9.3b Numerals	8%	45%	37%	
Mathematics: 12.1 Sorting	0%	12.5%	12.5%	We will create more hands on science experiments.
Science: 14.3 Predictions	0%	40%	40%	
Self, Family, and Community: Self-Control	0%	15%	15%	Our belief is that the majority of our students will be accomplished by the EOY.
Self, Family, and Community: Social Problem Solving				

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.

Looking at our data, our goal for next year is to create small group instruction about rhyming and phonological awareness earlier in the year. We will continue with the professional development provided through the FOCUS structure and utilize our consultant to continue the perfection of our craft.

**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.

N/A
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? <b>Attach the executed Memorandum of Understanding between the district and Head Start.</b>
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.

The continuation of NVA Pre-K provides quality Pre-K4 programming to 40 students, full day. Last year we were only partially funded for the second pre-k classroom and in order to fulfill the obligation we want to provide to our community, NVA funded the remaining portion out of the regular operating budget. NVA is not interested in a combined 3/4 program and we will continue (if funded) to serve our community with 40 full day Pre-K positions.

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

NVA Pre-K meets the continuum of services, birth through 3<sup>rd</sup> grade as outlined in NMAC. The primary program is seamless at NVA with small group and differentiated instruction at the core of instructional delivery for all grade levels. A strong, early-childhood foundation is imperative to the work of the educational world and citizenry.

3. Transition children and their families into and out of Pre-k Programs?

Lottery statutes allow Pre-K students automatic enrollment into kindergarten, and this is the method we employ at NVA to create and nurture a strong school community foundation. In addition, our Pre-K students will have the opportunity to spend time in the kindergarten classroom at the end of the year. We annually have an open house for following year's incoming Pre-K students in May. Pre-K staff conduct home visits at the beginning of the year, and in the early spring (every year) NVA participates in the National School Choice event as an evening open house where current Pre-K students and their families can visit kindergarten classrooms and teachers. This facilitates the transition and the building of a

strong, early foundation for families to continue their involvement and education as part of this intimate and long-term school community. NVA has a high percentage of students who remain at NVA from Pre-K through their 8<sup>th</sup> grade year.

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.

<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	2.0	\$ 122,554
1000	51100	1714	Preschool Instructional assistants, not special education	2.0	\$ 41,581
1000	51100	1610	Substitutes		\$ 3,000
1000			Total benefits for teaching staff		\$ 60,156
1000	56118		General Supplies		\$ 16,455
1000	57331		Fixed Assets (over \$5,000)		
1000	57332		Supply Assets (\$5000 or less)		\$ 10,000
1000	55817		Student Travel (Field Trips)		
1000	53330		Professional Development		\$ 750

2100	53414	Contracted Nursing Services		\$ 2,000
<b>TOTALS</b>				<b>\$ 256,496</b>

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

Line Item	FTE	Total
Contract Services		
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.

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: North Valley Academy Teacher [BK1] Susan Barnhart/Kris Donahue, Team

### FOUR STEPS FOR DATA-DRIVEN ANALYSIS

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

	<b>TEACHER SHOULD COLLECT:</b>
<p><b>What to Bring</b></p>	<ul style="list-style-type: none"> <li>• Individual and Classroom Early Childhood Observation Tool (ECOT) Reports</li> <li>• Other pertinent data sets</li> <li>• ECOT Essential Indicators</li> </ul>
<p style="text-align: center;"><b>1 Celebrate</b></p>	<p style="text-align: center;"><b>Starters</b></p> <ul style="list-style-type: none"> <li>• Review your ECOT data carefully. “I see that <u>(number/% of students)</u> were at or above “First Steps for K” on <u>[indicator(s) and/or domain(s)]</u>.”</li> </ul> <p><b><u>NOTES:</u></b></p> <p>We see that 50+% students are <u>at or above</u> “Making Progress for Fours” in: Domain 5.2, Follows Directions; Domain 7.2, Reading Comprehension; Domain 7.3 Concepts of Print; Domain 7.3b Print Meaning; Domain 7.4b Phonological Awareness and Domain 8.3 Writing in the MOY ECOT data.</p> <p>In math, 80% or more students <u>at or above</u> “Making Progress for Fours” in: Domain 9.1 One to One Correspondence, Domain 9.3a Rote Counting, Domain 9.3b Numerals.</p> <ul style="list-style-type: none"> <li>• <i>Reminder: the BOY ECOT data does not necessarily reflect the instruction in your classroom, but instead the knowledge, skills, and behaviors that your students possess entering current school year.</i></li> </ul>

<p><b>2 Probe</b></p>	<p style="text-align: center;"><b>Probing Analysis – Deep Dive on Key Indicators</b></p> <p><b>OPENING PROBE: (review <u>Classroom Summary Report and Essential Indicators</u>)</b></p> <ul style="list-style-type: none"> <li>• Narrow the focus to the domains/indicators that warrant deeper analysis or action planning:</li> <li>• Dive in and look at _____. [prioritize domains/indicators that need further analysis or action planning]</li> </ul> <p><b><u>DOMAIN(S)/INDICATOR(S) FOCUS:</u></b></p> <ul style="list-style-type: none"> <li>• 1<sup>st</sup> - 7.4a Rhyming (Only 10% at Accomplished for 4's). This is the area that we propose to begin earlier for the next school year.</li> <li>• 2<sup>nd</sup> - 7.5a Letter Naming (20% at First Steps or lower for Fours);</li> <li>• 3<sup>rd</sup> - 9.3b (25% at or below making progress for 4's)</li> </ul> <hr/> <p><b>START FROM THE END GOAL: (review <u>Classroom Summary Report and Essential Indicators</u>)</b></p> <ul style="list-style-type: none"> <li>• Ask yourself: "What does mastery look like for each indicator?" Let's review the student-level data.</li> <li>• Ask yourself: "What did the students need to know or be able to do to perform at 'First Steps for K' (or performance level equivalent to assessment window)?"</li> </ul> <p><b><u>NOTES:</u></b>  7.5a Students need to name at least 18 uppercase and 15 lowercase letters.  8.3 Students need to create drawings and writing to represent meaningful ideas with some clarity. Print may be mock letters to random letter strings. Student should be able to sign his/her own name.</p> <hr/> <p><b>IDENTIFY THE GAP IN STUDENT WORK: (review <u>Classroom Summary Report and Essential Indicators</u>)</b></p> <ul style="list-style-type: none"> <li>• Look at student performance levels: what pattern do you see in the domain/indicator level performance?</li> <li>• Ask yourself: "What are student knowledge, skills, or behaviors are missing?"</li> <li>• 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?"</li> </ul> <p><b><u>NOTES:</u></b>  <b>25%</b> of the students are missing automaticity in letter naming and sounds. This skill is important when isolating/naming sounds and inventive spelling/writing. Students need to be able to identify the letters of the alphabet and the corresponding sound for transition writing.</p>

	<p><b>STATE THE ANALYSIS:</b></p> <ul style="list-style-type: none"> <li>• “One of the trends I noticed was _____. How does that impact student learning?”</li> <li>• “I should/need to focus on...” or “The deeper conceptual misunderstanding is...”</li> </ul> <p><b><u>ANALYSIS:</u></b>                  Letter naming is the largest gap in the Literacy Domain for my classroom. Along with this is phonological awareness and isolating/identifying the initial consonant in a word. This lack of skill may lead into the student’s ability/willingness to write. I will plan small group activities based on letter naming skills. In addition, many of our transition activities will be based on isolating and naming letters.</p>
<p><b>3 Plan &amp; Practice</b></p>	<p style="text-align: center;"><b>Plan &amp; Practice – Improve/Create a Plan</b></p> <p><b>PLAN YOUR TEACHING and/or SUPPORT:</b> (review ECOT Indicators)</p> <ul style="list-style-type: none"> <li>• How will you support students in developing the knowledge, skills, or behaviors in (<u>Indicator</u>)? What resources do you have at your disposal? Is this knowledge or skill best taught through routine, direct instruction, small group, or other?</li> <li>• Think through what a lesson on _____ might look like. What other resources/supports do you have in teaching a lesson on (<u>Indicator/behavior/knowledge/skill</u>)? What does that look like?</li> <li>• Ask yourself: “How will you check for understanding and assess mastery?”</li> <li>• Write down these new action steps and add them to your plan.</li> </ul> <p><b>Note:</b> Put priority ECOT Indicator(s) in the action plan.</p> <p><b>ACTION PLAN:</b>  <u>Instruction:</u>                  Letter-naming automaticity can be done both in large and small group. Pointing out letter names during read-aloud, transitions and music can reinforce this skill. Small-group direct instruction is needed when children need more support and practice.                  Small Group:                  *Use white boards and name folders to reinforce letters in students’ name.                  *ABC Treasure Box Game-identify the letter, find the toy (or plastic letter) that matches the letter and/or letter sound                  *Swat a Letter/Sound-have students use a fly swatter to identify a given letter or sound                  *Shared Writing having students draw on a group story and write the letters for the words</p> <p><u>Practice:</u>                  *Daily Practice-Place the students into pairs with a pointer and take turns pointing and singing the alphabet Song                  *Playdough Letter Mats for the art table                  *Continue with journal writing. Take dictation for longer stories but encourage labeling for targeted students                  *Tooty Ta and Gumball (and other) songs using consonant substitutions                  *Shared Writing                  *Ticket Hand-out and isolating the initial sound of each name before labeling the</p>



	<p>letter</p> <p>*Transitions-“Anyone whose name begins with /b/, line up.” “If you have the letter R in your name, wash your hands.”</p> <p>*Continue developing oral language, phonological processing and print knowledge by direct instruction and support. Parallel talk, self-talk and expansion will be used to scaffold oral language.</p> <p>*Use researched based strategies (LETRS) for instruction and transitions</p> <ul style="list-style-type: none"> <li>• Create a class book with student photographs (Rosie’s Walk with positional words)</li> <li>• Segment names of students and objects then have students guess the person or thing</li> <li>• Clapping names/syllables</li> <li>• Encourage children to use print in their play and explorations by having them make signs, notes, books, and stories</li> </ul> <p><u>Assessment:</u></p> <p>*Have a master sheet of letters for each student, reviewing it with him/her twice a month to monitor growth.</p> <p>*Compare and contrast journal writing and attempts to sound out words</p> <p>*Anecdotal noticing of students making connections between their own names and the names of their friends or with other words</p> <p>*Use rubrics of the ECOT to create small group and individual instruction</p> <p>*Quick Checks/Summary Reports</p> <p><b>PRACTICE:</b></p> <ul style="list-style-type: none"> <li>• Practice the teaching/support. Think out the lesson in full detail and practice, delivering the content and managing the classroom environment.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p><b>Follow-up</b></p>	<p style="text-align: center;"><b>Schedule Follow-Up</b></p> <ul style="list-style-type: none"> <li>• Embed plan into upcoming lessons.</li> <li>• Schedule observation for leader/colleague to see plan in action. Establish how plan will be assessed.</li> <li>• Schedule time to reflect on assessment data from action plan and create next action plan.</li> </ul> <p style="text-align: center;"><b>Repeat steps 1-4 for major Domain/Indicator gaps.</b></p>

## 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: North Valley Academy**

**Teacher - Karol Werner**

#### FOUR STEPS FOR DATA-DRIVEN ANALYSIS

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

	<b>TEACHER SHOULD COLLECT:</b>
<b>What to Bring</b>	<ul style="list-style-type: none"> <li>● Individual and Classroom Early Childhood Observation Tool (ECOT) Reports</li> <li>● Other pertinent data sets</li> <li>● ECOT Essential Indicators</li> </ul>
<b>1 Celebrate</b>	<b>Starters</b>
	<ul style="list-style-type: none"> <li>● Review your ECOT data carefully. “I see that <u>(number/% of students)</u> were at or above “First Steps for K” on <u>[indicator(s) and/or domain(s)].</u>”</li> </ul> <p><b><u>NOTES:</u></b> I see that 65+% students are at or above “Making Progress for Fours” in: Domain 5.2, Follows Directions; 7.2 Reading Comprehension; 7.3 Concepts of Print; 7.3b Print Meaning; 7.4b Phonological Awareness and 8.3 Writing in the MOY ECOT data. In math, 100% or more students at or above “Making Progress for Fours” in: 9.1 One to One Correspondence, 9.3a Rote Counting, 9.3b Numerals.</p> <ul style="list-style-type: none"> <li>● <i>Reminder: the BOY ECOT data does not necessarily reflect the instruction in your classroom, but instead the knowledge, skills, and behaviors that your students possess entering current school year.</i></li> </ul>
<b>2 Probe</b>	<b>Probing Analysis – Deep Dive on Key Indicators</b>
	<p><b>OPENING PROBE: (review <u>Classroom Summary Report and Essential Indicators</u>)</b></p> <ul style="list-style-type: none"> <li>● Narrow the focus to the domains/indicators that warrant deeper analysis or action planning:</li> <li>● Dive in and look at _____. [prioritize domains/indicators that need further analysis or action planning]</li> </ul> <p><b><u>DOMAIN(S)/INDICATOR(S) FOCUS:</u></b></p>

- 7.4a Rhyming (Only 35% at Accomplished for 4's)
- 7.5a Letter Naming (10% at First Steps or lower for Fours);
- 9.3b (15% at or below making progress for 4's)

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

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

**NOTES:**

7.5a Students need to name at least 18 uppercase and 15 lowercase letters.  
 8.3 Students need to create drawings and writing to represent meaningful ideas with some clarity. Print may be mock letters to random letter strings.  
 Student should be able to sign his/her own name

**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:**

30% of the students are missing automaticity in letter naming and sounds. This skill is important when isolating/naming sounds and inventive spelling/writing. Students need to be able to identify the letters of the alphabet and the corresponding sound for transition writing.

**STATE THE ANALYSIS:**

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

**ANALYSIS:**

Letter naming is the largest gap in the Literacy Domain for my classroom.

	<p>Along with this is phonological awareness and isolating/identifying the initial consonant in a word. This lack of skill may lead into the student's ability/willingness to write. I will plan small group activities based on letter naming skills. In addition, many of our transition activities will be based on isolating and naming letters</p>
<p style="text-align: center;"><b>3 Plan &amp; Practice</b></p>	<p style="text-align: center;"><b>Plan &amp; Practice – Improve/Create a Plan</b></p> <p><b>PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)</b></p> <ul style="list-style-type: none"> <li>● Think through what supporting students in developing the knowledge, skills, or behaviors in <u>(Indicator)</u> look like. What does that look like? What resources do you have at your disposal? Is this knowledge or skill best taught through routine, direct instruction, small group, or other?</li> <li>● Think through what a lesson on _____ might look like. What other resources/supports do you have in teaching a lesson on <u>(Indicator/behavior/knowledge/skill)</u>? What does that look like?</li> <li>● Ask yourself "How will you check for understanding and assess mastery?"</li> <li>● Write down these new action steps and add them to your plan.</li> </ul> <p><b>Put priority ECOT Indicator(s) in the action plan.*</b></p> <p><b><u>ACTION PLAN:</u></b>          Instruction: Letter-naming automaticity can be done both in large and small group. Pointing out letter names during read-aloud, transitions and music can reinforce this skill. Small-group direct instruction is needed when children need more support and practice.          Small Group:          *Use white boards and name folders to reinforce letters in students' name.          *ABC Treasure Box Game-identify the letter, find the toy (or plastic letter) that matches the letter and/or letter sound          *Swat a Letter/Sound-have students use a fly swatter to identify a given letter or sound          *Shared Writing having students draw on a group story and write the letters for the words</p> <p><b><u>Practice:</u></b>          *Daily Practice-Place the students into pairs with a pointer and take turns pointing and singing the alphabet Song          *Playdough Letter Mats for the art table          *Continue with journal writing. Take dictation for longer stories but encourage labeling for targeted students          *Tooty Ta and Gumball (and other) songs using consonant substitutions          *Shared Writing          *Ticket Hand-out and isolating the initial sound of each name before labeling the letter          *Transitions-"Anyone whose name begins with /b/, line up." "If you have the letter R in your name, wash your hands."</p>

- \*Continue developing oral language, phonological processing and print knowledge by direct instruction and support. Parallel talk, self-talk and expansion will be used to scaffold oral language.
- \*Use researched based strategies (LETRS) for instruction and transitions
- \*Create a class book with student photographs (Rosie's Walk with positional words)
- \*Segment names of students and objects then have students guess the person or thing
- \*Clapping names/syllables
- \*Encourage children to use print in their play and explorations by having them make signs, notes, books, and stories

- Assessment: \*Have a master sheet of letters for each student, reviewing it with him/her twice a month to monitor growth.
- \*Compare and contrast journal writing and attempts to sound out words
  - \*Anecdotal noticing of students making connections between their own names and the names of their friends or with other words
  - \*Use rubrics of the ECOT to create small group and individual instruction
  - \*Quick Checks/Summary Reports

**PRACTICE:**

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

4  
Follow-up

**Schedule Follow-Up**

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

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

## Appendix A

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

- **4 Exemplary**

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

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

- **3 Acceptable**

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

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

- **2 Approaching**

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

- **1 Insufficient**

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

- **0 Inadequate/Incomplete**

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

## PreK Expansion Quality Scoring Guide

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

**Appendix B**

**Application Checklist**

<b>Documents for Submission</b>	<b>Checked – applicant</b>	<b>Checked – PED</b>
<b>Statement of Assurances</b> (with original signatures in blue ink)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part I:</b>		
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	<input type="checkbox"/>	
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"/> N/A	<input type="checkbox"/>
Section F: Budget	<input type="checkbox"/>	<input type="checkbox"/>
<b>Part II:</b>		
Chart A: Expansion Request	<input type="checkbox"/> N/A	<input type="checkbox"/>
Chart B: Budget Request	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>PED Comments</b></p> <p>Has the applicant submitted all of the documents listed above?</p> <p>    Yes</p> <p>    No</p> <p>Reviewer</p> <p>Code:</p> <p>Date:</p>
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