PreK Program Report
For the School Year 2014–2015

Monique Jacobson
Cabinet Secretary
Children, Youth and Families Department

Hanna Skandera
Secretary of Education
Public Education Department
State of New Mexico

New Mexico PreK Program
Annual Report
For School Year 2014–2015

Susana Martinez
Governor

Monique Jacobson
Cabinet Secretary
Children, Youth and Families Department

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Secretary of Education
Public Education Department

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Notes
This document is available at

- www.ped.state.nm.us. Click on the A–Z directory to locate it under “Early Childhood Education”
- www.cyfd.org/prek
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Executive Summary

The purpose of the PreK Annual Report is to comply with state statute and inform stakeholders regarding the Children, Youth and Families Department’s (CYFD) and the Public Education Department’s (PED) efforts and how these are connected to the state’s current PreK initiatives.

New Mexico PreK programs highlighted in this report provide the following:

✓ Alignment to the transition of the Common Core State Standards (CCSS)
✓ Professional development (PD) that integrates early learning-responsive teaching and learning, inclusive school environments, and developmentally appropriate and culturally relevant curriculum
✓ Meaningful opportunities for parental engagement (PE)
✓ Implementation of best practices for early childhood education in the following domains as defined in the New Mexico Early Learning Guidelines
  - Early literacy
  - Numeracy
  - Scientific conceptual understandings
  - Approaches to learning
  - Health and well-being
  - Aesthetic creativity
  - Physical development, health, and well-being
  - Self, family, and community

The collaboration between CYFD and PED supports New Mexico’s mixed-delivery system and provides parent choice.

“Participation in high-quality, early education programs not only improves early literacy and math skills but is also associated with later academic performance in the primary grades and beyond.

Young children who have higher math skills before kindergarten tend to score higher in future reading and math assessments. Other research indicates that those who have the opportunity to develop strong literacy and language skills are more likely to become proficient readers in the primary grades.

Children who attend high-quality PreK programs do better in school from the first day of kindergarten through their postsecondary years. Compared with peers who have not completed PreK, they have higher achievement test scores, they repeat grades far less often, they need less special education, they graduate from high school at substantially higher rates, and they are more likely to attend college.”

Introduction

New Mexico PreK is a voluntary program created by the Pre-Kindergarten Act of 2005 and jointly administered by CYFD and PED. The purpose of PreK is to ensure that every child in New Mexico has the opportunity to attend a high-quality early childhood program before entering kindergarten. Prior to SY2014–15, PreK programs were funded to provide 450 hours of classroom services. In the 2014 legislative session, both CYFD and PED received funding to pilot an extended-day PreK program, providing 900 classroom hours of service.

The purpose of New Mexico PreK is to accomplish the following:

- Increase access to voluntary, high-quality early education
- Prioritize the enrollment of children without access to high-quality programs
- Provide developmentally appropriate activities for NM children
- Focus on school readiness
- Expand early childhood community capacity
- Provide PreK programs based on the comprehensive framework as described in the NM PreK Program Standards
- Support linguistically and culturally appropriate curriculum

Consultation and training is provided to teachers, educational assistants, and administrators who work in funded PreK programs statewide. Support is provided to PreK staff for the implementation of an authentic observation, documentation, planning, assessment, and curriculum process. The process includes the following:

- NM Early Learning Guidelines (ELG)—The ELG are used to structure the Authentic Observation Documentation Curriculum Planning (AODCP) process using 25 of the indicators to assess PreK children.
- Authentic Assessment and Curriculum Cycle—Each PreK teacher uses this cycle that involves planning, observation, reflection, assessment, and individualization.
- PreK teachers and administrator training—All PreK teachers and administrators are required to participate in NM PreK training.
- PreK Training and Development Consultant Support—All PreK programs receive regular visits from NM PreK consultants who assist teachers and administrators to strengthen practice in the classroom.

The information gathered by teachers using the AODCP process is used to support children at their current developmental level and to plan ways to scaffold them to the next level. PreK teachers carefully plan indoor and outdoor activities based on what children need to learn in the following seven areas:

- Listening, language, reading, and writing
- Science
- Counting, shapes, sorting, and measuring
- Coordination, hygiene, health, and well-being
- Art, music, and movement
- Independence, problem-solving, thinking, and perseverance
- Appropriate behavior, social skills, and being a part of a group
PreK Program Facts and Accomplishments

The following are selected PED PreK program facts and accomplishments for the school year 2014–2015:

- PED received **$19,289,600.00** to fund PreK programs in school districts and charter schools.

- PED contracted with 53 school districts and 4 state charter schools to serve 5,082 children, with 493 of these children receiving extended-day services.

- PreK administrator meetings/trainings were provided by PED PreK staff at the University of New Mexico (UNM) Continuing Education Building in Albuquerque on August 1, 2014; August 22, 2014; and March 25, 2015.

- A pre-application workshop was held in Santa Fe on Friday, February 26, 2014 at the UNM Continuing Education Building in Albuquerque. This workshop was provided for school districts, charter schools, and Regional Educational Cooperatives (RECs) that planned to submit an FY2015 application for a new PreK program. PED PreK staff provided guidance and technical assistance on the application process.

- Approximately 455 PED PreK teachers, educational assistants, and administrators received training on the New Mexico PreK Child Observational Assessment Tools and the curriculum cycle in 31 trainings. A separate training, the NM PreK Observational Assessment Tool Administrator Training, was held for school administrators. There were eight administrator trainings offered during the year and 97 PED administrators attended. In addition, 15 training sessions on the Early Childhood Environmental Rating Scales were attended by 242 PED PreK teachers, educational assistants, and administrators.

- PED offered a new training, Language Essentials for Teachers of Reading and Spelling, Early Childhood module (LETRES-EC) with approximately 200 PED PreK teachers, consultants, and administrators attending. These trainings focused on critical early literacy skills.

- While all PED PreK teachers are licensed, 78.5 percent of PED’s PreK program teachers have licenses in early childhood education. There are 18.5 percent who have licenses in elementary education and 2.9 percent have licenses in special education.

- This school year, PED contracted with the New Mexico Association for the Education of Young Children (NMAEYC) who, through its T.E.A.C.H.® program, provided 128 scholarships to PED PreK teachers and educational assistants to take college courses leading to either a birth to grade 3 teacher license, PreK to grade 3 teacher license, advanced degree in early childhood education, or an associate of arts degree in early childhood education. PED scholarship recipients completed 909 credit hours, an average of 7.1 per scholar.

- 94.5 percent of the children in PED’s PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by the New Mexico PreK Child Observational Assessment.

- 94 percent of the children in PED’s PreK programs showed measureable progress in literacy skills, as measured by the New Mexico PreK Child Observational Assessment.
The following are selected CYFD PreK program facts and accomplishments for school year 2014–2015:

- CYFD received $20,364,700.00 ($14,264,700.00 in state general funds and $6,100,000.00 in Temporary Assistance to Needy Family (TANF) funds) to fund New Mexico PreK programs.

- CYFD contracted with 65 community-based providers at 125 different sites to serve 3,215 children. Types of licensed providers included the following:
  - Child care centers
  - Family child care homes
  - Head Start agencies
  - Municipalities
  - Universities
  - Faith-based child care centers

- A pre-application workshop was held in Santa Fe on February 21, 2014, at the P.E.R.A. building. The workshop was for private licensed providers who planned to submit an application for a new or expanded NM PreK program for FY 2016. CYFD staff provided guidance and technical assistance on the application process to 50 attendees.

- In regional trainings, approximately 419 CYFD PreK teachers, educational assistants, and administrators received training on the New Mexico PreK Child Observational Assessment Tools and the curriculum cycle. A separate training, the NM PreK Observational Assessment Tool Administrator Training, was held for program administrators. There were eight administrator trainings offered during the year and 36 administrators attended.

- This year, CYFD contracted with the NMAEYC who, through its T.E.A.C.H. ® (Teacher Education and Compensation Helps) program, provided 181 scholarships to CYFD PreK teachers and educational assistants to take college courses leading to a BA degree in early childhood education, a birth to grade 3 teacher license, or an associate of arts degree in early childhood education. A total of 1,157 credit hours, or 6.4 per scholar, were completed by scholarship recipients.

- 94.2 percent of the children in the CYFD’s PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by the New Mexico PreK Child Observational Assessment.

- 93.4 percent of the children in the CYFD’s PreK programs showed measureable progress in literacy skills, as measured by the New Mexico PreK Child Observational Assessment.
Statutory Requirements

The Pre-Kindergarten Act is a regulatory requirement located in Section 32A-23-4 NMSA 1978 (being Laws 2005, Chapter 170, Section 5). The Act directs PED and CYFD to submit an annual report on the progress of the state’s voluntary pre-kindergarten program.

32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research.(2005)

A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state. The pre-kindergarten 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.

B. The departments shall collaborate on promulgating rules on pre-kindergarten services, including state policies and standards and shall review the process for contract awards and for the expenditure and use of contract funds.

C. The departments shall monitor pre-kindergarten contracts to ensure the effectiveness of child-centered, developmentally appropriate practices and outcomes. The departments shall assign staff to work on the development and implementation of the program and on the monitoring of contract awards. The early childhood training and technical assistance programs of the children, youth and families department and assigned staff from the public education department staff shall provide technical assistance to eligible providers.

D. The departments shall provide an annual report to the governor and the legislature on the progress of the state’s voluntary pre-kindergarten program.
Detailed Report

FY15 PreK Sites for CYFD and PED with New Mexico Early Childhood Investment Zones

The early childhood investment zones are a collaborative effort of the following New Mexico departments:

- New Mexico Children, Youth and Families Department
- New Mexico Department of Health
- New Mexico Public Education Department

FY15 State Funded PreK

CYFD and PED
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*CYFD contracted with private community-based providers within identified school districts.

**Early Childhood Investment Zone School Districts

Total School Districts (SD) and State Charter Schools (SCS) Served

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### Demographic Description

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New Mexico PreK Annual Report 2014–2015 19
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<th>County</th>
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<th>Contractor</th>
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<td><strong>TOTAL CONTRACTED</strong></td>
<td></td>
<td><strong>3,315</strong></td>
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The graphs below illustrate the combined outcomes for students enrolled in CYFD and PED New Mexico PreK programs, who were assessed both fall and spring in SY 2014–15. Each PreK program receives the overall state graph, its agency graphs, its individual program graphs, and teacher-level graphs following the fall and spring submissions. Programs use this data to drive their curriculum planning. The agency-specific graphs are included in the Appendices.
New Mexico
Approach to Learning

<table>
<thead>
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<th>Category</th>
<th>Fall</th>
<th>Spring</th>
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<tr>
<td>Not Yet Demonstrating</td>
<td>5.31</td>
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<tr>
<td>First Steps</td>
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<td>Making Progress</td>
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<tr>
<td>Accomplishing</td>
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<tr>
<td>Exceeds Expectations</td>
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Fall - Accomp & Exceeds combined: 25.5%
Spring - Accomp & Exceeds combined: 67.5%
**Fall/Spring Assessment Data Comparison.** The chart below summarizes the served children’s growth overall and in the seven PreK domains, from the fall to spring assessments. Fall assessments were completed by the 45th day of school, and spring assessments were completed two weeks prior to the last day of student attendance. PreK children were assessed using five rubric levels, from “Not Yet” to “Exceeds Expectations”. In analyzing the data, it is important to note the decrease in the percentage of children scoring at “Not Yet” and “Beginning Steps” and the increase in the percentage of children scoring at the “Accomplishing” or “Exceeds Expectations” from fall to spring.

<table>
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<tr>
<th>PED/CYFD SY2014–15 Fall/Spring Assessment Data Comparison</th>
<th>Fall Percentages</th>
<th>Spring Percentages</th>
<th>% Decrease</th>
<th>Fall Percentages</th>
<th>Spring Percentages</th>
<th>% Increase</th>
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<td>Rubric’s Not Yet or Beginning Steps</td>
<td>Rubric’s Not Yet or Beginning Steps</td>
<td>Fall to Spring</td>
<td>Rubric’s Accomplishing or Exceeds</td>
<td>Rubric’s Accomplishing or Exceeds</td>
<td>Fall to Spring</td>
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<td>Overall—PED</td>
<td>40.34</td>
<td>2.97</td>
<td>37.37</td>
<td>18.86</td>
<td>83.3</td>
<td>64.44</td>
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<tr>
<td>Overall—CYFD</td>
<td>30.09</td>
<td>2.21</td>
<td>27.88</td>
<td>29.37</td>
<td>85.75</td>
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<td>Physical Development—PED</td>
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<td>31.45</td>
<td>24.49</td>
<td>91.67</td>
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<td>Physical Development—CYFD</td>
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<td>1.22</td>
<td>25.05</td>
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<td>79.23</td>
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<td>Self, Family, &amp; Community—CYFD</td>
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n = number of children assessed with both fall and spring assessments  
PED: n = 4,055  
CYFD: n = 2,371
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<td><strong>CUMULATIVE TOTALS</strong></td>
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* UNM Continuing Education, New Mexico Kids IT Services
Many CYFD teaching staff members have extensive post-secondary training in developmentally appropriate, early childhood education practices as required by child care licensing. The child development associate (CDA) credential and the 45-hour-entry-level course are specific to practices for young children. Staff with associate’s degrees have taken classwork at the level that is a pre-requisite to the bachelor’s degree in early childhood education.
The table below shows the increasing number of NM PED teachers holding an early childhood license over the past 10 years.

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</tr>
<tr>
<td>SY 2014–15</td>
<td>238</td>
<td>187</td>
<td>78.57</td>
</tr>
</tbody>
</table>

* UNM Continuing Education, New Mexico Kids IT Services
The New Mexico PreK Professional Development and Consultation program provides on-going professional development for all NM PreK teachers, educational assistants, and administrators. The trainings are based on the Authentic Observation Documentation Curriculum Planning Process (AODCP), including the New Mexico Early Learning Guidelines: Birth through Kindergarten and the NM Observational Assessment Tool. This training supports teachers as they implement observation, documentation, curriculum planning, and individualization processes. The training supports teachers in using these processes to create a play-based environment that focuses on the NM PreK Early Learning Outcomes and Indicators.

One of the unique aspects of NM PreK professional development (PD) is that consultants provide on-site (in-context) training and coaching as well as facilitating regional trainings throughout the state. These same consultants then spend time in PreK classrooms with teachers and work one-on-one with program administrators. This on-site, hands-on PD ensures that teachers and program administrators implement what they have learned in their training. The graphic below demonstrates the percentage of hours spent providing direct service support to NM PreK teachers and administrators during SY2014–2015.*

*Preliminary—NM PreK Professional Development and Consultation Summary Report 2015 (to be published January 2016)

Specific training—on-site, job-embedded classroom coaching and consultation—paired with T.E.A.C.H.® support to obtain college credit in child development and early learning has a positive effect in reducing staff turnover and increasing commitment to the field of early education.
Teacher Education and Compensation Helps (T.E.A.C.H.) and Turnover

T.E.A.C.H.® is one of the keys to continuing education. “A key—perhaps the key—to high-quality programs for New Mexico’s youngest children is well-educated and well-compensated teachers. T.E.A.C.H., in part using volunteer help from the NMAEYC, plays a major role in providing scholarships to those already working with young children, so they can do an even better job in preparing children for school and life.”*

T.E.A.C.H.® expects scholars to commit themselves to continuing to work at the program sponsoring their scholarships and with the families and children with whom they are connected. Teacher turnover nationwide is as high as 30 to 40 percent in early childhood programs because of low pay and a lack of benefits.

The chart below illustrates turnover as defined by T.E.A.C.H.® If someone leaves in the first year of a scholarship, T.E.A.C.H.® does not count that as turnover. Turnover is defined as leaving after the first year of a scholarship and not fulfilling their commitment to continue working after a year (or more) of the scholarship.

**Turnover Percentage**

---


**Includes both CYFD and PED T.E.A.C.H.® scholars
<table>
<thead>
<tr>
<th>Highlighted PreK Program Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Development</strong></td>
</tr>
<tr>
<td><strong>Maximum Class Size</strong></td>
</tr>
<tr>
<td><strong>Staff-Child Ratio</strong></td>
</tr>
<tr>
<td><strong>Meals</strong></td>
</tr>
<tr>
<td><strong>Child Care Licensing</strong></td>
</tr>
</tbody>
</table>
| **Family Engagement**             | Each program must offer 90 hours of family engagement and training activities per school year. Required elements include  
  • three annual family-teacher conferences;  
  • one home visit; and  
  • at least two NM PreK specific family involvement activities and transition activities. |
### Highlighted PreK Program Standards (continued)

<table>
<thead>
<tr>
<th>Required Screening/ Referral and Support Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Each child must have an up-to-date immunization record or a public health division approved exemption from the requirement on file, per child care licensing or school district requirements.</td>
<td></td>
</tr>
<tr>
<td>Each child must receive the following health screenings by a school health care professional or private provider prior to the beginning of the program or within the first month of attendance.</td>
<td></td>
</tr>
<tr>
<td>- Well child screening</td>
<td></td>
</tr>
<tr>
<td>- Vision screening</td>
<td></td>
</tr>
<tr>
<td>- Hearing screening</td>
<td></td>
</tr>
<tr>
<td>- Dental screening</td>
<td></td>
</tr>
<tr>
<td>Developmental screenings that include a social-emotional component must be conducted for each child within the first three months of attendance. Programs will monitor for early detection of children at risk for developmental delays. Where possible, the primary language of the child will be used during screening. Parents will be included in the screening process and informed of the results no later than the next scheduled family-teacher conference. Appropriate referrals and services to address all identified concerns will be made available.</td>
<td></td>
</tr>
<tr>
<td>Appropriate referrals and follow-up services are made available to address all identified concerns.</td>
<td></td>
</tr>
</tbody>
</table>

| Additional Standards | Additional program standards are found at the New Mexico PreK website: [www.newmexicoprek.org](http://www.newmexicoprek.org). Click on the Materials tab, Administrators Link. |
Capital Outlay—PED

In School Year 2014–15, the Public School Capital Outlay Council of the New Mexico School Facilities Authority awarded $1,946,936.00 million to the following school districts who host the PED-funded PreK program. These funds were allocated to renovate and/or construct PreK classrooms.

<table>
<thead>
<tr>
<th>School District</th>
<th>School</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba Independent Schools</td>
<td>Cuba Elementary</td>
<td>$369,877.00</td>
</tr>
<tr>
<td>Gallup-McKinley County Schools</td>
<td>Jefferson Elementary</td>
<td>$357,669.00</td>
</tr>
<tr>
<td>Gallup-McKinley County Schools</td>
<td>Washington Elementary</td>
<td>$357,925.00</td>
</tr>
<tr>
<td>Hatch Valley Public Schools</td>
<td>Hatch Elementary</td>
<td>$375,000.00</td>
</tr>
<tr>
<td>Mesa Vista Consolidated Schools</td>
<td>Ojo Caliente Elementary</td>
<td>$364,838.00</td>
</tr>
<tr>
<td>Santa Rosa Consolidated Schools</td>
<td>Santa Rosa Elementary</td>
<td>$21,627.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>$1,846,936.00</strong></td>
</tr>
</tbody>
</table>

Start-Up and Safety—CYFD

Due to New Mexico's anti-donation clause, capital outlay funds appropriated by the state legislature are available only to governmental entities. Although there are some government entities that provide the CYFD-funded PreK programs (e.g., City of Albuquerque and New Mexico State University), the great majority of the programs are operated by private entities and therefore not eligible to apply for, or receive, these funds. Finding adequate space for a PreK program that is funded by CYFD is often a barrier for these private entities that would like to offer a PreK program. To the detriment of services to the community, these entities often eliminate programs in order to make space for PreK. For example, some child care programs that are operating at maximum capacity have eliminated their infant/toddler programs (which, typically lose money) and have used the vacated space to open a PreK program. One successful alternative is to integrate a PreK program into existing child care by designating a portion of the day as the PreK program and wrapping child care around it. Another alternative, being explored by early childhood programs that operate at full capacity during the school year, is to offer a PreK program to community children during the summer, prior to entering kindergarten. Because the desire and the capacity to offer PreK differ greatly in each community, it is critical for PreK funds to be available to many different types of community programs. For PreK programs to flourish and be as effective as possible, there must be the flexibility to accommodate programs in urban areas, where there are a myriad of facility options as well as in rural isolated communities, where facilities are extremely limited.

When funding permits, and a contractor first begins providing NM PreK services through CYFD, an allocation up to $15,000 is made to make any needed safety improvements and to furnish/equip the classroom. In SY 2014–2015, the following new classrooms in CYFD-funded programs received a one-time start-up and safety support:

- Bumble Bee
- Cloudcroft Methodist Preschool
- Children’s Promise Center
• Future Generations
• INSPIRE! Bilingual School
• Just Us Kids: Aztec 2 and Farmington sites
• La Petite Academy: Anaheim and Homestead sites
• Little Playmates: Mountain View
• Magic Moments
• McCurdy Ministries Preschool
• Mescalero Apache School
• Palmas Palmitas
• Precious Moments: Ladera and Osuna sites
• Rehoboth Christian School
• The Learning Center: The Learning Curve

This support is important to ensure the adequacy of instructional materials and equipment as well as playground equipment. With this support, programs were able to make the following improvements:

• Installation of new, age-appropriate playground equipment
• Any necessary repairs and changes in order to comply with child care licensing requirements
• Purchase and installation of new flooring
• Purchase and installation of child-size sinks and toilets
• New, age-appropriate instructional materials
• Classroom furniture

Trends and New Mexico PreK Access

<table>
<thead>
<tr>
<th>School Year</th>
<th>State Appropriation</th>
<th>Children Budgeted (Number of 4-Year Olds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005–2006</td>
<td>$4,950,000</td>
<td>1,540</td>
</tr>
<tr>
<td>2006–2007</td>
<td>$7,990,000</td>
<td>2,194</td>
</tr>
<tr>
<td>2007–2008</td>
<td>$13,998,886</td>
<td>3,570</td>
</tr>
<tr>
<td>2008–2009</td>
<td>$19,290,300</td>
<td>4,745</td>
</tr>
<tr>
<td>2009–2010</td>
<td>$19,842,400</td>
<td>4,963</td>
</tr>
<tr>
<td>2010–2011</td>
<td>$15,331,380</td>
<td>4,435</td>
</tr>
<tr>
<td>2011–2012</td>
<td>$14,319,300</td>
<td>4,559</td>
</tr>
<tr>
<td>2012–2013</td>
<td>$19,214,600</td>
<td>5,331</td>
</tr>
<tr>
<td>2013–2014</td>
<td>$27,280,800</td>
<td>7,674</td>
</tr>
<tr>
<td>2014–2015</td>
<td>$39,554,300</td>
<td>8,297</td>
</tr>
</tbody>
</table>
### New Mexico’s PreK Quality Standards Checklist *

<table>
<thead>
<tr>
<th>Policy</th>
<th>State PreK Requirements</th>
<th>Benchmarks</th>
<th>Does Requirement Meet Benchmark?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early learning standards</td>
<td>Comprehensive</td>
<td>Comprehensive</td>
<td>✔</td>
</tr>
<tr>
<td>Teacher degree</td>
<td>Note: PED requires degreed and licensed teachers</td>
<td>BA</td>
<td>✔</td>
</tr>
<tr>
<td>Teacher specialized training</td>
<td>See footnotes*</td>
<td>Specializing in PreK</td>
<td>✔</td>
</tr>
<tr>
<td>Assistant teacher degree</td>
<td>Note: PED requires an educational assistant license and an AA degree in early childhood</td>
<td>CDA or equivalent</td>
<td>✔</td>
</tr>
<tr>
<td>Teacher in-service</td>
<td>45 clock hours</td>
<td>At least 15 hours/year</td>
<td>✔</td>
</tr>
<tr>
<td>Maximum class size</td>
<td>20 or fewer</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3-year olds</td>
<td>NA</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4-year olds</td>
<td>20</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Staff-child ratio</td>
<td>1:10 or better</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>3-year olds</td>
<td>NA</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>4-year olds</td>
<td>1:10</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Screening/referral and support services</td>
<td>Vision, hearing, health, dental, developmental and support services</td>
<td>Vision, hearing, health, and at least one support service</td>
<td>✔</td>
</tr>
<tr>
<td>Meals</td>
<td>At least one meal</td>
<td>At least one per day</td>
<td>✔</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Site visits and other monitoring</td>
<td>Site visits</td>
<td>✔</td>
</tr>
</tbody>
</table>

*This chart reflects CYFD and PED PreK as combined in the NIEER report. Lead teachers in public school programs must have a BA degree and licensure in early childhood education. Teachers who have an elementary education license are required to take early childhood education coursework. Teachers in non-public school settings should, but are not required to, have a bachelor’s degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education. Assistant teachers, in both public and non-public settings, are expected to have an AA degree in early childhood education but may be hired without an AA with an approved professional development plan and completion of at least six college credits annually toward the requirement.*

The combined CYFD and PED New Mexico PreK programs met eight benchmarks set by the National Institute for Early Education Research (NIEER). The PED PreK programs met all 10 benchmarks.

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Race to the Top Early Learning Challenge Grant

The Race to The Top Grant has provided the opportunity to enhance and support the infrastructure of New Mexico’s early learning programs, including NM PreK. The main goal is to align the early childhood system in a coordinated and integrated approach to ensure that there is no duplication or gaps in the service delivery models. There are six main goals or projects in the Race to The Top Grant.

1. **Project Management.** The objective of project management is to coordinate and ensure implementation of the Race to The Top Grant across the early learning programs in the state through system governance, communication, and marketing. The PreK program benefits directly from this project as system governance allows for policy development, clarification, and decision-making at a high level, allowing NM PreK to be fully integrated within the New Mexico early learning system. Communication and marketing efforts help to disseminate PreK information state-wide.

2. **FOCUS-TQRIS.** The mission of FOCUS, New Mexico’s newly revised Tiered Quality Rating and Improvement System (TQRIS), is to support positive outcomes for each and every young child and his/her family. With the New Mexico Early Learning Guidelines: Birth through Kindergarten (ELG) at its core, NM FOCUS utilizes the AODCP process in order to meet each child at his/her individual developmental level on the learning continuum. FOCUS will be implemented across all the programs within the New Mexico’s Early Learning System. The NM FOCUS on-site consultation approach serves as the foundation for building relationships among administrators, teachers, and consultants that foster respect, reflection, and developmentally appropriate practice (DAP). Families, practitioners, administrators, FOCUS staff, and community partners collaborate to create a robust, supportive, early education system in New Mexico that ensures full participation of each child. NM PreK programs are becoming more involved in communities and working with different partners as we strengthen our cross-sector approach statewide.

   - CYFD NM PreK FOCUS—As more and more licensed programs are participating in FOCUS, that means more NM PreK programs are also participating in the FOCUS program. For program year 2014–2015, CYFD had approximately 20 PreK programs participate in FOCUS. This has also given PreK teachers an opportunity for additional trainings in the AODCP process as well as encouraging additional credit course work. This participation has also strengthened the role of the program administrator in many areas of program management.

   - PED NM PreK FOCUS—The PED FOCUS-TQRIS has been developed using the New Mexico PreK Program Standards as the basis for the criteria at the “Quality” entry level. Two additional tiers—“High Quality” and “Exemplary”—build upon these criteria. All PED preschool programs (PreK, Special Education 619, and Title I) will participate in the PED FOCUS TQRIS. In January 2015, a pilot FOCUS group of 40 classrooms began implementing the PED FOCUS criteria. Participants included PED PreK, special education, and Title I preschool classrooms. In August 2015, an additional cohort was selected. To date, over 76 PED PreK classrooms are receiving PED FOCUS consultation support. Beginning with the 2015–2016 contract year, the NM PED PreK Program Standards and Assurances require that all NM PED PreK funded programs begin implementing the PED FOCUS criteria.

   **The PED FOCUS Essential Elements of Quality Include Foundations of Quality: Full Participation of Each Child.** The components under this essential element are based on *The Guiding Principles for the Full Participation of Young Children in New Mexico’s Early Learning System*. New Mexico has also created a comprehensive system for utilizing the *New Mexico Early Learning Guidelines: Birth through Kindergarten* as the framework and criteria for an

All programs participating in the PED FOCUS will continue to engage in a continuous quality improvement (CQI) process. The plan-do-study-act CQI cycle supports the program and each preschool classroom to engage in a process that promotes each child’s growth, development, and learning; identifies challenges and targets strategies to maintain and build upon successes.

The CQI process is an essential element of FOCUS because it emphasizes 1) learning what is working well to promote each child’s growth, development, and learning; 2) systematically identifying programmatic challenges; and 3) targeting strategies to maintain and build upon successes. In FOCUS, program leadership guides the plan-do-study-act CQI cycle for the program as a whole that is focused the Essential Elements of Program Quality.

3. Early Childhood Investment Zones. New Mexico conducted a needs assessment that included socio-ecological risk data. By ranking aggregated data for each community, the state identified the highest-risk counties as Early Childhood Investment Zones. As a result, the State has implemented community capacity-building activities in four targeted communities. Requests for Proposals for CYFD PreK and home visiting services now award additional points for programs proposing to serve families in the investment zones. The training and technical assistance system for those programs in the investment zones include enhanced support.

4. Professional Development. The Higher Education Task Force has been functioning under the guidance of the Office of Child Development since it was established in 1995. It was established as a task force of the Early Learning Advisory Committee (ELAC) in 2013. The task force, which includes early childhood faculty members from all colleges and universities throughout the state, has worked for many years to ensure that all institutions of higher education in New Mexico are offering high-quality courses that meet the needs of early childhood educators. The task force has established a fully articulated universal catalogue of courses, and this year they took on the task of implementing elements of Race to the Top-Early Learning Challenge (RTT-ELC) in their goals and objectives.

5. Early Childhood Data. New Mexico established agreements, systems, and plans across agencies to develop the longitudinal data system. Participating agencies completed data-sharing Memorandums of Understanding in order to share the data as outlined in New Mexico’s Statement of Work (Race to The Top Grant).

6. Kindergarten Entry Assessment. West Ed, the contractor responsible for the development of the NM Kindergarten Entry Assessment (KEA), completed the validation of the NM PreK Observational Assessment for use as a KEA. PED held focus groups and surveyed kindergarten teachers to ascertain the domains and indicators most useful to determine the status of New Mexico’s children at kindergarten entry. Teachers were trained in observational assessment and, in January 2015, 40 classrooms piloted the initial version. Following this pilot, further revisions were made, and the assessment was renamed the Kindergarten Observation Tool (KOT). PED information technology staff developed an online application to capture assessment results and documentation to prepare for the fall 2015 field test in approximately half the school districts and charter schools in the state.
Conclusion—Growing Our Own

Well-Educated New Mexico Teachers = Well-Educated New Mexico Children = Well-Educated Citizens and Workforce

We support two important goals for all New Mexicans—economic development for our state and providing support for individuals’ self-sufficiency.

Building a mixed-delivery system that has both community-based and public school-based providers is a human capital development strategy that can contribute to these developmental goals. Better educated and more professional early childhood educators in all sectors support these goals.

CYFD and PED are committed to continuous support and increased professionalization of community-based and public school, early education providers. T.E.A.C.H.® scholarships and the consultants who train and coach teaching staff in a job-embedded context are essential elements in this process.

Work continues to increase access to NM PreK in high need areas of the state. Collaboration across agencies also continues to provide a continuum of services across the early childhood system and to children from birth to grade three. Some of these services are early intervention, home-visiting, K–3+, and a variety of health and family support services. Alignment and increased access to effective programs for young children will positively affect academic and socio-emotional outcomes.

Additional information about parent support materials; NM PreK evaluations developed and validated by NIEER; and related forms, information, and resources are available on www.newmexicoprek.org. Also see the 2012 Annual Report—T.E.A.C.H.® Early Childhood New Mexico, www.nmaeyc.org.
Glossary and Acronyms

Glossary

45-Hour Entry-Level Course
This is the curriculum developed by the CYFD, Office of Child Development, in which students complete 35 hours of theory, lecture, and review of early childhood. Students must also complete a 10-hour field observation. “All child care providers working in licensed child care centers and family child care homes are required to complete this course, or its equivalent, within the first six months of employment.” This training includes seven identified core competencies including

- Child growth and development
- Health, safety, and nutrition
- Family and community collaboration
- Developmentally appropriate content
- Learning environment and curriculum implementation
- Assessment
- Professionalism

Authentic Observation Documentation Curriculum Planning Process (AODCP)
A cycle of observation, reflection, planning, and implementation is the basis for curricular planning for children in the NM PreK program. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one’s successes and challenges.

Child and Adult Care Food Program (CACFP)
CACFP is a nutrition, education, and meal reimbursement program helping licensed providers serve nutritious and safely prepared meals and snacks to children and adults in child care settings.

Child Care Licensing
The program in the Children, Youth and Families Department (CYFD) responsible for licensing child care providers throughout New Mexico

Child Development Associate Credential (CDA)
A nationally transferable credential that is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children

Children, Youth and Families Department Pre-Kindergarten Fund
This is a non-reverting fund in the state treasury. The fund consists of appropriations, income from investment of the fund, gifts, grants, and donations. The fund is administered by CYFD, and money in the fund is appropriated to CYFD to carry out the provisions of the Pre-Kindergarten Act: 32-A-23-4. NMSA 1978. Voluntary pre-kindergarten (2005). Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the CYFD secretary or the secretary’s authorized representative. CYFD may use up to 10 percent of the money in the fund each year for administrative expenses.

Community
An area defined by school district boundaries, or joint boundaries of a school district and tribe, or any combinations of school districts and tribes
Departments
CYFD and the PED are acting jointly.

Early Childhood Development Specialist
The adult responsible for working directly with four-year-old children in implementing pre-kindergarten services

Early Childhood Investment Zone
The following are the socio-ecological factors and academic factors used to identify the Early Childhood Investment Zones (see map on page 10):

- Adolescent births
- Combined child abuse victims
- Dollars expended on personnel salaries per pupil—all schools
- Domestic violence
- Infant mortality
- Inverse graduation rate
- Juvenile arrests
- Percent of births to mothers who did not complete high school
- Percent of all schools that are Title I schools
- Percent of all schools that DO NOT have a school-based health center
- Percent of ALL students assessed who did not score proficient or above in combined Reading and Math Standard Based Assessment Tests, school year 2009–2010
- Percent of elementary schools graded “D” or “F”
- Percent of female high school students that were NOT participants in GRADS Programs during 2010
- Percent of population 25 years and over who did not graduate high school
- Percent of students who did not graduate in four years after entering 9th grade, school year 2009–2010
- Percent of students receiving free or reduced priced meals, school year 2009–2010
- Poverty
- Pre-term births
- Unemployed

Early Childhood Teacher Licenses:
Birth through Third Grade; Birth through PreK; PreK through Third Grade
Tiered teacher licensure through PED for teachers who work in early childhood education in public schools or in state-supported schools

Eligible Provider
A person licensed by CYFD who provides early childhood developmental readiness services; or preschool special education; or a public school, tribal, or Head Start program.

National Institute for Early Education Research (NIEER)
NIEER conducts and communicates research to support high-quality, effective, early childhood education for all young children. The institute offers independent, research-based advice and technical assistance to policymakers, journalists, researchers, and educators.
New Mexico Early Learning Guidelines
Early learning guidelines serve as a framework to capture some of the important aspects of development in the early years. The guidelines describe what young children know and can do during the early years of development. The guidelines are designed to give reasonable expectations for children at different ages so that teachers and others have criteria to refer to as they observe children in action; determine their levels of performance; and plan curricular interventions to help them grow, develop, and learn to their fullest potential.

NM PreK Training and Development Consultant Support: Each NM PreK site receives regular visits from PreK consultants who help to strengthen the practice in the PreK classroom. This support ranges widely, based on the areas of classroom strengths, challenges, and opportunities for change. The training and support from the consultant often incorporates curriculum development, environmental modifications, authentic assessment implementation, and reflection on teacher’s practice.

Pre-Kindergarten (PreK)
A voluntary, developmental readiness program designed for children who have attained their fourth birthday prior to September 1st.

PreK Program
A voluntary program for the provision of PreK services throughout the state that addresses the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and also includes health care, nutrition, safety, and multicultural sensitivity.

Public Education Pre-Kindergarten Fund
The fund is a non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants, and donations. The fund is administered by PED, and money in the fund is appropriated to PED to carry out the provisions of the Pre-Kindergarten Act: 32-A-23-4. NMSA 1978. Voluntary pre-kindergarten (2005). Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of PED or the secretary's authorized representative. PED may use up to 10 percent of the money in the fund each year for administrative expenses.

T.E.A.C.H. Early Childhood ®
Teacher Education and Compensation Helps is a scholarship program that offers financial support for tuition, books, release time from work, and bonuses or raises for staff currently working in an early childhood education program who wish to pursue a degree (associate’s, bachelor’s, or graduate level) in early childhood education.
<table>
<thead>
<tr>
<th>Acronyms</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AODCP</td>
<td>Authentic observation, documentation, and curriculum planning process</td>
</tr>
<tr>
<td>CACFP</td>
<td>Child and Adult Care Food Program</td>
</tr>
<tr>
<td>CCSS</td>
<td>Common Core State Standards</td>
</tr>
<tr>
<td>CDA</td>
<td>Child development associate certification</td>
</tr>
<tr>
<td>CYFD</td>
<td>Children, Youth and Families Department</td>
</tr>
<tr>
<td>ECIZ</td>
<td>Early Childhood Investment Zones</td>
</tr>
<tr>
<td>ELG</td>
<td>Early Learning Guidelines</td>
</tr>
<tr>
<td>HSD</td>
<td>High school diploma</td>
</tr>
<tr>
<td>KOT</td>
<td>Kindergarten Observation Tool</td>
</tr>
<tr>
<td>NIEER</td>
<td>National Institute for Early Education Research</td>
</tr>
<tr>
<td>PE</td>
<td>Parental Engagement</td>
</tr>
<tr>
<td>PED</td>
<td>Public Education Department</td>
</tr>
<tr>
<td>SY</td>
<td>School year</td>
</tr>
<tr>
<td>T.E.A.C.H.®</td>
<td>Teacher education and compensation helps early childhood</td>
</tr>
<tr>
<td>UNM</td>
<td>University of New Mexico</td>
</tr>
<tr>
<td>USDOE</td>
<td>US Department of Education</td>
</tr>
</tbody>
</table>
CYFD PreK Program Outcomes Across Six Domains Compared from Fall to Spring 2014–2015

**CYFD**

**Overall**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Fall (%)</th>
<th>Spring (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet Demonstrating</td>
<td>7.32</td>
<td>0.35</td>
</tr>
<tr>
<td>First Steps</td>
<td>23.56</td>
<td>1.86</td>
</tr>
<tr>
<td>Making Progress</td>
<td>39.73</td>
<td>12.04</td>
</tr>
<tr>
<td>Accomplishing</td>
<td>23.31</td>
<td>37.91</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>5.46</td>
<td>40.24</td>
</tr>
</tbody>
</table>

**CYFD**

**Literacy**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Fall (%)</th>
<th>Spring (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Yet Demonstrating</td>
<td>10.46</td>
<td>0.43</td>
</tr>
<tr>
<td>First Steps</td>
<td>26.02</td>
<td>2.47</td>
</tr>
<tr>
<td>Making Progress</td>
<td>39.22</td>
<td>14.23</td>
</tr>
<tr>
<td>Accomplishing</td>
<td>20.97</td>
<td>40.75</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>3.32</td>
<td>42.13</td>
</tr>
</tbody>
</table>

N=2,371

Fall - Accomp & Exceeds combined: 79.4%
Spring - Accomp & Exceeds combined: 85.8%
PED PreK Program Outcomes Across Six Domains Compared from Fall to Spring 2014–2015

**PED Overall**

N=4,055

- Fall: Accomp & Exceeds combined: 38.9%
- Spring: Accomp & Exceeds combined: 83.3%

**PED Literacy**

- Fall: Accomp & Exceeds combined: 15.7%
- Spring: Accomp & Exceeds combined: 79.2%