



**2017–2018  
School Year**

**NMPED**  
Public Education Department



Children Youth & Families Department  
**PULLTOGETHER.ORG**

# Annual Report



**December 2018**



# The State of New Mexico

## PreK Annual Report 2017–2018 School Year

**December 2018**

**Susana Martinez**  
Governor

**Christopher N. Ruszkowski**  
Secretary of Education  
Public Education Department

**Monique Jacobson**  
Cabinet Secretary  
Children, Youth and Families Department

### Copyright Notice

This report is copyright free, so no permission is needed to cite or reproduce it for non-profit purposes. If material from it is included in another non-profit publication, cite as follows:

Some information in this document was adapted from the *PreK Annual Report for School Year 2017–2018, December 2018*, which is a copyright-free report published by the New Mexico Public Education Department.

### Notes

This document is available at <https://webnew.ped.state.nm.us/bureaus/literacy-humanities-early-childhood/new-mexico-prek/> and [www.cyfd.org/prek](http://www.cyfd.org/prek).

# Acknowledgements

## Public Education Department

**Brenda Kofahl**, PreK Program Manager

**Severo Martinez**, Bureau Chief, Literacy, the Humanities, and Early Childhood Bureau

**Debbie Rael**, Deputy Cabinet Secretary of School Transformation

**Catherine Quick**, Preschool Special Education Coordinator

**Beth Gudbrandsen, Ph.D.**, Constituent Services and Strategic Initiatives Division

## University of New Mexico-Center for Development and Disability, UNM Health Sciences Center

**Terri Tapia**, PED FOCUS Education and Outreach Manager

**Sophie Bertrand**, Director, Early Childhood Learning Network Division

## Children, Youth, and Families Department

**Alejandra Rebolledo-Rea**, Acting Division Director, Early Childhood Services Department

**Katrina Montaño-White**, Bureau Chief, Office of Child Development

**Monica Archuleta**, New Mexico PreK Program Manager, Office of Child Development

**Pauline Baca**, New Mexico PreK Program Monitor, Office of Child Development

**Casey Lafferty**, Program Manager, FOCUS TQRIS, Office of Child Development

**Ashleigh Largo**, New Mexico PreK Program Monitor, Office of Child Development

**Meredith Montano**, New Mexico PreK Program Monitor, Office of Child Development

**Kristie Sage**, New Mexico PreK Program Monitor, Office of Child Development

**Beth Sommer**, New Mexico PreK Program Monitor, Office of Child Development

**Erika Sanchez**, PreK Data Analysis Specialist

**Raymond Vigil**, Information Governance Bureau Chief, Early Childhood Services

## University of New Mexico—Continuing Education Early Childhood Services Center

**Malisa Kasparian**, Strategic Project Director, Early Childhood Services Center

# Table of Contents

<b>Acknowledgements .....</b>	<b>3</b>
<b>Executive Summary .....</b>	<b>6</b>
Statutory Requirements .....	8
New Mexico PreK Funding History .....	9
Core New Mexico PreK Program Standards .....	10
New Mexico's PreK Quality Standards Checklist .....	12
Supporting Social/Emotional Development .....	13
<b>PED Detailed Report .....</b>	<b>14</b>
Introduction .....	14
PreK Program Facts and Accomplishments .....	14
FY 18 PED PreK Sites with New Mexico Early Childhood Investment Zones .....	16
PED PreK 2017–2018 School Districts & Charter Schools with Funded Sites & Students .....	17
Data Collection: STARS AND ECOT .....	21
PED BOY-EOY Assessment Comparison, SY 2017–18 .....	22
PED BOY-EOY Assessment Comparison by Domain .....	23
2017–18 BOY (Fall) to EOY (Spring) Assessment Comparison...	25
PED NM PreK Child Ethnicity Data for SY 2017–2018 .....	26
PED NM PreK Child Home Language Data for SY 2017–2018 ...	26
Education Level of NM PreK Lead Teachers .....	27
PED PreK Program Teachers with Early Childhood Licenses .....	27
PED PreK Coaching, Training, and Support.....	28
PED Capital Outlay .....	30
PED Start-up Awards .....	31
Achieving and Maintaining Quality .....	32
<b>CYFD Detailed Report .....</b>	<b>34</b>
CYFD PreK and Early PreK Program Facts and Accomplishments .....	34
CYFD PreK 2017–2018: Counties and Cities with Sites.....	35
CYFD Early PreK 2017–2018: Counties and Cities with Sites.....	41
NM CYFD Early PreK and PreK Data.....	44

## **CYFD Detailed Report (continued)**

Early Childhood Investment Zone Map .....	44
Nurturing Programs as Quality Grows and Develops .....	45
New Mexico Comprehensive Early Learning Training and Consultation.....	46
Achieving and Maintaining Quality in New Mexico PreK .....	47
Early Childhood Education Professional Development and Scholarships .....	49
Data Collection and the EPICS System .....	50
CYFD NM PreK (4s) Child Ethnicity Data .....	51
CYFD NM Early PreK (3s) Child Ethnicity Data .....	51
Education Level of NM CYFD PreK/Early PreK Lead Teachers ...	52
Early Childhood Licensure of NM CYFD Early PreK/PreK Lead Teachers .....	53
CYFD Fall-Spring Assessment Comparison, FY 2017–18 (4s) .....	54
CYFD Fall-Spring Assessment Comparison, FY 2017–2018 (3s) .	57
<b>Conclusion.....</b>	<b>60</b>
<b>Glossary .....</b>	<b>62</b>
<b>Acronyms .....</b>	<b>66</b>

# Executive Summary

New Mexico PreK is a voluntary program created by the *Pre-Kindergarten Act of 2005* and jointly administered by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED). The collaboration between CYFD and PED supports New Mexico's mixed delivery system and provides for family choice. 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. New Mexico PreK programs

- 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;
- Offer programming based on the New Mexico Early Learning Guidelines (ELG), which are aligned to the Common Core State Standards (CCSS);
- Provide professional development (PD) that integrates inclusive school environments, early literacy, social-emotional development, and developmentally appropriate, culturally and linguistically responsive curriculum;
- Deliver meaningful opportunities for family engagement; and
- Implement best practices for early childhood education in the following domains as defined in the New Mexico ELG:
  - 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 2018 Legislative Finance Committee's (LFC) *Early Childhood Accountability Report* indicated that "Pre-Kindergarten participation corresponds with improved performance on PARCC through the 11th grade. The LFC has consistently found pre-kindergarten programs improve math and reading proficiencies for low income 4-year olds, lower special education and retention rates, and lessen negative effects of mobility."<sup>1</sup>

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, repeat grades far less often, need less special education, graduate from high school at substantially higher rates, and are more likely to attend college.<sup>2</sup>



<sup>1</sup> New Mexico Legislative Finance Committee (2018). *Early Childhood Accountability Report*. Retrieved from [https://www.nmlegis.gov/Entity/LFC/Documents/Early\\_Childhood\\_And\\_Education/2018%20Accountability%20Report%20Early%20Childhood%20Updated.pdf](https://www.nmlegis.gov/Entity/LFC/Documents/Early_Childhood_And_Education/2018%20Accountability%20Report%20Early%20Childhood%20Updated.pdf)

<sup>2</sup> The PEW Center on the States (2011). *Transforming Public Education: Pathway to a PreK–12 Future*. [http://www.educationreporting.com/resources/Pew\\_PreK\\_Transforming\\_Public\\_Education.pdf](http://www.educationreporting.com/resources/Pew_PreK_Transforming_Public_Education.pdf)





## 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 the PED and the 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 (CYFD) and the Public Education Department (PED) 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 CYFD and assigned staff from the PED 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.



## New Mexico PreK Funding History

Since the inception of New Mexico PreK in 2005, state funding to CYFD and PED has increased nearly 900 percent.

FUNDING AND ENROLLMENT LEVELS FOR NEW MEXICO CYFD AND PED PREK SINCE 2005		
School Year	State Appropriations	Children Budgeted (# of 4-year-olds)
2005–2006	\$4,950,000	1,540
2006–2007	\$7,990,000	2,194
2007–2008	\$13,998,886	3,570
2008–2009	\$19,290,300	4,745
2009–2010	\$19,842,400	4,963
2010–2011	\$15,331,380	4,435
2011–2012	\$14,319,300	4,559
2012–2013	\$19,214,600	5,331
2013–2014	\$27,280,800	7,674
2014–2015	\$39,554,300	8,297
2015–2016	\$47,107,100	8,690
2016–2017	\$45,013,065	8,588*
2017–2018	\$46,795,984	8,394*

\* More children are served in extended-day programs

FUNDING AND ENROLLMENT LEVELS FOR CYFD NM EARLY PREK (3-YEAR-OLD CHILDREN)		
School Year	State Appropriations	Children Budgeted (# of 3-year olds)
2015–2016	\$3,952,900	453
2016–2017	\$7,296,935	997
2017–2018	\$6,698,816	950

## Core New Mexico PreK Program Standards, School Year 2017–2018

Highlighted PreK Program Standards									
<b>Professional Development</b>	Each NM PreK teacher and educational assistant has a current professional development plan in place with professional goals and timelines that are NM PreK specific. These plans must be submitted to NM PreK state staff no later than October 1 of the current year. On-going reporting regarding completion of credit hours towards required degrees/licensure/certification is indicated on administrative reports and added to the database per staff person. Ongoing reporting regarding completion of credit hours towards required degrees/licensure/certification is indicated on administrative reports and added to the database for each staff person. Staff must document their ongoing activities that increase their knowledge, specialization, and qualifications in early childhood education, individualization, and family support.								
<b>Maximum Class Size</b>	<table> <tr> <th>Entity</th><th>Class Size Caps</th></tr> <tr> <td>NM PreK</td><td>20 children</td></tr> <tr> <td>NM Early PreK</td><td>14 for a program providing two half-day sessions</td></tr> <tr> <td>NM Early PreK</td><td>16 for programs providing one session per day</td></tr> </table>	Entity	Class Size Caps	NM PreK	20 children	NM Early PreK	14 for a program providing two half-day sessions	NM Early PreK	16 for programs providing one session per day
Entity	Class Size Caps								
NM PreK	20 children								
NM Early PreK	14 for a program providing two half-day sessions								
NM Early PreK	16 for programs providing one session per day								
<b>Staff-Child Ratio</b>	<p>NM PreK—1:10 ratio is required.</p> <p>NM Early PreK—1:8 ratio is required.</p>								
<b>Meals</b>	<p><b>All CYFD NM PreK programs</b> must provide at least one meal for children in the 450-hour program (either breakfast or lunch) and two meals for children in the 900-hour program; meals must meet USDA requirements per session. All programs will participate in the Child and Adult Care Food Program (CACFP) and must meet food program guidelines. New Mexico PreK children must receive the meal provided at no cost to the parents, regardless of income eligibility for the food program. Cost for food that is above and beyond reimbursement by CACFP is the responsibility of the program.</p> <p><b>All PED PreK programs</b> must serve at least one meal for children in the 450-hour program (either breakfast or lunch) and two meals for children in the 900-hour program per school session by participating in the school lunch program. All meals must meet the USDA requirements for food components. Parents must complete the USDA application for free-or-reduced priced meals. If the family does not qualify for free meals, the parent must pay the cost of the meal. All meals and snacks served by the PreK program must meet USDA requirements.</p>								
<b>Child Care Licensing</b>	<p><b>CYFD.</b> All sites must meet requirements through NM State Regulations for Child Care Licensing. Violations must be corrected within the time limits provided. Child care licenses, certificates, and most recent inspection reports of all state and local government agencies with jurisdiction over the center must be posted and visible to parents, staff, and visitors.</p> <p><b>PED.</b> All PED-funded NM PreK programs, including those in charter schools, are exempt from NM Child Care Licensing requirements but must comply with the NMAC New Mexico Administrative Code Standards for Excellence (NMAC 6.29.1).</p>								

## Highlighted PreK Program Standards (continued)

<b>Family Engagement</b>	<p>Each program must offer 90 hours of family engagement and training activities per school year. Required elements include</p> <ul style="list-style-type: none"> <li>• three family-teacher conferences;</li> <li>• one home visit; and</li> <li>• at least four NM PreK specific family involvement activities and transition activities.</li> </ul>
<b>Required Screening/ Referral and Support Services</b>	<p>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.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Well child screening</li> <li>• Vision screening</li> <li>• Hearing screening</li> <li>• Dental screening</li> </ul> <p>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.</p> <p>Appropriate referrals and follow-up services are made available to address all identified concerns.</p>
<b>Additional Standards</b>	<p>Additional program standards are found in the <i>FOCUS Essential Elements of Quality</i> at the CYFD PreK webpage: <a href="http://www.newmexicoprek.org">www.newmexicoprek.org</a> or PED New Mexico PreK webpage: <a href="https://prek.ped.state.nm.us/Docs/AdministrativeLib/FOCUS_Essential_Elements.pdf">https://prek.ped.state.nm.us/Docs/AdministrativeLib/FOCUS_Essential_Elements.pdf</a></p>

## New Mexico's PreK Quality Standards Checklist\*

As reported by the National Institute of Early Education Research (NIEER) in the 2017 State of Preschool Report, New Mexico PreK's national ranking for access for 4-year-olds is 15<sup>th</sup> and for State spending is 20<sup>th</sup>.

Policy <sup>3</sup>	State PreK Requirements	Benchmarks	Requirement Meets Benchmark
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	Note: PED requires degreed & licensed teachers	BA	
Teacher specialized training	See footnotes*	Specializing in PreK	✓
Assistant teacher degree	Note: PED requires an educational assistant license & an AA degree in early childhood	CDA or equivalent	✓
Teacher in-service	45 clock hours	At least 15 hours/ year	✓
Maximum class size		20 or fewer	✓
3-year olds	16		
4-year olds	20		
Staff-child ratio		1:10 or better	✓
3-year olds	1:8		
4-year olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental (including social-emotional), and support services	Vision, hearing, health, and at least one support service	✓
Meals	At least one meal for 450-hour programs, two meals for 900-hour programs	At least one/ day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

\*This chart reflects CYFD and PED PreK as combined in the NIEER 2017 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 or special education license are required to take early childhood education coursework. Teachers in non-public school settings are required to take at least six college credits annually with an approved professional development plan (PDP), if the teacher does not already hold the required 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 PDP and completion of at least six college credits annually toward the requirement. The combined CYFD and PED NM PreK programs met nine benchmarks set by NIEER. The PED PreK programs met all 10 benchmarks.

<sup>3</sup> Friedman-Krause, A.H., Barnett, W.S., Weisenfeld, G.G., Kasmin, Richard, DiCrecchio, Nicole (2017). *The State of Preschool 2017: State Preschool Yearbook*. Rutgers: National Institute for Early Education Research.

## Supporting Social/Emotional Development

In order to be most effective, adults who spend time with young children must have the capacity for positive relationships along with sufficient knowledge of early childhood social and emotional development.

NM PreK use the New Mexico Pyramid Model and other research-based practices to

- Support programs in the implementation of NM PreK/FOCUS social-emotional supports;
- Provide training and staff development activities to build providers' knowledge of mental health issues in infancy and early childhood;
- Provide tools that programs can use to support the social-emotional development of young children;
- Provide observation of children and classrooms, classroom management support, and modeling and coaching;
- If necessary, and with parental consent, provide referrals and follow-up for children and families to community and school-based early childhood mental health services;
- Provide parent training related to attachment, social-emotional support; and
- Provide enhanced support and coordination for programs serving children participating under Protective Services or at-risk categories.

Social-emotional competence in early childhood is developed and enhanced within consistent, attuned, safe, and responsive interactions. The social-emotional dimensions include:

- Self-confidence: being open to new challenges and willing to explore new environments
- Self-efficacy: believing that one is capable of performing an action
- Self-regulation/self-control: following rules, controlling impulses, acting appropriately based on the context
- Self-esteem: good feelings about oneself
- Persistence: willingness to try again when first attempts are not successful
- Conflict resolution: resolving disagreements in a peaceful way
- Communication skills: understanding and expressing a range of positive and negative emotions
- Empathy: understanding and responding to the emotions and rights of others
- Social skills: making friends and getting along with others
- Morality: learning a sense of right and wrong. Each person has the opportunity to positively influence the child's development.

For more information, reference: <https://prek.ped.state.nm.us/SocialEmotionalDev> ; [www.newmexicoprek.org](http://www.newmexicoprek.org) [https://cyfd.org/docs/New\\_Mexico\\_Comprehensive\\_Early\\_Learning\\_Training\\_and\\_Consultation\\_Manual.pdf](https://cyfd.org/docs/New_Mexico_Comprehensive_Early_Learning_Training_and_Consultation_Manual.pdf)

## Introduction

New Mexico PreK was created by the Pre-Kindergarten Act of 2005, with programs beginning in the 2005–06 school year. PED’s appropriation of \$2,475,000 funded 770 children in half-day programming in that first year. In the SY 2017–18, the PED received \$24,500,000 to serve 5,186 children. In 12 short years, nearly 10 times the original funds are now serving nearly 7 times the number of original children, while supporting them and their learning communities with more comprehensive services. In addition, 770 children receiving special education supports were served in PreK programming in SY 2017-18.

Prior to SY2014–15, PreK programs were funded to provide half-day services, defined as 450 classroom hours. In the 2014 legislative session, both the CYFD and the PED received funding to pilot an extended-day PreK program, providing 900 classroom hours of service. The PED implemented extended-day programs with 493 children in 2014–15, and served 1,790 children in extended-day programs in 2017–18.

Coaching and training is provided to teachers, educational assistants, and administrators who work in funded PreK programs statewide. Support is provided to PreK staff in implementing a developmentally appropriate, academically challenging, preschool program using the New Mexico Early Learning Guidelines (ELG) as the standards and benchmarks for what four-year-old children should know and be able to do. Coaches assist teachers to carefully plan lessons and activities using the ELG and aligned, evidenced-based curricula to structure an optimal program for young children.

## PreK Program Facts and Accomplishments

The following highlights the PED PreK program for the school year 2017–2018:

- The PED received \$24,500,000.00 to fund PreK programs in school districts and charter schools, \$3,500,000.00 of which was allocated from federal TANF (Temporary Assistance to Needy Families) funds.
- The PED contracted with 54 school districts and 6 state charter schools to serve 5,186 children in 234 classrooms at 144 school sites, with 1,790 of these children receiving extended-day services.
- All PreK programs participated in the PED FOCUS Quality Rating and Improvement System (QRIS). All classrooms completed Phase 1 Verification, and nine classrooms piloted Phase 2 and received 5-star ratings.
- PED FOCUS requires all PreK programs to include children with delays and disabilities, striving for a ratio of one child who receives special education services to three children who are typically developing. In 2017–18, 770 children who qualified for special education services were included in PreK classrooms. This placement ensures that all children have access to the general education curriculum in compliance with federal and state law. Teachers are provided with the appropriate training and support to address the needs of all children.
- The QRIS mirrors the PED PreK Program Standards. Classrooms achieving 5-star ratings in the FOCUS verification pilot include:
  - Cobre Consolidated Schools (one classroom), Amanda Rottman, teacher
  - Gadsden Independent Schools (three classrooms), Jeanette Duran, Nayda Mendoza-Flores, and Nathalie Urbina, teachers
  - Gallup-McKinley County Schools, (two classrooms), Jennifer Fajardo and Susan Wenning, teachers



- Student Growth: 77.62 percent of children showed growth of at least one year over all domains, while 79.9 percent of children showed growth of one year or more in literacy.
- PreK administrator meetings/trainings were held by PED PreK staff at the University of New Mexico Center for Development and Disability (UNM-CDD) in Albuquerque, on August 4 and 24, 2017 and February 28 and March 5, 2018. Administrators had the option of participating in-person or via web-cast, with 332 total administrators attending. Two dates were provided for each meeting to better accommodate the administrators' schedules.
- Pre-application workshops were held in conjunction with the spring administrators' meetings in Albuquerque on February 28 and March 5, 2018. The workshop was provided for school districts, charter schools, and Regional Educational Cooperatives (RECs) that planned to submit an FY2019 application for a new or continuing PreK program. PED PreK staff provided guidance and technical assistance on the application process and PreK/FOCUS requirements.
- Training sign-in records show that nearly 5,600 teachers, educational assistants, administrators, and coaches participated in the PreK/FOCUS trainings in the 2017–18 school year. This count includes persons who participated in more than one training opportunity; educators were counted for each training they signed in.
- While all PED PreK teachers are licensed, 96.27 percent of PED's PreK program teachers have licenses in early childhood education.
- Through a contract with REC IX, 47 PreK teachers and educational assistants were awarded scholarships from the NMAEYC—New Mexico Association for the Education of Young Children's T.E.A.C.H.® program. PED PreK teachers were funded to complete college courses leading to either an early childhood teaching license or an advanced degree in early childhood education. Educational assistants completed coursework towards an associate of arts or bachelor's degree in early childhood education.



## FY 18 PED PreK Sites with New Mexico Early Childhood Investment Zones

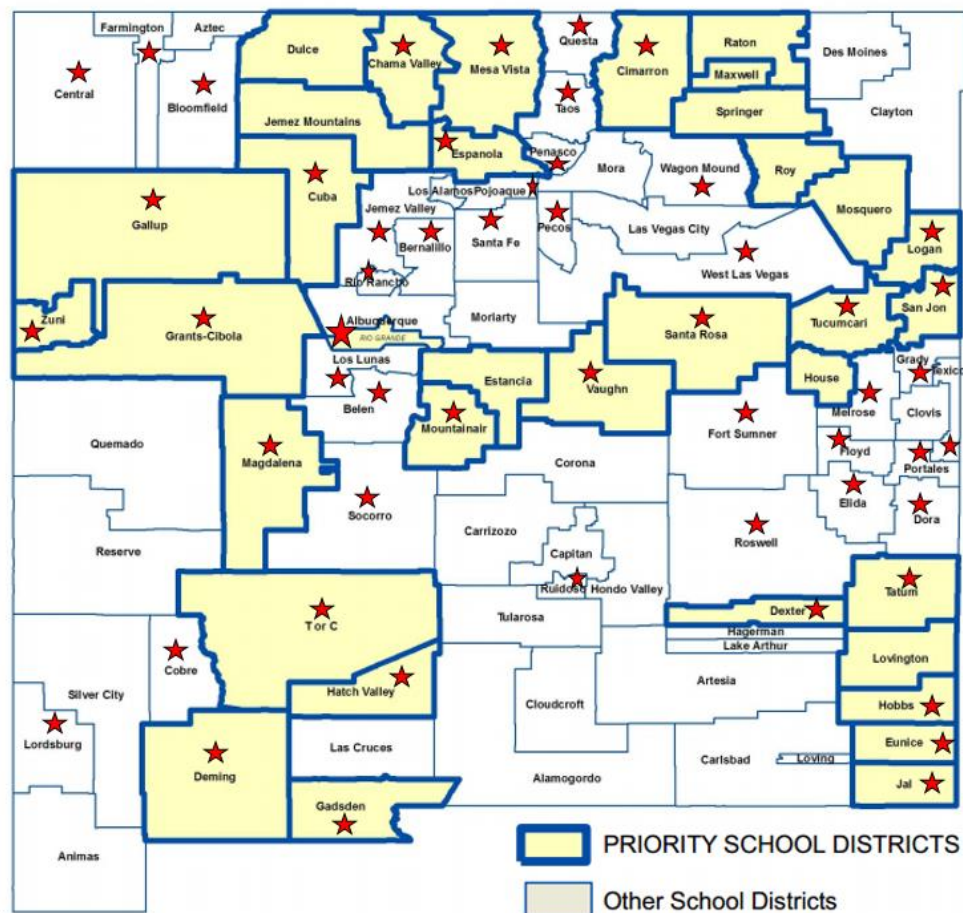
The early childhood investment zones are a collaborative effort of the following New Mexico departments:

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

### Early Childhood Investment Zone Map

*Red Stars* = Districts with PED NM PreK Programs

- 54 school districts
- 6 state charter schools
- 144 school sites
- 234 classrooms
- 25 of 35 Priority School Districts in Investment Zones have PED PreK programs



## PED PreK 2017–2018 School Districts & Charter Schools with Funded Sites & Students

SCHOOL DISTRICT, CHARTER SCHOOL, OR REGIONAL EDUCATIONAL COOPERATIVE (REC)	PED SCHOOL SITES	TOTAL FUNDED	CITY
<b>ALBUQUERQUE PUBLIC SCHOOLS</b>	A. Montoya Elementary	40	Albuquerque
APS	Alameda Elementary	40	Albuquerque
APS	Armijo Elementary	33	Albuquerque
APS	Barcelona Elementary	36	Albuquerque
APS	Bel-Air Elementary	40	Albuquerque
APS	Bellehaven Elementary	40	Albuquerque
APS	Christine Duncan Heritage	20	Albuquerque
APS	Cochiti Elementary	20	Albuquerque
APS	Collet Park Elementary	20	Albuquerque
APS	Emerson Elementary	40	Albuquerque
APS	Eugene Field Elementary	34	Albuquerque
APS	George I. Sanchez Community	40	Albuquerque
APS	Hawthorne Elementary	40	Albuquerque
APS	Helen Cordero Primary	100	Albuquerque
APS	Janet Kahn School of Integrated	40	Albuquerque
APS	Kit Carson Elementary	20	Albuquerque
APS	Lavaland Elementary	40	Albuquerque
APS	Los Padillas Elementary	20	Albuquerque
APS	Los Ranchos Elementary	40	Albuquerque
APS	Mission Elementary	40	Albuquerque
APS	Navajo Elementary	40	Albuquerque
APS	Pajarito Elementary	40	Albuquerque
APS	Sierra Vista Elementary	40	Albuquerque
APS	Valle Vista Elementary	34	Albuquerque
APS	Ventana Ranch Elementary	40	Albuquerque
<b>BELÉN CONSOLIDATED SCHOOLS</b>	Rio Grande Elementary	30	Belen
<b>BERNALILLO PUBLIC SCHOOLS</b>	Algodones Elementary	15	Bernalillo
BPS	Cochiti Elementary	20	Bernalillo
BPS	La Escuelita ECC	120	Bernalillo
<b>BLOOMFIELD SCHOOL DISTRICT</b>	Bloomfield Early Childhood	87	Bloomfield
<b>CENTRAL CONSOLIDATED SCHOOLS</b>	Kirtland Early Childhood Center	99	Kirtland
CCS	Mesa Elementary	43	Shiprock
CCS	Naschitti Elementary	15	Sheep Springs
CCS	Newcomb Elementary	28	Newcomb
CCS	Nizhoni Elementary	58	Shiprock
CCS	Ojo Amarillo Elementary	36	Fruitland

SCHOOL DISTRICT, CHARTER SCHOOL, OR REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
<b>CHAMA VALLEY INDEPENDENT SCHOOLS</b>	Chama Elementary	10	Chama
CVS	Tierra Amarillo Elementary	10	Tierra Amarillo
<b>CIMARRON MUNICIPAL SCHOOLS</b>	Eagle Nest Elementary	14	Eagle Nest
<b>COBRE CONSOLIDATED SCHOOLS</b>	Bayard Elementary	20	Bayard
CoCS	Central Elementary	30	Santa Clara
CoCS	Hurley Elementary	14	Hurley
CoCS	San Lorenzo Elementary	10	San Lorenzo
<b>CORAL COMMUNITY CHARTER</b>	Coral Community Charter	38	Albuquerque
<b>CUBA INDEPENDENT SCHOOLS</b>	Cuba Elementary	15	Cuba
<b>DEMING PUBLIC SCHOOLS</b>	Bataan Elementary	32	Deming
DPS	Bell Elementary	32	Deming
DPS	Columbus Elementary	32	Deming
DPS	My Little School	36	Deming
DPS	Ruben S. Torres Elementary	16	Deming
<b>DEXTER CONSOLIDATED SCHOOLS</b>	Dexter Elementary	16	Dexter
<b>ESPAÑOLA PUBLIC SCHOOLS</b>	Alcalde Elementary	20	Alcalde
EPS	ETS-Fairview Elementary	20	Española
EPS	Los Niños Kindergarten Center	20	Española
<b>FARMINGTON MUNICIPAL SCHOOLS</b>	Career and Technology	130	Farmington
FMS	Esperanza Elementary	80	Farmington
<b>GADSDEN INDEPENDENT SCHOOLS</b>	On Track PreK Center—Central	150	Anthony
GIS	On Track PreK Center—East	130	Chaparral
GIS	On Track PreK Center—North	90	La Mesa
GIS	On Track PreK Center—South	175	Sunland Park
<b>GALLUP-MCKINLEY COUNTY SCHOOLS</b>	Catherine A. Miller Elementary	18	Gallup
GMCS	Chee Dodge Elementary	18	Gallup
GMCS	Del Norte Elementary	17	Gallup
GMCS	Indian Hills Elementary	17	Gallup
GMCS	Jefferson Elementary	17	Gallup
GMCS	Red Rock Elementary	19	Gallup
GMCS	Rocky View Elementary	18	Gallup
GMCS	Stagecoach Elementary	17	Gallup
GMCS	Thoreau Elementary	15	Thoreau
GMCS	Tobe Turpen Elementary	16	Gallup
<b>GRANTS-CIBOLA SCHOOL DISTRICT</b>	Mesa View Elementary	30	Grants
GCSD	Milan Elementary	40	Milan
GCSD	Mount Taylor Elementary	30	Grants
<b>HATCH VALLEY PUBLIC SCHOOLS</b>	Garfield Elementary	27	Garfield
HVS	Hatch Elementary	40	Hatch
<b>HORIZON ACADEMY WEST CHARTER</b>	Horizon Academy West Charter	40	Albuquerque

SCHOOL DISTRICT, CHARTER SCHOOL, OR REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
JEMEZ VALLEY PUBLIC SCHOOL DISTRICT	Jemez Valley Elementary	15	Jemez Pueblo
LA PROMESA CHARTER SCHOOL	La Promesa Early Learning	36	Albuquerque
LORDSBURG MUNICIPAL SCHOOLS	Lordsburg Elementary	20	Lordsburg
LOS LUNAS PUBLIC SCHOOLS	Bosque Farms Elementary	40	Bosque Farms
LLPS	Katherine Gallegos Elementary	40	Los Lunas
LLPS	Peralta Elementary	20	Peralta
LLPS	Raymond Gabaldon Elementary	20	Los Lunas
LLPS	Sundance Elementary	40	Los Lunas
LLPS	Tomé Elementary	20	Tomé
LLPS	Valencia Elementary	20	Los Lunas
MAGDALENA MUNICIPAL SCHOOLS	Magdalena Elementary	13	Magdalena
MESA VISTA CONSOLIDATED SCHOOLS	El Rito Elementary	15	El Rito
MOUNTAINAIR SCHOOL DISTRICT	Mountainair Elementary	15	Mountainair
NORTH VALLEY ACADEMY CHARTER	North Valley Academy Charter	20	Los Ranchos de
PECOS INDEPENDENT SCHOOLS	Pecos Elementary	40	Pecos
PEÑASCO INDEPENDENT SCHOOL DISTRICT	Peñasco Elementary	15	Peñasco
POJOAQUE VALLEY SCHOOLS	Pojoaque	55	Pojoaque
PORTALES MUNICIPAL SCHOOLS	Brown Early Childhood Center	87	Portales
QUESTA INDEPENDENT SCHOOL DISTRICT	Alta Vista Elementary	14	Questa
RED RIVER VALLEY CHARTER SCHOOL	Red River Valley Charter	10	Red River
REGIONAL EDUCATION COOPERATIVE #6	Dora Elementary	13	Dora
REC #6	Elida Elementary	10	Elida
REC #6	Floyd Elementary	15	Floyd
REC #6	Fort Sumner Elementary	15	Fort Sumner
REC #6	Grady Elementary	10	Grady
REC #6	Logan Elementary	15	Logan
REC #6	Melrose Elementary	12	Melrose
REC #6	San Jon Elementary	10	San Jon
REC #6	Texico Elementary	20	Texico
REC #6	Tucumcari Elementary	20	Tucumcari
REGIONAL EDUCATION COOPERATIVE #7	Eunice: Mettie Jordan	40	Eunice
REC #7	Hobbs: Booker T. Washington	77	Hobbs
REC #7	Hobbs: Southern Heights	20	Hobbs
REC #7	Hobbs: Will Rogers Elementary	40	Hobbs
REC #7	Jal Elementary	39	Jal
Rio Rancho	Shining Stars Preschool	410	Rio Rancho
ROSWELL INDEPENDENT SCHOOL DISTRICT	Berendo Elementary	40	Roswell
RISD	East Grand Plains Elementary	20	Roswell
RISD	El Capitan Elementary	20	Roswell
RISD	Nancy Lopez Elementary	20	Roswell



SCHOOL DISTRICT, CHARTER SCHOOL, OR REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
RISD	Parkview Early Literacy Center	70	Roswell
RISD	Pecos Elementary	20	Roswell
<b>RUIDOSO MUNICIPAL SCHOOL DISTRICT</b>	Nob Hill Early Childhood Center	30	Ruidoso
<b>SANTA FE PUBLIC SCHOOLS</b>	Atalaya Elementary	20	Santa Fe
SFPS	Cesar Chavez Elementary	18	Santa Fe
SFPS	EJ Martinez Elementary	24	Santa Fe
SFPS	El Camino Real Elementary	36	Santa Fe
SFPS	Francis X. Nava Elementary	20	Santa Fe
SFPS	Kearney Elementary	26	Santa Fe
SFPS	Nina Otero Community	38	Santa Fe
SFPS	Nye Early Childhood Center	40	Santa Fe
SFPS	Piñon Elementary	40	Santa Fe
<b>SANTA ROSA CONSOLIDATED SCHOOLS</b>	Santa Rosa Elementary	18	Santa Rosa
<b>SOCORRO CONSOLIDATED SCHOOLS</b>	Parkview Elementary	34	Socorro
<b>TAOS MUNICIPAL SCHOOLS</b>	Enos Garcia Elementary	28	Taos
<b>TMS</b>	Rancho de Taos Elementary	17	Taos
<b>T OR C MUNICIPAL SCHOOL DISTRICT</b>	Arrey Elementary	10	Arrey
Tor C	Truth or Consequences	42	T or C
<b>TURQUOISE TRAIL CHARTER SCHOOL</b>	Turquoise Trail Charter	26	Santa Fe
<b>VAUGHN MUNICIPAL SCHOOLS</b>	Vaughn Elementary	10	Vaughn
<b>WAGON MOUND</b>	Wagon Mound Elementary	10	Wagon Mound
<b>WEST LAS VEGAS SCHOOLS</b>	Luis E. Armijo Elementary	40	Las Vegas
WLVS	Valley Elementary	10	Ribera
<b>ZUNI PUBLIC SCHOOLS</b>	Shiwi T'sana Elementary	40	Zuni
<b>Total Funded</b>		<b>5,186</b>	<b>(1,790 in Extended-day)</b>





## Data Collection: STARS and ECOT

For the first time, PED PreK students were included in the Student Teacher Accountability System, STARS, managed by the department's Informational Technology Bureau (IT). All demographic data on PreK children and PreK staff are now stored in STARS. This change allows PED to better track child outcomes for those who attended NM PreK through their high school graduation using the STARS unique ID number. In addition, teacher and educational assistant credentials, training, and experience are captured in STARS.

The IT staff also expanded the online application used to collect and score the Kindergarten Observation Tool (KOT) data to include the Preschool Observational Assessment. This application is now called the Early Childhood Observation Tool (ECOT). Teachers record observational data in the secure application, using tablets or laptop computers, reducing time required for the assessment. The greatest improvement that ECOT has over the old system is that reports are generated automatically as the teacher finalizes the rubric ratings for each child. Training for ECOT is now available online and is differentiated for new and returning teachers, as well as for kindergarten and preschool teachers.

Following program submission of ECOT data, student growth reports are immediately available, aggregated to student, classroom, school, and district levels to drive curriculum planning. State-wide reports are available to register trends and to plan for professional development. In addition, Family-Teacher Summary Reports are pre-populated with student achievement, growth and next steps. Teachers add comments and suggestions to the report and record parent input at each of the three family-teacher conferences.

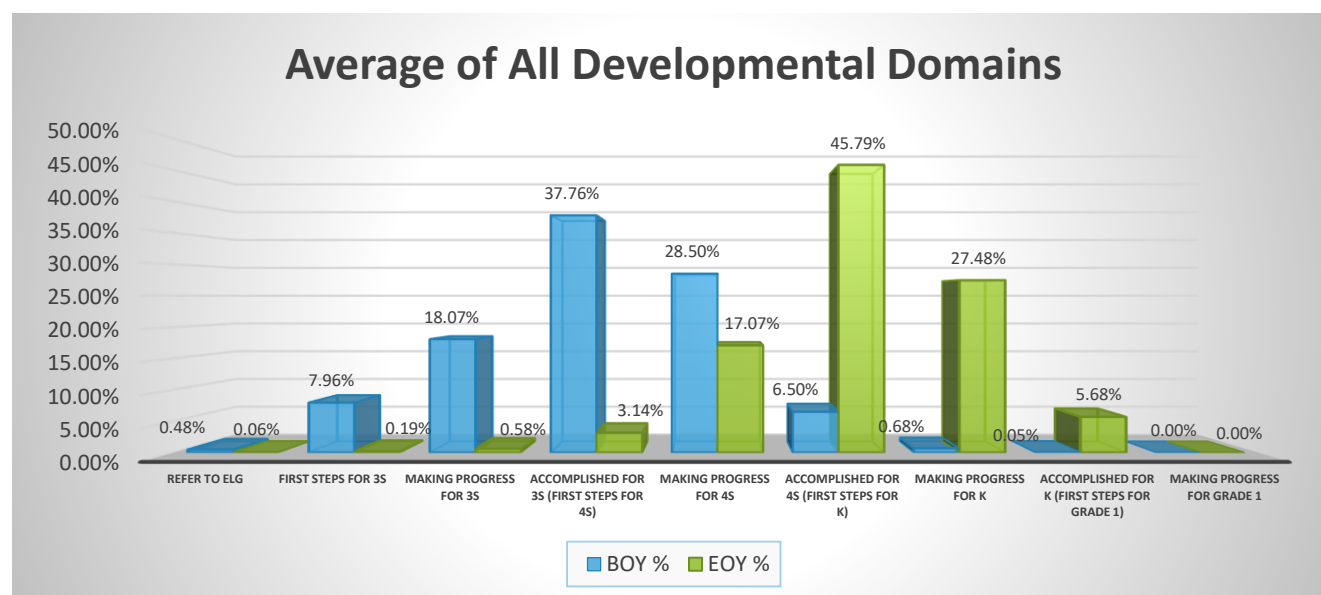


### ECOT: Early Childhood Observation Tool

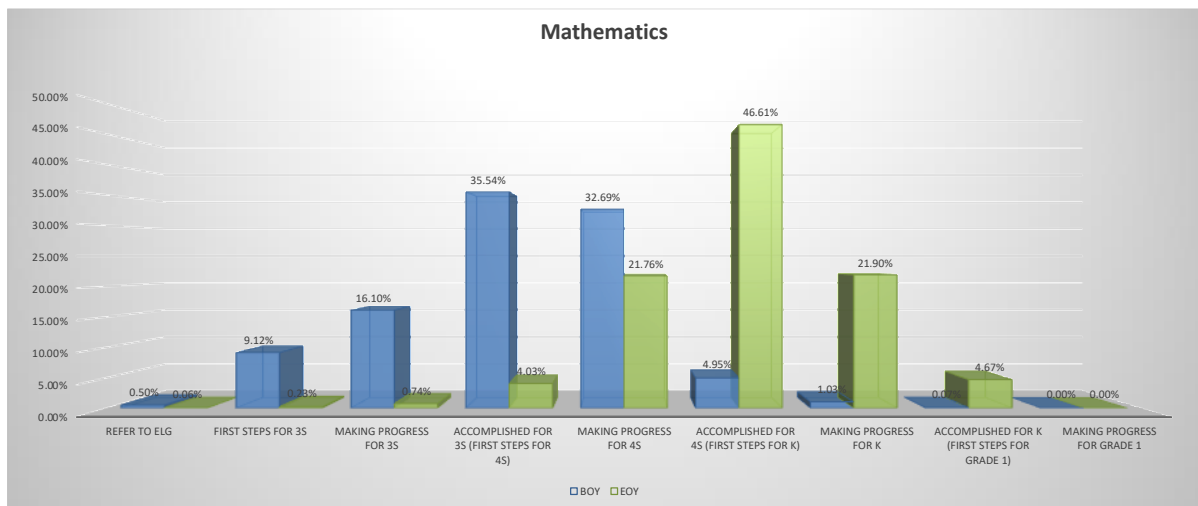
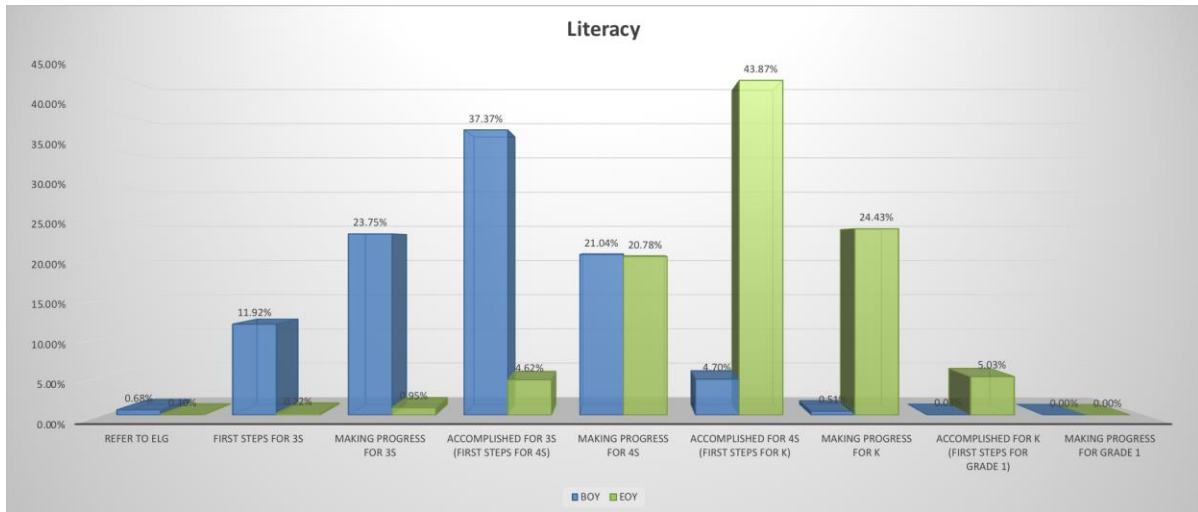
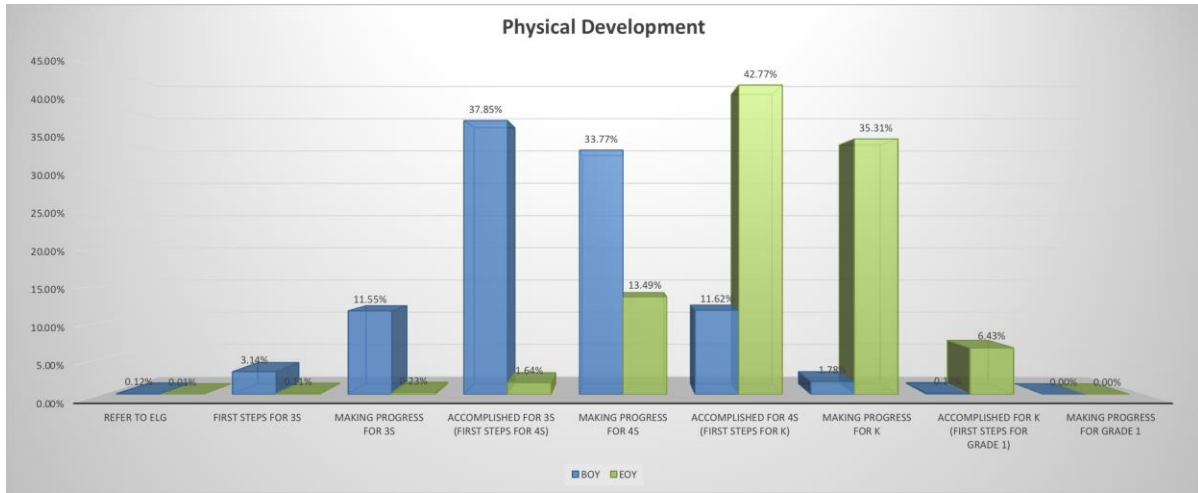


## PED BOY-EOY Assessment Comparison, SY 2017–18

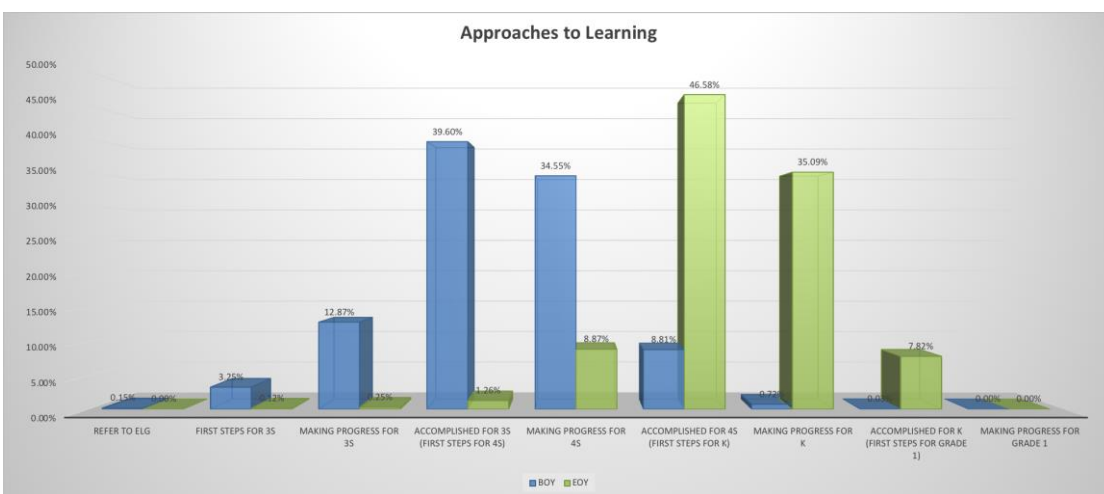
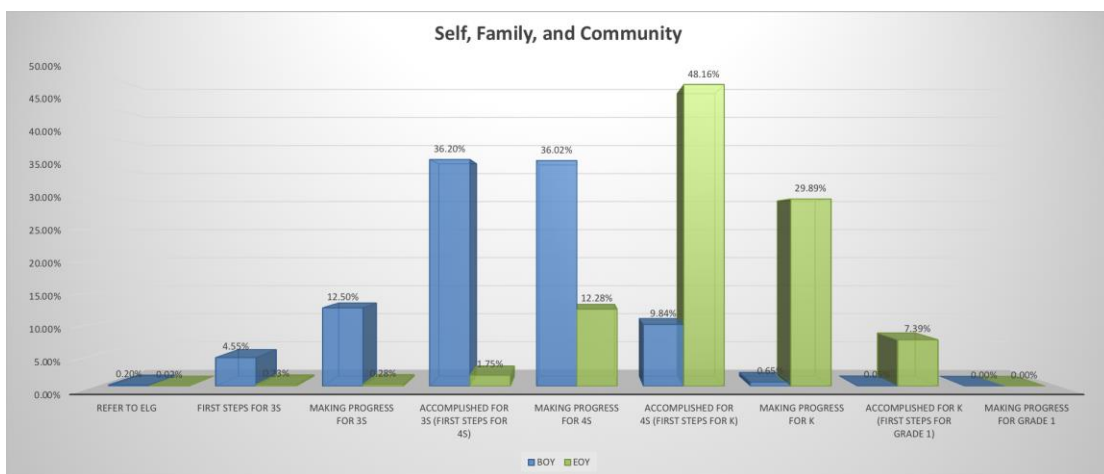
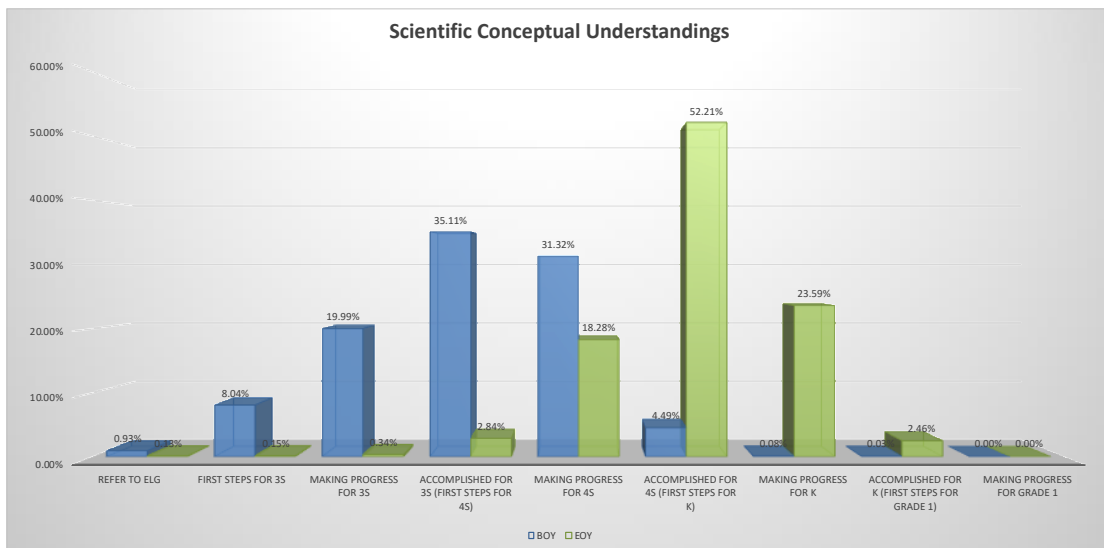
The graphs below illustrate the combined outcomes for all PED students enrolled in New Mexico PreK programs. Students were assessed beginning of year (BOY), middle of year (MOY), and end of year (EOY) in SY 2017–18, using nine rubric-level ratings—an increase from the eight rubric-level ratings used to measure student growth in the previous year. The rubrics were revised for 2017–18, and rigor was significantly increased in the literacy and mathematics domains. The 2017–18 school year was the first in which the assessment was part of ECOT, housed at PED. As indicated above, ECOT contains both the Preschool Observation Tool and the KOT. Following program submission of data, student growth reports are immediately available, aggregated to student, classroom, school, and district levels to drive curriculum planning. State-wide reports are available to register trends and to plan for professional development. In addition, Family-Teacher Summary Reports are pre-populated with student achievement, growth, and next steps. Teachers can add comments and suggestions to the report and record parent input. PED data includes 770 children who required special education services.



## PED BOY-EOY Assessment Comparison by Domain, SY 2017–18



## PED BOY-EOY Assessment Comparison by Domain, SY 2017–18



## 2017–18 BOY (Fall) to EOY (Spring) Assessment Comparison

The chart below summarizes the children’s growth individually and overall in the six PreK domains, from the fall to spring assessments. Fall BOY assessments were completed by the 45<sup>th</sup> calendar day following the first day of student attendance, and spring assessments were completed two weeks prior to the last day of student attendance. PED PreK data includes 770 children with delays and disabilities requiring special education services.

In analyzing the data from BOY to EOY, it is important to note the decrease in the percentage of children scoring at Level 1: Refer to Infant/Toddler ELG through Level 2: First Steps and the increase in the percentage of children scoring at minimally, Level 6: Accomplished for 4s/ First Steps for K. While overall, 77.62 percent of children showed growth of, at least, one year, 79.9 percent of children showed growth of one year or more in literacy.

PED SY2017–18 BOY/EOY Assessment Data Comparison in Percentages						
	Levels 1–4			Levels 6–9		
Rubric Levels	Level 1: Refer to Infant/Toddler ELG			Level 6: Accomplished for 4s/First Steps for K		
	Level 2: First Steps for 3 year olds			Level 7: Making Progress towards kindergarten		
	Level 3: Making Progress for 3 year olds			Level 8: Accomplished for K/First Steps for Grade 1		
	Level 4: First Steps for 4 year olds			Level 9: Making Progress for Grade 1		
Developmental Domains	BOY % (1–4) Refer to ELG through First Steps Rubric for 4s	EOY % (1–4) Refer to ELG or Beginning Steps for 4s Rubric	% <u>DECREASE</u> Fall to Spring	BOY % First Steps for K or Above Rubric	EOY % First Steps for K or Above Rubric	% <u>INCREASE</u> Fall to Spring
Average of All Domains	64.25	3.97	60.28	7.23	78.95	71.72
Physical Development	52.66	1.99	50.67	13.57	84.51	70.94
Literacy	73.72	5.89	67.83	5.24	73.33	68.09
Mathematics	61.26	5.06	56.2	6.05	73.18	67.13
Scientific Conceptual Understandings	64.07	3.46	60.61	4.6	78.26	73.66
Self, Family, & Community	53.45	2.28	51.17	10.54	85.44	74.9
Approaches to Learning	55.87	1.63	54.24	9.56	89.49	79.93

n = 4,310 children assessed with both BOY and EOY assessments

### PED NM PreK Child Ethnicity Data for SY 2017–2018\*

Ethnicity	PED	
	Number	Percent
American Indian/Alaskan Native	627	11.82
Asian-Pacific Islander	35	0.66
Black, Non-Hispanic	66	1.24
Caucasian, Non-Hispanic	1009	19.02
Hispanic	3565	67.20
Multi-Racial	100	0.18
Native Hawaiian/Pacific Islander	3	0.06
<b>CUMULATIVE TOTALS</b>	<b>5305</b>	<b>100.00</b>

\* NM PED STARS Data

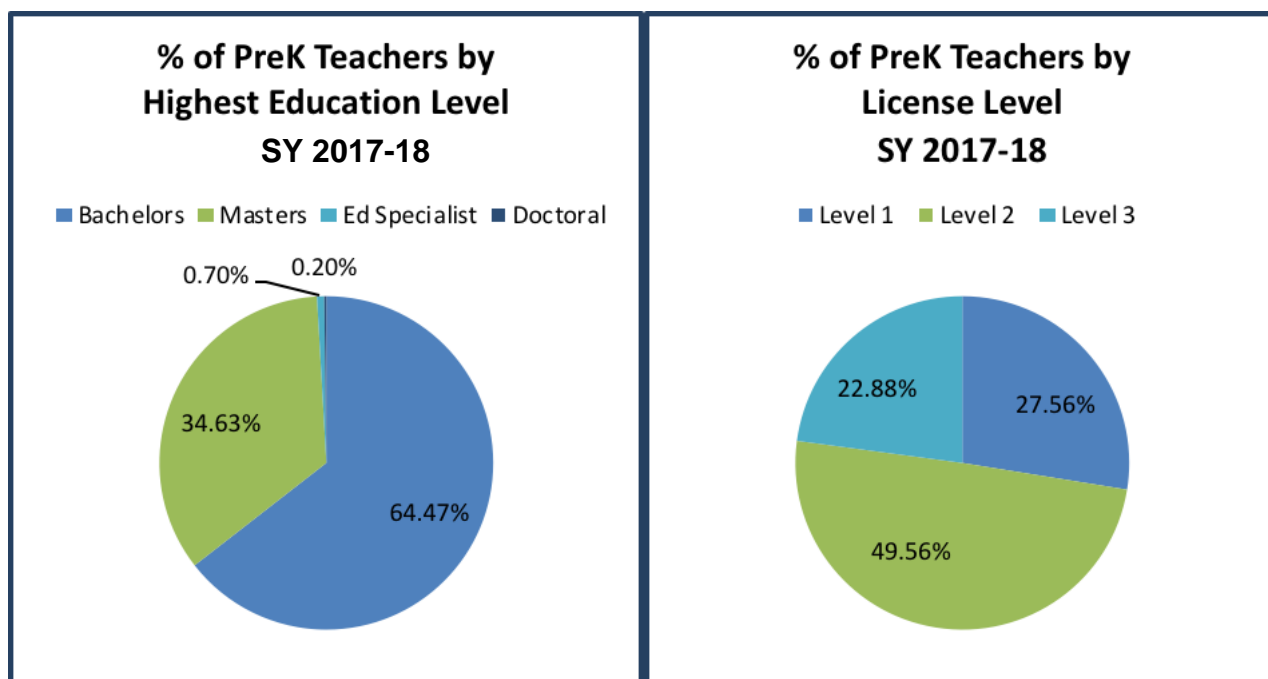
Numbers reflect cumulative enrollment

### PED NM PreK Child Home Language Data for SY 2017–2018

Home Language	Number of Students
American Sign Language	8
Arabic	8
English	3895
English Based Sign System	2
Keres	15
Mescalero Apache	1
Navajo	67
Spanish	933
Tiwa	2
Towa	1
Vietnamese	4
Zuni	2
Other	467
<b>TOTAL</b>	<b>5405</b>



## PED PreK Programs—Education Level of NM PreK Lead Teachers



PED PreK Program Teachers with Early Childhood Licenses			
	# of Teachers	# with Early Childhood License	% Holding
SY 2005–06	37	12	32.4
SY 2006–07	65	23	35.4
SY 2007–08	98	42	42.9
SY 2008–09	113	51	45.1
SY 2009–10	115	56	48.7
SY 2010–11	102	59	57.8
SY 2011–12	92	57	61.9
SY 2012–13	119	75	63.03
SY 2013–14	167	113	67.66
SY 2014–15	238	187	78.57
SY 2015–16	241	199	82.57
SY 2016–17	247	236	95.55
SY 2017–18	241	232	96.27

## PED PreK Coaching, Training, and Support

The New Mexico PreK/FOCUS QRIS Professional Development and Coaching program provides ongoing professional development for all NM PreK teachers, educational assistants, and administrators. The PED contracts with the University of New Mexico, Center for Development and Disability to provide this training and coaching for NM PreK staff. The contract was moved to UNM-CDD in 2017–18 to ensure all coaches have public school experience in both general education and special education early childhood programs. The PED special education bureau has contracted with UNM-CDD for several years to provide support to preschool special education teachers and administrators. During the Race to the Top Early Learning Challenge Grant, the PED contracted with this entity to provide additional coaching and training to special education and Title 1 preschool teachers and administrators. Following Race to the Top, the PED moved all preschool training and coaching to UNM-CDD so that schools would have one coach and receive one message, regardless of funding stream.

PreK/FOCUS coaches provide on-site (in-context) training as well as facilitating regional trainings throughout the state. In addition, national experts provide training for preschool staff through the Early Childhood Technical Assistance (ECTA) Center contractors of the US Department of Education, Office of Early Learning. Coaches visit each PreK classroom monthly to work with teachers on best practices in early literacy and social-emotional development as well as classroom environment. Coaches also meet with administrators to assist with FOCUS verification and implementation of the PreK program. This on-site, hands-on professional development helps in the translation of training received into classroom practice. PreK offered 98 different sessions, allowing PreK staff to obtain training that best fit their schedules and needs. Whenever possible, UNM-CDD worked with districts to provide training on days that children were not in attendance, reducing the time required of teachers to be away from their classrooms. The chart on the following page provides training counts for school year 2017–18.



*"I didn't know if it (Pyramid) was going to help, but after watching the (coaching) video of my classroom, I guess it really did. He has been doing really well transitioning into my classroom." (Through using a visual schedule to help a student with autism transfer to a full inclusion setting in a NM PreK classroom.)*

~ Isela Delgado, Carlsbad

## Training and Coaching Data for 2017–2018

Note: All PreK/FOCUS training is open to all NM PreK, Title1, and special education preschool staff.

2017–18 Training Title	# of Sessions	# of Attendees
Coaching Model Intensive	1	20
Distance Coaching Intensive	1	18
Early Childhood Institute Day 1	1	415
Early Childhood Institute Day 2	1	365
Early Childhood Observation Tool (ECOT)	29	1,463
ECERS-3 Environmental Rating Scale	Individual, online	865
Full Participation of Each Child (includes inclusive practices, culture and dual language learners, family engagement, social-emotional development)	9	424
Intentional Teaching	14	391
JumpStart Institute	1	299
LETRS—Early Literacy	10	254
LETRS—Early Literacy for Coaches	1	26
NM Pyramid Social-Emotional Development	17	528
NM Pyramid Train-the-Trainer	1	16
Powerful Interactions	11	489
Special Education Law and Policy for Coaches	1	24
<b>TRAINING TOTALS</b>	<b>98</b>	<b>5,597</b>

## Capital Outlay—Start-Up

### Capital Outlay—PED

The legislature provided an appropriation to construct or remodel classrooms to meet PreK specifications. The following school districts received capital outlay awards. Award amounts do not include the district matching funds.

School District	School	2017–18 Award
Belen Public Schools	Rio Grande Elementary School	\$156,527
Clovis Municipal Schools	Barry Elementary School	\$667,714
Gadsden Independent School District	La Mesa On Track PreK Center	\$52,803
Gadsden Independent School District	On Track PreK Center	\$143,752
Gallup-McKinley County Schools	Thoreau Elementary School	\$268,031
Gallup-McKinley County Schools	Lincoln Elementary School	\$594,649
Grants-Cibola County Schools	Mesa View Elementary School	\$264,643
Grants-Cibola County Schools	Milan Elementary School	\$264,643
Hagerman Municipal Schools	Hagerman Elementary School	\$55,220
Los Alamos Public Schools	Barranca Mesa Elementary School	\$266,145
Portales Municipal Schools	Brown Early Childhood Center	\$1,665,294
Roswell Municipal Schools	Monterrey Elementary School	\$226,286
Roswell Municipal Schools	Sunset Elementary School	\$351,257
Silver Consolidated Schools	Silver Scholars Academy	\$23,036
<b>TOTAL</b>		<b>\$5,000,000</b>

## PED PreK Start-Up Awards

As a result of the increase in the PreK appropriation for FY19, the PED was able to fund 11 new districts for 2018–19, and provide expansion in 15 existing districts. The PED accessed a portion of the PreK fund balance in the spring of 2018 to provide Start-up Awards of \$10,000 per new classroom. This funding was awarded to help districts ensure that classrooms were children-ready, with appropriate furniture, curriculum, and learning materials by the first day of school. The following districts received funding:

FY19 District/REC/Charter	Start-up Award	FY19 District/REC/Charter	Start-up Award
Albuquerque Public Schools	\$140,000.00	North Valley Academy Charter	\$10,000.00
Animas Public Schools*	\$10,000.00	Portales Municipal Schools	\$10,000.00
Aztec Municipal School District*	\$40,000.00	Regional Education Cooperative #7	\$10,000.00
Belen Consolidated Schools	\$10,000.00	Reserve Independent Schools*	\$10,000.00
Bloomfield Schools	\$10,000.00	Roswell Independent School District	\$120,000.00
Carlsbad Municipal Schools*	\$40,000.00	Ruidoso Municipal School District	\$10,000.00
Clovis Municipal Schools*	\$110,000.00	Santa Fe Public Schools	\$60,000.00
Deming Public Schools	\$20,000.00	Silver Consolidated Schools*	\$60,000.00
Dexter Consolidated Schools	\$10,000.00		
Gadsden Independent School District	\$20,000.00	<b>TOTALS</b>	<b>\$1,070,000.00</b>
Gallup-McKinley County Schools	\$30,000.00		
Hagerman Municipal Schools*	\$10,000.00		
Las Cruces Public Schools*	\$100,000.00		
Lordsburg Municipal Schools	\$10,000.00		
Los Alamos Public Schools*	\$30,000.00		
Los Lunas Public Schools	\$30,000.00		
Loving Municipal Schools*	\$10,000.00		
Moriarty-Edgewood School District*	\$50,000.00		

\*New Districts for FY19

## Achieving and Maintaining Quality in PED PreK Programs

### FOCUS-QRIS

All PED PreK programs must participate in FOCUS, New Mexico's Quality Rating and Improvement System (QRIS). FOCUS provides criteria that define, measure, rate, and communicate the quality requirements of a participating program. There were nine classrooms that piloted the 5-star FOCUS process and were recognized at the JumpStart Institute in June, 2018, as meeting all requirements. Beginning in 2018–19, PreK programs in public schools will have two years to complete the requirements for a 5-star FOCUS quality rating. After completing the 5-star rating, districts and charter schools may choose to be verified for a Certificate of Exemplary Practices in one or more of the areas of the Full Participation of Each Child rubric.

The PED has chosen to embed the New Mexico PreK Program Standards into the PED FOCUS criteria, providing one reference document for both FOCUS and PreK. This consolidation also provides one standard of excellence for all public school preschool programs, including those funded by Title 1 and special education. Through a partnership with the PED Special Education Bureau, one coach visits all preschool classrooms in a school whenever possible, providing the administrator with a consistent message. All public school preschool staff have the same training requirements, regardless of funding source.

In addition to ensuring quality in existing PED PreK programs, FOCUS implementation allows districts that have not yet applied for PreK to get a head start on training and program requirements. This has increased the degree of readiness and quality, as these districts and state charter schools are funded as new NM PreK programs.

As NM PreK grows, so does the demand for a qualified workforce. In addition to providing scholarships for early childhood degrees and alternative licensure, the PED is working with school districts to develop dual credit programs so that high school students earn college credit in early childhood education. These young adults can enter the public school workforce as qualified educational assistants, having earned an associate's degree in early childhood education. The PED PreK Scholarship program will then provide funding for a bachelor's degree and teaching license.

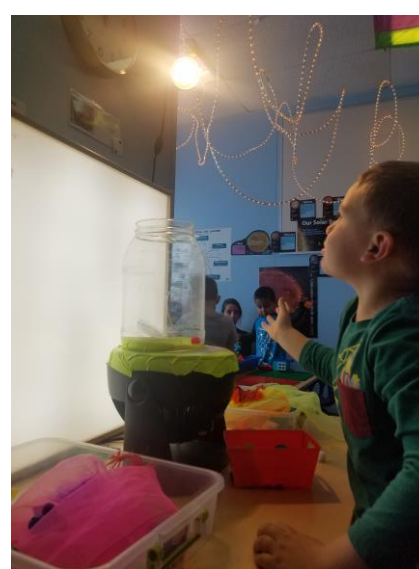
FOCUS requirements in the following areas increase quality in NM PreK, Title 1, and special education preschool classrooms:

- Educators serving preschool children participate in trainings designed to increase quality in the areas of early literacy, Pyramid social-emotional development, inclusive practices, curriculum implementation, dual-language learning, intentional teaching, implementing the Early Learning Guidelines, and ECERS-3. Training is offered regionally, online, or in off-contract summer months to facilitate teachers', educational assistants', and administrators' professional development that removes them fewer hours from their schools and classrooms.
- All preschool children receive developmental screenings to help identify those in need of early intervention.
- All children receive health, vision, and dental screenings.



- All children are assessed three times per year using the ECOT online application to complete the Preschool Observational Assessment. The results are communicated to parents and used for lesson planning, as well as for planning targeted professional development.
- All staff collaborate with families, special education personnel, and community partners to create a supportive and inclusive system that ensures the full participation of each child.

FY18 was a successful year for PED PreK programs. All PreK programs completed Phase 1 of the FOCUS verification process. In addition to the nine classrooms receiving 5-star status, many districts indicated readiness for full verification in 2018–19. Through the Continuous Quality Improvement (CQI) process, programs created targeted goals to increase child outcomes, improve environments, and increase the educational levels of educational assistants. Many more administrators completed all required FOCUS early childhood training. The spring of 2018 also saw an additional 11 districts funded for NM PreK programs for the 2018–19 school year. All of these districts had participated in FOCUS as preparation for applying for PreK. The JumpStart Institute, held in June, 2018, allowed personnel from these districts to complete additional FOCUS/PreK training prior to the beginning of the school year.



## CYFD PreK and Early PreK Program Facts and Accomplishments

The following are selected CYFD PreK and Early PreK program facts and accomplishments for school year 2017–2018:

- The CYFD received \$22,295,984.00 (\$9,695,984.00 in state general funds, \$12,100,000.00 in TANF — Temporary Assistance for Needy Families—funds, and \$500,000.00 in Fund Balance) for New Mexico PreK programs.
- The CYFD received \$6,698,816.00 (\$3,514,016.00 in state general funds, \$2,000,000.00 in TANF funds, and \$1,184,800.00 Fund Balance) for New Mexico Early PreK programs.
- The CYFD contracted with 70 community-based providers at 132 different sites to provide PreK services to 3,198 children. The CYFD also contracted with 45 community-based providers at 53 different sites to provide Early PreK services to 950 children.
- The CYFD is able to fund NM PreK programs in a variety of settings, allowing for family choice. CYFD programs can be found in:
  - Child care centers
  - Family child care homes
  - Head Start agencies
  - Municipalities
  - Universities
  - Faith-based child care centers
  - Tribal child care settings/Head Start
- CYFD offers each Early PreK and PreK teacher all required trainings, which were offered online through the New Mexico Early Learning System (NMLES). Each new teacher had the opportunity to take the Early Learning series, which covered the observation and documentation process. Returning teachers had the opportunity to take this course as well as the Continuous Quality Improvement (CQI) series. Each classroom was visited by their PreK program monitor for an introduction to the newly revised ELGs.
- Taking the overall average of all domains, as measured by the New Mexico PreK Child Observational Assessment Tool, 96.76 percent of children in the CYFD’s PreK programs showed measurable progress.
- In literacy skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 92.21 percent of children in the CYFD’s PreK programs showed measurable progress.
- In mathematic skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 93.96 percent of children in the CYFD’s PreK programs showed measurable progress.
- Regarding Early PreK programs, the overall average of all domains, as measured by the New Mexico PreK Child Observational Assessment Tool, showed that 99.37 percent of the children in the CYFD’s Early PreK programs realized measurable progress.
- In literacy skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 97.98 percent of the children in the CYFD’s Early PreK programs showed measurable progress.
- In mathematic skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 98.10 percent of children in the CYFD’s Early PreK programs showed measurable progress.

## CYFD PreK 2017–2018: Counties and Cities with PreK Sites

COUNTY	CYFD SITES	CONTRACTED	CITY	CONTRACTOR
BERNALILLO	Blue Bird Day Care and Learning Center	40	Albuquerque	Blue Bird Day Care and Learning Center
	Busy Bees— Montgomery	16	Albuquerque	Busy Bees
	Busy Bees—Tramway	16	Albuquerque	Busy Bees
	Children’s Promise Center	20	Albuquerque	Children’s Promise Center
	Christina Kent ECC	20	Albuquerque	Christina Kent ECC
	City of Albuquerque (CoABQ) — Alamosa	20	Albuquerque	City of Albuquerque
	CoABQ — Barelás	20	Albuquerque	City of Albuquerque
	CoABQ — Carlos Rey	15	Albuquerque	City of Albuquerque
	CoABQ — Duranes	20	Albuquerque	City of Albuquerque
	CoABQ — Emerson	20	Albuquerque	City of Albuquerque
	CoABQ — Governor Bent	30	Albuquerque	City of Albuquerque
	CoABQ — Hawthorne	15	Albuquerque	City of Albuquerque
	CoABQ — La Luz	20	Albuquerque	City of Albuquerque
	CoABQ — Longfellow	20	Albuquerque	City of Albuquerque
	CoAB — Los Volcanes	20	Albuquerque	City of Albuquerque
	CoABQ — Manzano Mesa	20	Albuquerque	City of Albuquerque
	CoABQ — Plaza Feliz	12	Albuquerque	City of Albuquerque
	CoABQ — Singing Arrow	20	Albuquerque	City of Albuquerque
	CoABQ — Vincent Griegos	20	Albuquerque	City of Albuquerque
	Coronado Children’s Center	40	Albuquerque	Coronado Children’s Center
	Kid’s Planet	10	Albuquerque	Kid’s Planet
	La Petite Academy Anaheim	20	Albuquerque	La Petite Academy
	La Petite Academy Constitution	20	Albuquerque	La Petite Academy
	La Petite Academy Fortuna	20	Albuquerque	La Petite Academy

COUNTY	CYFD SITES	CONTRACTED	CITY	CONTRACTOR
<b>BERNALILLO</b>	La Petite Academy Homestead	20	Albuquerque	La Petite Academy
	Los Solectios	10	Albuquerque	Los Solecitos
	Magic Moments Child Care	20	Albuquerque	Magic Moments Child Care
	Noah's Ark Candelaria Center	50	Albuquerque	Noah's Ark
	Noah's Ark Montgomery	40	Albuquerque	Noah's Ark
	Noah's Ark Morris Center	35	Albuquerque	Noah's Ark
	PB&J Family Services	20	Albuquerque	PB&J Family Services
	Precious Moments 2 <sup>nd</sup> Street	20	Albuquerque	Precious Moments
	Precious Moments Churchill	18	Albuquerque	Precious Moments
	Precious Moments—Ladera	36	Albuquerque	Precious Moments
	Precious Moments—Osuna	20	Albuquerque	Precious Moments
	Southwest Child Care—Lomas	60	Albuquerque	Southwest Child Care
	Southwest Child Care—Texas	40	Albuquerque	Southwest Child Care
	Southwest Child Care—Wyoming	50	Albuquerque	Southwest Child Care
	The Learning Center—Building Bridges	40	Albuquerque	Parkside Child Development Center, Inc
	The Learning Center—Little Blessings	20	Albuquerque	Parkside Child Development Center, Inc
	The Learning Center—Parkside	50	Albuquerque	Parkside Child Development Center, Inc
	To'Hajiilee	20	Albuquerque	To'Hajiilee Community School
	UNM Children's Campus	57	Albuquerque	UNM Children's Campus
	Western Heights	20	Albuquerque	Western Heights Assembly of God
	YDI (Youth Development Inc.)—Camino Real	20	Albuquerque	YDI

COUNTY	CYFD SITES	CONTRACTED	CITY	CONTRACTOR
<b>BERNALILLO</b>	YDI—Centro de Amor	20	Albuquerque	YDI
	YDI—Heights	20	Albuquerque	YDI
<b>CHAVES</b>	My Kiddos	10	Roswell	My Kiddos Childcare Center
<b>CIBOLA</b>	MidWest NM CAP Head Start	40	Grants	MidWest NM CAP
<b>CURRY</b>	Future Generations	34	Clovis	Future Generations
<b>DOÑA ANA</b>	Alpha School	60	Las Cruces	Alpha School
	Bumble Bee	10	Sunland Park	Bumble Bee
	Chaparral Family Dev Center	13	Chaparral	Colonias Development Council
	Cradles and Crayons	20	Sunland Park	Cradles and Crayons
	Discovery I—Walnut	10	Las Cruces	Discovery Child Development Center (CDC)
	Discovery II—Del Ray	40	Las Cruces	Discovery CDC
	Discovery III—Farney	20	Las Cruces	Discovery CDC
	Discovery IV—Anthony	20	Anthony	Discovery CDC
	Gym Magic/Ashley's Garden	20	Las Cruces	Gym Magic
	HELP NM—Chaparral-Sunrise Elementary	20	Chaparral	HELP NM
	Jardín de los Niños	16	Las Cruces	Jardín de los Niños
	Kids Kountry—Academy	10	Las Cruces	Kids Kountry
	Kids Kountry—Campus	10	Las Cruces	Kids Kountry
	Kids Kountry—Del Rey	20	Las Cruces	Kids Kountry
	Kids Kountry—Maese	10	Las Cruces	Kids Kountry
	Kids Kountry—Midtown	10	Las Cruces	Kids Kountry
	Little Footprints	10	Hatch	Little Footprints
	Little Playmates—Alameda	20	Las Cruces	Little Playmates
	Little Playmates—Claude Dove	20	Las Cruces	Little Playmates

County	CYFD Sites	Contracted	City	Contractor
<b>DOÑA ANA</b>	Little Playmates—Alameda	20	Las Cruces	Little Playmates
	Little Playmates—Claude Dove	20	Las Cruces	Little Playmates
	Little Playmates—Mountain View	20	Las Cruces	Little Playmates
	Little Playmates—Mulberry	20	Las Cruces	Little Playmates
	Little Playmates—Ridgemont	20	Las Cruces	Little Playmates
	Mi Casita Feliz	12	Chaparral	Mi Casita Feliz
	NMSU—Roadrunner Preschool	40	Las Cruces	New Mexico State University (NMSU)
	Palmas Palmitas	10	Sunland Park	Palmas Palmitas
	The Children's Garden 3—Valley	40	Las Cruces	The Children's Garden
	The Children's Garden 4—Missouri	20	Las Cruces	The Children's Garden
	The Children's Garden 5—Northrise	20	Las Cruces	The Children's Garden
	The Children's Garden 6—Sonoma	20	Las Cruces	The Children's Garden
	The Toy Box	36	Las Cruces	The Children's Garden
<b>GRANT</b>	Western New Mexico University	60	Silver City	Western New Mexico University
<b>LINCOLN</b>	Rocking Horse Daycare	20	Carrizozo	Rocking Horse Daycare
	Ruidoso River Raccoons	12	Ruidoso	Ruidoso River Raccoons
<b>LUNA</b>	Home Education Livelihood Program (HELP) NM—Deming CDC	20	Deming	HELP NM
	HELP NM—Deming Family Resource	15	Deming	HELP NM
	HELP NM—Deming Rainbow	20	Deming	HELP NM



COUNTY	CYFD SITES	CONTRACTED	CITY	CONTRACTOR
<b>McKINLEY</b>	Little Folks	20	Navajo	Little Folks
	MidWest NM CAP Head Start—Gallup	20	Gallup	MidWest NM Community Action Program (CAP)
	Rehoboth Christian School	40	Rehoboth	Rehoboth Christian School
<b>OTERO</b>	Children’s World	30	Alamogordo	Children’s World
	CHINS—Children’s House	10	Alamogordo	CHINS
	CHINS--Community PreK	20	Alamogordo	CHINS
	CHINS--Full House	36	Alamogordo	CHINS
	CHINS--Full House Too	40	Alamogordo	CHINS
	Cloudcroft First Methodist Preschool	18	Cloudcroft	Cloudcroft First Methodist Church
	HELP NM—Alamogordo	60	Alamogordo	HELP NM
	HELP NM—La Luz	20	La Luz	HELP NM
	HELP NM—Tularosa	20	Tularosa	HELP NM
	Mescalero Apache Schools	32	Mescalero	Mescalero Apache Schools
<b>RIO ARRIBA</b>	Conjunto School	31	Española	Las Cumbres Comm. Services
	Creative Kids Childcare Center	20	Española	Creative Kids Childcare Center
	Family Learning Center	20	Española	Family Learning Center
	McCurdy Ministries Preschool	20	Fairview	McCurdy Ministries
	Ohkay Owingeh	17	San Juan	Ohkay Owingeh
<b>SAN JUAN</b>	A Gold Star Academy	60	Farmington	3D Enterprises
	A Gold Star Academy—East	20	Farmington	3D Enterprises
	A Gold Star Academy—Smiling Faces	20	Farmington	3D Enterprises
	Just Us Kids—Aztec 1	40	Aztec	Just Us Kids
	Just Us Kids—Aztec 2	20	Aztec	Just Us Kids
	Just Us Kids—Farmington	60	Farmington	Just Us Kids

COUNTY	CYFD SITES	CONTRACTED	CITY	CONTRACTOR
<b>SAN JUAN</b>	Presbyterian Medical Services—Farmington	17	Farmington	Presbyterian Medical Services
	Sunshine Learning Center	12	Farmington	Sunshine Learning Center
<b>SANDOVAL</b>	La Petite—Barbara Loop	30	Rio Rancho	La Petite Academy
	La Petite—Bernalillo	10	Bernalillo	La Petite Academy
<b>SANTA FE</b>	Santa Fe Children's Project Early Learning Center	52	Santa Fe	United Way of Santa Fe County
	Santa Fe Community College Kids Campus	20	Santa Fe	Santa Fe Community College
	The Learning Center—The Learning Curve	20	Edgewood	Parkside Child Development Center, Inc.
<b>SIERRA</b>	Apple Tree Education Center	20	Truth or Consequences	Apple Tree Education Center
<b>TAOS</b>	Anansi Day School	15	Arroyo Seco	Anansi Day School
	Inspire! Bilingual	15	Taos	Inspire! Bilingual
	Little Bug	20	Taos	Little Bug
	UNM Taos (Kids Campus Center for Early Learning)	20	Taos	UNM Taos
<b>VALENCIA</b>	Kids Korner Preschool	27	Los Lunas	Kids Korner
	Little Learners Child Developmental Center	20	Los Lunas	Little Learners Child Developmental Center
	MidWest NM CAP Head Start—Adelino Tomé	39	Los Lunas	MidWest NM CAP
	Peralta's Playhouse	30	Peralta	Peralta's Playhouse
	Safe Site	19	Los Lunas	Safe Site
	Sow N' Seed	10	Los Lunas	Sow N' Seed Childcare Center
	Watch Me Grow	40	Belen	Watch Me Grow
	Wright Choice	20	Belen	Wright Choice
<b>TOTAL CONTRACTED</b>		<b>3,198</b>		

## CYFD Early PreK 2017–2018: Counties and Cities with Early PreK Sites

COUNTY	CYFD EARLY PREK SITES	CONTRACTED	CITY	CONTRACTOR
<b>BERNALILLO</b>	Blue Bird Day Care and Learning Center	32	Albuquerque	Blue Bird Day Care and Learning Center
	Children's Promise Center	16	Albuquerque	Children's Promise Center
	CoAbq—Lowell	15	Albuquerque	City of Albuquerque
	CoAbq—McKinley	15	Albuquerque	City of Albuquerque
	CoAbq—Trés Manos	14	Albuquerque	City of Albuquerque
	Coronado Children's Center	32	Albuquerque	Coronado Children's Center
	Kid's Planet	16	Albuquerque	Kids Planet
	Magic Moments	28	Albuquerque	Magic Moments
	My Little Sunshine	16	Albuquerque	My Little Sunshine Academy
	Southwest Child Care-Texas	16	Albuquerque	Southwest Child Care
	To'Hajiilee	16	Albuquerque	To'Hajiilee Community School
	UNM Children's Campus	48	Albuquerque	UNM Children's Campus
<b>CHAVES</b>	My Kiddos	8	Roswell	My Kiddos Childcare Center
<b>CURRY</b>	Future Generations	15	Clovis	Future Generations Early Concepts Learning Center
<b>DOÑA ANA</b>	Alpha School for Young Children	16	Las Cruces	Alpha School Inc.
	Angel Home	12	Chaparral	Maria Ponce DBA Angel Home
	Bumble Bee Learning Center	16	Sunland Park	Bumble Bee
	Chaparral Family Development Center	16	Chaparral	Colonias Development Council
	Cradles and Crayons	16	Sunland Park	Cradles and Crayons
	Cri Cri	8	Sunland Park	Cri Cri
	Discovery—Anthony	16	Anthony	Discovery Child Development Center
	Discovery—Del Rey	8	Las Cruces	Discovery CDC
	Discovery—Farney	14	Las Cruces	Discovery CDC

COUNTY	CYFD EARLY PREK SITES	CONTRACTED	CITY	CONTRACTOR
<b>DOÑA ANA</b>	Gym Magic/Ashley's Garden	16	Las Cruces	Gym Magic
	Little Footprints	24	Hatch	Little Footprints
	Mi Casita Feliz	12	Chaparral	Mi Casita Feliz
	Palmas Palmitas	8	Sunland Park	Palmas Palmitas
	The Children's Garden--Court	16	Las Cruces	The Children's Garden
<b>EDDY</b>	Little Castle	32	Artesia	Little Castle Learning and Dev. Ctr.
<b>LEA</b>	Wee Kids Kountry Klub	32	Hobbs	Wee Kids Kountry Klub
<b>LUNA</b>	His Kidz	16	Deming	HizsKids Learning Center
<b>MCKINLEY</b>	Little Folks	16	Navajo	Little Folks DCC
<b>RIO ARRIBA</b>	Creative Kids Childcare Center	13	Española	Creative Kids Childcare Center
	Family Learning Center	15	Española	Family Learning Center
	Las Cumbres	13	Española	Las Cumbres
<b>SAN JUAN</b>	A Gold Star	16	Farmington	3-D Enterprises
	A Gold Star East	24	Aztec	3-D Enterprises
	Crouch Mesa	22	Farmington	3-D Enterprises
	Smiling Faces	16	Farmington	3-D Enterprises
<b>SANTA FE</b>	Santa Fe Children's Project Early Learning Center	16	Santa Fe	United Way of Santa Fe
	Santa Fe Community College Kids Campus	32	Santa Fe	Santa Fe Community College
<b>SIERRA</b>	Apple Tree Educational Center	32	Truth or Consequences	Apple Tree Educational Center
<b>TAOS</b>	Palmas Palmitas	12	Sunland Park	Anansi Day School
	The Children's Garden--Court	8	Las Cruces	Inspire Bilingual!
	UNM Taos	16	Ranchos de Taos	UNM Taos
<b>TORRANCE</b>	Count Your Blessings	16	Moriarty	Count Your Blessings
<b>VALENCIA</b>	Auntie Nikki's	16	Los Lunas	Auntie Nikki's Daycare
	Kids Korner Preschool	16	Los Lunas	Kids Korner Preschool
	La Vida Felicidad	16	Los Lunas	La Vida Felicidad

COUNTY	CYFD EARLY PREK SITES	CONTRACTED	CITY	CONTRACTOR
VALENCIA	Little Learners Child Developmental Center	24	Los Lunas	Little Learners Child Development Center
	Peralta's Playhouse	30	Peralta	Peralta's Playhouse
	Wright Choice	16	Belen	Wright Choice
TOTAL CONTRACTED		950		



## NM CYFD Early PreK and PreK Data

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

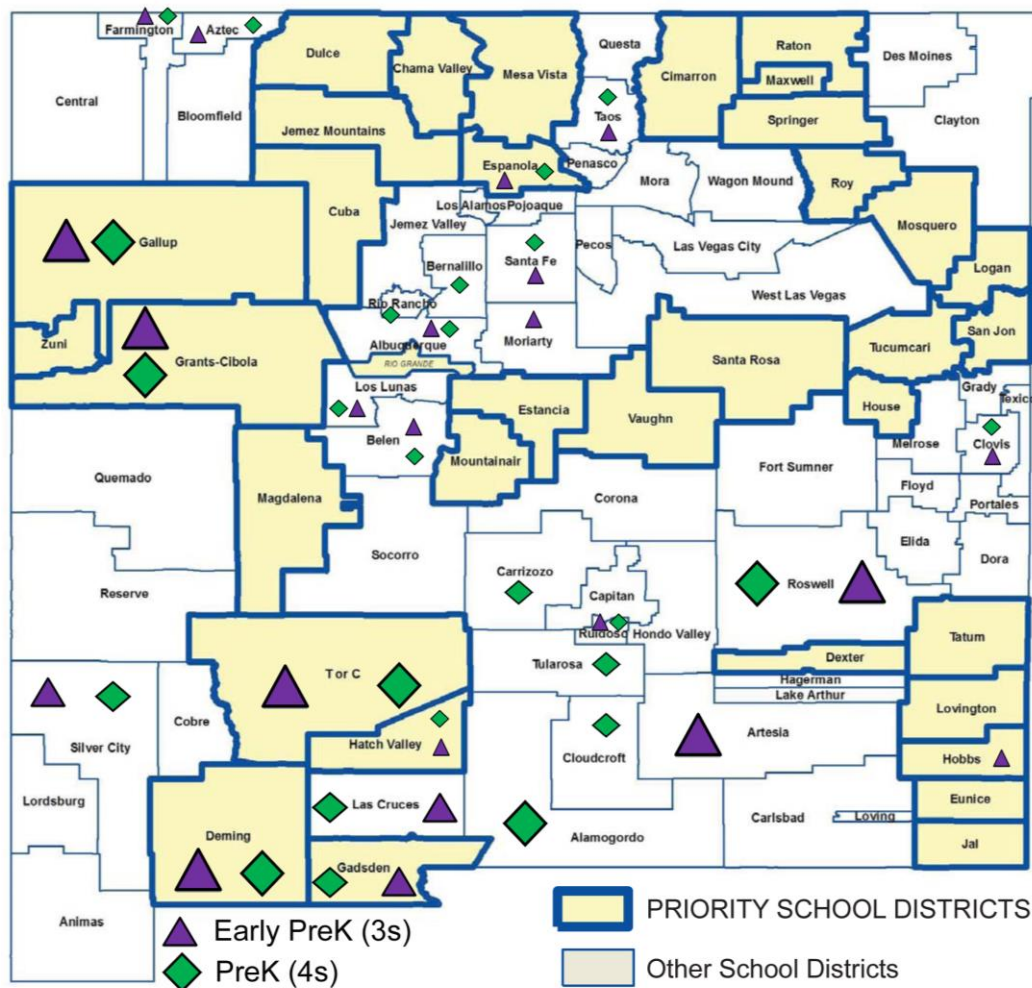
- New Mexico Children, Youth and Families Department
- New Mexico Department of Health
- New Mexico Public Education Department

### Early Childhood Investment Zone Map

Purple Triangles = Sites with CYFD Early PreK Programs

Green Diamonds = Sites with CYFD PreK Programs

- 132 total PreK sites. Of those, 21 are within an Early Childhood Investment Zone
- 53 total Early PreK sites. Of those, 16 are within an Early Childhood Investment Zone



## Nurturing Programs as Quality Grows and Develops

The goal of New Mexico's early learning system is to provide all children with access to high-quality, early learning programs and is guided by the NM PreK/FOCUS shared quality improvement framework. The shared quality improvement framework articulates expectations for early childhood programs and professionals working across sectors to promote

- 1) the full participation of each child (i.e., family engagement, inclusive practices, culture and language, social relationships);
- 2) research-based practices that promote children's growth, development, and learning; and
- 3) intentional leadership practices.

Early childhood programs and professionals will be supported in a variety of ways (e.g., professional development, coaching, training, higher education) to implement research-based practices that reflect these expectations and will enhance their skills and knowledge through a CQI process. Changes in practice among early childhood programs and professionals will promote children's development and enable each child, with the support of their family, to have an equal opportunity for success in school.

CYFD—The Office of Child Development at CYFD has been working on the CQI Plan as a means of supporting programs throughout the state. Program feedback is used as a way of setting goals and moving toward meeting them. Program year 2018 brought much change for the CYFD programs and all those working to support them.

*Since implementing the new consultation system we feel that the consultation process is more efficient. The information/feedback is consistent that we received. The visits are more flexible and consistent. Having a local consultant for FOCUS has been extremely beneficial for our center in all areas. The new system has helped trainings/consultations to be coordinated and focused on the individual needs of the center. If you need any further information feel free to contact me as we feel the new system is definitely working and would hate to see a change.*

**~Ashleigh Tackett, Future Generations, Clovis**

*I have loved having just one consultant as it has made it easier to get answers and not feel that I will get two different answers to the same question.*

**~ Murray Basket, Watch Me Grow Preschool, Belen.**

*All of our returning teachers thought that the training was amazing and they were able to speak with other centers and get ideas and just see how other Pre-K programs run. They liked the hands on centers.*

**~ Siobhan Coffelt, Little Castle, Artesia**



## New Mexico Comprehensive Early Learning Training and Consultation

In the spring of 2017, the CYFD and their Office of Child Development issued a Request for Proposals (RFP) for a contractor to assist with achieving the vision of aligning all services and ensuring continuity of support available to children, families, and early childcare providers.

As a result of that RFP, the CYFD established a New Mexico Comprehensive Early Learning Training and Consultation Center at UNM. The center ensures that the early learning and training system is aligned throughout the state and provides culturally and linguistically appropriate professional development services to early learning programs within New Mexico, including cross-cultural communication and respect for the linguistic, ethnic, and gender-based differences that contribute to cultural identity. To support this work, the center has created a contingent of early childhood consultants. Consultants and center resources assist the early care and education program staffs continuously improve their quality and meet the New Mexico Child Care licensing, NM PreK, and FOCUS-TQRIS standards.

Having a comprehensive system in place has allowed programs to receive support and training from individuals who have been consistently involved over time. Consultants, maintaining their same programmatic assignments, focus their efforts on promoting teacher success in implementing the Authentic Observation Documentation and Curriculum Planning (AODCP) process. Efforts are also placed in specialized trainings and technical assistance for all programs and individualized support for program administrators.

The UNM Early Childhood Services Center consultants work throughout the state, engaging teachers in a reflective process of planning, implementation, and reflection. Consultants work onsite with teachers to redesign the classroom learning environment, provide Pyramid resources, model effective teaching strategies, coach the development of lesson plans and portfolio documentation, and support teacher in implementing classroom management strategies such as visual schedules, appropriate transitions, and intentional outdoor learning environments.

***...what I am appreciative most is learning the FOCUS criteria and being able to use it to show alignment with NM PreK standards and be able to support quality at all times... I have been able to show teachers and education specialist how FOCUS and PreK align in quality.***

***~ Marisa Wagner, Training and Development Consultant***

## Achieving and Maintaining Quality in New Mexico PreK Programs

### FOCUS-TQRIS

All CYFD PreK and Early PreK programs must participate in FOCUS, which is New Mexico's Tiered Quality Rating and Improvement System (TQRIS). FOCUS provides criteria that define, measure, rate, and communicate the level of quality in participating programs. Programs strive to achieve and maintain quality, as they move through the tiered rating system to meet the criteria for a 3-, 4-, or 5-star FOCUS quality rating.

FOCUS was developed in 2012 by the CYFD and is designed to be implemented across all programs within the New Mexico Early Learning System. The goals of FOCUS are: 1) fostering program leadership, 2) cultivating and enhancing quality teaching practices, and 3) supporting positive outcomes for all children. As with NM PreK, FOCUS classrooms utilize the New Mexico Early Learning Guidelines: Birth through Kindergarten (ELGs) and implement the AODCP process to meet children at their individual developmental levels along a learning continuum. Having FOCUS embedded into community programs that provide NM PreK can help raise quality throughout the entire early childhood program. Some examples of program-wide impact are:

- Educators—serving infants through preschool children—participate in trainings designed to increase quality.
- Educators—serving infants through preschool children—take college-level courses leading to the child development certificate and higher-levels of licensure.
- Developmental screenings are administered to children six weeks through five years of age, increasing the incidence of early intervention.
- Children receive health screenings and/or resources for community health providers.
- All quality-program staff collaborate with families, providers, practitioners, administrators, and other community partners to create a supportive and inclusive system that ensures the full participation of each child.

FY18 was a successful year for PreK programs. All PreK programs met the requirement of applying for FOCUS. For program year 2017–2018, the CYFD had approximately 86 PreK sites participating in FOCUS. Of those sites, 63 verified at a higher star level. In addition to encouraging program staff to pursue professional growth and development opportunities, FOCUS participation has also provided more opportunities to learn about the CQI process.

## Support for Continuous Quality Improvement (CQI)

The CQI process is an essential part of NM PreK and FOCUS. Educators and administrators receive support for this dynamic process through the New Mexico Comprehensive Training and Consultation System. In this developing system, training and support are extended beyond the required foundation and are based upon individual program and educator needs. Consultants, assigned to regional hubs, conduct visits at least once monthly to provide on-going coaching in the areas of curriculum, classroom management, social emotional development, documentation, and other specific program needs. Training and development consultants offer training to program staff and other community providers that may benefit from similar training. As a result, New Mexico quality programs are demonstrating leadership as active supporters within their communities, which in turn strengthens our cross-sector approach state-wide.

CYFD NM PreK monitors from their Office of Child Development to establish individual relationships with each NM PreK Program. Their on-going work with program administrators, in support of the CQI process, includes on-site program visits as well as the review of administrative reports. This report analysis allows CYFD to provide CQI feedback to program administrators; are they providing their staff with an adequate understanding of CQI purpose and process? Are they including family voices in their CQI goals?

Progress with the creation, implementation, and outcome of CQI goals is monitored throughout the year. In addition to consultant and monitor support, both teachers and administrators take online courses designed to increase their expertise with CQI. In FY18, guidance from the Office of Child Development program monitors, support from consultants, and collaboration with program teachers and administrators led to success in CYFD NM PreK classrooms setting meaningful goals and meeting them. The high-quality expectations for both NM PreK and FOCUS programs continue to align.



## Early Childhood Education Professional Development and Scholarships

The CYFD Comprehensive Early Childhood Scholarship Program makes it possible for early childhood teachers, educational assistants, administrators, and program directors to afford the time and expense of taking coursework that leads to credentials and degrees.

Many CYFD teaching staff have extensive post-secondary training in developmentally appropriate, early childhood education practices as required by child care licensing. The child development associate (CDA), the child development certificate (CDC), and the 45-hour-entry-level course are specific to practices for young children. Staff holding associate degrees have taken prerequisite classwork for the bachelor's degree in early childhood education.

Early childhood education professional development is a continuum of learning and support activities designed to prepare individuals for work with, and on behalf of, young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.



**CYFD state  
funded pre-k or  
early pre-k  
programs**

## Data Collection and the EPICS System

The Children, Youth and Families Early Childhood Division introduced the new data system, EPICS (Enterprise Provider Information and Constituent Services). EPICS has been developed for the CYFD New Mexico PreK program as well as other programs such as Child Care Assistance, Child Care Licensing, Child and Adult Care Food Program, and Summer Food Service Programs. School year 2017–2018 was the first year that EPICS was used for the NM CYFD PreK Program.

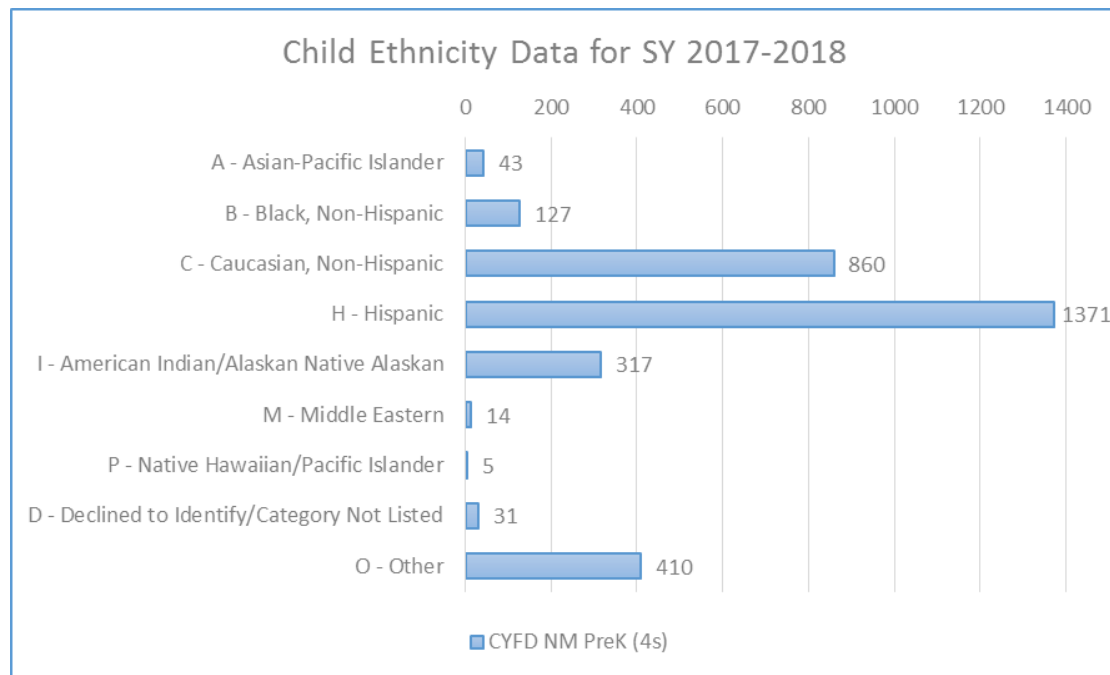
EPICS PreK has provided the program with many benefits. Some of its practical applications include: 1) background check clearance tracking for all PreK personnel, who must be cleared prior to admittance to any facility and classroom; 2) real-time sex offender screening with the NM Department of Public Safety; and 3) child demographics and student observations tracking that can be compared from year to year.

EPICS PreK was built to mirror its precursor—the legacy system—so its functionality would be familiar to its users. However, some components require additional training, as processes varied from the old system to the new. Throughout the year, the CYFD PreK program monitors worked with each PreK program staff to ensure that data was entered accurately and in a timely manner.

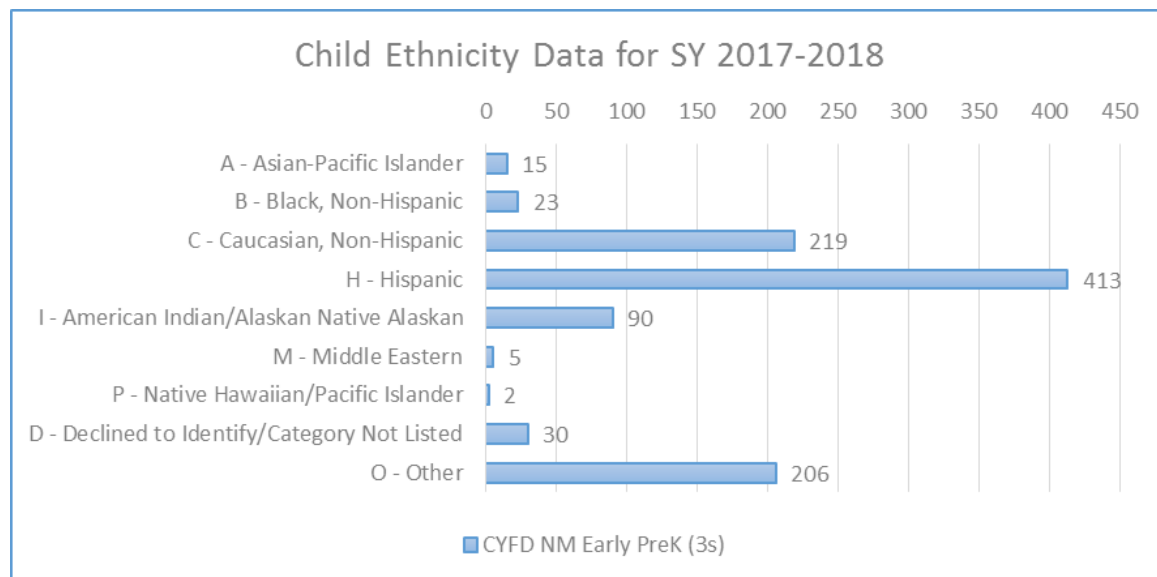
Extra precautions were taken to ensure the privacy of each child entered into the data system. Although these safety measures added extra steps to the enrollment process for PreK programs, these safeguards reflect the importance CYFD and our providers place on the assurance that the privacy of each child is protected.



## CYFD NM PreK (4-year olds) Child Ethnicity Data for SY 2017–2018

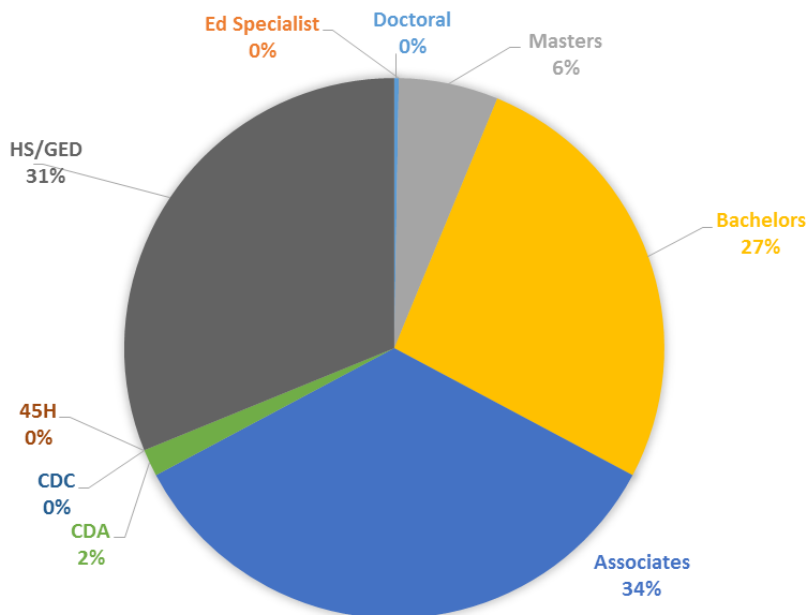


## CYFD NM Early PreK (3-year olds) Child Ethnicity Data for SY 2017–2018

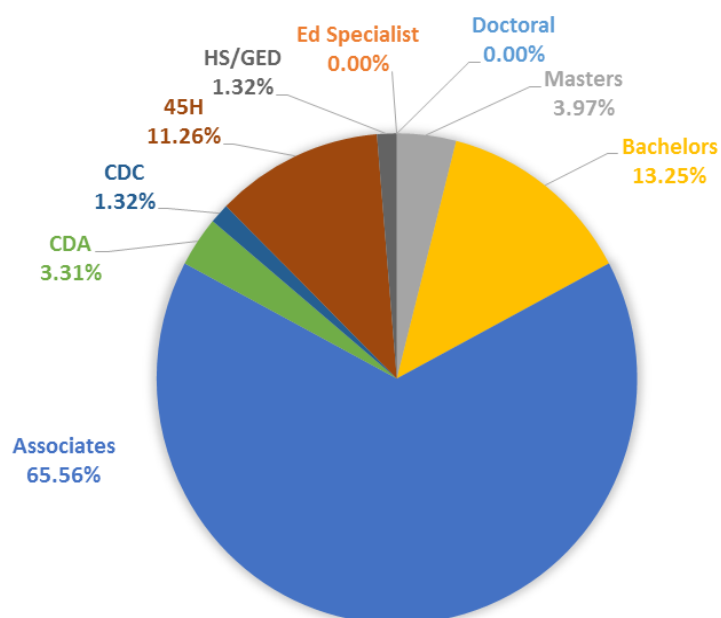


## Education Level of NM CYFD PreK and Early PreK Lead Teachers

CYFD - % OF NM PREK TEACHERS BY HIGHEST EDUCATION LEVEL  
SY 2017-2018



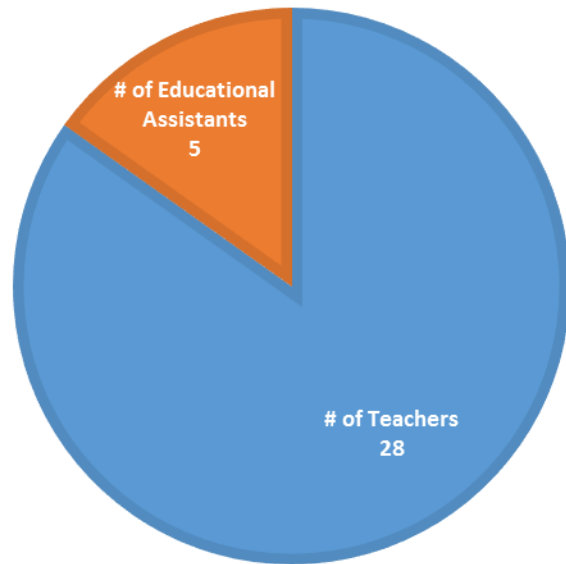
CYFD - % OF NM PREK EDUCATIONAL ASSISTANTS BY HIGHEST EDUCATION LEVEL  
SY 2017-2018





## Early Childhood Licensure of NM CYFD Early PreK and PreK Lead Teachers

### SY 2017-2018 CYFD - PREK PROGRAM EDUCATORS WITH EARLY CHILDHOOD LICENSES



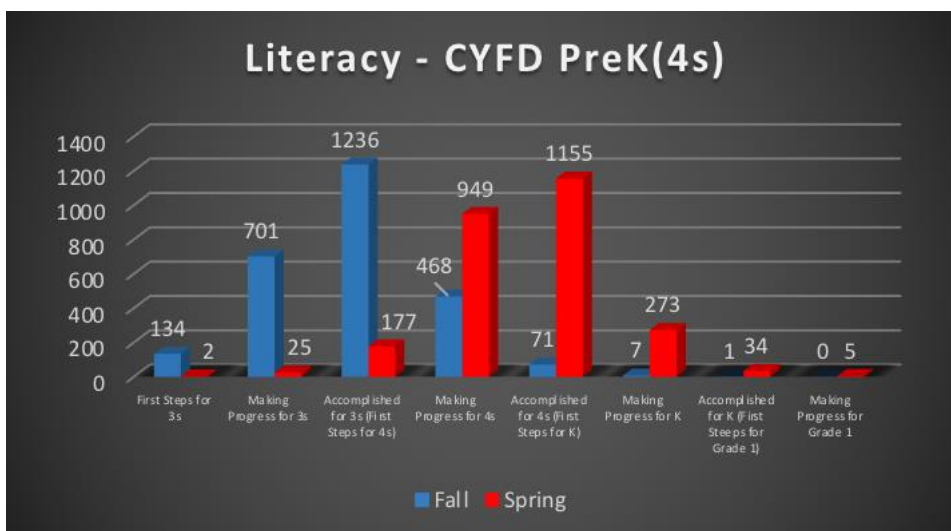
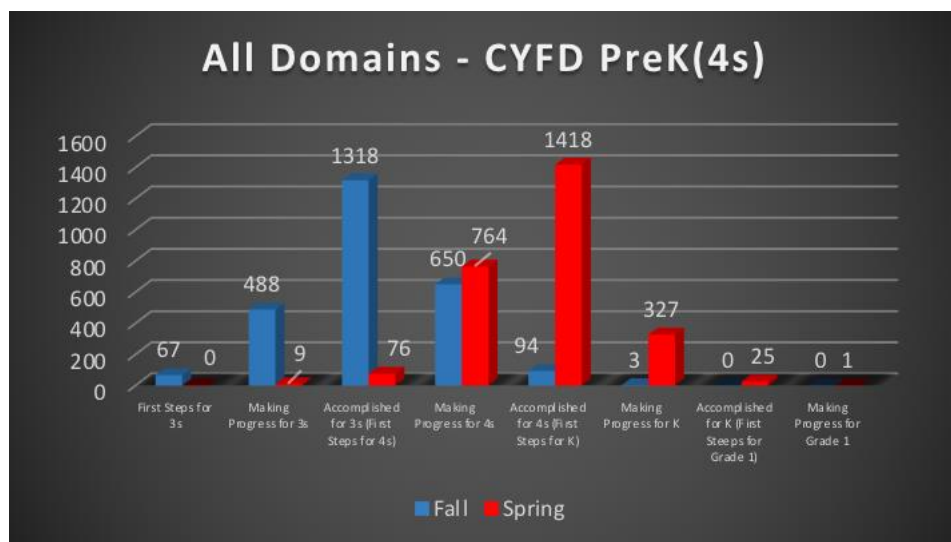
## CYFD Fall-Spring Assessment Comparison, FY 2017–2018

The Children, Youth and Families Early Childhood Division’s new data graphs (below) illustrate the outcomes for children enrolled in the CYFD New Mexico PreK and Early PreK programs. Children were assessed, both in the fall and in the spring SY 2017–2018, using an eight-point, rubric rating scale. The teachers were then able to use this data to drive curriculum planning as well as develop CQI goals.

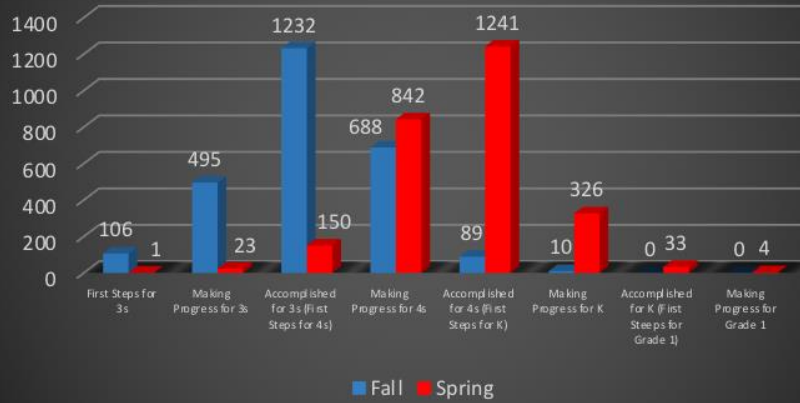
### Children, Youth, and Families—NM PreK (4-year-old children)

#### All Domains

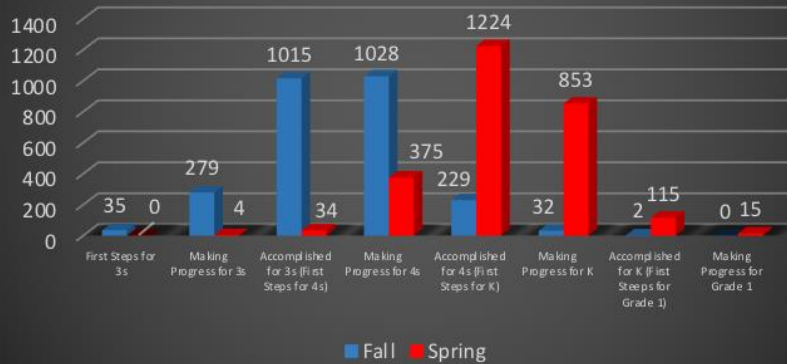
N = 2620



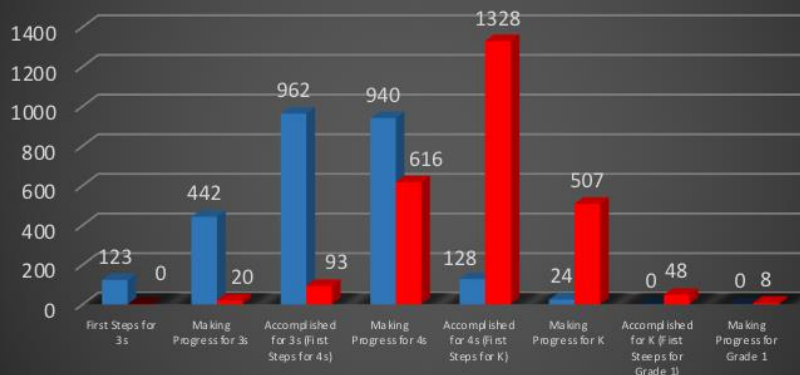
## Mathematics - CYFD PreK(4s)



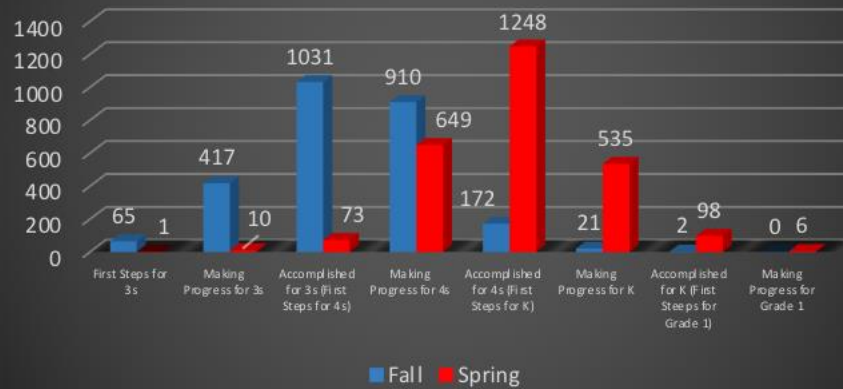
## Physical Development, Health, and Well-Being - CYFD PreK(4s)



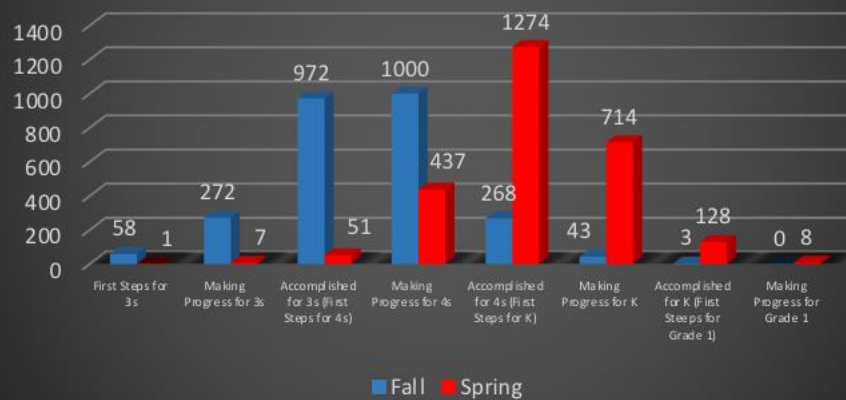
## Scientific Conceptual Understanding - CYFD PreK(4s)



## Self, Family, and Community - CYFD PreK(4s)



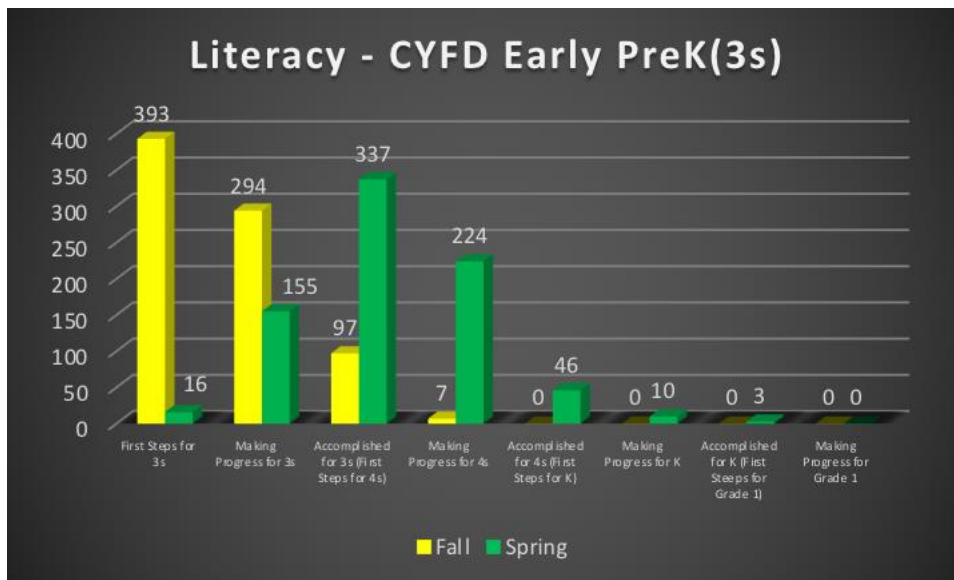
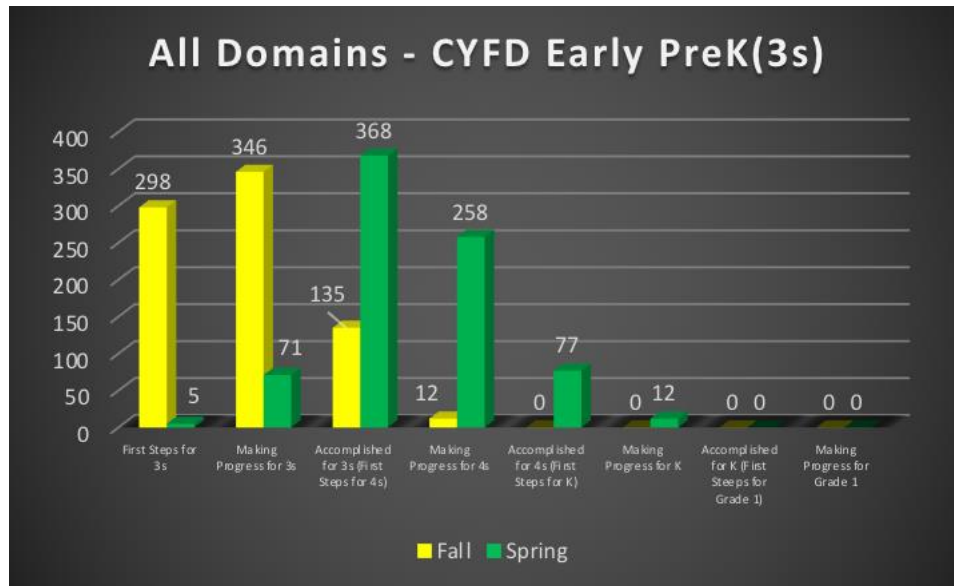
## Approaches to Learning - CYFD PreK(4s)



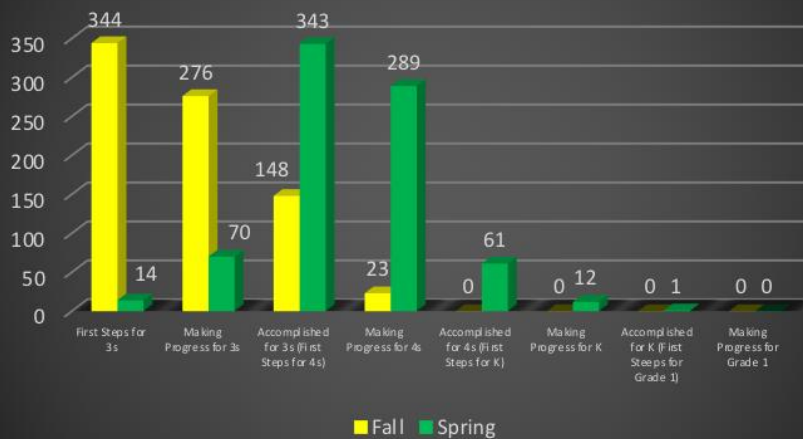
## Children, Youth and Families—NM Early PreK (3-year-old children)

### All Domains

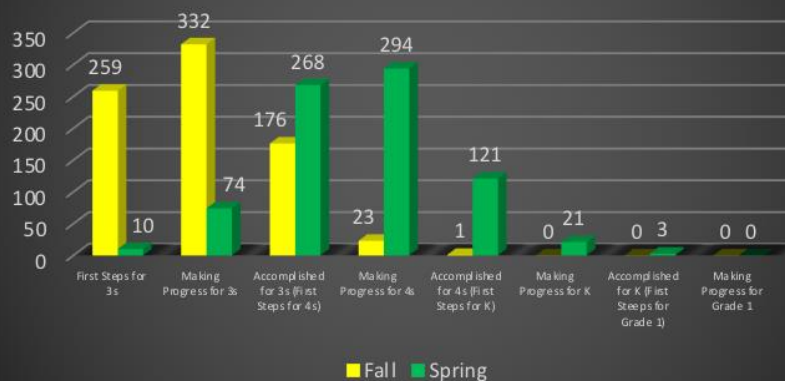
N = 791



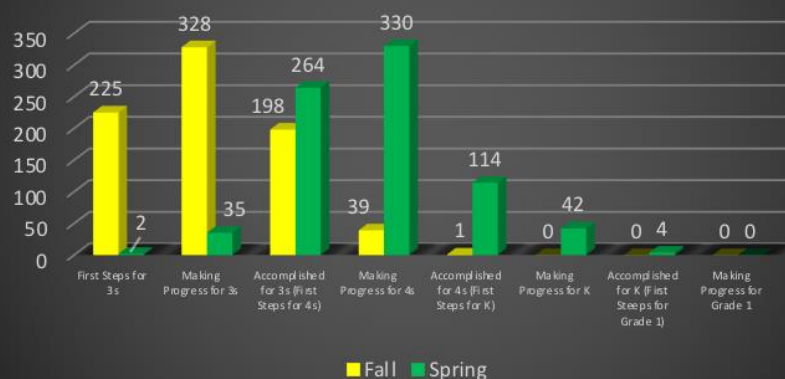
## Mathematics - CYFD Early PreK(3s)



## Scientific Conceptual Understanding - CYFD Early PreK(3s)

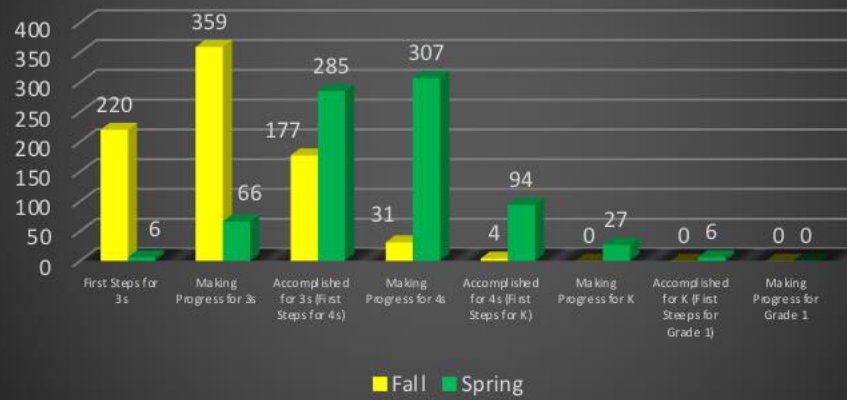


## Physical Development, Health, and Well-Being - CYFD Early PreK(3s)

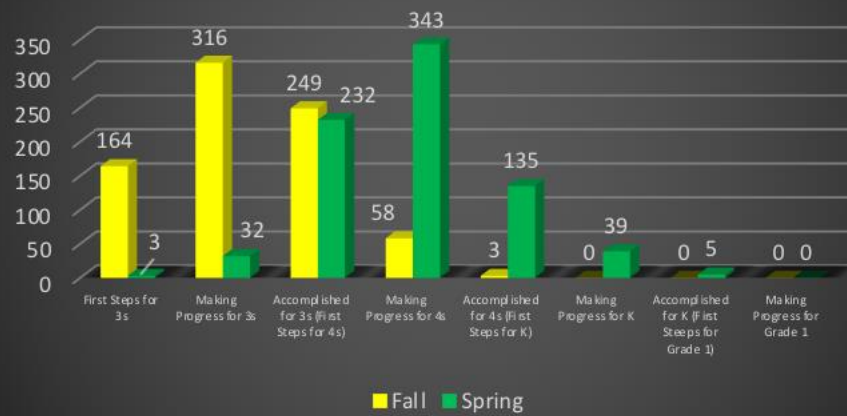




## Self, Family, and Community - CYFD Early PreK(3s)



## Approaches to Learning - CYFD Early PreK(3s)





# Conclusion

## Growing Our Own


Since SY 2005–2006, New Mexico PreK has funded over 75,000 children to attend high-quality, early learning programs that are both developmentally appropriate and academically challenging.

- Funding for the program has increased from less than \$5 million in the first year to \$53.495 million in 2017–18, demonstrating the state’s strong bi-partisan support for early learning.
- The program has grown from 1,540 children in half-day programs in 2005–2006 to 8,384 four-year-old children and 950 three-year-old children in 2017–18.
- In the first year of PreK, the PED and CYFD funded 30 programs at 57 sites, and in 2017–18, there were 130 programs at 276 sites across New Mexico.
- The number of PED PreK teachers has increased from 37 to 241 since 2005, and the percentage of these teachers with licensure in early childhood has increased from just over 32 percent to over 96 percent, as a result of the scholarship opportunities and more available knowledge about the importance of early learning.
- The CYFD has a combined total of 369 lead teachers. Of those teachers, 67 percent hold an associates of arts in early childhood education or higher. Additionally, CYFD PreK and Early PreK has a combined total of 151 educational assistants. Of those EAs, 83 percent hold an AA or higher in early childhood education. The CYFD is committed to supporting each educator pursuing their education in early childhood by offering the CYFD scholarship program.

From the earliest studies completed by the National Institute of Early Education Research (NIEER), to the latest Legislative Finance Committee Accountability Report, data shows that the New Mexico PreK has had positive impacts on student achievement through high school. PreK students score higher on PARCC, are retained in their grade less frequently, and require fewer special education services. PreK has increased access while maintaining quality through the training and coaching provided.

The PED is committed to continuous support and increased professionalization of all early education providers. T.E.A.C.H.® scholarships, targeted professional development, and the coaches/consultants who train and coach teaching staff and administrators in a job-embedded context are essential components of this process.

The CYFD and PED are working together to increase access to NM PreK in high-needs areas of the state and have programs in 25 of the 35 Early Childhood Investment Zones. The PED provides funding to a number of very small school districts that serve fewer than 10 four-year olds. These rural communities lack other early care and education providers, so public school PreK is very important to families in these communities. Additionally, the CYFD is working to build community capacity to increase the number of providers in rural communities who can serve PreK children.



PreK applications prioritize funding to those districts and to private, non-profit providers who demonstrate effective outreach to, and communication with, the other early education providers in the proposed attendance area. Care is taken to avoid over-saturation and build capacity, while allowing for family choice. The PED and CYFD collaborate prior to funding new or expansion sites to ensure a continuum of services across the early childhood system to children from birth to grade three. Careful, planned expansion along with training, coaching, and support for teachers and administrators will ensure high-quality programs while providing increased access for young children. High-quality PreK will continue to have positive, long-term effects on academic and social-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 <https://www.newmexicoprek.org> and <https://prek.ped.state.nm.us/>.

## **45-Hour, Entry-Level Course**

This curriculum was 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 student’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 CYFD program 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 that guides early care professionals as they work toward becoming qualified teachers of young children.

## **Child Development Certificate (CDC) CYFD**

The New Mexico child development certificate is a State-awarded certificate for early childhood educators. The certificate has been created to meet the entry-level professional development requirements for teachers who are already working in a classroom setting with infants and toddlers or preschool children. It requires a verification of the completion of certificate coursework, a professional resource file, a family opinion questionnaire, observation, and an oral interview. All of the coursework can be applied towards the associate of arts in early childhood, and the certificate does not expire.

## **Children, Youth and Families Department Pre-Kindergarten Fund**

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 the CYFD, and money in the fund is appropriated to the CYFD to carry out the provisions of the Pre-Kindergarten Act: 32-A-23-4. NMSA1978.

### **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. The 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:

- 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 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 births to mothers who did not complete high school
- 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 9<sup>th</sup> 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**

There are three, tiered teacher licensure opportunities provided through the PED for teachers who work in early childhood education in public schools or in state-supported schools : 1) birth through third grade, 2) birth through PreK, and 3) PreK through third grade

### **Early Pre-Kindergarten (Early PreK)**

A CYFD voluntary, developmental readiness program designed for children who have attained their third birthday prior to September 1.

### **Eligible Provider**

A person licensed by the 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 (ELG)**

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 (CYFD)**

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 teacher strengths, challenges, and opportunities for change. The training and support from the consultant often incorporate curriculum development, environmental modifications, authentic assessment implementation, and reflection on teacher's practice.

### **Practice-based Coaching (PED)**

Each PED PreK teacher participates in Practice-Based Coaching (PBC). PBC occurs within the context of a collaborative partnership. A collaborative partnership refers to the working interactions between a coach and teacher that provide a safe space for teachers to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas. In addition, PBC is:

- guided by goals and a plan for refinement and action;
- assessed through focused observation; and,
- supportive of teacher growth and development through reflection and feedback.



### **Pre-Kindergarten (PreK)**

A voluntary, developmental readiness program designed for children who have attained their fourth birthday prior to September 1.

### **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, health care, nutrition, safety, and multicultural sensitivity.

### **Public Education Pre-Kindergarten Fund**

This 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 the PED, and money in the fund is appropriated to the PED to carry out the provisions of the Pre-Kindergarten Act: 32-A-23-4. NMSA 1978.

### **Voluntary pre-kindergarten fund (2005)**

Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of the PED or the secretary's authorized representative. The 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.

# Acronyms

<b>AODCP</b>	Authentic observation, documentation, and curriculum planning process
<b>CACFP</b>	Child and Adult Care Food Program
<b>CCSS</b>	Common Core State Standards
<b>CDA</b>	Child Development Associate Certification
<b>CYFD</b>	Children, Youth and Families Department
<b>ECIZ</b>	Early Childhood Investment Zones—A collaborative effort among CYFD, PED, and DOH to identify and support communities with large numbers of socio-ecological factors indicating high risk for lack of opportunity and life success
<b>ECOT</b>	Early Childhood Observation Tool—the online data collection and reporting system that houses the Preschool Observation Tool and the Kindergarten Observation Tool
<b>EI</b>	Essential indicator—the indicators assessed by the Preschool Observation Tool and the Kindergarten Observation Tool
<b>ECIZ</b>	Early Childhood Investment Zones
<b>ELG</b>	Early Learning Guidelines, the New Mexico standards and benchmarks for what young children should know and be able to do
<b>FOCUS</b>	New Mexico's third generation Tiered Quality Rating and Improvement System (TQRIS). Developed by the CYFD, the goal of FOCUS is to foster program leadership, cultivate teacher quality, and support positive outcomes for all children.
<b>FY</b>	Fiscal Year
<b>HSD</b>	High school diploma
<b>KOT</b>	Kindergarten Observation Tool
<b>NIEER</b>	National Institute for Early Education Research
<b>OSEP</b>	Office of Special Education Programs, U.S. Department of Education
<b>PBC</b>	Practice-based Coaching
<b>PED</b>	Public Education Department
<b>QRIS</b>	Quality Rating and Improvement System (PED FOCUS)
<b>SY</b>	School Year
<b>T.E.A.C.H.<sup>®</sup></b>	Teacher education and compensation helps early childhood—a scholarship program administered by the New Mexico Association for the Education of Young Children.
<b>TQRIS</b>	Tiered Quality Rating and Improvement System (CYFD FOCUS)
<b>UNM</b>	University of New Mexico
<b>USDOE</b>	US Department of Education



