



FY19 PED PreK Continuation Application Part I

All documents will be submitted via e-mail: PreK.Literacy@state.nm.us. The email must be **received by 4:00 PM on April 20, 2018**. Please submit ONE application for the district. Please label the application with the district name when saving the document to read "District_PreK" (e.g., RioRancho_PreK). Please ensure that the district/charter/REC name is in the header of Part I and Part II of the application.

Applying Through Regional Education Cooperatives:

- Each district must complete an individual application.
- Each application will be individually reviewed.
- If a NEW district is applying as part of a currently funded REC, that district must complete the FY19 Application for New Programs.
- The REC will complete a combined Chart A: Funding Request, District Contact Chart (page 5), signed Assurances and a combined budget chart (page 10)

The application must be fully completed to qualify for funding.

**The pre-application meeting will be held as part of the
PreK Administrator Meetings on
March 16 and 29
9:30 AM–4:00 PM
(Attend only one meeting)**

**UNM Center for Development and Disability
2300 Menaul Blvd. NE
Albuquerque, NM**

Please register for one meeting only at:
https://reg.abcsignup.com/view/view_month.aspx?as=33&wp=166&aid=UNMCD

A webinar link will be provided when you register for those who cannot attend in person.

Funding levels for the 2019 fiscal year will not be finalized until the budget is approved and signed by Governor Martinez.
Any changes necessitated by that process will be communicated.

Statement of Assurances

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.
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.
3. **Age.** Programs must enroll **only** children who have reached their fourth (4th) birthday before 12:01 AM on September 1, 2018 **and** who are not age-eligible for kindergarten (NMSA 6.30.9.10).
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; and
 - for 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.

Data and Reporting:

6. **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 enrollment data in STARS as of the 40th day count.
7. **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. (Part II, Chart K)
8. **Verification Time Frame.** PreK program administrators will report program progress by completing and updating FOCUS verification documents no later than the 15th of November and the 15th of May of each school year.

PreK Fiscal Requirements:

9. **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.
10. **Supplement not Supplant.** PreK funds are 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.
11. **Allocation of Salaries.** Salaries for staff that serve children in multiple programs (e.g., PreK, Special

Education) must be cost allocated proportionately.

- 12. **RfRs.** Requests for Reimbursement (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 invoices.
 - b. Include lesson plans to support field trip sensory, and educational cooking activity expenditures.
 - c. Written approval must be granted prior to purchase of items over \$5,000.
- 13. Indirect costs cannot exceed one percent of the program services award (does not include the transportation award).
- 14. Transportation awards are for to-and-from travel only. All costs must be budgeted in function 2700.

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: Travis Dempsey Signature: _____

District Level PreK Director: Jeanne Fields Signature: _____

PreK Coordinator's Name: Estrella Becerra Signature: _____

Business Manager's Name: Ludym Martinez Signature: _____

Site Manager's Name: Sandy Silvas Signature: _____

Site Manager's Name: Nancy Bellagamba Signature: _____

Site Manager's Name: Angelic Ramos Signature: _____

Site Manager's Name: Viola Ramos Signature: _____

(Please add lines for additional principal or associate superintendent signatures as needed.)

FY19 PED PreK Continuation Application And Mid-year Progress Report

Part I

Section A: District/Charter Contact Information

Please complete the District/Charter and School Contact Information Charts:

District/Charter Contact Information		
District/Charter Name: Gadsden Independent School District	District/Charter Code: 019	
Mailing Address: PO Drawer 70 Anthony, NM 88021		
Phone: (575) 882-6200	Fax: (575) 882-6257	
Superintendent/Charter Director: Travis Dempsey	Email: tldempsey@gisd.k12.nm.us	Phone: (575) 882-6203
Business Manager: Ludym Martinez	Email: lumartinez@gisd.k12.nm.us	Phone: (575) 882-6241
PreK Director: Jeanne Fields	Email: dfields@gisd.k12.nm.us	Phone: (575) 882-6758
PreK Coordinator: Estrella Becerra	Email: ebecerra@gisd.k12.nm.us	Phone: (575) 882-6796

School Contact Information					
School	School Code	Site Specialist:	Office Telephone	Email	Cell
Anthony On-Track	060	Sandy Silvas	(575)-882-1904	sasilvas@gisd.k12.nm.us	Private Number
Chaparral On-Track	061	Angelic Ramos	(575)-824-5382	anramos@gisd.k12.nm.us	Private Number
Sunland Park (GAC) On-Track	062	Nancy Bellagamba	(575)-882-6740	nbellagamba@gisd.k12.nm.us	Private Number
La Mesa On-Track	063	Viola Ramos	(575)-233-3475	vmramos@gisd.k12.nm.us	Private Number

Section B: Full Participation of Each Child

Ratios and Group Size:

Please complete the chart below.

2017-18 School Site	Teacher	Number of Children in each classroom	Number of children with an IEP	“Speech Only” Of those with IEPs, the number identified as such
Anthony On-Track	Lourdes Aguirre	27	7	0
Anthony On-Track	Myra Hatcher	28	4	1
Anthony On-Track	Nayda Mendoza-Flores	27	4	2
Anthony On-Track	Elizabeth Ruiz	28	3	1
Anthony On-Track	Diana Vazquez	26	4	2
Chaparral On-Track	Amber Facio	33	8	1
Chaparral On-Track	Marilyn Palma	32	5	1
Chaparral On-Track	Isela Sifuentes	33	1	0
Chaparral On-Track	Cecilia Trejo	33	2	1
Sunland Park (GAC) On-Track	Jeanette Duran	29	4	2
Sunland Park (GAC) On-Track	Alberto Puentes	27	4	2
Sunland Park (GAC) On-Track	Terry Romero	30	5	0
Sunland Park (GAC) On-Track	Victoria Tovar	30	6	1
Sunland Park (GAC) On-Track	Martha Valtierra	30	6	1
Sunland Park (GAC) On-Track	Christina Zamora	30	6	3
La Mesa On-Track	Mana Martinez	28	5	1
La Mesa On-Track	Christy Mendoza	29	6	1
La Mesa On-Track	Nathalie Urbina	30	10	3

Section C: Professional Qualifications

1. Licensure/Degree:

Please complete the table below. List all teachers who do not currently possess an early childhood education birth–grade 3 license (250), an early childhood education birth–PreK license (251), an early childhood education PreK–grade 3 license (252), and all educational assistants who have not earned at least an associate of arts degree in early childhood education (ECE). If teachers or educational assistants have not made progress toward the required licenses and degrees in 2017–18, please explain in the *Notes* column how the requirements will be met by June 30, 2018.

Professional Qualifications: Licensure/Degree					
List licensure and credit hours completed for all teachers who do NOT meet the early childhood teaching license requirement and all educational assistants who do not meet the Associate's (AA) degree in ECE requirement.					
Staff Name/School Site	Position	Type of License Currently Held	License #	Total # of ECE Credit Hours Completed 2017-2018	Notes
Terry Romero	Teacher	B-3 Early Childhood Level 1 alternative	35008	Teacher is in the process of completing OPAL for EC License	Teacher currently Obtains a level 2 PreK -12 Special Education License.
Jose Robledo	Instructional Assistant	Educational Assistant Level 3	350093		
Gabriela Hernandez	Instructional Assistant	Educational Assistant Level 3	243562		
Monica Aceves	Instructional Assistant	Educational Assistant Level 3	353238		
If any NM PreK classrooms are currently staffed by a long-term substitute, please list the school site and provide your plan to recruit and hire a licensed teacher for that classroom for 2018-19.					

2. Professional Development/Training:

Please list all staff members (teachers, educational assistants, administrators) who have not completed all PreK/FOCUS training requirements, indicating those training session(s) still to be completed.

Staff Name/School Site	Powerful Interactions	Intentional Teaching: Observational Assessment	ECOT	ECERS-3 (online)	Pyramid	LETRS- Early Childhood	Full Participation of Each Child
Diana Vazquez						11/2018	

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

1. Effective Early Literacy Instruction:

Describe how your literacy system model follows the Essential Elements of Instruction and Intervention outlined in The New Mexico Statewide Literacy Framework (pp. 26–41).
<p>The GISD On-Track PreK programs follows the Essential Elements in the following manners;</p> <ul style="list-style-type: none"> • ECOT information is used as evidence to plan lessons and grouping for large and small group instruction. • Teachers are provided with at least 2 days a month of professional development and planning time. • Coordinator, Site Specialists, and Coach conduct classroom observations and walkthroughs monthly and provide feedback regarding literacy instruction. • Leadership ensures day to day intentional developmentally appropriate early literacy practices such as;

phonological awareness activities, multiple reads, small group literacy instruction, and one on one read alouds.

- The New Mexico Early Learning Guidelines are used as the foundation for instructional content.
- Regular Professional Learning Community meeting times are provided, where data is looked at and instructional practices and strategies are shared.

2. 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.

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

ECOT Domain/Indicator	Fall (BOY)	Winter (MOY)	% of Growth	Notes
Literacy: EI 7.4a Rhyme	0%	7%	7%	0 students to 33 students
Literacy: EI 7.4b Phonological Awareness	0%	3%	3%	1 students to 16 students
Literacy: EI 7.5a Letter Naming	0%	4%	4%	2 students to 20 students
Literacy: EI 7.5b Letter-Sound Correspondence	0%	8%	8%	1 student to 41 students
Mathematics: 9.1 One-to-One Correspondence	3%	22%	19%	15 students to 111 students
Mathematics: 9.3b Numerals	2%	18%	16%	11students to 92 students
Mathematics: 12.1 Sorting	4%	21%	5%	19 students to 104 students
Science: 14.3 Predictions	1%	11%	10%	3 students to 58 students
Self, Family, and Community: Self-Control	11%	38%	27%	56 students to 192 students
Self, Family, and Community: Social Problem Solving	1%	21%	20%	3 students to 108 students

- 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.

Additional LETRS
 Data Analysis
 Spanish phonological awareness/Spanish pre-reading process

Section E: 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 SY2018–19, please complete Part II, Chart A. (All school sites, including proposed new sites, must appear on Charts A and B.)

The Gadsden ISD is requesting expansion of the half-day program into to full-day PreK programming at the La Mesa On-Track PreK Center located in the northern region of the district.

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

a. Using demographic data, describe the targeted population.

The Gadsden ISD is requesting expansion at our La Mesa On-Track Center from half-day to full day programming services. The communities served by this NM PreK site; La Mesa, Chamberino, Mesquite, Del Cero, Berino and Vado are in the northern part of the district. The area is rural with families predominately working in the agriculture and dairy industries. The greater part of the population is minority with 80% low income and from non-English speaking homes. The farms and dairies are family owned with generational history in these small communities. As the area is rural with the economy based in agriculture and dairy, there is also a migrant worker population that returns and exits with the seasonal crops. In many cases, both parents work all day and require full-day services for their young children, and so many remain at home with grandparents or baby-sitters.

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

Families in the northern part of the Gadsden ISD will have the option to enroll their children in a full-day Developmentally Appropriate Program with fully certified and licensed staff who are evaluated annually with the NMTEACH Educator Effectiveness System. The children will have the opportunity to interact with activities based on the Early Learning Guidelines. All staff members continually monitor student progress using the Early Childhood Observational Tool (ECOT) to differentiate instruction. Moreover, PreK teachers are fully trained in the Pyramid Framework to provide social-emotional support for all students. A full-day PreK Program at the La Mesa On-Track Center will give students two opportunities in one day to learn through center instruction. More phonological awareness and literacy concepts will be imbedded throughout the day as full-day classes require more transition time when students sing, enjoy finger-plays and rhymes. Full-day students will continue to learn through two large group and two small group instructional sessions. There will be intentional planning/implementation for LETRS for activities. Reading to children individually will remain a priority. The full-day program will include a 30 minute “family-style dining” activity which is part of the instructional day as teachers and students engage in student centered discussions. There will be one half-hour of rest program and 45 minutes scheduled for outdoor play

c. How will the district/charter school administrator at the new or expanded PreK site collaborate with community early care and education providers, including Head Start programs, to coordinate services for children while honoring parental choice? Describe the communication thus far. Is there a plan to meet regularly?

The Gadsden ISD PreK Coordinator meets monthly with member entities of the **Gadsden Early Childhood Coalition** which include Special Education, local CYFD Early Childhood providers, La Familia, Head Start, Avance, multiple Home Visiting groups, as well as Tresco Tots and Aprendamos. Members of the coalition meet to discuss familial and child care trends/needs observed as staff members interact with families. Information/ideas and waiting lists are shared. In addition, PreK staff engages with, a privately operated day-care service known as Little Tumbleweeds located at the La Mesa On-Track PreK Center. **Please review attached flyer for evidence of collaboration with community early care and education providers.**

d. 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 did families have input in the decision?

During the frequent recruitment meetings with family groups and organizations, the Gadsden PreK programming team frequently learns through conversations with parents that their family needs require full-day services for their children. At a recruitment event during the fall of 2017 at the La Mesa PreK Center, many families came in hopes that the structure of the program had changed and would now provide full-day services.

Unable to offer a full-day program, we feel we lost potential enrollment. Moreover, when families remove their children from the La Mesa On-Track PreK, the “drop form” repeatedly indicates they are leaving to take the children to a full-day program.

Section F: Budget

1. Complete Part II: Chart B, District Funding Request.
2. Please complete the budget chart below. Applicants must provide a detailed budget for costs. Please see the Fiscal section of the Assurances and the Guidance Document for specific guidance.

Proposed Budget: FUND 27149: New Mexico PreK					
Function	Object	Job Class	Description	FTE	Amount
1000	51100	1414	Salaries Preschool Teachers, not special education, 2 IEP Teachers,	13.5	785,000.00
1000	51100	1714	Salaries Preschool Instructional assistants, not special education	12.5	295,000.00
1000			Total Benefits for Teachers		285,000.00
1000			Total Benefits for Instructional Assistants		99,500.00
1000	51100	1610	Substitutes		80,000.00
1000	53330		Professional Development		10,000.00
1000	56118		General Supplies		40,331.00
1000	55915		Other Contract Services		10,000.00
1000	55819		Employee Travel		6,000.00
1000	57331		Fixed Assets (over \$5,000)		31,000.00
1000	57332		Supply Assets (\$5000 or less)		4,000.00
1000	55817		Student Travel (Field Trips)		8,000.00
2200	51100	1211	Salaries PreK Coordinator and Coach	2	135,000.00
2200	51100	1217	Salaries Campus Clerks	2	35,000.00
2200			Benefits Coordinator and PreK Coach		55,000.00
2200			Benefits Campus Clerks	2	14,000.00
2200	53330		Professional Development		15,000.00
2200	56118		General Supplies and Materials		25,470.00
2200	57332		Supply Assets \$5,000 or less		7,000.00
22000	54311		Maintenance and Repair of Furniture or Equipment		42,000.00
2600	54416		Indirect Costs		21,574.00
2700			Transportation (to-and-from school)		175,000.00
TOTALS					2,178,874.00

3. Request for Transportation Funds

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

Line Item	FTE	Total
Contract Services		
Mileage		
Fuel Costs		
Salaries/Benefits		
Other(please indicate) Fall Transportation Cost		\$85,762.00
Other(please indicate) Spring Transportation Cost		\$89,238.00
Total Proposed Transportation Budget		\$175,000.00

- b. Will children other than NM PreK students ride these buses? ___ Yes X 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.

Boone Transportation is a private transportation service with a GISD transportation contract for all district student transportation. The PreK portion is not contracted separately. PreK transportation costs are estimated each year from the previous school year Purchase Orders reimbursed through NM PreK and any additional charged to Title 1 Part A. The Transportation Budget Matrix cannot be adequately be justified 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.

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

Anthony On-Track 2
 Chaparral On-Track 1
 La Mesa On-Track 2
 Sunland Park (GAC) On-Track 5
 Total 10 buses

ADDENDUM

Four-Step Data-Driven Analysis Form

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

School Site: _____

Teacher _____

FOUR STEPS FOR DATA-DRIVEN ANALYSIS

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

Collect Materials	<ul style="list-style-type: none"> Individual and Classroom Early Childhood Observation Tool (ECOT) Reports, BOY, and MOY) for <u>Literacy Domain</u> Other pertinent data sets ECOT Essential Indicators
1. Celebrate	<ul style="list-style-type: none"> Review your ECOT data carefully. Example: “I see that <u>number/percentage of students</u> were at or above “First Steps for Fours” on ___ indicator(s).” <p>Notes:</p> <p>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.</p>
2. Probing Analysis—a Deep Dive on Key Indicators	<p>OPENING PROBE: (review Classroom Summary Report)</p> <ul style="list-style-type: none"> Narrow the focus to the indicators that warrant deeper analysis or action planning: Dive in and look at _____. (Prioritize indicators that need further analysis or action planning.) <p>INDICATOR(S) FOCUS:</p> <p>START FROM THE END GOAL: (review <u>Student Summary Reports</u>)</p> <ul style="list-style-type: none"> 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 the <i>Accomplished for Fours/First Steps for K</i> rubric level by the end of the school year?” <p>Notes:</p> <p>IDENTIFY THE GAP IN STUDENT WORK: (review <u>Student Summary Reports</u>)</p> <ul style="list-style-type: none"> Look at student performance levels: what pattern do you see in the indicator

	<p>level performance?</p> <ul style="list-style-type: none"> • Ask yourself: “What student knowledge, skills, or behaviors are missing?” • Ask yourself: “What did the students need to know or be able to do to get to <i>Accomplished for Fours/First Steps for K</i> (or performance level equivalent to assessment window)? How is this more than what they know or are able to do with you in class?” <p>Notes:</p> <p>STATE THE ANALYSIS:</p> <ul style="list-style-type: none"> • “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...” <p>ANALYSIS:</p>
<p>3. Plan & Practice— Improve or Create a Plan</p>	<p>PLAN YOUR TEACHING and/or SUPPORT: (review ECOT Indicators)</p> <ul style="list-style-type: none"> • How will you support students in developing the knowledge, skills, or behaviors in (<u>Indicator</u>)? What resources do you have at your disposal? Is this knowledge or skill best taught through routine, direct instruction, small group, or other? • Think through what a lesson on ____ might look like. What other resources/supports do you have in teaching a lesson on (<u>Indicator/behavior/knowledge/skill</u>)? What does that look like? • Ask yourself: “How will you check for understanding and assess mastery?” • Write down these new action steps and add them to your plan. <p>Note: Put priority ECOT Indicator(s) in the action plan.</p> <p>ACTION PLAN:</p> <p><u>Instruction:</u></p> <p><u>Practice:</u></p> <p><u>Assessment:</u></p> <p>PRACTICE:</p> <ul style="list-style-type: none"> • Practice the teaching/support. Think out the lesson in full detail and practice, delivering the content and managing the classroom environment.
<p>4. Schedule Follow-up</p>	<ul style="list-style-type: none"> • Embed your plan into upcoming lessons. • Schedule an observation for leader/colleague to see the plan in action. Establish how the plan’s effectiveness will be assessed. • Schedule time to reflect on assessment data from your action plan and create next steps.

Appendix A
NM PreK Quality Rating Guide and Key Terms:

- **4 Exemplary**
 The whole response to the category reflects a thorough understanding of key issues and indicates capacity of an LEA and school to effectively oversee and implement the model activities.
 The response addresses all required elements within the category with specific, evidence-based and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

- **3 Acceptable**
 The whole response to the category indicates solid preparation and a grasp of key issues that would be considered reasonably comprehensive and provides evidence that the LEA and school have the capacity to effectively implement the plan.
 The response addresses all required elements within the category with clear and accurate information, even though it may require additional specificity, support or elaboration of elements in certain categories.

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

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

- **0 Inadequate/Incomplete**
 The whole response fails to address essential elements of the category; and/or fails to provide requested attachments.

PreK Expansion Quality Scoring Guide

Narrative Category and Requirements	Quality Rating 4,3,2,or 1 Score
Section E: Expansion Request:	
Expansion Request:	
Complete Part II, Chart A 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.	
Expansion Need:	
Targeted Population: Clearly discusses the risk factors in the community/targeted population that supports the need for a quality PreK program.	
Improved Outcomes: 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.	
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 	
<p>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.</p>	
<p>School and Community Support: Clearly describes how families, school administration, teachers, and community organizations had input into the decision to start a PreK program.</p>	
TOTAL	/20

Appendix B

Application Checklist

Documents for Submission	Checked – applicant	Checked – PED
Statement of Assurances (with original signatures in blue ink)	<input type="checkbox"/>	<input type="checkbox"/>
Part I:		
Section A: District/Charter Contact Information	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Full Participation of Each Child	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Professional Qualifications/Training		
Section D: Quality Practices	<input type="checkbox"/>	<input type="checkbox"/>
Each teacher submitted the Four-Step Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Expansion Request, if Applicable	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Budget	<input type="checkbox"/>	<input type="checkbox"/>
Part II:		
Chart A: Expansion Request	<input type="checkbox"/>	<input type="checkbox"/>
Chart B: Budget Request	<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:	