

There are 7 areas for which NM PreK Programs will develop a written plan. The areas are listed below, along with guidance on the information that should be included in each plan, and the NM PreK Program Standard on which the plan is based. PDPs (#5) will remain on file at your program. Plans 1, 2, 3, 4, and 6 must all be included in the program’s Family Handbook; these along with CQIPs (#7) must be turned in to the state monitor.

1. Eligibility, Recruitment, Selection, Enrollment and Attendance Plan
  2. Family Engagement Plan AND Family Activity Calendar
  3. Special Education Policies and Procedures Plan
  4. Transition Plan
  5. Professional Development Plan
  6. Transportation Plan (if receiving transportation funding)
  7. Program and Classroom Quality Improvement Plans (CQIP)
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### Eligibility, Recruitment, Selection, Enrollment, & Attendance

*PreK Program Standard I-B: Preschool programs have a family-centered philosophy that guides all aspects of program planning and implementation.*

#### ❖ ELIGIBILITY

The program plan should include the following eligibility requirements:

- **PreK:** All children served must have reached their fourth (4th) birthday before September 1, of the current year. Sixty-six percent (66%) of the children served must live within the attendance zone of a Title I school.
- **Early PreK:** All children served must have reached their third (3rd) birthday before September 1, of the current year. Sixty-six percent (66%) of the children served must live within the attendance zone of a Title I school

#### ❖ RECRUITMENT:

The program plan should include:

- Your program’s identified target population
- A list of the Title I schools in your area
- What your program does to recruit families (flyers, radio spots, outreach at community events, etc.)
- Plans for continuing recruitment throughout the year
- How your program collaborates with other programs in the area for recruitment without duplication of service

#### ❖ SELECTION/PRIORITIZATION:

The program plan should include descriptions on how the program serves children who:

- Would not otherwise have the opportunity to attend a quality early care and education program
- Are not being already funded for early care and education with another funding source.
- Will attend kindergarten in an elementary school designated as Title I

#### ❖ ENROLLMENT

The program plan should include descriptions of your program’s:

- Application process
- Enrollment process/Disenrollment process
- Use and maintenance of a waiting list
- Process to fill a slot that becomes available after the initial enrollment process
- Assurances for confidentiality of child and family information

### ❖ ATTENDANCE:

*\*For children to receive the full benefits of participating in NM PreK it is expected they will attend at least 90% of the time.*

The program plan should include detailed descriptions of the following:

- Information about the 90% attendance policy
- Definitions of an excused/unexcused absence
- Procedures for managing various attendance situations (Ex. Phone call after 3<sup>rd</sup> consecutive absence, Letter to family after 7<sup>th</sup> consecutive absence etc.)
- Your program’s policy for determining an excused/unexcused absence
- How your program will address attendance concerns if a child’s attendance falls below 90%
- How your program will work to prevent disenrollment due to attendance situations (family meeting, connection to resources, action plans etc.)

### Family Engagement Plan & Family Activity Calendar

***PreK Program Standard I-B: Preschool programs have a family-centered philosophy that guides all aspects of program planning and implementation.***

Your plan should describe the following:

- Information and procedures for the following required activities:
  - Home visits
  - 3 Family/Teacher Conferences that coincide with the child assessment cycle
- At least 90 hours of family engagement activities including the 4 required family engagement events
- A calendar including the required 4 family engagement activities
- Program supports and resources for families including parent materials from NM PreK Website
- The policy for families visiting and observing the program

### Special Education Policy and Procedures Plan

***Program Standard VI-A: Assessment of children’s educational needs is an ongoing process of collection 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.***

### ❖ SCREENING AND REFERRAL

The program plan should include descriptions of the following:

- The process to ensure all children are screened
- How and when screening results are communicated with families
- How screening results are used in lesson planning
- Referral process including the requirement of family consent
- Collaboration with your school district’s Child Find
- IEP support

### ❖ SUPPORTING A CHILD WHO ENTERS PREK WITH AN IEP

The program plan should include descriptions of how you will:

- Support and welcome the child and his/her family
- Work with the child and family to support the goals within the IEP
- Work with the school district special education department to ensure that services are provided as required by the child’s IEP
- Support collaborations between PreK personnel and others on the child’s multi-disciplinary team

### Transition Plan\*

***Program Standard I-C: PreK program personnel and families collaborate to ensure smooth transitions for children as they move between settings, or from program to program such as Home, Early Head Start, Home Visiting, Family, Infant, and Toddler Program (FIT), DD preschool, Title I, and NM PreK program, or another early childhood program.***

*\*This plan will describe the program's process for children as they enter and move through the PreK program as well as a description of the process for transitioning out of the PreK program and in to Kindergarten or K-3 Plus. This plan does not refer to the routine transitions that occur within the daily schedule.*

The program plan should include descriptions of the following:

- The initial transition for families in to NM PreK (beginning of year)
- How families are transitioned out of NM PreK
- How children and families are transitioned in to NM PreK during the school year (ex. Home Visits must be conducted within 2 weeks of enrollment date)
- When and how children transition within NM PreK (Early PreK to PreK etc.)
- Collaboration efforts with local schools and Kindergarten teachers
- How portfolios and child assessment data are shared with kindergarten teachers
- How will you ensure the student unique identification number follows the child?
- Process of transitioning in to the local Kindergarten
- A timeline of the program's transition activities for children and families throughout the year  
(Ex: Ice cream social to welcome new PreK families; postcards to incoming children, home visits before school starts, family night with elementary school personnel presenting their school and kindergarten programs to parents; meet the kindergarten teacher event, joint trainings, parent meetings, literacy nights, field trips)

### Professional Development

***Program Standard II-A: Professional personnel are qualified to work with young children and families by education, training, and experience.***

The program plan should include descriptions of the following:

- Procedures for ensuring all staff attend required trainings
- Procedure for developing professional development plans for all PreK staff (including admin)
- Timeline management, and accountability process for PreK staff not currently meeting Educational Requirements (6 credit hours toward degree annually)
- In-service training/staff meeting calendar

## TRANSPORTATION (if applicable)

***Program Standard I-B Preschool programs have a family-centered philosophy that guides all aspects of program planning and implementation***

***\*NM PreK Transportation funding is to be used SOLELY for the purpose of transporting children from their homes to PreK***

The program plan should include descriptions of the following:

- Instructions and family responsibilities during drop-off and pick-up
- Procedures for communication during delays, closings, emergencies etc.
- Rules and responsibilities for drivers and monitors
- Procedures and requirements for children/passengers
- Emergency procedures
- Safety inspection and maintenance procedures

## Program and Classroom Quality Improvement Plans (CQIP)

***VII-A: Program sites have specific goals and objectives within a Continuous Quality Improvement Plan (CQIP) that is evaluated annually by the state. All program components will be evaluated, including personnel/professional development, family satisfaction, and children's progress using both formative and summative approaches.***

***\*As part of the CQIP, every NM PreK program makes a plan by setting both short and long-term goals. Every plan is different, depending on the needs and vision of the program.***

The program plan should include descriptions of the following:

- The 2 required Continuous Quality Improvement Goals which were designed using information from an environmental rating scale, the Pyramid Model, Child Outcomes, or Family Surveys
- How the program administrator will measure success
- The goals created by each individual classroom designed to improve instructional practice
- How the teacher will measure success