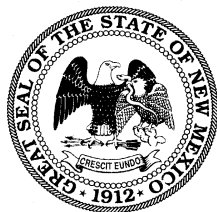


**State Of New Mexico
Public Education Department**



**New Mexico PreK Program
SY 2015–2016 Continuation Application**



Application Due on April 6, 2015



Hanna Skandera
Secretary, Public Education Department
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

New Mexico PreK Program

Background Information

During the 2005 legislative session, the New Mexico legislature passed the **Pre-Kindergarten Act** (Children's Code, Article 23, Sections 32A.23.18 NMSA 1978) and provided funding to develop and implement voluntary pre-kindergarten programs to advance childhood development and readiness throughout the state of New Mexico. The PreK Program shall address the total developmental needs of preschool children, including physical, cognitive, social, and emotional needs, and shall include health care, nutrition, safety, and multicultural sensitivity. The Public Education Department (PED) and the Children, Youth, and Families Department (CYFD) have joint responsibility for the implementation of the PreK programs. The PED shall fund school districts and charter schools for PreK services, while the CYFD shall fund other eligible providers for PreK services. On behalf of a school district, Regional Education Cooperatives (RECs) may apply to be a PreK program service provider.

Purpose of PreK

The purpose of the PreK Program is to (1) increase statewide access to voluntary quality NM PreK developmental readiness programs, (2) focus on enrolling new children and building community capacity, (3) provide developmentally appropriate activities for New Mexico children, (4) focus on school readiness, and (5) expand early childhood community capacity.

Eligibility

The PreK Program provides voluntary, state-funded, pre-kindergarten programs for children who turn **four years old** before September 1st and are not age-eligible for kindergarten (**NMSA 6.30.9.10**), including students with disabilities, regardless of the disability. Pre-kindergarten services may be provided by public schools on a per-child reimbursement rate of \$3,000. Additional per-child funding may be available based upon the final appropriation at the conclusion of the legislative session. Districts and charter schools will be notified if additional funding is available and may revise budgets accordingly. **For funding purposes, applications and proposals shall be evaluated and priority given to programs in communities with public elementary schools that are designated as Title I schools and that have at least 66 percent of the children served living within the attendance zone of a Title I elementary school.**

School districts, charter schools, and RECs that received New Mexico PreK funding for SY 2014–2015 must submit a continuation application to continue operation of the PreK Program for the 2015–2016 school year. **Districts, charter schools, and RECs that wish to expand the number of children served at their current program site(s) and/or add PreK programs at other school/district sites must complete page 16 of this application.**

Extended-day funding is limited to those districts that received funding for 2014–15. Due to uncertainty on the budget as a result of the legislative session, programs cannot increase the number of extended-day child slots. If this changes, the PED will communicate directly with applicants.

Please note that if the district/charter 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.

Currently funded PreK programs will provide updated program and budget information to the PED for approval using the continuation application. The signed applications are due to the PED on **April 6, 2015, by 4:00 p.m. Mountain Standard Time**. Please submit your applications through the Web Educator Performance and Support System (EPSS), which may be accessed at <http://web-epss.ped.state.nm.us/Security/Login.aspx?ReturnUrl=%2fDefault.aspx>.

The PreK coordinator will have access to upload the application to the Web EPSS for school districts, charters, and RECs that are currently offering a PreK program(s). The district's federal programs director will also have access to upload the application to the Web EPSS.

In addition to submitting the PreK application via the Web EPSS, please mail **ONLY** the **application signature page and Assurances page with original signatures** to:

New Mexico Public Education Department
Literacy and Early Childhood Bureau
Jerry Apodaca Education Building
Attn: Consuela Barraza, Room G3
300 Don Gaspar Avenue
Santa Fe, NM 87501

Two pre-application workshops will be held in conjunction with the PreK Administrators' Meetings on **March 13, 2015 and March 20, 2015 from 9:00 AM to 3:00 PM** at the following address:

University of New Mexico Continuing Education Building
1634 University Blvd., NE
Room 123
Albuquerque, NM 87131

Please contact Alexandria Lessard to register for the pre-application workshop.

Alexandria Lessard
Training Support Analyst
New Mexico PreK
alessard@unm.edu
505-277-1568 Office
505-340-8424 Cell
505-277-3293 Fax

**New Mexico PreK Program Continuation Application
School Year 2015–2016
Cover Page**

A. Name of school district/charter school/REC: Gadsden Independent School District

B. Mailing and street address: 4950 McNutt Sunland Park NM 88063
PO Drawer 70 Anthony, NM 88021

C. Please list the total number of child slots and amount of NM PreK funds you are applying for in each category:

1. Total number of child slots requested: 550
2. Program services: (\$3,000 x number of total child slots) \$ 1,650,000. (includes supplies/materials)
3. Extended-day child slots requested (**Limited** to the number of slots funded in SY2014–15): n/a
4. Extended-day program services: (\$3,000 x number of child slots) \$ n/a
5. Transportation funds requested: \$ 175,000.
6. **Total amount of NM PreK funds requested:** \$ 1,825,000.

D. Contact person regarding application (person who will have oversight of the program):

Name: Jeanne Fields

Title: Director of Federal Programs

Telephone: Office: 575-882-6758

Cell: 915-497-6509

Email Address:

dfields@gisd.k12.nm.us

E. Please complete the table below:

NAME OF SCHOOL OR SITE	IS THIS A K-3 PLUS SCHOOL ?	# OF PHYSICAL CLASS-ROOMS	# OF CHILDREN (450 HOURS)	# OF EXTENDED-DAY CHILDREN (LIST NUMBER OF CHILDREN FUNDED IN SY2014-15)	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
Anthony On-Track (Central)	no	4	126	n/a	AM 9:15 PM 1:15	AM 12:15 PM 4:15	3	5	150	450
Chaparral On-Track (East)	no	4	126	n/a	AM 9:15 PM 1:15	AM 12:15 PM 4:15	3	5	150	450
La Mesa On-Track (North)	no	4	116	n/a	AM 9:15 PM 1:15	AM 12:15 PM 4:15	3	5	150	450
Admin. Complx On-Track (GAC)	no	6	182	n/a	AM 9:15 PM 1:15	AM 12:15 PM 4:15	3	5	150	450
					AM PM	AM PM				
					AM PM	AM PM				
					AM PM	AM PM				

Signature of Applicant: I hereby certify that I am authorized to sign this application, that all information contained in this application contains no willful misrepresentation, and that the information is true and complete to the best of my knowledge.

Date: March 17, 2015

Superintendent/REC Director/Charter School Administrator Name (print): Efren Yturalde

Superintendent/REC Director/Charter School Administrator Signature: _____

Email Address: eyturalde@gisd.k12.nm.us Telephone: (575) 882-6203

The information on this form must be completely filled out including signatures.

Statement of Assurances

By signing below, the applicant ensures the following:

1. Prior to the first day of the PreK program services, each principal, teacher, and teacher assistant is provided with his or her own copy of the *NM PreK Program Standards*, the *PreK Curriculum Policy Brief*, the *PreK Lesson Plan Form*, the *NM PreK Essential Indicators with Rubrics*, and the *Statement of Assurances*.
2. PreK funds are used to supplement and expand existing resources and are not to be used to take the place of, or supplant, any funding that is being utilized for PreK services.
3. Extended-day PreK funds are used to supplement and expand existing PreK funding in order to provide a full-day PreK experience for children.
4. All PreK classrooms will provide inclusive settings for children with developmental delays and disabilities based on the federal Individuals with Disabilities Education Act (IDEA) and consistent with a child's individualized education program (IEP). The amount and location of services is determined by the student's IEP team. The special education services and equipment required by a child's IEP, including the cost of therapists and special education staff, can be funded by the district or charter school's special education budget that includes both or either state operational funds and IDEA B funds (basic or preschool funds). Please ensure that appropriate information and assessment data for each child with an IEP is entered in both the PreK and STARS databases.
5. Unless the IEP is modified to indicate a different placement, children with special and/or behavioral needs must not be dismissed from the PreK Program solely because of their special and/or behavioral needs.
6. Administrators will ensure confidentiality of all children's files by providing and maintaining a secure filing system.
7. The PreK program administrator must ensure that current program data is maintained on the NM PreK database and information **must be updated monthly** by the 5th day of each month.
8. The PreK program administrator must develop and provide to families and staff, a current, written, Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan.
9. PreK programs collaborate with community early care and education providers to ensure that competition for funding and children does not adversely impact community capacity, while honoring parental choice. PreK program administrators meet with early care and education program personnel in the community prior to requesting funding for new PreK sites or expansion at existing sites.
10. All PreK programs must participate in the PED's **FOCUS**: Tiered Quality Rating and Improvement System (TQRIS). The program will establish a process of continuous quality improvement by completing quality program improvement plans using a variety of self-assessment tools, including environmental rating scales, consultant feedback, family surveys, and student data.
11. All PreK programs must score at least a total average score of 5 on the **Early Childhood Environment Rating Scale—Revised (ECERS—R)** and the **ECERS—E**, the four curricular subscales extension. The scores must be entered into the PreK database by **October 30, 2015**.
12. All PreK programs will serve at least one meal (breakfast or lunch) per half-day school session (two meals for extended-day programs) that meets the United States Department of Agriculture (USDA) meal pattern requirements for four-year-old students by participating in the School Lunch Program/Child Care Food Program. All meals and snacks must meet USDA requirements. Families of PreK children must complete the same forms for meal reimbursement as required of other students in the school, unless students are directly certified or categorically eligible to participate in the program. Program staff should not require parents to provide snacks.

13. PreK program administrators must develop and provide to staff written transition policies and procedures that assist families of children moving into the program, exiting the program, and/or transitioning into kindergarten. The transition procedures must reflect the diversity and uniqueness of the children and community in which they reside. Transition procedures must include a series of transition activities that take place throughout the year (e.g., home visits, parent meetings, kindergarten visits) that will prepare the child and family for the upcoming changes and help to make for a positive transition. This does not replace the child's individual transition plan required by IDEA for children with IEPs.
14. Annually, principals at the PreK school sites must attend at least one scheduled NM PreK Administrators' Meeting and all required **FOCUS** training.
15. Each child in the PreK program must receive the following health screenings by a school health care professional prior to the beginning of the program or within the first three months of attendance:
 - physical examination
 - hearing screening
 - current immunizations
 - dental screening
 - vision screening
16. Developmental screenings must be conducted for each child prior to the 3rd month of attendance. The screening instrument must include a social-emotional component. Programs will work for early detection of children at risk for developmental delay. Where possible, the dominant language of the child will be used during screenings. Parents must be informed of the screening results no later than the first parent-teacher conference. Appropriate referrals and services must be made available to address all identified concerns.
17. PreK programs must adhere to the **maximum group size and ratios** at all times:
 - The maximum **group** size is 20 children. For inclusive classrooms, the group size will be lower, based on the needs of the children.
 - The teacher-child ratio is 1:10 with one lead teacher, and—if the group size is between 11 and 20—an assistant is assigned to the classroom. Both the teacher and assistant must be district or charter employees.
18. All PreK teachers must hold an Early Childhood Education, Birth–Grade Three License (250) issued by the PED. If an early childhood-licensed teacher cannot be employed, the program may hire a teacher who holds an elementary or special education license **provided** that teacher annually completes at least six (6) hours of college credit in early childhood education that will lead to an early childhood education license. **Every PreK classroom must be staffed at all times by a licensed teacher.**
19. All educational assistants will hold a minimum of an associate of arts in early childhood education. Educational assistants who do not meet staff qualifications must annually complete at least six (6) hours of college credit in early childhood education that will lead to an early childhood education degree. All education assistants must hold a Level 3 license issued by the PED.
20. If a long-term substitute teacher or assistant must be hired to staff a PreK classroom, the district/charter/REC must inform the PED within 10 days of the placement. The district must ensure that the PreK Observational Assessments are conducted by trained personnel.
21. Teachers and educational assistants assigned to PreK classrooms will not be assigned to non-PreK duties during PreK program hours.
22. To ensure implementation of the **New Mexico PreK Observational Assessment** tools and planning cycle, all teachers, educational assistants, and administrators will fully participate in the PreK Consultant (teacher mentor) Program, including providing a minimum of 30 minutes of release time for consultation with the assigned NM PreK consultant, as well as completing the required trainings.
23. PreK program administrators will report program progress by providing program reports in a format designated by the PED no later than the 15th of October and the 15th of May.
24. Requests for Reimbursement (RfRs) must be submitted **monthly** to the PED using the Operating Budget Management System (OBMS).
25. PreK program administrators will maintain an inventory of equipment purchased using PreK funds.
26. Indirect costs cannot exceed one percent of the award.
27. PreK funds cannot be used for out-of-state travel costs.

Superintendent's Name Efren Yturralde Signature _____
 PreK Coordinator's Name Jeanne Fields Signature _____

PreK Program Requirements

The PreK Program will provide direct services to 4-year-old children. PreK programs funded through this application **must** meet the following program requirements:

1. Program Requirements

- a. Enroll only children who have reached their fourth (4th) birthday before 12:01 AM on September 1, 2015 **and** who are not age-eligible for kindergarten (NMSA 6.30.9.10).
- b. Adhere to the maximum class and group size and ratios at all times:
 - The maximum class or group size is 20 children.
 - The teacher-child ratio is 1:10, with one licensed lead teacher and one assistant if the class size is 11 or larger. Both the teacher and the assistant must be district or charter employees.
- c. Ensure that programs funded for **half-day services** provide classroom-based PreK services for a minimum of 450 hours. Ensure that programs funded for **extended-day services** provide classroom-based PreK services for a minimum of 900 hours. All PreK programs must also provide at least 90 hours for family engagement and training to include the following:
 - one (1) home visit conducted early in the school year
 - at least three (3) parent conferences that coincide with the child assessment cycle
 - at least two (2) opportunities for parent group meetings for interaction, information, and transition activities
 - professional development, transition, and other activities required by the New Mexico PreK Program Standards (available at www.newmexicoprek.org). Required professional development includes training on the following: the PreK database, the child observation, assessment and planning cycle, the *Early Childhood Environmental Rating Scale—Revised Edition (ECERS—R)* and *Early Childhood Environmental Rating Scale—Extension (ECERS—E)*, *Powerful Interactions*, *Full Participation of Each Child*, *FOCUS TQRIS*, and *LETRS (Language Essentials for Teachers of Reading and Spelling) for Early Childhood*.
- d. Implement the New Mexico **FOCUS** Tiered Quality Rating and Improvement System (TQRIS) for Public Education Department Preschool Programs. The **FOCUS** criteria are available at http://ped.state.nm.us/ped/LiteracyEarlyChildhoodEd_PreK_index.html
- e. Implement classroom-based services using the observation, documentation, and planning cycle for the **New Mexico PreK Observational Assessment System** (available at www.newmexicoprek.org). For half-day programs, teachers must complete the PreK Observational Assessment twice annually and for extended-day programs, three times annually. This is the only assessment approved for use in PreK programs.
- f. All PreK classrooms will provide inclusive settings for children with developmental delays and disabilities based on the federal Individuals with Disabilities Education Act (IDEA) and consistent with a child's individualized education program (IEP). The amount and location of services is determined by the student's IEP team. The special education services and equipment required by a child's IEP, including the cost of therapists and special education staff, can be funded by the district or charter school's special education budget that includes both or either state operational funds and IDEA B funds (basic or preschool funds). Please

ensure that appropriate information and assessment data for each child with an IEP is entered in both the PreK and STARS databases.

g. Ensure that every PreK teacher, administrator, and educational assistant successfully complete all required trainings.

h. Ensure that each child in the PreK Program receives the following health screenings by a school health care professional prior to the beginning of the program or within the first three months of attendance:

- physical examination
- current immunizations
- vision screening
- hearing screening
- dental screening

Parents have the option to use their own health care provider and present documentation.

i. Ensure that each child in the PreK Program receives a developmental screening that includes a social-emotional component prior to the 3rd month of attendance. Programs will screen for early detection of children at risk for developmental delay. Where possible, the dominant language of the child will be used during screening. Parents will be included in the screening process and informed of the results. Ensure that appropriate referrals and services are made available to address all identified concerns.

j. Comply with program and data reporting requirements for

- teaching staff and administrators' educational levels and licensure;
- child observation, documentation, and planning cycle using the Early Learning Guidelines;
- exclusive use of the **New Mexico PreK Observational Assessment** tool (twice annually for half-day programs, three times annually for extended-day programs);
- New Mexico PreK lesson plan form; and
- administrative reports due on October 15, 2015 and May 15, 2016.

k. Ensure that PreK program administrators develop a current, written Family Engagement Plan that includes appropriate, meaningful opportunities to build trusting relationships. Program staff will share a calendar of events with families that includes activities to fulfill the required 90 hours. The plan will also document how both the children's portfolios and the **New Mexico parent materials** (available at www.newmexicoprek.org) will be used to assist parents in supporting their child's learning.

l. Adhere to the principles of the **New Mexico PreK Curriculum Policy Brief** (available at www.newmexicoprek.org) by implementing activities based upon sound child development/early childhood principles; the needs, interests, desires, and relevant life experiences of the children and families served; the language, home experiences, and cultural values of the children served; and the program's goals and objectives. Program content is based on the **New Mexico Early Learning Guidelines** (available at www.newmexicoprek.org) and is designed to achieve long-range goals for children in all domains—physical, motor, social, emotional, language, and cognitive. A diagram of the essential elements of NM PreK's authentic observation, documentation, and curriculum planning process (AODCP) is included in the Curriculum/Assessment section below.

m. Ensure that, no later than October 1, 2015, each PreK teacher and educational assistant have a current professional development plan in place with PreK program-specific professional goals and timelines. Staff must document on-going activities to increase their knowledge, specialization, and qualifications in early childhood education, individualization, full participation of each child, and family support.

- n. Ensure that PreK program administrators utilize the rubrics modified for PreK teachers to complete the **NMTEACH Educator Effectiveness System** evaluations.
- o. Ensure that every teacher in each PreK program classroom holds one of the following New Mexico early childhood teacher licenses: **Birth through Grade Three, New Mexico Early Childhood Teacher License; Birth through PreK, New Mexico Early Childhood Teacher License; PreK through Grade Three, New Mexico Early Childhood Teacher License** as required by NM PreK Program Standards.
- p. Ensure that each educational assistant has an associate's degree in early childhood education and holds a valid **Level 3 Educational Assistant License** from the PED, as required by NM PreK Program Standards.

2. Program Evaluation

PreK Program Standard VII–a: *Program sites have specific goals and objectives. All program components are evaluated including: staff development, family satisfaction, and children’s progress using formative and summative approaches.*

- a. Did the PreK Program achieve the goals you established in your Quality Program Improvement Plan (QPIP) for 2014–15? Yes x No If no, explain why goals were not met.
- b. Explain the improvement(s) made to your PreK Program as a result of your 2014–15 QPIP.

A requisite of the 2014-15 QPIP was planned articulation meetings with elementary Kindergarten teachers to share the NM Pre-K Program Standards, the NM Pre-K Curriculum Policy Brief and the NM Pre-K Essential Indicators. These meetings were scheduled during district-wide professional development days at the elementary campuses. At the meetings mutual concerns were discussed. Due to increased expectations in the state for Kindergarten outcomes, the Kindergarten teachers initially felt that the Pre-K program should add academic rigor. Of special note was the frustration of Kinder teachers at the manner in which Pre-K students work in centers because the Kinder Centers are not self-selected and a structured rotation is implemented. After discussions around the philosophy of Developmentally Appropriate Practice, the Pre-K teachers agreed to have the Pre-K children practice the Kinder methods of center rotation during the last two weeks of May as an additional step in transition to Kindergarten. The outcomes of these meetings has added a level of mutual understanding about the importance of universal language development as well as academic language development and what academic language development “looks like” in Pre-K.

3. Professional Development

PreK Program Standard II–a: *Professional Staff are qualified to work with young children and families by education, training, and experience.*

- a. Please complete the following information for all licensed teachers and educational assistants who do not possess an *Early Childhood Education Birth–Grade Level 3 License* (250) and for all educational assistants who have not earned at least an associate’s of arts degree in early childhood education (ECE).

STAFF NAME/SCHOOL SITE	POSITION/TITLE	TYPE OF LICENSE CURRENTLY HELD	LICENSE NUMBER	TOTAL # OF ECE CREDIT HOURS COMPLETED FOR 2014–2015
Jeanette Ontiveros:Chaparral Pre-K	Instructional Assistant	NM 3B	273649	6 Hrs.
Monica Villalobos:Anthony Pre-K	Instructional Assistant	NM 3B	267748	0

b. Please list staff who completed their ECE degrees and/or ECE licensure this year.

STAFF NAME	POSITION	COLLEGE OR UNIVERSITY	DEGREE EARNED AND DATE	NEW MEXICO LICENSURE EARNED AND DATE	WILL THIS PERSON BE PLACED IN PREK IN 2015–16?
Dyess, Cecilia	Instructional Assistant	New Mexico State Univ.	Associate in E. C. Dec., 2014	32046 7/1/07	Yes
Ramos, Viola	Teacher	New Mexico State Univ.	EC thru 3 rd 7/1/14	2770445	Yes

4. Curriculum/Assessment

The NM PreK Authentic Observation, Documentation, and Curriculum Planning Process



PreK Program Standard V–c: Learning experiences are carefully planned and flexible with selection of materials and experiences reflecting diversity, individual differences, and the unique interests and preferences of the group. Play is a valued context for learning.

Please respond to the following:

- a. Based on lessons learned in 2014–15, how will you improve the implementation of the PreK Curriculum Cycle as shown in the Authentic Observation, Documentation, and Curriculum Planning Cycle (AODCP) diagram above in your PreK Program for school year 2015–2016?

During follow-up conferences after classroom observations utilizing the rubrics in the NMTEACH Educator Effectiveness System Evaluations, teachers and observers began to more deeply internalize the connections in the elements in the Pre-K Curriculum Diagram. Previously reflection did not flow naturally from observation and assessment did not always lead to individualization. However, now,

teachers are more intentional in their planning and through group reflection can more clearly compare observed student behaviors with the Essential Indicators. This comparison then defines the steps required for scaffolding effective lessons that promote mastery of the Essential Indicators.

Although individualization may be the most challenging element in the curriculum cycle, individualization is now more clearly based on a variety of assessments such as questioning, observation of and reflection on student responses as well as interactions between students and teachers. Because of this, we believe planning flows more smoothly from individualization and leads to additional observation thus allowing the cycle to continue.

b. How do you incorporate sufficient time for

• lesson/curriculum planning;

Providing sufficient time for curriculum planning begins by developing the yearly Pre-K calendar. The yearly calendar sets aside every other Friday as *teacher preparation and lesson planning day*. During the morning half of the *teacher preparation and planning day*, teachers and instructional assistants meet collectively to review lesson outcomes, reflect upon successes and challenges, discuss next steps and plan accordingly. This session allows for all staff members to discuss concerns and share thoughts. During the second half of the day, teachers and assistants work in the classrooms to make adjustments to the environment as per indicated by next steps in planning session.

• timely completion of documentation of child observations and portfolios;

The Pre-K consultants, Pre-K specialists and administrators work together to comply with deadlines indicated by the **Pre-K Implementation Calendar**. Staff members follow this calendar for the timely completion of their portfolios and observations. Most importantly the calendar makes teachers aware of start and completion deadlines for observing and documenting.

Another factor that contributes to the effectiveness and timeliness of the documentation process is the incorporation of technology, in the form of IPADS, to eliminate the time required to process paper documentation.

• daily classroom set up/preparation and sanitation of materials

Teachers and assistants share the responsibilities of classroom setup and sanitation of materials. The Gadsden system provides the following procedures: rotating duties weekly; maintaining lists of materials that need to be changed, discarded or sanitized; and documenting when preparation and sanitation is complete and by whom. In addition, the alternating Friday teacher preparation day also provides time to accomplish these responsibilities. Classroom materials are sanitized daily at the end of the morning and afternoon sessions. Custodial staff cleans children's restrooms daily at the end of morning and afternoon sessions.

Moreover, student hygiene is promoted when children wash their hands upon arrival at school. They are also taught to wash their hands before and after meals as well as after using the restrooms. The Student Nutrition Program also mandates that uneaten food and milk are discarded and that service tables are clean prior to each meal session.

- **a minimum of 30 minutes of release time following each consultant visit;**

Following a Pre-K Consultant visit to the classroom, the site specialist and instructional assistant will continue instructional activities with children, thereby providing each teacher a minimum of 30 minutes of release time for consultation with the assigned NM Pre-K Consultant.

- **any contract requirements such as duty-free lunch, etc.**

Instructional staff members are contracted to work 7 hours a day with a 30 minute duty free lunch. Therefore, the contract day is 7.5 hrs. Staff arrives to work at 9:00 a.m. The morning instructional session starts at 9:15 a.m. and ends at 12:30 p.m. Staff members have a thirty minute duty-free lunch from 12:30 p.m. to 1:00 p.m. Staff members return to the classrooms at 1:00. The afternoon instructional session begins at 1:15 p.m. and leave at 4:15 p.m. Instructional staff members are dismissed at 4:30.

c. Describe your curriculum model, including the tools and processes that will be used to plan and implement the NM PreK curriculum.

The On-Track Pre-K Program in the Gadsden ISD serves students who have turned age four before September 1st. The program is implemented in four Pre-K centers located, one each, in the four geographical regions of the district. All Pre-K children in GISD reside in the attendance area of a Title I school where the district implements a school-wide Title I program. The centers are as follows:

- La Mesa On-Track transitions children into Vado, Mesquite and North Valley Elementary Schools.
- Anthony On-Track transitions children into La Union, Berino, Anthony, Gadsden and Loma Linda Elementary Schools.
- Chaparral On-Track transitions children into Desert Trail, Chaparral and Sunrise Elementary Schools.
- Gadsden Administrative Complex On-Track transitions children into Desert View, Sunland Park, Riverside, and Santa Teresa Elementary Schools.

The Creative Curriculum is the GISD Pre-K blueprint for planning and implementation of a developmentally appropriate/inclusive program. **The Creative Curriculum** promotes the incorporation of child/family/teacher interests as well as differentiation of teaching styles. Within this program, the **NM Essential Indicators** and rubrics provide frameworks for observational assessments which are shared with parents in the form of portfolios which include pictures, work samples and teacher observations. In addition, the **ECERS-R** and the **ECERS-E** are conducted in the fall and spring of each year to rate the learning environment and four curricular subscales extension. Results of the **ECERS-R** and **ECERS-E** are analyzed to provide opportunities for improvement and/or modification of the program. The GISD Pre-K Program fully participates in the **UNM Pre-K Consultant Program** and provides for a planned release time for teacher conferencing with the respective consultant following classroom visits.

The Gadsden On-Track Pre-K Program provides an environment where students experiment, explore and learn through activity learning centers in the classrooms. The centers include student choice with blocks, art, dramatic play, library, science, sand and water, music and movement,

manipulatives, math and writing. Outdoor activities include opportunities for students to engage in gross-motor activities of running, jumping, climbing, and riding tricycles. They play with balls and participate in kicking, catching and throwing.

Each of the four Gadsden On-Track Pre-K Centers implements Family Style dining for the two half-day sessions. The morning sessions end their school day by having free lunch with their teachers and friends in small groups where interactive conversation is encouraged. The afternoon groups start their school day by having lunch with their teachers and friends in the same manner.

During SY 2014-2015, an additional element was added to the Gadsden Pre-K Curriculum model in the form of the New Mexico Teacher Observation Protocol. Teacher effectiveness was measured in four domains with a modified Pre-K rubric aligned to the NM K-12 rubric. In effect, all teachers in New Mexico, Pre-K through grade 12, were evaluated using the same performance standards. The Gadsden model included three classroom observations for Domains 2 & 3 and two reviews in the areas of lesson planning and professional development for Domains 1 & 4. Moreover, classroom walkthroughs were conducted using the NM Pre-K template and then aligned to the imbedded NM Observation Protocol walkthrough template in Teach-Scape. In addition to the classroom observations for Domains 2 and 3 and reviews of lesson plans and professional development in Domains 1 & 4, Parent Surveys and NM Pre-K Observational Assessment results were incorporated into the teacher effectiveness evaluation. These Parent Surveys and results of the Pre-K Observational Assessments will guide future planning.

Please indicate

- **the title of any purchased or proposed curriculum kits owned by the school/district that you propose to use in the NM PreK Program (if you plan to purchase new curriculum in 2015–16, please indicate the name, cost, and training);**

The Gadsden Pre-K program has not purchased new curriculum kits.

- **the teacher training requirements and plans for this model; and**

At the beginning of each school year, staff members, from all four centers meet jointly to review the NM Pre-K Program Standards, Assurances, the Pre-K Curriculum Policy Brief, the Pre-K Lesson Plan Form and refresh Basic Life Skills. All certified staff members are required to receive Observational Assessment Training, ECERS-R, ECERS-E, ASQ-3, ASQ-SE and LETRS training.

Moreover, the staff is provided time to confer with the designated Pre-K Consultant to discuss the results of classroom observations. In addition, twice monthly, the teachers and staff meet together for planning, reflection and professional development. Throughout the year, staff members also participate in joint training with Early Childhood DD teachers to review elements of the Creative Curriculum, improve portfolio development, and review the components of a quality IEP.

The NM Teacher Observation Protocol training is comprised of several elements; observers must have initial training at the state level and a refresher each year; observers then review and discuss the rubric with teachers; and additional rubric review is provided after each observation which include question and answer sessions for the teachers and clarify understanding of the rubric.

PreK Program Standard VI–a: *Assessment of children’s educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.*

- a. **Explain the specific ways in which you have used the PreK child assessment results to plan instruction or make changes for this school year.**

In the application for (SY) 2014-2015, assessment results from the previous Fall and Spring, indicated in the areas of EI #16: Self, Family and Community and EI #20: Approaches to Learning, students were making progress but not accomplishing the outcomes. To address this, teachers planned instructional strategies providing more worldly and communal experiences for the (SY) 2014-2015 and implemented more elements for culture around the world in science, dramatic play and music. Also teachers used **documentation panels** so that parents and teachers could view evidence of learning.

- b. **Explain how you plan to use the PreK 2014–15 fall and spring child assessment results to plan instruction in School Year (SY) 2015–2016.**

(SY) 2014-2015 assessment results will be provided to the staff at the beginning of the school year for analysis. Each center will discuss the results for that specific center and then compare the individual center results with the district results. The purpose of the analysis is to note successes, discover gaps, trends or areas of need that will guide instructional practice of the year. In addition, results of the ASQ-3 and ASQ-SE will be analyzed to provide information for individualization. With assessment results summarized, planning for the year will follow the NM Pre-K Authentic Observation, Documentation, and Curriculum Planning Process. These results will also generate the QIPs for fall 2015.

5. PreK Consultation

- a. How did teachers and administrators use the information and support provided by your assigned PreK consultant to improve your PreK classroom quality?

The Pre-K Consultants have made several valuable suggestions to improve environmental quality this year: In one classroom the science center was not located near a source for water (sink) and there was always a wet floor as the children carried water back and forth, in more than one classroom the EIs were not visible, and in several classrooms the artwork was not regularly rotated. In reviewing lesson plans, the consultant noted that one of the 4 centers may be scoring the observations too hard and that many children were “already there.” Consultants also cautioned teachers to be more intentional in where they stand so that all students may be continually observed and monitored.

- b. What specific changes were made, or will be made, based on consultant feedback?

As per the notations above in section 5.a., changes were made following the recommendations: the science centers are all located by the water sources, artwork is frequently rotated, and the EIs are all visible. In addition, a review of observation scoring was conducted to ensure that all centers are using the same scoring standards. Several teachers have also reported that they have improved furniture arrangements to enhance visibility of all children.

6. Parent Engagement

List all planned 2015–2016 monthly parent engagement events (home visits, parent-teacher conferences, parent meetings, parent trainings, literacy nights, math nights, transition activities, etc.) on the chart below. Please note that at least two parent activities are required.

- a. Include the contact hours for each of these events.
- b. Do not list home activities, IEP meetings, or newsletters.
- c. The total number of hours must equal or exceed 90 hours annually.

PROPOSED DATE	PARENT ENGAGEMENT ACTIVITY	CONTACT HOURS
Last week of July	Home visits for Transition Support From Home to School	28 hours
August, 2015	Open House to Support Transition From Home to School	5 hours
August, 2015	Pre-K Parent Orientation	4 hours
September, 2015	Grandparent's Day	3 hours
September, 2015	Fall Parent-Teacher Conferences	14 hours
September, 2015	16 de Septiembre (cultural celebration)	3 hours
October, 2015	Field Trip to Mesilla Valley Corn Maze& Pumpkin Patch	10 hours
October, 2015	Dia de los Muertos (cultural celebration)	4 hours
November, 2015	Trike-a-Thon for St. Jude's Children's Hospital	4 hours
November, 2015	Family Literacy Night	2 hours
December, 2015	Making tamales (cultural activity)	6 hours
December, 2015	Winter Parent-Teacher Conferences (sharing portfolios)	14 hours
January, 2016	Cooking/Nutrition classes	16 hours
January, 2016	Family Science Night	2 hours
February, 2016	Field Trip to Exploratorium and Public Library	10 hours
Late April or Early May, 2016	Pre-K Parents Transition Meeting with Kinder Teachers	2 hours
May, 2016	Transition Field Trips to Elementary Schools	2 hours
May, 2016	Spring Parent-Teacher Conferences(sharing portfolios)	14 hours
TOTAL PROPOSED CONTACT HOURS		143 hours

7. Budget

Please complete the **Program Budget Request Form** that includes projected expenditures, number of full time equivalent personnel (FTEs) funded by the PreK funds, and justification for each line item. Applicants must provide a detailed budget for costs. All costs should be reasonable, well justified, and must relate to the proposed project activities.

Examples of **allowable** costs include the following:

- salaries and benefits
- materials and supplies
- equipment, including computers, laptops, printers, iPads or other tablets, cameras, playground equipment, classroom furniture
- transportation
- Teacher Education and Compensation Helps (T.E.A.C.H.) scholarship matching funds
- up to **one percent** of the total award amount for **program services** may be used for administrative costs

Examples of **disallowed** costs include the following:

- construction, renovating, or acquiring real property
- organized fundraising

- **out-of-state travel**
- teacher licensing and testing fees
- vehicles

Note: T.E.A.C.H. scholarships are available to PreK staff members who do not meet requirements in the NM PreK Program Standards or who wish to pursue advanced degrees in early childhood education. These scholarships require financial and other commitments from both the PreK Program and the scholarship recipient. The district/school's cost is an allowable PreK expense.

Proposed PreK Program Budget Request Projected Expenditures for School Year 2015–2016

LINE ITEMS	# OF FTEs	TOTAL	BUDGET JUSTIFICATION Provide a description of the proposed activities and how each budget line item will be expended.
Salaries for: Teachers, Instructional Assistants, 1 Parent Liaison, and .35 salary for Pre-K Coordinator	32.35	\$900,000	Expenditures for salaries for 11.5 teachers, 19.5 Instructional Assistants, 1 Parent Liaison, and .35 salary for Coordinator. Expenses also include substitutes for teachers and IAs for absences due to illness, professional development or approved conferences
Benefits	32.35	\$400,000	Benefits include and may not be limited to, Retirement, Retiree Health, FICA, Medical Premiums, Health and Medical Premiums, Life, Dental, Vision, Disability, Unemployment and Workers' Compensation
Professional development	53.35	\$55,000	Professional Development to include Basic Life Support for 18 teachers, 26 IAs, 4 Specialists, 4 clerks, 1 Liaison, .35 Coordinator; Co-pay for NM TEACH; Attendance at IRA or NMAYC, Coordinator will attend 2 Coordinator Meetings annually, Per-diem, if needed, for ECRS, LETRS, Observational Assessment, Powerful Interactions, Full Participation of Each Child, TQRIS and other mandatory Pre-K training yet to be determined
General supplies and materials		\$153,750.	Student consumable instructional supplies and materials, supplies and materials for Parent Liaison, general office supplies for 4 centers and general office supplies/services for student support
Fixed assets (more than \$5,000)		\$45,000.	Expenditures to upgrade or replace out of date playground equipment or broken classroom furniture
Supply assets (\$5,000 or less)		\$25,000.	Expenditures to replace/and or replenish assets in student activity centers; replace or repair IPADS or laptops
Other contract services		\$20,000.	Parental Involvement Presentations by Ruben Castaneda of People Skills, Literacy and Language Development Through Music by Juan Orozco; Contracted costs for required health

			screenings if needed; cell phone service for Liaison
Employee travel		\$15,000	Mileage reimbursements for home visits, recruiting, Parent Liaison
Student travel		\$ 18,000	3 Field Trips per year for each of the 4 Pre-K Centers, Each field trip will have a morning and an afternoon trip. This includes the May Transition field trip.
Indirect costs (1% Cap)		\$18,250.	Administrative fees for district financial grant management
Transportation		\$175,000	Costs to continue providing transportation services to GISD Pre-K students. GISD is a geographically large and mostly rural district. Without transportation, many 4 year old children in the district would not be able to attend Pre-K. A detailed breakdown is provided in the body of the application.
TOTAL PROPOSED BUDGET AMOUNT:		\$1,825,000.	

Other Funding Sources Used to Supplement PreK Program Budget

FUNDING SOURCE (Title I, Special Ed., Operational, Impact Aid, etc.)	THIS FUNDING SOURCE SUPPORTS THE FOLLOWING:	AMOUNT
Title I Part A	Salaries, benefits and fringes for 4 on-site specialists and 4 clerks, bilingual stipends for specialists, and a set-aside for additional transportation if needed	\$550,000.
IDEA-B/SPED	Salaries, benefits and fringes for SPED teaches and IA's at each of the 4 Pre-K Centers, substitute salary estimate	\$103,505
GISD Operational	Supports salaries, benefits, fringes and substitutes for SPED personnel, custodial, maintenance and utilities for 4 Pre-K Centers	\$240,000
Federal Student Nutrition Program	Family Style Lunch at each of the 4 Pre-K Centers daily for 150 days x 550 children x 3.16 per meal	\$260,700.
TOTAL FUNDS FROM OTHER SOURCES		\$1,154,205.

Please note that if the district/charter 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.

Request for Transportation Funds

Please complete the following information if you are requesting funds for transportation.

1. How will children be transported to school? List numbers in each category.
 Bus 90% Parents 5% Other 5% day care vans
2. Will you contract for transportation services? YES If yes, please provide the name of the bus contractor: Boone Transportation
3. Contract amount :

Boone Transportation is a private transportation service with a GISD transportation contract for all district student transportation. The Pre-K portion is not contracted separately. Pre-K transportation costs are estimated each year from the previous school year Purchase Orders reimbursed through NM Pre-K and any additional charged to Title I Part A. Amounts are estimated as salaries for drivers and assistants may or may not increase, fuel costs, insurance and maintenance fluctuate. Boone is consulted to assist in estimated price increases.

In a discussion with NM Pre-K Specialists for the previous year, it was determined that the Transportation Budget matrix does not allow the GISD Pre-K Program to adequately justify the transportation budget because the district does not own the transportation service. The drivers and assistants are not district employees, and therefore salaries, benefits and fuel costs are products of the transportation company. A more detailed view of transportation costs are provided by a breakdown of costs per On-Track Pre-K Center. These costs are as follows:

Fall 2014:

Anthony Pre-K	2 buses	\$17,555.00	(combined with Chaparral PO)
Chaparral Pre-K	1 bus		
La Mesa Pre-K	4 buses	\$28,685.00	
GAC Pre-K	5 buses	\$39,522.00	
Total for Fall		\$85,762.00	

Projected for Spring 2015:

Anthony Pre-K	2 buses	\$ 11,100	(including spring field trip and transition trip)
Chaparral Pre-K	1 bus	\$ 8,138	(including spring field trip and transition trip)
La Mesa Pre-K	4 buses	\$30,000	(including spring field trip and transition trip)
GAC Pre-K	5 buses	\$40,000	(including spring field trip and transition trip)
Total Projected Spring 2015		\$89,238	

Actual Costs Fall 2014 \$85,762.

Projected Costs Spring 2015 \$89,238

Proposed Transportation Budget: \$175,000.

Please explain any additional transportation costs the district will incur in addition to the contract costs. _

At this time, it is unknown if the district will incur additional transportation costs for the Pre-K Program. However, Title I Part A “set-aside” will cover any additional costs, if needed.

LINE ITEMS	# OF FTEs	TOTAL	BUDGET JUSTIFICATION Provide a description of the proposed activities and how each budget line item will be expended.
Contracted services			In a discussion with NM Pre-K Specialists for the previous year, it was determined that the Transportation Budget matrix does not allow the GISD Pre-K Program to adequately justify the transportation budget because the district does not own the transportation service. The drivers and assistants are not district employees, and therefore salaries, benefits and fuel costs are products of the transportation company. A more detailed view of transportation costs are provided by a breakdown of costs per On-Track Pre-K Center.
Mileage			See Above
Fuel costs			See Above
Salaries/benefits			See Above
Other (please indicate)			
TOTAL PROPOSED TRANSPORTATION BUDGET*		\$	

*This number must match the total transportation funds requested on the cover page and in the budget request chart on page 13.

Request for New School Sites/Expansion
In SY 2015–2016
 (Complete only if requesting expansion)

1. Please provide justification for increasing the number of children served at each existing site (2014–15 waiting list numbers, source of enrollment projections, etc.).

In (SY) 2014-15, the Gadsden ISD was funded for 490 regular education children. In addition, to these children, we served 60+ children with IEPs (non-speech). The total number of children served was then 490+60 =550. We are pleased to be able to provide inclusive services for all four year old children in 2015-16, and have used the total number served during 2014-15 as a data source for projecting enrollment at 550 children in 2015-16.

2. Please complete the chart below *to add child slots at existing PreK-funded school sites.*

School Sites Funded in School Year 2014–15	Child Slots Funded in 2014–15	Actual Number of Children Served in 2014–15 at Each Site	Additional Number of Children Proposed at this Site for 2015–16	Total Proposed Number of Children to be Served at this Site in 2015–16
Anthony On-Track, (Central)	122	122	4	126
Chaparral On-Track, (East)	101	101	25	126
La Mesa On-Track, (North)	95	95	21	116
Gadsden Admin. Complex On-Track (GAC)	172	172	10	182
TOTALS	490	490	60	550

3. Please complete the chart below to *add additional school sites.*

Proposed New School Sites for 2015–2016	Does this School Offer the K-3 Plus Program?	Number of Proposed Children at Each New School Site
n/a		
Total		

4. Please provide justification for each additional site. (Include sources of enrollment projections, other early childhood programs in the community, kindergarten enrollment numbers, and indications of community support.) Please explain how each additional site will uniquely support the community.
5. If the school is a K-3 Plus site, please indicate how the addition of PreK will align with the school’s vision and efforts to serve children in grades kindergarten through third grade.
6. Please provide evidence for adequate physical facilities, document that
 - a. the site has ample classroom space for this expansion;

- b. there is a sink in each classroom;
- c. each classroom includes restroom facilities;
- d. there is an age-appropriate playground and indicate its proximity to the classrooms; and
- e. if the physical facilities are inadequate, please indicate the district's planned improvement efforts to provide appropriate space/facilities for these students.

PreK Capital Outlay

1. Did the school district apply for PreK capital outlay funds for SY 2014–2015?
Yes ___ No If yes, indicate the amount of awarded \$_____. Describe what this award will fund.

2. Does your district/charter school plan to apply for PreK capital outlay funds in 2015–2016 if such funds are available? Yes____ No
 - a. Please indicate the school site (s).
 - b. Please indicate whether the funds will be used for construction of new classrooms or for renovation of the existing ones.