



FY20

PED PreK New Program Application Part I

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

Please submit ONE application for the district/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.

SCHOOL OF DREAMS ACADEMY

Statement of Assurances

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

By signing below, the applicant ensures the following:

Administrative Oversight:

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

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

4. Instructional Hours. Programs must provide a minimum of 450 preschool classroom hours for half-day programs and 900 preschool classroom hours for extended-day programs. Classroom hours include:
 - meal times if staff sit with children and converse to build oral language skills;
 - outdoor play
 - *extended-day programs only*, a 30-minute nap/rest time. Any nap/rest time in excess of 30 minutes does not count towards the required 900 classroom hours.
5. Administrator PreK Meetings. School district/charter school PreK administrators must attend both fall and spring administrators' meetings, either in-person or through web-based conferencing. If a district appoints a PreK coordinator over multiple school sites, the school site administrators must attend at least one PreK administrator meeting annually. In districts with multiple PreK school sites, the PreK coordinator may hold district PreK administrative meetings for principals.
6. Trainings. All administrators, PreK teachers and EAs must attend all trainings as required by FOCUS Essential Elements.
7. Early Childhood Observation Tool. School district/charter school PreK administrators will ensure that their teachers are using the Early Childhood Observation Tool (ECOT) with fidelity to record observations and rubric ratings.
8. ECOT training. New and continuing teachers must complete online training for the Early Childhood Observation Tool (ECOT) before the first day of school for students. New teachers must complete the full course. Returning teachers must complete the ECOT refresher course.
9. 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 40th and 80th day reporting.
11. **Early Care Collaboration.** PreK programs must meet with community early care and education providers, including Head Start programs, to coordinate services for children while honoring parental choice. PreK program administrators must document contacts with early care and education program personnel in the community prior to requesting funding for new PreK sites or expansion at existing sites.
12. **Head Start Collaboration MOU.** The Every Student Succeeds Act (ESSA) requires that school districts receiving federal Title 1 funding must develop and execute a Memorandum of Understanding (MOU) with their local Head Start grantee. Guidance is available at New Early Childhood Coordination Requirements in the Every Student Succeeds Act (ESSA).
13. **PreK Educational Assistant PDP.** Administrators will ensure that no later than October 1, 2019, each PreK educational assistant has a current professional development plan (PDP) in place with PreK program specific professional goals and timelines.
14. **Teacher Evaluation.** PreK program administrators will utilize the rubrics modified for PreK teachers and PreK Classroom Walkthrough to complete the NM TEACH Educator Effectiveness System evaluations.
15. **Verification Time Frame.** PreK program administrators will report program progress by completing and updating FOCUS verification documents no later than November 15 and of May 15 of each school year.

Family Engagement:

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

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:
 1. A physical examination
 2. Vision and hearing screening

3. Dental screening

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

PreK Fiscal Requirements:

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

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

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

Requests for Reimbursement:

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

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

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

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

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

Superintendent's Name: Michael S Ogas _____ Signature: Michael S Ogas

PreK Coordinator's Name: Teresa A Ogas _____ Signature: Teresa A. Ogas

Business Manager's Name: Donna Jarvis _____ Signature: Donna Jarvis

Building Principal's Name/School: Angela Griego SODA _____ Signature: Angela Griego

(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

District/Charter Contact Information		
Please complete District/Charter and School Contact Information		
District/Charter Name: School of Dreams Academy		District/Charter Code: 505001
Mailing Address: 906 Juan Perea Road Los Lunas, New Mexico 87031		
Phone: (505)866-7632	Fax: (505)866-0780	
Superintendent/Charter Director: Michael S. Ogas	Email: www.sodacharter.net mogas@sodacharter.com	Phone: 505.866.7632
PreK Coordinator: Teresa A. Ogas	Email: taogas7@gmail.com	Phone: 505.866.7632
Business Manager: Donna Jarvis	Email: djarvis@sodacharter.com	Phone: 505.866.7632

School Contact Information					
School	School Code	Principal Name:	Office Telephone	Email	Cell
School of Dreams Academy	505001	Angela Griego	505.866.7632	agriego@sodacharter.com	505.550.6147

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. (NMAC 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 School of Dreams Academy (SODA) is committed to building an early learning system focusing on its commitment to building a high-quality, comprehensive, community program striving to form a continuum of integrated services. School of Dreams Academy has committed its vision to the belief aligned with New Mexico Early Learning Advisory Council that "every student in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high-quality early learning system."

The School of Dreams Academy is the only charter school in Valencia County and has experienced a steady growth within its elementary population and the Developmentally Delayed Preschool Program. There has also been an interest within the community from residents in Valencia County, whose preschool age children did not qualify for the developmentally delayed program, the local head start programs, or the local Prek initiative programs. The School of Dreams Academy opened their doors because of their commitment in the importance of early learning and to creating an environment where peers learn from peers by creating a model program within the Developmentally Delayed Preschool Program. The program was at no cost to the community and its employees children who met the age requirements and passed the Child Find Developmental Screening. Having "model" students within the Special Education Preschool Program provided an inclusive program to families of preschoolers attending SODA.

Families of students attending SODA and families from the community have made inquiries about the PreK Initiative. A survey has been sent out to families who attend School of Dreams Academy who may have younger siblings who may be interested in attending the NM Preschool Program. Interest has also been expressed through SODA's Facebook page and website. A local agency has a 3-year-old Pre K program but does not have a 4-year-old program. Representatives from SODA attended a Parent Meeting to give parents options for their 4 year olds. Parents expressed a need for a 4-year-old PreK program in a charter school, specifically SODA as an option for their children who would not qualify as special needs.

School of Dreams Academy is located in Los Lunas, NM (Valencia County). Valencia County has long been a "high risk" area for child well-being. For example, the overall poverty rate in Valencia County is 23.2%. However, there are communities in our county where the poverty rates are

staggering. Below is a table outlining the poverty rates, by individual communities within Valencia County. School of Dreams Academy draws enrollment from all of these communities.

Belen	32.2%
Bosque Farms	10.9%
El Cerro	19.9%
El Cerro Mission	29.4%
Jarales	12.4%
Las Maravillas	16.9%
Los Chavez	21.2%
Los Lunas	17.1%
Meadow Lake	40.0%
Monterey Park	68.0%
Peralta	15.0%
Rio Communities	19.6%
Tome	19.3%
Valencia	29.7%

According to the "Best Places to Retire" website the crime rate in Valencia County is compared to the U.S. as follows:

Valencia County violent crime is 46.9. (The US average is 31.1)

Violent crime is composed of four offenses: murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. Property crime includes the offenses of burglary, larceny-theft, motor vehicle theft, and arson. The object of the theft-type offenses is the taking of money or property, but there is no force or threat of force against the victims.

Valencia County property crime is 39.1. (The US average is 38.1)

SODA is applying for the Preschool Initiative because they are committed to building an early learning system focusing on its commitment to building a high-quality, comprehensive, community program striving to form a continuum of integrated services for all students. It is believed, by increasing literacy in the early years, we can impact poverty in all areas, including those with the greatest need particularly Meadow Lake, Monterey Park, Valencia, El Cerro Mission, and Belen. School of Dreams Academy has committed its vision to the belief aligned with the New Mexico Early Learning Advisory Council that "every student in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high-quality early learning system."

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
84%	<i>(Kindergarten / station)</i> 93.1%	<i>(District Assessment)</i> 96.5%
	<i>(Third Grade Standards Based Transition assessment)</i> 60%	<i>(Third Grade Standards Based Transition assessment)</i> 58%

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

The School of Dreams Academy as a process to identify students that have another language other than English. The school provides the Home Language Survey to the family of the student and follows the guidelines by the State of New Mexico. All documents are provided in English and Spanish. The parents are provided an interpreter to all the meetings, parent teacher conferences, classroom observations and/or tours. The Elementary front office secretary is Bilingual and welcomes all parents using English or Spanish languages. Once the students and families are identified, the School of Dreams Academy provides services for the students to become proficient in the English Language. The school has Bilingual Endorsed teachers, bilingual materials, bilingual assessments, bilingual therapists, bilingual diagnosticians, and more.

The school will be providing services for families in need of learning English. Currently all parents are trained on how to use the communication features the school uses to inform the parents and the community. Each parent is given a code to see students grades, absences, Facebook, classroom's accounts with their student's teacher's e-mails or cell messages are in use.

The School of Dreams Academy insure families will actively participate in the process of decision-making related to their child's education beginning with information about the Preschool Program, developmental screenings, diagnostic evaluations, IEP process, parent-teacher conferences, and Annual IEP Meetings.

The Preschool classroom and program staff provides a variety of opportunities for families to participate in classroom and program activities.

- Families are encouraged 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 are invited to participate within the classroom to share their special 'book' with the class during circle time, special meals, art activities, birthday celebrations, etc., at their convenience. Share picture of mom reading for Dr. Seuss Day
- Families participate every 9 weeks in parent/teacher conferences.
- Families participate in Science Fair Night.

Families will participate in the annual preschool-specific quality survey, as part of the Continuous Quality Improvement (CQI) process.

Family Capacity Building Practices

1. Preschool program staff document 90 hours of family engagement including following three required categories of activities:
 - Three family/teacher conferences annually per child
 - A minimum of four annual family engagement activities/events outside of classroom hours
 - If their child qualifies for Special Education, will participate in initial, annual and transition IEP's annual
2. Program administrators must develop and revise, in partnership with families, A Family Preschool Handbook that represents their program population. Every effort is made to provide the materials in the family's home language. See Attached Handbook.

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?

Parents and Family were informed by the following:

- At 10-year celebration an information table was set up on the Prekindergarten Program. Literature was handed out.
- Letter with form of interest was sent out to each family who has a student who attends School of Dreams Academy and parents were asked to fill out a form if interested in the program
- Information informing staff, parents, and visitors that the School of Dreams Academy is applying for the PreK Program is posted in the elementary and secondary office at the School of Dreams Academy.
- Notification is posted and found on our school website by going to www.sodacharter.net and selecting Child Find/PreK Initiative
- Notification is posted and found on our school Facebook page @schoolofdreamsacademy.
- Word gets around on social media such as Facebook, Twitter, and Instagram
- Parents interested may call our office between the hours of 7:30 to 4:00 or leave a message anytime at (505)866-7632

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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
Auntie Nikki's Day Care	20	5	no	3/14/19	Tina Hull
Kids Korner Preschool	27	27	no	3/14/19	Sandi Esch
Little Learner Play School Inc.	16	14	no	3/14/19	Melissa Reeves
*Midwest NMCAP Adelino/Pre-K				3/11/19 (2x) 3/19/19 (2x) 3/21/19 (3x) 3/22/19	Anthony Perea Molly Sanchez *Numerous attempts have been made to contact Adelino Head Start to obtain their count information and speak with them about an MOU. SODA will continue to pursue this communication.
Peralta's Playhouse	30	24	no	3/14/19	Amanda Jaramillo
Sow N Seed	10	9	no	3/14/19	Sandra Abeyta
Ann Parish Elementary	20	20		3/14/19	Catherine E. Chavez
Bosque Farms Elementary	40	30	no	3/14/19	Catherine E. Chavez
Desert View Elementary	20	20		3/14/19	Catherine E. Chavez
Katherine Gallegos Elementary	40	40		3/14/19	Catherine E. Chavez
Los Lunas Elementary	20	20		3/14/19	Catherine E. Chavez
Peralta Elementary	20	18	no	3/14/19	Catherine E. Chavez
Sundance Elementary	40	33	no	3/14/19	Catherine E. Chavez
Tome Elementary	20	20		3/14/19	Catherine E. Chavez
Valencia Elementary	20	20		3/14/19	Catherine E. Chavez

6. How will the district/charter school administrator collaborate with community early care and education providers, including

District/Charter: School of Dreams Academy

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.

The reason the School of Dreams Academy is pursuing the PreK Initiative is to partner with the State of New Mexico in the belief that Prekindergarten has significant and positive effects on children's learning in the areas of language, literacy, and mathematics. At the School of Dreams Academy, we have seen in one year our School of Dreams Academy PreK students entering Kindergarten knowing more letters, more letter-sound associations, phonological awareness, familiarity with word and math concepts, and social skills. Studies indicate children who learn early are more likely to reach their full potential and the most significant brain development occurs before the age of five.

The School of Dreams Academy has and will continue to collaborate with community early care providers by offering free screenings to local day care providers and Adelino Head Start upon request including speech and language screenings, fine and gross motor screenings, and social and emotional screenings. Flyers are handed out to local providers about intervention services provided at School of Dreams Academy throughout the school year. Throughout the school year, School of Dreams Academy meets on the second Monday and second Tuesday of every month with local LEA's and the early intervention provider of Valencia County in collaboration and consultation to provide a smooth transition and a choice to parent(s) and guardian(s) from part C to B. If the students qualify, Special Education staff at School of Dreams Academy develop and implement IEP goals and objectives into the daily schedule, classroom, and lesson planning.

Transition from IDEA Part C to IDEA Part B

With parental written consent, School of Dreams Academy and the staff (child's daycare, Adelino Head Start) will engage to actively participate in the child's IEP process, early childhood outcomes process, and the individual transition in/out plan as required by IDEA.

(Adelino Head Start has an MOU with the Los Lunas Schools and Belen Schools to provide special services to those children who qualify for speech, language, occupational therapy, and/or physical therapy. The School of Dreams Academy with Adelino Head Start is now in the process of writing a Memorandum of Understanding to provide special education services, as needed, at their sites.)

If School of Dreams Academy is awarded a New Mexico Prekindergarten, students may not participate at the SODA Prekindergarten Program and be served at an additional programs funded by CYFD Prekindergarten.

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.

School of Dreams Academy plans to serve a maximum of 20 four-year-olds under this grant application. The 20 students will be served in a full day (hr.) program. The 6-hour program will best meet the geographic and economic needs of our families in Valencia County. Our budget table shows that we plan to hire one full-time pre-K teacher, one full-time pre-K instructional assistant, age appropriate equipment and supplies as well as money allocated for student travel (field trips).

Currently, School Dreams Academy has two full day kindergarten programs that can serve up to 20 children in each. The current enrollment, in Kindergarten (120 Day) is 29. Both are staffed by certified teachers and licensed instructional assistance.

Applications for enrollment will be accepted any time throughout the school year. Parent(s)/Guardian(s) may download the application on the School of Dreams Academy website www.sodacharter.net or visit the elementary school office at 906 Juan Perea Road, Los Lunas, New Mexico, to pick one up or bring bring/send the application.

The School of Dreams Academy will hold Pre-Registration and Screenings if granted the PreK Initiative in mid-June. Parents will be asked to bring their child with them upon enrollment. Children will be asked to perform tasks on the screener to determine levels of achievement on developmental skills. From these screenings, provisional numbers will be obtained for the classrooms.

Enrollment of New Mexico PreK 4s will be determined by the number of students obtained during our registration process as follows:

- The child turns 4 prior to September 01, 2019.
- If the number of registrants is less than the allotted number of PK slots available on the last day of June, and thereafter, then all registrants are enrolled and assigned a teacher and a session. Registrations for enrollment are accepted until all slots are filled. A waiting list is then started for any additional inquiries and registrants.
- If the number of registrations is more than the allotted number of PK slots available at the close of registration, parents will fill out the Ages and Stages Questionnaire (ASQ) to determine need. Placement will be determined by those children most in need as indicated by screening results.
- Slots vacated during the school year are filled with students from the waiting list database maintained by administration at the school site.

Currently, School of Dreams Academy has sixteen (16) students from the DD PreK Program transitioning to the Kindergarten Program. Parents

and guardians have indicated the students will be returning to School of Dreams Academy as Kindergarten students.

80% of the children in the classroom will not have IEPs who will be entering the PreK Initiative.

There will be 13 3-year olds (returning DD children am and pm from Belen and Los Lunas).

There will be 17 returning Developmentally Delayed Children. Ongoing screenings by Child Find will be throughout the summer of 2019.

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

The School of Dreams Academy adheres to the Family Educational Rights and Privacy Act (FERPA) regarding confidentiality of student information. All of our student records are maintained in locked fireproof cabinets in the elementary office. For students who transfer from C to B, their records are maintained in locked fireproof cabinets in the special services office.

- FERPA is a federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
- FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he/she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."
- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that school correct records, which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, school must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31)
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and,
- State and local authorities, within a juvenile justice system, pursuant to specific State Law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTC newsletter, student handbook, or newspaper article) is left to the discretion of the school.

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

If granted the PreK Initiative, transitioning children into and out of the PreK Programs will occur as follows:

- If a child can no longer attend a CYFD PreK Program because of transportation, moving from current address, family has enrolled at School of Dreams Academy and qualifies based upon above criteria (7a).
- If events occur in which the child no longer can attend the SODA PreK Initiative Program, the parent/guardian must come into the office and disenroll the child from the class. There will be a reason stated for disenrolling. If moving, parent(s)/guardian(s) will be required to provide the School of Dreams Academy the name of the school along with the city, state, and the expect day of arrival to the new location. The School of Dreams Academy will provide a record of enrollment and attendance to the new school as needed.
- Transitioning and supporting children moving into and on to Kindergarten is done in a Two Day Early Registration in April at the School of Dreams Academy. Brochures are provided to parents, tours of the school take place, parents meet Kindergarten teachers, questions are answered, teachers share Kindergarten expectations, and administration is available to address any other questions.
- Transition IEP's occur in March and April for children who will be transitioning from the DD PreK Program to Kindergarten.
- In May, Prekindergarten students will spend 30 minutes daily during "discovery" time.
- In May, End of Year PreK Family Fun Day
- In June, July, September-Regular Registration for PreK and Kindergarten. Available PreK spots filled as students enroll. Continue to screen/test for Child Find. School of Dreams Academy Open House. PreK Home Visits.
- September-May, Transition Conferences continue to be held year round and are held 90 days prior to a child's third birthday to determine eligibility for determination of eligibility for Part B services.

Our Prekindergarten students are very familiar with administration, staff, and elementary students. Transition to Kindergarten has been very smooth and pleasant because of their involvement in school-wide activities such as participating in school-wide activities such as: Read Across America, Costume Parade Day, Science Fair Day, Pennies for Patients, attend dance assemblies, and see on a daily basis the Kindergarten Teachers and their Educational Assistants.

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

PreK Administrators at the School of Dreams Academy have the following:

New Mexico Education Administration, PreK-12 License
New Mexico Early Childhood Teacher License, Birth through Third Grade
New Mexico Early Childhood Teacher License, Age Three through Grade Three
New Mexico Special Education License, PreK-12

PreK Administrators will successfully complete the following:

- Web-based PED FOCUS Leadership Academy
- The Early Childhood Environment Rating Scales (ECRS)-3 Online Training within 3 months
- Language Essentials for Teachers of Reading and Spelling (LETRS)-Early Childhood, which must be completed **within two years** of hire or two years from the start of FOCUS implementation
- Online Early Childhood Observation Tool (ECOT) training (first year preschool administrators must complete initial training by 8/31. All preschool administrators must complete refresher training annually at the beginning of the school year)
- Online Understanding Early Literacy for ELL's at <https://www.pepperpd.com/newdashboard/>

Internal PreK Coaches will successfully complete the following:

- Intentional Teaching Training: Module I & Module II
- ECOT training
- Language Essentials for Training
- LETRS Training of Trainers and Deepening Your Practice: Using LETRS-EC Strategies in Coaching and Consultation
- New Mexico Pyramid Framework Training
- Pyramid Framework Training of Trainers
- Full Participation of Each Child
- Practice-Based Coaching and Group Facilitation Coaching Training

Credentials

PreK/Title 1 Preschool Teachers

In each preschool classroom, the teacher will have either a New Mexico Early Childhood Teacher License: Birth through Third Grade, The New Mexico Early Childhood Teacher License: PreK through Grade Three, or the New Mexico Early Childhood Teacher License: Birth through PreK.

If the teacher does not hold one of these early childhood teacher licenses, but does hold a K-8 Elementary license and/or a Special Education PreK-12 license, he/she must provide evidence of successful completion of the following:

- The early childhood alternative licensure program (coursework, Online Portfolio Alternative License (OPAL), or NM TEACH Summative Evaluation route **within two years** of hire or implementation of FOCUS; OR
- A minimum of **twelve college credits annually** toward a master's degree leading to one of the two early childhood licenses; OR
- National Board Certification in early childhood education.

Special Education Preschool Teachers

Teachers must be highly qualified in accordance with 34 CFR § 300.18 and as indicated in Student Teacher Accountability Reporting System (STARS).

Educational Assistants, Non-Special Education

Educational assistants (EAs) in the proposed preschool classroom must have an associate's degree (AA) in Early Childhood Education and hold a level 3 Educational Assistant License from the PED. If the EA does not currently hold an AA in Early Childhood, he/she must provide evidence of successful completion of a minimum of six college hours towards the degree annually.

Educational Assistant, Special Education

Instructional and non-instructional EAs must meet requirements under 6.63.9 of the NMAC. **Note:** Non-instructional special educational EAs are not reflected in adult-child ratios.

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 example 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 Visit(s)	Family and child meet the teacher and assistant, learn pertinent information regarding instruction. Any other child who enters NM PreK during the school year will also receive a home visit. If a family is homeless or migratory, an alternate location will be offered. During the visits reports will reflect collaboration with the family in decision-making to their child's education.	Prior to the first day of school (08/08/19)	2 days (6 hours x 2) 12+ hours total
Three Family/Teacher Conferences	Discussing Authentic Observation which are completed on all NM PreK children. No school is held on these days. Conferences are held in October, January, and May. During the conferences, family-teacher summary reports will reflect collaboration with the family in decision-making to their child's education.	August 5-6 October 23-25 January 29-31 March 11-12	3 days per month (18 x 3) 54 hours
Parent Trainings and Share Outs	<p>School of Dreams Academy will have Family and Parent Share Out/Trainings to assist families in support of their children. The trainings will meet some of the following criteria:</p> <ul style="list-style-type: none"> • Be interactive with families • Model and support developmentally appropriate strategies • Involve the PreK student(s) for demonstration • Include opportunities for various disciplines • Be fun and engaging <p>Topics for Parent Engagement Events may include:</p> <ul style="list-style-type: none"> • Making Connection! ¡Hagamos una conexión! • Making it Happen! ¡Pongámoslo en práctica! • Why do Children Do What They Do? ¿Por qué hacen los niños lo que hacen? • Teach Me What To Do! ¡Enséñame lo que debo hacer! 	September 11 November 13 December 11 January 7 February 7 April 8 May 13	90 minutes per parent/guardian engagement event = 12 hours

	<ul style="list-style-type: none"> • Facing the Challenge (Part 1) Maneras de hacer frente a las dificultades. (Parte I) • Facing the Challenge (Part 2) Maneras de hacer frente a las dificultades. (Parte II) <p>PreK Website Many additional parent resources are available on the New Mexico PreK website https://prek.ped.state.nm.us/FamilyMaterials. In this site there are materials to assist parents/guardians with their child in such topics as: math, reading, building school success, and questions New Mexico Parents of Young Children Ask.</p>		
<p>Parent Visits to Classrooms</p>	<p>Parents/guardians are welcomed to visit classrooms at any time. If a parent/guardian must speak to a teacher for more than 5 minutes during instructional time, it is recommended a time be scheduled outside of instructional time. All visitors are required to first sign in at the elementary office. Visitors are given a visitor's pass to wear while on campus. Visits longer than 15 minutes must be approved by an administrator and/or arranged by the classroom PreK teacher for a family engagement project (reading to the classroom, presenting a cultural activity such as food, music, or art, etc.).</p> <p>The preschool staff 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 the classroom. A log of these activities will be kept.</p>	<p>August 2019- May 2020</p>	<p>60 minutes per parent/guardian engagement event = 8 hours</p>
<p>A Minimum of Four Annual Family Engagement Activities or Events Outside of Classroom Hours (Activities must Relate to</p>	<p>Visits/Activities will be arranged by the classroom PreK teacher for a family engagement project (reading to the classroom, presenting a cultural activity such as food,</p>	<p>August 2019- May 2020</p>	<p>60 minutes per parent/guardian engagement</p>

an Essential Indicator (EI))	music, or art, etc.) within the classroom setting or to an event outside of classroom hours. Activities must relate to an Essential Indicator (EI)	event = 8 hours within the classroom setting; will be arranged if at an event.
2019-2020 Proposed Total Family Engagement Hours *2019-2020 SODA PreK Calendar DRAFT AND NEEDS TO BE APPROVED BY GOVERNING COUNCIL		+94 Hours

b. Inclusive Practices for Children with Diverse Abilities:

<p>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.</p>
<p>Currently, The School of Dreams Academy does not have a Preschool Initiative Program. However, the School of Dreams Academy's Developmentally Delayed Preschool Programs have included a peer model program into their classes at no charge to families who participate to ensure the charter would serve in an inclusive environment. It was also determined that students who qualified as "speech delayed" would not attend for one hour a week for "speech therapy only" as modeled by local LEAs. The Principals, Founders, and Governing Council of the School of Dreams felt there is a direct link to phonological awareness and reading success and therefore if a child qualified for the program, they should attend five days a week to ensure a continuum of quality learning is an investment in the future of New Mexico's children. As much as possible, SODA embraced inclusion in the Special Education PreK to place three through five year olds together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individual accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging.</p> <p>Prekindergarten students experiencing difficulties in the classroom as identified by the PreK teacher or parent/guardian can be referred to the Special Education Liaison or Child Find Coordinator. Detailed documentation of concerns to the Special Education/Child Find Office is helpful such as information from the Ages and Stages Questionnaire (ASQ), Brigance or ECOT, classroom strategies, anecdotal progress notes, and a copy of the Home Visit form as part of the referral packet.</p> <p>Parent(s)/guardian(s) must attend and participate in IEP meetings to assist and plan an effective educational plan for their child. School</p>

personnel will provide facts from test results and guide through the IEP to ensure a clear understanding of the process.

If granted the Prekindergarten Initiative Program, the ratio will be 3:1 (non IEP: IEP), with 2 adults to 20 children (4 year olds). School of Dreams Academy embraces the inclusive model. Research supports the benefits of inclusion for children with and without disabilities. Meaningful inclusion supports children with disabilities to reach their full potential all the way into adulthood. The PreK Program will be designed to be an inclusive program and provides opportunities for peers to be role models in the classroom.

If the student transitions to the School of Dreams Academy with an IEP from a PreK Initiative Program. Any child who enters with a current IEP will be directed to our Special Education Liaison. The IEP will be reviewed and services will be continued. An IEP meeting will be scheduled and changes, if needed, will be recommended and implemented as required.

Students at School of Dreams Academy will participate in an inclusive PreK Initiative Program. SODA believes all children learn best from each other. Through FOCUS, NM PreK teachers work with students on IEPs and Second Language Learners and our NM PreK children. This year, we had one Spanish Monolingual model student and one Spanish Monolingual Language Delayed Student. Our Special Education Teachers, Ancillary Staff, and Bilingual teachers will also be working with our PreK students.

If granted the PreK Initiative, 80% of the children in the classroom will not have IEPs. The children will have to turn 4 years old by September 01, 2019.

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).

The School of Dreams Academy Preschool Program is currently a Developmentally Delayed Preschool Program. Supports are in place to locate, evaluate, and identify those children with special needs. Many children who are currently enrolled at SODA participated through the Child Find Screening, which are ongoing throughout the year. The Child Find Team consists of an Educational Diagnostician, Speech-Language Pathologist, an Occupational Therapist, Social Worker, and/or a Registered Nurse. The team works collaboratively to identify individual needs and refer for additional testing as appropriate. Prior to any child's participation in screening, parent(s)/guardian(s) will contact Child Find for a screening. Screenings are conducted in English or Spanish. Children's hearing, vision, social skills, self-help, communication, fine motor, and gross motor skills will be screened. Articulation skills will also be screened. Parent(s)/Guardian(s) will then receive screening results and next steps. If an evaluation is recommended, an appointment will be scheduled for testing.

Families, Guardians, and the Community are made aware of the School of Dreams Academy Child Find through the following:

- School of Dreams Academy website, www.sodacharter.net and selecting the Child Find/Preschool drop down menu

- Flyers made available at various events at School of Dreams Academy (Parent/Teacher Conferences; Science Fair Night; Read Across America; PTC Meetings)
- Information posted on School of Dreams Academy Facebook Site in English and Spanish @schoolofdreamsacademy
- Information shared with the School of Dreams Academy Parent-Teacher Board
- Flyers in English and in Spanish at various establishments around the community including: doctor offices, daycares, restaurants, local businesses, public library, etc.
- Word of mouth
- Open House at Local 3 Year Old Preschool Program (La Vida Felicidad, Inc.) to discuss Child Find. Parent(s) discussed interest in 4-year-old PreK Initiative at School of Dreams Academy
- Trailblazer Meetings to inform other agencies about School of Dreams Academy Child Find

The School of Dreams Academy has and will continue to collaborate with community early care by providing free screenings to local day care providers and Adelino Head Start upon request including speech and language screenings, fine and gross motor screenings, and social and emotional screenings. Flyers are handed out to local providers about intervention services provided at School of Dreams Academy throughout the school year. Throughout the school year, School of Dreams Academy meets on the second Monday and second Tuesday of every month with local LEA's and the early intervention provider of Valencia County in collaboration and consultation to provide a smooth transition and a choice to parent(s) and guardian(s) from C to B. If the students qualify, Special Education staff at School of Dreams Academy develop and implement IEP goals and objectives into the daily schedule, classroom, and lesson planning.

- Attend monthly meetings at local LEAs to inform parents/guardians about options available at School of Dreams Academy Developmentally Delayed Program when children qualify (C to B)

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?

The School of Dreams Academy does not currently have a PreK Program but has taken the initiative to adopt the 'Model Program' on their own and create an inclusive program by providing staff and families from Valencia County, free of charge, an opportunity to apply to the Preschool Program as a 'Model Student,' after being screened and meeting the age criteria of being 4 years old on or before September 01, if not a child of an employee.

The School of Dreams Academy Preschool Program is currently a Developmentally Delayed Preschool Program. Supports are in place to identify those children with special needs. Many children who are currently enrolled at SODA participated through the Child Find Screening, which are ongoing throughout the year. The Child Find Team consists of an Educational Diagnostician, Speech-Language Pathologist, an Occupational Therapist, Social Worker, and/or a Registered School Nurse. The team works collaboratively to identify individual needs and refer for additional testing as appropriate. Prior to any child's participation in screening, parent(s)/guardian(s) will contact Child Find for a screening. Screenings are

conducted in English or Spanish. Children's hearing, vision, social skills, self-help, communication, fine motor, and gross motor skills will be screened. Articulation skills will also be screened. Parent(s)/Guardian(s) will then receive screening results and next steps. If an evaluation is recommended, an appointment will be scheduled for testing.

Throughout the school year, School of Dreams Academy meets on the second Monday and second Tuesday of every month with local LEA's and the early intervention provider of Valencia County in collaboration and consultation to provide a smooth transition and a choice to parent(s) and guardian(s) from C to B. If the student presents with a 30% delay in one or more areas and the family/guardian(s) choose School of Dreams Academy as the LEA, the family will be scheduled for a Review of Eligibility, Evaluations, and Determination (REED) at the Child Find Office at School of Dreams Academy. The meeting will determine if further assessments are needed before the child turns 3, so he/she may transition into program when the child turns three.

- Preschool Staff, which includes special education staff (special education teacher, ancillary service provider(s) will have quarterly, regularly scheduled meetings to review progress and update or revise strategies and modifications needed to support ongoing participation of each child's activities and daily routines.
- The program will provide documentation of systematic, ongoing staff training in areas of developmental delays and disabilities, including positive behavior supports (on-line training, FOCUS Coaching, Administration Training, Ancillary Training, etc.).
- At least 50% of teachers will hold BOTH Early Childhood license and the Highly Qualified Special Education PreK-12 License.
- The School of Dreams Academy will have mutually entered into a Memorandum of Understanding (MOU) to provide special education services in the private/Head Start setting in compliance with IDEA according to 34 CFR § 300.114-117
- As a first option, special education services are 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.
- Program staff will implement quality IEPs (80% of teachers and administrators will have completed Developing Quality IEPs, Part 1 & Part 2.
- IEP goals for the early childhood outcomes (EOC) categories of positive social relationships, acquires and uses knowledge, and takes appropriate actions to meet needs are derived from the New Mexico Early Learning Guidelines.

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).

Preschool teachers will conduct a classroom self-assessment using the Early Childhood Environmental Rating Scale-Third Edition (ECERS-3) and, in collaboration with their coach and administrator, use the results to inform their CQI planning efforts.

Programs must achieve an average total score of 5.0 on the ECERS-3. If a program does not achieve a 5.0, the classroom CQI plan must contain at least one goal related to the ECERS-3.

The School of Dreams Academy will incorporate the Essential Elements of Instruction and Intervention by adhering to the FOCUS *Quality Rating and Improvement System* criteria. The School of Dreams Academy Superintendent, Principal and PreK coordinator if granted the NM PreK grant will sign assurances to:

1. Ensure daily, intentional, developmentally appropriate early literacy practices:
 - phonological awareness activities (i.e., songs, finger-plays, rhyming, beginning sounds)
 - oral language and vocabulary activities
 - alphabet knowledge activities
 - concepts of print activities
 - daily read aloud with comprehension strategies (First Read, Second Read, Third Read)
 - daily small group (4-6 children) early literacy activities; twice per day in 900-hour classrooms
 - daily, ongoing individual and small group (2-3 children) read aloud with documentation that each child is read to at least once weekly in 450-hour programs and twice weekly in 900-hour programs, in addition to larger group reading activities
 - daily opportunities for developmentally appropriate writing activities
2. All teachers must complete a weekly lesson plan using the PreK form and maintain archived lesson plans for the consultant and PED site monitoring team.
3. Preschool teachers and EAs must provide evidence of implementation of classroom-based services with fidelity to New Mexico's Authentic Observation, Documentation, Curriculum Planning Process (AODCP), utilizing the New Mexico Early Learning Guidelines (ELG) birth through Grade One. This evidence includes the following:
 - Documented use of the New Mexico Preschool (PreK) Observational Assessment Tool for ongoing assessment of children's progress and as a primary source of information for individualized lesson planning. Assessment results should be used by the interdisciplinary team, which includes family members, to develop the IEP. (NOTE: The ECOT is the online tool for recording the notes and rubric ratings for the Preschool Observational Assessment).
 - Documented use of the New Mexico PED Preschool electronic lesson plan form, which may include the modification form from the New Mexico Early Childhood Guide for Inclusion as a fourth page.
 - Documented use of Family-Teacher Summary Reports for each of the three family-teacher conferences (For children with an IEP, the IEP meeting may suffice for one family-teacher conference and Family-Teacher Summary Report).
4. In the preschool programs, the child observational assessment process includes 26 essential indicators (EIs) – for each child
5. Special Education Preschool Programs use the ELG to develop IEP goals and for ECOT reporting.

Assessment Reporting

- 1) NM PreK Teachers and EAs must complete three child observational assessment and report data: within 45 calendar days of enrollment; for 900 hours – by the first Friday in February; and, within two weeks prior to the last day of the child's attendance in the preschool program.

- 2) Preschool special education teachers, in collaboration with related service providers, must complete three child observational assessments and report the data: within the first 30 calendar days that the child enters the program, conduct the first Preschool Observational Assessment for ECO reporting (entry); for 900 hours – by the first Friday in February; and, within two weeks prior to the last day of the child's attendance (exit) for the end of year assessment.

Program and classroom staff must develop CQI goals based on child assessment results.

FOCUS has begun to implement at the School of Dreams Academy through PED an instructional coach to support the Preschool Teachers and help develop training to reinforce specific early literacy skills. In addition, the coach also provides support for teachers including early literacy strategies and a required lesson plan format that addresses daily intentional early literacy practices.

Preschool staff will attend FOCUS/ PreK requirements and complete the three-day *Language Essentials for Teachers of Reading and Spelling for Early Childhood (LETRS—EC)* training as part of the Preschool Early Literacy Professional Development.

The *New Mexico Early Learning Guidelines (ELGs)* have been implemented at the School of Dreams Academy for the Developmentally Delayed Preschool Program and will also be implemented for the PreK Initiative which is developed for educators working with young children and their families across the early childhood system, including but not limited to: Family Child Care, Center-Based Child Care, Home Visiting, Early Intervention, Early Head Start, Head Start, New Mexico PreK, Early Childhood Special Education, Preschool, Kindergarten, Training, Technical Assistance, Coaching, and Consultation Programs, and Higher Education.

The *New Mexico Early Learning Guidelines (ELG)* are structured to:

- Encourage educators to recognize, understand, and respect the diversity and impact of family culture, language, learning styles, abilities, and rates of development as they make decisions regarding individual learning and progress.
- Create a continuum of early learning, growth, and development from birth through the kindergarten year that captures child development in action.
- Provide a common framework that educators and family members can use for discussion and reflection, curriculum planning, and assessment for young children. The ELG have been cross-walked with other frameworks, i.e., *Head Start Outcomes*, special education *Early Childhood Outcomes (ECO)*, and *National Common Core State Standards*.
- Support family engagement, professional development, and training and technical assistance regarding the learning and development of children from birth through kindergarten age.
- Assist families and educators in transitioning children from one program to another by providing common vocabulary to reflect child development.
- Contribute to a unified vision for early care and education and family support across the state.
- Build an early learning "system of systems."
- Serve as a bridge between preschool and first grade

2. 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 that reflects the cultures and languages of families served.

Culture and Language

The School of Dreams Academy is of the belief that every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances (State of New Mexico, Children Youth and Families Department, 2010). In particular, children whose home language is other than English have many similarities to many other children but develop differently in many other ways. Dual Language Learners (DLLs) are children learning two (or more) language at the same time. Information about how to support the DLLs is essential for teachers to understand and incorporate strategies into the curriculum so they can provide the best learning opportunities and best ensure their success in school and life. Through their home language and culture, families share a sense of identity and belonging.

It is important the program classroom environments and materials reflect the culture, language, identity, and reality of the children, families, and communities served which are diverse at the School of Dreams Academy which serves a diverse population including families whose parents come from home environments where only Spanish is spoken, Spanish and English are spoken, Tewa is spoken, and/or only English is spoken.

We also have children who have families who may come from a single parent family, foster home, grandparent(s) raising them, are living in a vehicle. The program administration will strive to make every effort to recruit staff that reflects the cultures and languages of families served.

A process is in place at the School of Dreams Academy to ensure a translator/interpreter participates in the IEP process and other meetings, including family/teacher conferences and family visits to ensure the correct information is communicated to the families.

Supporting Dual Language Learners

School of Dreams Academy will support Dual Learners by providing print-rich labeling within the classroom, which is visible and represents the child's (written) home languages.

Staff at SODA will implement strategies that reflect their understanding of the stages of second-language acquisition by planning activities, materials, and experiences that support each stage. Strategies will also be implemented that will foster the relationships of children who speak languages other than English with English-speaking children. Staff will also promote children's home language, while supporting English language development.

Program administration will provide systematic professional development for staff in teaching strategies to support DLLs in both home and English language development during Staff Development Days or on-line trainings.

At least 50% of program teachers will have completed requirements for Teachers of English to Speakers of Other Languages (TESOL) or bilingual endorsements.

The SODA PreK program will provide evidence that recruitment efforts targeted 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.

The SODA program procedures 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.

The SODA program procedures ensure support for language revitalization, maintenance, and preservation efforts in tribal communities by providing opportunities outside of program hours for tribally-designated experts to: conduct language classes and activities for families; translate learning materials; facilitate family engagement activities; and, teach traditional crafts incorporating the native language.

3. 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?

Administrators are committed to have PreK staff trained and/or complete online Pyramid training. **The Pyramid Model for Social-emotional Development: The Pyramid Model for Promoting the Social and Emotional Development of Young Children** provides a tiered intervention framework of evidence- based interventions for promoting the **social, emotional, and behavioral development** of young children. All PreK staff teachers and educational assistants will be attending Pyramid training, either in-person or through online modules.

New Mexico has implemented the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Framework as a guide for supporting children’s social-emotional development. The Pyramid Model is a positive behavioral intervention and support (PBIS) framework that uses systems-thinking and implementation science to promote evidence-based practices. *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children* to help early educators build skills for supporting nurturing and responsive caregiving, create learning environments, provide targeted social-emotional skills, and support children with challenging behavior.

Social skills that have been identified as essential for school success include the following eight abilities: getting along with others, following directions, identifying and regulating one’s emotions and behavior, thinking of appropriate solutions to conflict, persisting on tasks, engaging in social conversation and cooperative play, correctly interpreting other’s behaviors and emotions, and feeling good about oneself and others.

Research has established a compelling link between social emotional development and school success. There is research that indicates how social emotional competence and challenging behavior can be effectively addressed within early childhood programs. Researchers recommend programs implement a multi-tiered system of supports that include universal promotion of children’s social emotional competence, prevention supports for children at-risk of social emotional delays and challenging behavior, and the delivery of effective intervention for children who have persistent challenging behavior. The evidence-based components that should be included within programs are high-quality early learning environments and teaching practices, and a focus on family engagement, support, and collaboration (Pyramid Model Consortium, CSEFEL).

PreK teachers at School of Dreams Academy will participate in Pyramid training and continued implementation of improved classroom environment and interactions. Administration supports the completion of the online training because it is beneficial for supporting the social-emotional development of children in the PreK program and future school success.

The PreK classroom staff will demonstrate positive interactions and guidance with children by:

- Developing self-esteem (through actively listening with children; refraining from judgmental statements; responding to children's ideas; recognizing 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).
- 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).
- Promote children's individual emotion regulation and executive function (by helping children recognize emotional cues; and, helping children identify appropriate choices and solve problems).

The PreK staff will implement the following preventive practices:

- 1) The PreK staff will be responsible for screening children at risk for developmental delays and/or disabilities. Prior to the third month of attendance in attendance, Child Find at the School of Dreams Academy will screen each child with a developmental screening instrument that includes a social-emotional component. PreK staff will additionally ensure, if a screening has taken place within the last 12 months, the documentation will be made available to the program and the child will not be rescreened. Preschool staff will inform families of screen and results no later than the next scheduled family-teacher conference. PreK staff/Child Find will provide follow-up information regarding results on the screening and, if necessary, referrals for an evaluation.
- 2) The PreK program personnel are knowledgeable about the indicators of stress in young children.
- 3) The learning and environment and schedule will support the children's interests and developmental levels and will include a balance of teacher led large and small-group activities.

The School of Dreams Academy PreK staff will address behavior concerns of children. Research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes. No child can be dismissed, dis-enrolled, suspended, or expelled from the preschool program. The Child Find Screening will serve as interventions for children who are not identified and do not have an IEP. A functional behavioral assessment (FBA) will be conducted and, if warranted, a behavior intervention plan (BIP) will both be developed as follows:

- Through input from the family;
- Organize the environment, interactions, and curriculum to minimize the likelihood of challenging behaviors;
- Make a referral to Child Find if concerning behaviors continue;
- Written consent and prior written notice to the family (which will include the FBA as part of the evaluation for special education);
- Have the child evaluated by the School of Dreams Academy multidisciplinary team; and,
- Include, as part of the evaluation, information and documents from the child's Student Assistance Team (SAT).

For children who are identified or who already have an IEP, the IEP team at School of Dreams Academy will determine a need for an FBA and the appropriate school personnel to complete the FBA and develop the BIP.

All staff that provides service to the child will implement the behavior improvement plan (BIP).

SODA's PreK Program is committed to implement *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children* to help early educators build skills for supporting nurturing and responsive caregiving, create learning environments, provide targeted social-emotional skills, and support children with challenging behavior. The School of Dreams Academy will apply the following practices to promote Social-Emotional Development in the PreK Programs:

- 1) The Family Resource Library which houses family supports for positive behaviors in the home environment, including the New Mexico Pyramid Framework. This includes Preschool Module 1: Building Relationships and Creative Supportive Environments. Content includes: Understanding the Relationship between Challenging Behavior and Social Emotional Development; Examining Our Attitudes about Challenging Behaviors; Building Positive Relationships; Designing the Physical Environment; Schedules, Routines, and Transitions; Planning Activities that Promote Engagement; Giving Directions and Teaching Classroom Rules; and, Ongoing Monitoring and Positive Attention. Preschool Module 2: Social Emotional Teaching Strategies. Content includes: Identifying the Importance of Teaching Social Emotional Skills; Developing Friendship Skills; Enhancing Emotional Literacy; Controlling Anger and Impulse; Developing Problem-Solving Skills; Individualizing Instruction; and, Partnering with Families. Preschool Module 3: Individualized Intervention; Determining the Meaning of Behavior and Developing Appropriate Responses. Content includes: Overview of Positive Behavior Supports; Reviewing the dimensions of communication: Form and function; Considering behavior, including challenging behavior, as communication; Providing an introduction to Functional Assessment; and, Understanding the development of Behavior Support Planning.
- 2) The PreK staff will complete the inventory of practices for promoting social-emotional competence and uses the results for CQI.
- 3) The PreK staff will demonstrate ongoing utilization of strategies from the New Mexico Pyramid Framework (see #1).
- 4) The PreK staff will create ongoing communities of practice, utilizing member of the master cadre and other Pyramid trainers who deepen staff's knowledge and ability to implement the New Mexico Pyramid Framework. These groups will also contribute time and resources to provide the classroom materials required to fully implement the New Mexico Pyramid Framework by providing ongoing training for families.

The School of Dreams Academy's administration also believes in culturally responsive practices to reduce implicit bias. They will require their elementary staff to take the online module provided by the New Mexico PED titled "Culturally Responsive Practices to Reduce Implicit Bias, Disproportionality, Suspension & Expulsion". This module focuses on the importance of culturally responsive practices in enhancing outcomes for all children, especially those from diverse backgrounds. The role of implicit bias is discussed. Participants are offered a variety of activities for implementing the 7 principles of culturally responsive practices that help recognize and identify implicit bias. Additionally, participants will be offered ideas for how to use the values of the family and community to inform teaching and learning through the lens of the Pyramid Model.

4. 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.

Last year, under the direction of the Superintendent and Principal of the School of Dreams Academy, the Developmentally Delayed Preschool Program staff began the process of committing the Preschool Programs implement the FOCUS Essential Elements of Quality towards achieving a 5 STAR rating in the PreK classrooms if a PreK program was granted to the charter school and to continue to focus on building a high-quality, comprehensive, community program that forms a continuum of integrated services. The commitment of the Governing Council, Administration, Staff, and Families of the School of Dreams Academy aligns with the goal adopted by the New Mexico Early Learning Advisory Council that "every child in New Mexico will have an equal opportunity for success in school, based upon equitable access to an aligned and high-quality early learned system." Administration and Child Find took the first steps to meet with representatives from New Mexico PreK PED Program. Contact information was given as well as handouts.

In October 2018, from NM PED PreK a Coach was assigned to our Preschool teachers. The PreK Coach works with the Preschool teachers on goals chosen by teachers and assist staff in implementing essential elements of quality within the classroom setting.

5. 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)

Please see Attached Plans.

6. Curriculum:

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

The School of Dreams Academy administration is in the process of changing the PreK curriculum to align with FOCUS to align as an evidence-based curriculum. This curriculum would be the **Pearson OWL Literacy Program for Grades Pre-K-K**. It is a comprehensive PreK Curriculum. This curriculum will meet the needs of our bilingual children, equitable in English and Spanish. OWL prepares children for Kindergarten with ongoing assessment of research-based success predictors and playful, purposeful, and personalized instruction. OWL is based upon the belief that immersion in a learning-rich, pre-K environment is critical but not sufficient. The environment and interactions must be thoughtful and purposeful. All parts of the day should be considered opportunities for learning, and the teacher should know the curriculum content, instructional strategies, and individual children well enough to be responsive in a variety of situations. Through the use of essential questions, teachers help children connect content to their experiences, which takes them beyond rote learning and leads to thoughtful, reflective learning. It aligns with the New Mexico Early Learning Guidelines.

OWL will provide a high-quality Pre–K experience and will align with the full day schedules and is designed to develop oral language and early literacy skills.

- All instruction and components include English and Spanish versions, with daily English language development lessons.
- Develops language and early literacy skills in the context of research-based and field-tested content, including math, science, and social studies.
- Excites kids about learning through highly appealing children's books, posters, picture cards, and music.
- Provides guidance for teachers with a variety of materials to implement eight thematically organized units:
Welcome, New Friends/Bienvenidos, nuevos amigos
 2. My Family/Mi familia
 3. Our Community/Nuestra comunidad
 4. Life on a Farm/La vida en una granja
 5. From Jungle to Desert/De la selva al desierto
 6. Earth and Sky/La tierra y el cielo
 7. Shadows and Reflections/Sombras y reflejos
 8. Make it Move!/¡Muévelo!

These themes will allow ancillary staff to come in and help plan themes around the units in a cohesive manner for the children.

OWL is fully equitable in English and Spanish. Plus, there's an extensive English language development strand with 15–20 minutes of daily instruction for closing the learning gap. Many families want their children to be introduced to a second language. This would be a great learning tool for those children.

OWL Evidence of Effectiveness

Pearson partnered with Bright from the Start: Georgia Department of Early Care and Learning to collect and analyze Work Sampling System "WSS" results for pre-kindergarten students attending classrooms using the OWL program. The purpose of this study was to assess the effectiveness of OWL in helping students to attain critical socioemotional skills during pre-kindergarten

Results show students using OWL achieved significant gains in Personal and Social Development as well as Physical Development and Health on the WSS. All OWL students experienced statistically significant gains in the domains of Self-Concept, Self-Control, Approaches to Learning, Interaction with Others, and Self-Care, Health, and Safety. Additionally, statistically significant gains were achieved by all types of students regardless of ethnicity, low-income status, and designation of Limited Language Proficiency.

At the School of Dreams Academy, our status for the upcoming year, may change to a Title I School. We currently serve all children who attend the SODA free breakfast and free lunch because we are at the 84% low-income status.

Overall, teachers felt very positively about the OWL program. They found it to be an organized, effective preschool curriculum that made a significant impact on their students' learning and engagement and prepared their students for Kindergarten.

Conclusion

This study examined the implementation and effectiveness of Pearson's *Opening the World of Learning (OWL)* curriculum. The purpose of this study was to evaluate the prekindergarten program in helping students attain important literacy and mathematics skills. Seven teachers across four elementary schools and three states participated in the study. The study sample included 68 students across all schools.

All teachers participating in this study were current users of the *Opening the World of Learning* curriculum. The program provided teachers with a variety of materials and a classroom routine activity schedule to implement around eight thematically organized units, of which all teachers completed during the school year. The average implementation time for each unit was three to six weeks.

In general, teachers implemented all activities according to the recommended classroom routine schedule on a daily basis. All teachers implemented the Literacy Circle, Center Time or Small Groups, and the Math Circle on a daily basis for the entire school year. Variation in implementation occurred for a few teachers with Extend Your Day with Movement and Music, Science or Social Studies Circle, and Wrap Up Your Day or Week due to lack of time.

All teachers typically scheduled Center Time or Small Groups for one hour twice a day. About half the teachers briefly pulled individuals or created small groups during Center Time for struggling students. All other daily activities ranged from 20–40 minutes each throughout the year. Teachers used the multiple resources provided by the program an average of four days a week, including: Teacher's Guides, Trade Books/Big Books/Little Books, Readers, Story and Alphabet Cards, Learning Strips, Digital Materials, and additional OWL resources.

Results showed that student literacy achievement increased across the school year as measured by the TOPEL Early Learning Index (ELI) as well as the subtests of Print Knowledge, Phonological Awareness, and Definitional Vocabulary. All but the latter subtest saw statistically significant increases. Further, student math achievement statistically significantly increased across the school year as measured by the TEMA-3 Math Ability Score (MAS).

There were no subgroup differences found on the TOPEL ELI when we disaggregated by ELL and Ethnicity and no differences on the TEMA-3 MAS when we disaggregated by ELL. We did find differences across all ethnic groups (i.e., Hispanic vs. African-American vs. Caucasian/Other) on the TEMA-3 MAS, though results should be interpreted with caution since we did not receive complete student demographics across sites, and

we analyzed a subsample of students.

Overall, teachers felt very positively about the OWL program. They found it to be an organized, effective preschool curriculum with multiple resources that was easy to implement. Teachers reported OWL increased their students' vocabulary and phonological awareness, got them ready for reading and gave them a solid foundation and introduction to literacy and math skills. Teachers said OWL made a significant impact on their students' learning and engagement and ultimately prepared their students for success in Kindergarten.

This study was designed to evaluate the impact of *Opening the World of Learning* on student literacy and mathematics achievement as well as evaluate teacher implementation practices and perceptions of the program. This study was conducted in prekindergarten classrooms during the 2014-15 school year. This field test utilized a pre/post measure of student performance in mathematics and literacy as well as teacher implementation and practices. Implementation data was collected on instructional activities and materials utilized so usage of the *Opening the World of Learning* curriculum could be monitored and encourage fidelity of implementation of the program. The Test of Early Preschool Literacy and Test of Early Mathematics Ability Third Edition were selected to measure student achievement. Analyses of assessment data were conducted using paired samples tests and analysis of covariance models. Standard scores from norm-referenced assessments were used in all analyses because the equal-interval property of the scores makes them appropriate for computations.

Measures

Multiple measures were used to assess student achievement, program implementation, and teacher attitudes.

The Test of Early Mathematics Ability Third Edition (TEMA-3), published by ProEd, was selected to measure changes in student mathematics skills because of its broad visibility and acceptance in the field and high technical merit. The TEMA-3 is a standardized, norm-referenced assessment

that is individually administered. It measures mathematics performance of students as young as three years old and up to age eight years and eleven months old. The TEMA-3 has two parallel forms each consisting of 72 items. The tests measure the following mathematics domains: 1.) numbering skills, 2.) number-comparison facility, 3.) numeral literacy, 4.) mastery of number facts, 5.) calculation skills, and 6.) understanding of concepts. TEMA-3 has good overall reliability: coefficient alpha for form A and B = .94 and .96, respectively, same form test-retest (Form A: .82; Form B: .93), alternate forms test-retest (.93), alternate form-immediate (.97) and alternate form-delayed (.93) as well as good validity: mediation discrimination coefficients = .55 for Form A and .58 for Form B and criterion-prediction validity coefficients (.54-.91).

The Test of Early Preschool Literacy (TOPEL), published by Pro-Ed, was selected to measure changes in student literacy skills because of its broad visibility and acceptance in the field and high technical merit. The TOPEL is a standardized, norm referenced assessment that is individually administered. It measures literacy performance of students entering kindergarten or first expected to have knowledge of phonological awareness, vocabulary, and print knowledge. The TOPEL consists of three subtests that combine into a total score. The subtests include print knowledge, definitional vocabulary, and phonological awareness. A total of 98 items across the three subtests make up the total test score. The TOPEL has good overall reliability for its subtests and total score as indicated by range of coefficients for: Internal Consistency (.87-.96), Test-Retest (.81-.91) and Interrater (.96-.98) as well as good validity: mediation discrimination coefficients range (.38-.66) and criterion-prediction validity coefficients range (.59-.77).

Two surveys were created to collect information from all participating teachers. A short survey was completed at the beginning of the year to collect background and demographic information as well as classroom information. A longer survey was completed at the end of the study to collect information on instructional practices and routines and teacher attitudes and opinions about the *Opening the World of Learning* program. Additionally, teachers completed weekly online logs to measure program implementation. This information provided a detailed data source on what was occurring in *Opening the World of Learning* in terms of daily practices, routines, and components utilized on an ongoing basis.

Classroom observations and interviews were conducted twice during the school year. The observation protocol was developed by researchers and the *Opening the World of Learning* product management team to guide observations and document a typical day of *Opening the World of Learning* implementation. Interviews were conducted to debrief on the observation.

Procedures

All teachers participating in this study were current users of the *Opening the World of Learning* curriculum. Multiple tools were utilized to monitor implementation practices including weekly online implementation logs, teacher surveys, and classroom observations and interviews. The following section presents the monitoring practices utilized by evaluators to track and determine implementation fidelity, methods used to obtain curriculum feedback, and the test administration and scoring procedures used.

Online teacher logs were utilized to track program implementation to identify any concerns and monitor teacher usage of *Opening the World of Learning*. Teachers completed a weekly online log for the entire school year, September through May. The purpose of the weekly online log was to monitor program implementation including units completed, components being utilized, and *Opening the World of Learning* classroom routines being implemented. Online implementation logs were collected for an average of 30 weeks over the course of the school year. Completion rates range from 57% to 100% across all teachers. The majority of teachers (all but one) had a completion rate of 84% or higher. The average completion rate across all teachers was 88%. All necessary implementation that was missing due to incomplete logs was gathered via the end-of-year survey.

Classroom observations were conducted for all teachers twice during the school year. The fall observation occurred in October–November, 2014 and the spring observation was conducted in March–April, 2015. All observations were conducted by the research team. The purpose of the observation was to collect data on a typical day of *Opening the World of Learning*. Observations protocols utilized by the research team focused on the structure of the day, what and how materials were utilized, what classroom routines were used and how they were structured, as well as characteristics of the class, student engagement, classroom environment, technology usage, pacing, and teacher preparedness. After the observations teachers were interviewed by the research team to obtain more specific information on their students and the teachers' use and general perceptions of *Opening the World of Learning* including components, lessons, assessments, and supplementing or modifying practices. The biannual classroom observation and interviews with the teachers provided critical insight into the nature of use of *Opening the World of Learning* and the effectiveness of the program materials used.

Teachers completed two online surveys occurring at the beginning of the year and end of the school year. The survey completed in fall (August–September, 2014) collected general background information of the teacher and classroom details. The survey completed in the spring (May–June, 2015) collected information on instructional practices and routines and teacher attitudes and opinions about the *Opening the World of Learning* program.

The TOPEL and TEMA3 assessments were administered twice during the study. The first administration occurred in the fall (September–October, 2014) and spring (May, 2015). Teachers were instructed to administer assessments as closely to the beginning and end of the school year as possible. Teachers were provided with an Administration Manual for both assessments and to follow the testing procedures as stated by the publisher. The tests were scored by the teachers as outlined in the Administration Manual.

Site Selection Criteria

Multiple criteria for participating in the *Opening the World of Learning* field test was created for recruitment purposes. Included in this criteria were diverse geographical areas, schools with multiple prekindergarten classrooms, experienced *Opening the World of Learning* teachers with the 2011 copyright, a preference for full day prekindergarten classes, and a willingness of the schools and teachers to commit fully to all aspects of the study. Schools meeting these criteria were contacted for participation and ultimately four schools agreed to participate in the field test.

A total of four elementary schools across three states participated in the study. Schools came from rural and suburban areas, and they were diverse with a range of ethnicities, ELL population, and socioeconomic status. One school was eligible to receive Title I funding.

Table 1 shows characteristics of each of the participating sites for the sample of students and teachers during the school year.

Demographics	site a	site b	site c	site d
LOCATION	Southwest	Southwest	Southeast	Southeast
TEACHERS	1	2	2	2
STUDENTS	29	8	20	11
% MINORITY	93%^	88%	45%*	45%
% FREE/REDUCED LUNCH	93%^	N/A	50%*	N/A
% ENGLISH LANGUAGE LEARNER (ELL)	28%^	100%	0%*	N/A
% FEMALE GENDER	45%	75%	40%	18%

Table 2 presents additional demographics of study participants.

Student characteristics	count	percent
GENDER		
MALE	39	43%
FEMALE	29	57%
ETHNICITY		
CAUCASIAN	7	10%
HISPANIC	35	52%
AFRICAN-AMERICAN	11	16%
ASIAN/NATIVE AMERICAN/OTHER	2	3%
N/A	13	19%
SUBPOPULATIONS		
FREE/REDUCED LUNCH	36	54%
N/A	32	46%
ENGLISH LANGUAGE LEARNER (ELL)	15	23%
NON-ELL	29	43%
N/A	24	34%

Teacher Characteristics

There was a total of seven *Opening the World of Learning* classrooms taught by seven teachers. One classroom was taught by two teachers, and one teacher had two half-day classes, both of which participated. All teachers were female. Teacher experience varied from a few years to over 20 years. One teacher had been teaching for 0–5 years, one teacher had been teaching for 6–10 years, one teacher had been teaching for 11–15 years, one teacher had been teaching for 16–20 years, and two teachers had been teaching for over 20 years. Four of the teachers had certification in Early Childhood Education and one teacher had certification in Preschool Education. Additionally, three teachers held a Bachelor's Degree, one teacher held a Master's Degree, one teacher held an Associate's Degree, and one teacher had 24 credits at a community college. One teacher did not complete the survey.

Curricula

The *Opening the World of Learning* program is a core comprehensive program designed to be used in pre- kindergarten. *Opening the World of Learning* prepares children for Kindergarten by creating a learning-rich environment by incorporating playful, purposeful, and personalized instruction. To provide students with unique opportunities for early childhood academic and social experiences, Pearson developed *Opening the World of Learning*. The program, which can be implemented in either a whole-day or half-day format, supports the development of early-literacy skills; provides embedded practice in math, science, and social studies; offers suggestions for differentiated instruction; incorporates progress monitoring techniques; includes specialized instruction for English language learners; and models positive social emotional skills throughout the classroom environment.

Opening the World of Learning is a comprehensive Pre-K curriculum, equitable in English and Spanish, and provides everything needed to ensure a high-quality, Pre-K experience. Designed to develop oral language and early literacy skills, *Opening the World of Learning* provides teachers with a variety of materials to implement around eight thematically organized units: *Welcome New Friends, My Family, Our Community, Life on a Farm, From Jungle to Desert, Earth and Sky, Shadows and Reflections, and Make It Move!*

The curriculum contains multiple teacher resources including Planning and Assessment Teacher's Guides, Teacher's Guides, Trade Books and Read More About Books, Big Books/Little Books, Read Aloud Anthology, Ollie and Friends Readers, Teaching Cards and Posters, Ollie's EnVision Learning Strips, and Poetry Posters. Additional *Opening the World of Learning* provides additional classroom resources including an Ollie Puppet, Ollie's Classroom Schedule, and a Manipulative Kit. Three assessments are built into the program including, a Screening Assessment, Progress Monitoring Assessment and an End-of-Year Assessment. Also available is an Observational Checklist. Teachers had access to the online platform, SuccessNet, which contains online resources for teachers to include in instruction. Teachers were able to access Teacher's Guides, Teacher Resources, Books and Readers, and Assessments. The online platform also included an Interactive Digital Path that allowed teachers to view and assign interactive lesson content in the form of animations, slide shows, and games.

Each lesson in *Opening the World of Learning* follows a recommended classroom activity schedule. The morning begins with a Morning Meeting, a Literacy Circle, and follows with Center Time or Small Groups. After students come back together as a class they continue with Story Time, Science and Social Studies Circle, and Movement and Music. The remainder of the day includes a Math Circle, Center Time or Small Groups, Movement and Music, and Wrap Up Your Day or Week.

Implementation

Opening the World of Learning provides teachers with a variety of materials and a classroom routine activity schedule to implement the eight thematically organized units: *Welcome New Friends*, *My Family*, *Our Community*, *Life on a Farm*, *From Jungle to Desert*, *Earth and Sky*, *Shadows and Reflections*, and *Make it Move!* All teachers completed all eight units during the school year. The average implementation time for each unit was three-to-four weeks for five of the teachers and two teachers averaged an implementation time of five-to-six weeks per unit.

Opening the World of Learning resources include a recommended classroom routine activity schedule. In general, teachers implemented all activities according to the schedule on a daily basis. All teachers implemented the Literacy Circle, Center Time or Small Groups, and the Math Circle on a daily basis for the entire school year. One teacher reported not conducting Extend Your Day with Movement and Music a second time during the day due to lack of time. Additionally, one teacher was not able to implement the Science or Social Studies Circle on a daily basis due to lack of time as well as Extend Your Day with Movement of Music and Wrap Up Your Day or Week. It should be noted this teacher taught two half-day courses and the day did not permit for all activities to be implemented on a daily basis and she followed a modified half-day schedule. All teachers typically scheduled Center Time or Small Groups for one hour twice a day. About half the teachers pulled individuals or created small groups during Center Time for short amounts of time to review any skills students struggled with during the Math or Literacy Circle. All other daily activities ranged from 20–40 minutes each throughout the year. *Opening the World of Learning* provides a multiple resource for teachers to use during implementation.

Table 3 below indicates the average number of days per week teachers used a specific resource.

Opening the World of Learning offers three types of assessments for use during the school year. They include a Screening Assessment, Progress Monitoring Assessments and End-of- Year Assessment. Additionally, an Observation Checklist is available for teachers to use. All teachers administered the Screening Assessment at the beginning of the school year and all but one teacher administered the End-of-Year Assessment. The Progress Monitoring Assessments were used by all teachers and administered after Units 2, 4, and 6 during the school year. All teachers but one used the Observational Checklist during the school year.

Almost half of the teachers, three, indicated they modified *Opening the World of Learning* lessons throughout the school year. Reasons for modification included adding additional resources for English Language Learner students and turning activities into games. All teachers, with the exception of one, indicated they supplemented the curriculum throughout the school year. Two teachers supplemented with additional science resources, one teacher supplemented with videos that were related to *Opening the World of Learning* content and activities, and one teacher added Frog Street to support alphabet learning.

resource	teachers 1-7			
	1	3	4-5	7
TEACHER'S GUIDE	5	1	4	5
PLANNING AND ASSESSMENT TEACHER'S GUIDE	1	4	5	5
TRADE BOOKS	2	5	1	5
READ MORE ABOUT IT SELECTIONS	2	5	5	3
STORY TIME CARDS	2	5	4	2
ALPHABET AND PHONOLOGICAL AWARENESS CARDS	5	5	3	4
CLASS SCHEDULE CARDS/LEARNING STRIPS	5	5	2	4

BIG BOOKS/LITTLE BOOKS	1	5	5	1	5
READ ALOUD ANTHOLOGY	-	5	4	5	4
OLLIE AND FRIENDS READERS	0	5	2	5	1
OLLIE THE PUPPET	-	5	3	5	3
CD/DVD RESOURCES	2	5	5	5	5
SUCCESSNET ONLINE RESOURCES	-	5	5	4	5
OBSERVATIONAL ASSESSMENT	5	5	4	5	1

	AVERAGE SCORE
Students have increased their vocabulary.	3.0
Students are able to attend to the sounds of language (phonological awareness).	3.0
Students are able to exert self-control.	3.0
Students are able to negotiate social interactions.	3.0
Students have an increased awareness or interest in math.	3.0
E.L.L. students have an increased awareness in English.	3.0
Students are able to engage in extended discourse about books and stories.	2.83
Students are able to recognize letters.	2.83
Students are interested in words and books.	2.80
Students understand they can use writing for their own purposes.	2.80
Students have an increased awareness or interest in science.	2.80
Students are able to rhyme words.	2.67
Students have an increased awareness or interest in social studies.	2.6

Conclusion

This study examined the implementation and effectiveness of Pearson's *Opening the World of Learning (OWL)* curriculum. The purpose of this study was to evaluate the prekindergarten program in helping students attain important literacy and mathematics skills. Seven teachers across four elementary schools and three states participated in the study. The study sample included 68 students across all schools.

All teachers participating in this study were current users of the *Opening the World of Learning* curriculum. The program provided teachers with a variety of materials and a classroom routine activity schedule to implement around eight thematically organized units, of which all teachers completed during the school year. The average implementation time for each unit was three to six weeks.

In general, teachers implemented all activities according to the recommended classroom routine schedule on a daily basis. All teachers implemented the Literacy Circle, Center Time or Small Groups, and the Math Circle on a daily basis for the entire school year. Variation in implementation occurred for a few teachers with Extend Your Day with Movement and Music, Science or Social Studies Circle, and Wrap Up Your Day or Week due to lack of time. All teachers typically scheduled Center Time or Small Groups for one hour twice a day. About half the teachers briefly pulled individuals or created small groups during Center Time for struggling students. All other daily activities ranged from 20–40 minutes each throughout the year. Teachers used the multiple resources provided by the program an average of four days a week, including: Teacher's Guides, Trade Books/Big Books/Little Books, Readers, Story and Alphabet Cards, Learning Strips, Digital Materials, and additional OWL resources.

Results showed that student literacy achievement increased across the school year as measured by the TOPEL Early Learning Index (ELI) as well as the subtests of Print Knowledge, Phonological Awareness, and Definitional Vocabulary. All but the latter subtest saw statistically significant

increases. Further, student math achievement statistically significantly increased across the school year as measured by the TEMA-3 Math Ability Score (MAS). There were no subgroup differences found on the TOPEL ELI when we disaggregated by ELL and Ethnicity and no differences on the TEMA-3 MAS when we disaggregated by ELL. We did find differences across all ethnic groups (i.e., Hispanic vs. African- American vs. Caucasian/Other) on the TEMA-3 MAS, though results should be interpreted with caution since we did not receive complete student demographics across sites, and we analyzed a subsample of students.

Overall, teachers felt very positively about the OWL program. They found it to be an organized, effective preschool curriculum with multiple resources that was easy to implement. Teachers reported OWL increased their students' vocabulary and phonological awareness, got them ready for reading and gave them a solid foundation and introduction to literacy and math skills. Teachers said OWL made a significant impact on their students' learning and engagement and ultimately prepared their students for success in Kindergarten.

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 Environment Rating Scales are used for a variety of purposes in the early childhood field. They were originally developed to meet the needs of two very different groups: researchers and practitioners who are interested in quality assessment and improvement.

For *research* purposes, the scales are soundly reliable when used by appropriately trained data collectors. Their flexible and comprehensive nature allows an exploration of the relationship between early childhood program quality and its varied causes and outcomes. For example, the scales have been used in studies on what structural variables (such as staff-child ratios, teacher education, cost, etc.) best predict program quality, represented by ERS scores. Also the ERS have been used to see the effects of program quality on how children develop certain aspects of competence, such as language ability, math readiness, and social skills. The scales are amenable for use in a variety of research designs and analytical procedures.

Staff has also participated in ECOT-K training. Please see attached certificates.

For *quality assessment and improvement*, the scales are used in monitoring programs, evaluating programs to reward those with higher quality, evaluating the quality of programs to inform consumers/parents and especially to guide practitioners towards creating higher quality programs for the children they serve. Because of the well-defined levels of quality represented in the ERS, they are viewed as a "roadmap" to quality improvement. They are used in licensing, other program quality monitoring, and by program administrative staff, program improvement or technical assistance staff, coaches or mentors, and teachers. They are used in programs for typically developing children and children with developmental disabilities.

The Third Edition of the Early Childhood Environmental Rating Scale (ECERS) is a major revision that introduces innovations in both the content

and administration of the scale while retaining the continuity of the two principal characteristics of the ECERS, namely its comprehensive or global definition of quality and the reliance on observation as the primary source of information on which to base assessment of classroom quality. Administration will support all staff to be trained in ECRS-3 self-assessment through on-line training.

The School of Dream Academy's Preschool program administrators and internal coach will have successfully completed the following to meet the 5 Star Criteria, which includes the Early Childhood Environment Rating Scales (ECRS)-3 online training (with evidence of successful completion) for the 2019-2020 School Year.

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?

Yes, other revenue sources will be used to support the PreK program as follows:

- *All PreK children participate in SODA's Free Breakfast and Lunch Program
- *Operational funds will be utilized to support PreK materials and supplies as needed.
- *Ancillary staff will work with qualified students in the PreK program per IEP.
- *Operational funds will provide counseling support to PreK students as needed.
- *SODA's Parent/Teacher Committee offers dollars to support all programs, as requested, including PreK.
- *SODA is a STEAM school offering STEM, Art, and Music, which will also be offered to the PreK program.
- *SODA takes advantage of all opportunities of professional developments for staff offered by state, local, and community entities.
- *Parent and community donations such as books and materials.

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.

Proposed Budget: FUND 27149: New Mexico PreK

District/Charter: School of Dreams Academy

Function	Object	Job Class	Description	FTE	Amount
1000	51100	1414	Preschool Teachers, not special education	1	\$40,000.00
1000	51100	1714	Preschool Instructional assistants, not special education	1	\$20,000.00
1000	51100	1610	Substitutes		\$1,000.00
1000			Total benefits for teaching staff (33% of above)		\$20,130.00
1000	56118		General Supplies		\$10,000.00
1000	57331		Fixed Assets (over \$5,000)		\$30,000.00
1000	57332		Supply Assets (\$5000 or less)		\$4,118.00
1000	55817		Student Travel (Field Trips)		\$3,000.00
2700			Transportation (to-and-from school)	NA	NA
TOTALS					\$128,248.00

3. Request for Transportation Funds *School of Dreams Academy is not applying for transportation funds.

a. If your district/charter is requesting transportation funding, complete the table below.

Please provide a breakdown of the proposed transportation cost in chart above.

Please note: The transportation budget does not cover bus assistants/attendants. These expenses are program costs.

Line Item	FTE	Total
Contract Services		
Mileage		
Fuel Costs		
Salaries/Benefits		
Other (please indicate)		
Total Proposed Transportation Budget		*Not applying

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.

School of Dreams Academy is not applying for transportation funds.

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

Not Applicable.

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
Section A: Statement of Need:	Score
District/Charter and School Contact Information: Chart is complete	
Theory of Action: 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	
Supporting Demographic Data: Clearly discusses the risk factors in the community/targeted population that supports the need for a quality PreK program.	x2
Language, Literacy, and Parent Education Services: 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?	
School, Community, and Family Input: Clearly describes how families, school administration, teachers, and community organizations had input into the decision to start a PreK program.	
Other PreK/Head Start Services: 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.	
Community Collaboration: Clearly describes how the district will collaborate with community early care and education providers, including frequency of meetings, what information will be shared, and any collaborative efforts around professional development, health screenings/fairs, Child Find, and transition to kindergarten.	
PreK Program Services:	
Detailed Description Services Clearly describes <ul style="list-style-type: none"> • the number of four-year-old children to be served, whether half-day or extended-day, and the reasoning for the program type chosen • how the district will ensure that the PreK program and staff meet the FOCUS criteria • how the program will meet the continuum of services to all children, including children with delays/disabilities 	x3
Professional Qualifications and Training:	
Part II, Chart A 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.	
TOTAL	/48

Section B: Full Participation of Each Child:	Quality Rating 4,3,2,or 1
Family Engagement:	
Plan for Communication with and Involving Families	
Proposed 2019-20 Family Engagement Activities:	
Includes at least 90 total hours and all required activities from Guidance	
Inclusive Practices for Children with Diverse Abilities:	
Progress Towards Inclusive Environments:	x2
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>	
Anticipated # of 4-Year-Old Students to be Served:	
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.	
TOTAL	/20

Section C: Quality Practices that Support Children’s Growth Development and Learning:	Quality Rating 4,3,2,or 1
Effective Early Literacy Instruction:	
Early Literacy System Model	
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.	
Language and Culture:	
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.	
Pyramid:	
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.	
FOCUS:	
The applicant describes that district/programs progress with implementing the FOCUS Essential Elements of Quality and a plan for achieving a 5 STAR rating in their classrooms.	
Environment:	
Site plan is attached, showing proximity of PreK classroom(s) to playground and restrooms. Classroom diagram should show sink and restroom facilities if applicable.	

Curriculum:	
Evidence-Based Curriculum 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?	X2
Environmental Rating Scale (ERS) and Early Childhood Environmental Rating Scale (ECERS-3):	
ECERS-3 Training and classroom improvements: 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.	
TOTAL	/20
Section D: Budget:	Quality Rating 4,3,2,or 1
District Funding Request:	
Complete Part II, Chart B: Chart B is complete, calculations are correct, and numbers in chart B match the number of children indicated in the narrative sections.	
Proposed Budget:	
Proposed District/Charter Budget: 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.	
Request for Transportation Funds, if Applicable*:	
Transportation Budget: Must be complete and reasonable	
Other Children on PreK Buses and Anticipated # of Buses: Number of buses is reasonable; cost allocation is clearly explained.	
<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>	/8
TOTAL	

Appendix B

Application Checklist

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

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

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 Class-rooms (not sessions)	Session Start Time	Session End Time	# of Hours per Session Per Day	# of Days Per Week	# of Days Per Year	Total # of Hours Per Year
School of Dreams	505001	20	29	\$ -	\$ 20.00	\$ 128,248.00	\$ 128,248.00	\$ 128,248.00	no	84	\$ 1.00	9:00 am	3:30 pm	\$ 6.00	\$ 5.00		900
				\$ -			\$ -										
				\$ -			\$ -										
				\$ -			\$ -										
				\$ -			\$ -										
				\$ -			\$ -										
District Transportation Funding Request																	
TOTALS	0			0	\$ -	20	\$ 128,248.00	\$ 128,248.00			1						

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.

