



FY20

Turquoise Trail Charter School

PreK Continuing Program Application

Part I

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

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

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

The application must be fully completed to qualify for funding.

The pre-application meetings will be held on
February 25, 2019 and March 7, 2019
9:30 AM to 11:45 AM for Continuing Programs

February 25, 2019 and March 7, 2019

1:15 PM to 5:00 PM for programs seeking first time funding

UNM Center for Development and Disability

2300 Menaul Blvd. NE

Albuquerque, NM

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

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

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

Statement of Assurances

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

By signing below, the applicant ensures the following:

Administrative Oversight:

1. **Standards.** PreK administrators must ensure that all program requirements and assurances are met and that the program is in full compliance of [PreK Program Standards](#). (control + click to follow link)
2. **Quality.** All PreK-funded school districts and charter schools must be in full compliance with, achieve, and maintain a 5-Star rating on PED's

FOCUS: QRIS in every PreK classroom. FOCUS includes the PreK program requirements, but all public school preschool programs, including special education and Title 1, must implement FOCUS. Programs will have up to two years from the start of [FOCUS](#) implementation to meet the 5 Star Criteria.

3. Age. PreK Programs must enroll only children who have reached their fourth (4th) birthday before 12:01 AM on September 1, 2019 and who are not age-eligible for kindergarten (NMSA 6.30.9.10).

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

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

Data and Reporting:

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

Family Engagement:

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

Health and Developmental Screenings:

20. Health Screenings. Each child must receive the following health screening by a school health care professional or private provider within the child's first 3 months of attendance:

- A physical examination
- Vision and hearing screening
- Dental screening

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

PreK Fiscal Requirements:

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

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

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

Requests for Reimbursement:

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

- All RfRs, except those for salaries and benefits only must be accompanied by detailed purchase orders and invoices.
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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: Dr Ray Griffin _____ Signature: _____

PreK Coordinator's Name: Sonya Jacobs _____ Signature: _____

Business Manager's Name: Jenny Crysler _____ Signature: _____

Building Principal's Name/School: Dr. Ray Griffin _____ Signature: _____

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

Participation of Each Child

o Size:
 chart below.

| School Site | Teacher | Language of Instruction | Number of Children in each classroom | Number of children with an IEP | "Special" Of those with number identified students |
|----------------|--------------|-------------------------|--------------------------------------|--------------------------------|--|
| Charter School | Sonya Jacobs | English | 20 | 2 | 2 |
| Charter School | Emily Renfro | English | 20 | 0 | 0 |
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0 Classroom:

| School Site | Teacher | Language of Instruction | Number of Children in each classroom | Number of children with an IEP | "Special" Of those with number identified students |
|----------------|--------------|-------------------------|--------------------------------------|--------------------------------|--|
| Charter School | Sonya Jacobs | English | 20 | 1 | 1 |
| Charter School | Emily Renfro | English | 20 | 1 | 1 |
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Professional Qualifications

Licensure/Degree:

Please complete the table below. List all teachers who do not currently possess an early childhood education birth–grade 3 license (250), an early childhood education birth–PreK license (251), an early childhood education PreK–grade 3 license (252), and all educational assistants who have not earned at least an associate of arts degree in early childhood education (ECE). If teachers or educational assistants have not made progress toward the required licenses and degrees in 2019, please explain in the *Notes* column how the requirements will be met by June 30, 2020.

Professional Qualifications: Licensure/Degree

Table below shows the licensure and credit hours completed for all teachers who do NOT meet the early childhood teaching license requirement and educational assistants who do not meet the Associate's (AA) degree in ECE requirement.

| Name/School Site | Position | Type of License Currently Held List all | License # | Total # of ECE Credit Hours Completed 2018-19 | Notes |
|------------------|----------|--|-----------|---|--|
| bs | Teacher | K-8, Early Childhood internship license | 230032 | 18 | TESOL a Endors |
| rez | EA | EA Level 3 | 327737 | 19 | Continuing e 2019-20. Assoc |
| n | EA | EA Level 2 | 368175 | 8 | BS sec administrati Philippines Assoc |

| | | | | | |
|----------------|----|---------|---------|---------|---------|
| TE to be hired | EA | Unknown | Unknown | Unknown | Unknown |
| | | | | | |
| | | | | | |

Classrooms are currently staffed by a long-term substitute, please list the school site and provide your plan to hire a licensed teacher for that classroom for 2019-20.

Available, all staff are either licensed PreKTeachers or licensed Instructional Assistants

Professional Development/Training:

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

| Time/School Site | Powerful Interactions | Intentional Teaching: Observational Assessment | ECOT | ECERS-3 (online) | Pyramid | LETRS-Early Childhood | Ft |
|------------------|-----------------------|--|------|------------------|---------|-----------------------|----|
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Quality Practices that Support Children’s Growth, Development, and Learning

Effective Early Literacy Instruction:

Describe how your literacy system model follows the Essential Elements of Instruction and Intervention outlined in [The Mexico Statewide Literacy Framework](#) (pp. 26–41). How do you ensure that all elements of early literacy instruction or (listed on page 29)? What evidence-based curriculum do teachers use?

PreK team works in conjunction with our Early Childhood team to ensure that our Pre K students are ready for Kindergarten at the NM ELG and CCSS standards that we use as guidance for our K literacy Program. This robust approach to literacy led team of instructors with many years of classroom experience. We follow the AODCP which includes instruction, assessment in: numeracy, literacy, phonemic awareness, rhyme, reading comprehension, letter recognition, and letter naming. Pre K Lesson Plan to ensure daily instruction occurs in all early literacy areas.

Language and Culture:

Describe how your program classroom environments and materials reflect the culture, language, the children, families communities served. Describe your culturally and linguistically responsive approach to children and families. Discuss:

the program administration makes every effort to recruit staff who reflect the cultures and languages of families served. Elements in our classrooms that reflect the culture and language of our communities such as: toys that reflect a rural/urban experiences, family pictures posted in our rooms, and labels in many languages, and photographs of children engaged in early childhood activities. We use information from home visit forms, Parent Teacher Conferences to plan classroom and we produce newsletters in different languages upon parent request.

Pyramid:

How teachers, who have participated in Pyramid training, have improved classroom environments and interactions, how will administration support the completion of the online training for new staff and implementation of improvements? Do you plan to implement an ePyramid cohort to train/refresh PreK and kindergarten staff in SY2019-20?

Teachers and staff have completed the Pyramid training and the Powerful Interactions training as well. Classrooms are using strategies to promote Social Problem Solving (EI 20.2). We plan activities to promote emotional literacy, and controlling anger; we partner with families to deliver individualized instruction at school and at home. We have created a unit on the Culture of Friendship which we will use to plan a refresher course for the staff of the epyramid in the fall of 2019.

Verification:

Discuss your district/school's progress with implementing the FOCUS Essential Elements of Quality and your progress in achieving a 5 STAR rating in your classrooms. What criteria remain to be achieved? Provide a specific plan to be able to complete the verification process in SY2019-20.

Teachers and staff have completed the all trainings required by NM PreK. Both classroom teachers hold an Early Childhood Education degree and teaching assistants are pursuing their associates degree in early childhood. We plan refresher courses for the staff of the epyramid in the fall of 2019. We follow the AODCP which includes instruction, assessment and program evaluation in: numeracy, literacy, social skills, reading comprehension, letter recognition, and letter naming. Classrooms are using the Solution Kit to promote Social Problem Solving (EI 20.2). We plan activities to promote emotional literacy, and controlling anger; we partner with families to deliver instruction at school and at home. We use the NMPED Pre K Lesson Plan to ensure daily instruction occurs in all early literacy areas. We will continue to use ECERS to set up the classroom environment. We will continue using classroom walkthroughs to monitor teacher practices, student engagement, and teacher-student relationships. The school will continue to provide developmental screening screenings within the first three months of school.

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?

IDEA-B Pre-k funds to supplement the cost of ancillary (speech therapy) programs, but the primary source of funds for special education mandated services will be paid for using Operational funds. We will not have any available Title I funds for Pre-K.

Assessment

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

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

| ECOT Domain/Indicator | Fall (BOY) | Winter (MOY) | % of Growth | Notes |
|----------------------------------|------------|--------------|-------------|---|
| 7.4a Rhyme | 0% | 52% | 52% | Continue to build on this skill. |
| 7.4b Phonological Awareness | 0% | 20% | 20% | Add more songs and finger play. |
| 7.5a Letter Naming | 0% | 60% | 60% | Continue to build on this skill. |
| 7.5b Letter-Sound Correspondence | 0% | 45% | 45% | Use LETRS strategies in increase skill |
| 8.1 One-to-One Correspondence | 3% | 45% | 42% | Increase counting opportunities for students |
| 9.3b Numerals | 0% | 65% | 65% | Continue to build on this skill. |
| 12.1 Sorting | 0% | 63% | 63% | Continue to build on this skill. |
| 3 Predictions | 0% | 15% | 15% | Use STEM strategies as per book from |
| and Community: Self-Control | 0% | 58% | 58% | Continue to build on this skill. |

| | | | | |
|-------------------------------|----|-----|-----|---|
| and Community: Social Problem | 1% | 40% | 39% | Use Pyramid strategies ex: Problem S |
|-------------------------------|----|-----|-----|---|

b. After analyzing your district's beginning-of-year (BOY) to middle-of-the-year (MOY) Early Childhood Observation Tool (ECOT) data, please list professional development needs.

for professional development in PreK STEAM strategies. We will also schedule and complete the epyramid refresher c

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

If your district/charter school is requesting expansion at existing sites or to add new school sites for SY2019-20, please Part II, Chart A. (All school sites, including proposed new sites, must appear on Charts A and B.)

Please clearly and succinctly describe the need for a NM PreK program or an expanded PreK program in the target community. (NMAC 6.30.9.11)

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

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

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

1. How will the district/charter school administrator at the new or expanded PreK site collaborate with community / care and education providers, including Head Start programs, to coordinate services for children while bringing parental choice? Describe the communication thus far. Is there a plan to meet regularly?
[Link to the executed Memorandum of Understanding between the district and Head Start.](#)

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

PreK Program Services:

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

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

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

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

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

Family Engagement:

submit a copy of your 2019-20 Family Preschool Handbook based on the requirements in the FOCUS Criteria. This handbook details the plan for communicating with and involving parents in the program. (NMAC 6.30.9.11). An exempt [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.

Budget:

Complete Part II: Chart B, District Funding Request.

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

| Object | Job Class | Description | FTE | Amount |
|--------|-----------|---|-----|------------|
| 51100 | 1414 | Preschool Teachers, not special education | 2.0 | 121,561.00 |
| 51100 | 1714 | Preschool Instructional assistants, not special education | 2.5 | 55,544.00 |
| 51100 | 1610 | Substitutes | | 1,000.00 |
| | | Total benefits for teaching staff | | 61,987.00 |
| 56118 | | General Supplies | | 2,404.00 |
| 57331 | | Fixed Assets (over \$5,000) | | 6,000.00 |
| 57332 | | Supply Assets (\$5000 or less) | | 7,000.00 |
| 55817 | | Student Travel (Field Trips) | | 1,000.00 |

| | | | | |
|---------------|--|-------------------------------------|------------|-------------------|
| | | Transportation (to-and-from school) | 0.00 | 0.00 |
| TOTALS | | | 4.5 | 256,946.00 |

Request for Transportation Funds

If your district/charter is requesting transportation funding, complete the table below. Please provide a breakdown of 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 |
|---|-----|-------|
| | | |
| | | |
| | | |
| | | |
| | | |
| Total Proposed Transportation Budget | | 0.00 |

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

is, please explain your cost allocation plan. Districts/charters, where NM PreK children share buses with other students funded for PreK transportation costs, if the cost allocation plan is not included. Clearly explain how the PreK portion expenses was derived.

dership on our 80 & 120 day bus counts, we anticipate losing 20% of our overall transportation funding for next year. as on the fewer number of busses, we will no longer allow Pre-K students to ride the bus. Also, the allocation from the Pr o-rata share of transportation costs for our Pre-K students was not enough, so we were having to supplement it with \$4,000.00.

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

ADDENDUM

Four-Step Data-Driven Analysis Form

To be completed by each NM PreK teacher
Using classroom-level BOY to MOY ECOT literacy data

Turquoise Trail Charter School_ Teacher Sonya Jacobs

FOUR STEPS FOR DATA-DRIVEN ANALYSIS

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

| | |
|---|-----------------------|
| School Site: Turquoise Trail Charter | Teacher: Sonya Jacobs |
| TEACHER SHOULD COLLECT: | |
| Individual and Classroom Early Childhood Observation Tool (ECOT) Reports, BOY and MOY) for Literacy Domain Other pertinent data sets ECOT Essential Indicators | |
| Starters | |
| Review your ECOT data carefully. Example: "I see that (number/% of students) were at or above "First Steps for Fours" on [indicator(s) and/or domain(s)]." | |
| TES: <u>79% at "Making Progress for Fours"</u> <u>a 90% at or above "Making Progress for Fours"</u> <u>b 95% at or above "First Steps for Fours"</u> <u>a 95% at or above "First Steps for Fours"</u> <u>b 100% at or above "First Steps for Fours"</u> <u>a 70% at or above "First Steps for Fours"</u> <u>75% at or above "First Steps for Fours"</u> | |
| <u>TES: Most of my students are currently meeting the expectations for 4 year olds (making progress for 4s' rating). Our students are moving up in the right direction. I will continue providing support, meaningful learning activities, and ensure that they practice/develop the literacy skills they need to succeed.</u> | |

Reminder: the BOY ECOT data does not necessarily reflect the instruction in your classroom, but instead the knowledge, skills, and behaviors that your students possess entering current school year. Comparing BOY to MOY ECOT data will reflect the progress that students have made in your classroom.

Probing Analysis – Deep Dive on Key Indicators

OPENING PROBE: (review Classroom Summary Report)

- Narrow the focus to the domains/indicators that warrant deeper analysis or action planning:
- Dive in and look at _____. [prioritize domains/indicators that need further analysis or action planning]

DOMAIN(S)/INDICATOR(S) FOCUS:

.5a
shows an understanding of alphabetic knowledge.

START FROM THE END GOAL: (review Student Summary Reports)

- Ask yourself: "What does mastery look like for each indicator?" Let's review the student-level data.
- Ask yourself: "What did the students need to know or be able to do to perform at 'Accomplished for Fours/First Steps for K' by the end of the school year?"

NOTES:

Students need to know: How to name and identify some letters of personal significance (e.g., letters in own name). The students also need to identify capital and lowercase letters.

IDENTIFY THE GAP IN STUDENT WORK: (review Student Summary Reports)

- Look at student performance levels: what pattern do you see in the domain/indicator level performance?
- Ask yourself: "What are student knowledge, skills, or behaviors are missing?"
- Ask yourself: "What did the students need to know or be able to do to get to 'Accomplished for Fours/First Steps for K' (or performance level equivalent to assessment window)? How is this more than what they know or are able to do with you in class?"

NOTES:

NOTES: I will identify the precise letters which I wish to focus more and select developmentally appropriate activities for engaging students in letter naming practice. These activities should be fun and exciting.

NOTE THE ANALYSIS:

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

ANALYSIS:

ANALYSIS: Capital and lowercase letter naming is coming along, visible progress in phonological awareness skills but we need to provide more opportunities to practice letter sounds and letter naming. I have noticed the students practicing these skills during playtime when playing teacher and when writing their name. We should allow more opportunities to focus on letters. We will focus on and manipulate individual letters during center time.

Plan & Practice – Improve/Create a Plan

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

Think through what supporting students in developing the knowledge, skills, or behaviors in (Indicator) look like. What resources do you have at your disposal? Is this knowledge or skill best taught through routine, direct instruction, small group, or other?

Think through what a lesson on _____ might look like. What other resources/supports do you have in teaching a lesson on (Indicator/behavior/knowledge/skill)? What does that look like?

Ask yourself "How will you check for understanding and assess mastery?"

Write down these new action steps and add them to your plan. ***Put priority ECOT Indicator(s) in the action plan.***

ACTION PLAN:

Since 30% of the students are not at or above "First Steps for Fours" on Indicator 7.5a I will work on letter naming and identifying letters using these steps.

Instruction:

Begin each session with flashcard review of either the uppercase or lowercase letters. Turn over each letter and say its name and sound ("b" says /b/, "m" says /m/...). For the first sessions, say the letter name and sound with child, but they improve have them do it by themselves.

Practice:

- **Play-Doh– Choose a letter. Have child roll the Play-Doh and then place over the letters on the template. After the letters are formed, have the child trace the letters with his finger over the Play-Doh while saying the letter name and sound three times ("m" says /m/, "m" says /m/, "m" says /m/).**

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.

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PreK Coordinator's Name: Sonya E Jacobs Signature: Sonya E Jacobs
Business Manager's Name: Jenny Crysler Signature: Jenny Crysler
Building Principal's Name/School: Ray Griffin Signature: C. R. [Signature]

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

New Mexico Department of Education
New Mexico Prek

| Chart B | | FY20 District Budget Request | | | | | | | Program Structure Information | | | | | |
|---|-------------|---|--|---------------------------------------|--|---|---|-------------------------------------|---|--------------------|------------------|--------------------------------|--------------------|--------------------|
| School (include existing and proposed new sites) | School Code | Total 2019-20 number of child slots requested | # of Half-Day Children Requested (450 Hours) | Funding Request for Half-day Programs | # of Extended-Day Children Requested (900 Hours) | Funding Request for Extended-Day Programs | Total amount of NM PreK funds requested (Half-day + Extended-day) | Is this a K-5 Plus School? (Yes/No) | # of Physical Classrooms (not sessions) | Session Start Time | Session End Time | # of Hours per Session Per Day | # Of Days Per Week | # Of Days Per Year |
| Turquoise Trail Charter School | 566 | 40 | 0 | \$ - | 40 | \$ 256,496.00 | \$ 256,496.00 | no | \$ 2.00 | | | | | |
| | | | | \$ - | | \$ - | \$ - | | Monday - Thursday | 7:45 AM | 2:50 PM | 7:00 | 4 | 135 |
| | | | | \$ - | | \$ - | \$ - | | | | | | | |
| | | | | \$ - | | \$ - | \$ - | | | | | | | |
| | | | | \$ - | | \$ - | \$ - | | | | | | | |
| | | | | \$ - | | \$ - | \$ - | | | | | | | |
| District Transportation Funding Request (Must match budget charts I and J) | | | | | | | | | | | | | | |
| TOTALS | | | 0 | \$ - | 40 | \$ 256,496.00 | \$ 256,496.00 | | | | | | | |