

New Mexico
pre
Invest A Little
Get A Lot



2018–19
School Year



Children Youth & Families Department

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Annual Report



February 2020



The State of New Mexico

PreK Annual Report 2018–2019 School Year

February 2020

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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 sustaining 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." 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.²



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

² 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



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*
2018–2019	\$54,907,036	9,767*

* Reflects increasing numbers of children served in extended-day programs

FUNDING AND ENROLLMENT LEVELS FOR CYFD NM EARLY PREK (3-YEAR-OLDS) AND MIXED-AGE PREK				
School Year	Early PreK State Appropriation	Children Budgeted (# of 3-year- olds)	Mixed-Age PreK State Appropriation	Children Budgeted (# of 3-and-4-year- olds)
2015–2016	\$3,952,900	453		
2016–2017	\$7,296,935	997		
2017-2018	\$6,698,816	950		
2018-2019	\$8,490,916	1,131	\$596,848.00	91











Core New Mexico PreK Program Standards, School Year 2018–2019

Highlighted PreK Program Standards							
Professional Development	<p>Each NM PreK teacher and educational assistant has a current professional development plan (PDP) in place with professional goals and timelines that are NM PreK specific. Staff must document their ongoing activities that increase their knowledge, specialization, and qualifications in early childhood education, individualization, and family support.</p> <p>CYFD: 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.</p> <p>PED: Each teacher's PDP must be completed as part of the NM TEACH evaluation system. Educational assistants must complete a PDP with PreK-specific goals, including degree completion by October 1 of the current school year.</p>						
Maximum Class Size	<table> <tr> <th>Entity</th><th>Class Size Caps</th></tr> <tr> <td>NM PreK (4s)</td><td>20 children</td></tr> <tr> <td>NM Early PreK and Mixed-age PreK (3s and 4s)</td><td> 14 for a program providing two half-day sessions 16 for programs providing one session per day </td></tr> </table>	Entity	Class Size Caps	NM PreK (4s)	20 children	NM Early PreK and Mixed-age PreK (3s and 4s)	14 for a program providing two half-day sessions 16 for programs providing one session per day
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NM PreK (4s)	20 children						
NM Early PreK and Mixed-age PreK (3s and 4s)	14 for a program providing two half-day sessions 16 for programs providing one session per day						
Staff-Child Ratio	<p>NM PreK—1:10 ratio is required.</p> <p>NM Early PreK and Mixed-age PreK—1:8 ratio is required.</p>						
Meals	<p>All CYFD NM PreK programs 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>All PED PreK programs 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>						

Highlighted PreK Program Standards (continued)	
Child Care Licensing	<p>CYFD. 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>PED. 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>
Family Engagement	<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"> • three family-teacher conferences; • one home visit; and • at least four NM PreK specific family involvement activities and transition activities.
Required Screening/ Referral and Support Services	<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"> • Well child screening • Vision screening • Hearing screening • Dental screening <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>
Additional Standards	<p>Additional program standards are found in the <i>FOCUS Essential Elements of Quality</i> at the CYFD PreK webpage: www.newmexicoprek.org and the PED New Mexico PreK webpage: https://webnew.ped.state.nm.us/bureaus/early-childhood-bureau/</p>

New Mexico's PreK Quality Standards Checklist*

As reported by the National Institute of Early Education Research (NIEER) in the 2018 State of Preschool Report, New Mexico PreK's national ranking for access for 4-year-olds is 19th, for 3-year-olds is 18nd, and for state spending is 17th.

POLICY ³	STATE PREK REQUIREMENTS	BENCHMARKS	REQUIREMENT MEETS BENCHMARK
Early learning standards	Comprehensive	Comprehensive	
Curriculum Supports	Approval process and supports	Approval process and supports	
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	
Staff Professional Development	30 clock hours (PED) 24 clock hours (CYFD), PD plans, coaching	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 screen; 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 2018 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 degree, 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.

³ 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. The NM Pyramid Framework is an evidenced- based program that provides guidance to educators on supporting the social competence and preventing challenging behavior in young children. It uses a promotion, prevention, and intervention approach, addressing the needs of all children.

NM PreK uses 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 and 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, and acting appropriately based on the context
- Self-esteem: having good feelings about oneself
- Persistence: willing 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
https://cyfd.org/docs/New_Mexico_Comprehensive_Early_Learning_Training_and_Consultation_Manual.pdf

PED DETAILED REPORT

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 2018–19, the PED received \$32,500,000 to serve 6,732 children, including 1,017 children receiving special education supports, who received their services in the least restrictive environment in NM PreK classrooms.

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 3,227 children in extended-day programs in 2018–19.

Practice-Based Coaching (PBC) is provided to teachers and educational assistants who work in funded PreK programs statewide, and training is provided regionally to teachers, educational assistants, and administrators. 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 aligned, evidenced-based curricula to structure an optimal program for young children.

PED PreK Program Facts and Accomplishments

The following highlights the PED PreK program for the school year 2018–2019:

- The PED received \$32,500,000.00 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 65 school districts and 6 state charter schools to serve 6,732 children in 329 classrooms at 194 school sites, with 3,227 of these children receiving extended-day services. This includes 11 new PreK districts.
- All PreK programs participated in the PED FOCUS Quality Rating and Improvement System (QRIS). All classrooms completed Phase 1 verification, and 37 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 2018–19, 1,017 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, providing a single document that contains all NM PreK and FOCUS requirements

Student Growth: The overall data below shows end-of-year assessment scores for all PED PreK children, including 1,017 children receiving special education services with an Individual Education Plan (IEP). The data is then disaggregated for those without an IEP and those with an IEP. All children made significant progress in the NM PreK setting. Children with disabilities began closing the achievement gap.

STUDENT GROWTH

As measured by end-of-year assessment on the First Steps for K. The percentage scoring at or above on this measure for children's readiness for kindergarten

Domain	% All students	% Students without IEPs	% Students with IEPs
Overall	79.96	82.9	62.13
Literacy	75.52	78.69	54.69
Mathematics	75.19	78.01	57.11
Scientific Conceptual Understanding	82.12	85.23	63
Self, Family, and Community (social-emotional)	84.97	88.13	67.72
Approaches to Learning (social-emotional)	88.53	91.22	72

- 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 20 and September 20, 2018 and February 25 and March 7, 2018. Administrators had the option of participating in-person or via web-cast, with 87 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 25 and March 7, 2018. The workshop was provided for school districts, charter schools, and Regional Educational Cooperatives (RECs) that planned to submit an FY2020 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 document that nearly 2,563 attendees (teachers, educational assistants, administrators, and coaches) participated in the PreK/FOCUS trainings in the 2018–19 school year. This count includes persons who participated in more than one training opportunity; educators were counted for each training in which they signed in.
- While all PED PreK teachers are licensed, 90 percent of PED's PreK program teachers have licenses in early childhood education.
- Through a contract with REC IX, 131 PreK teachers and educational assistants from 32 districts and 2 state charter schools were awarded scholarships. PED PreK teachers were funded to complete college courses leading to either an alternative 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.

PED PreK Sites with New Mexico Early Childhood Investment Zones, FY 19

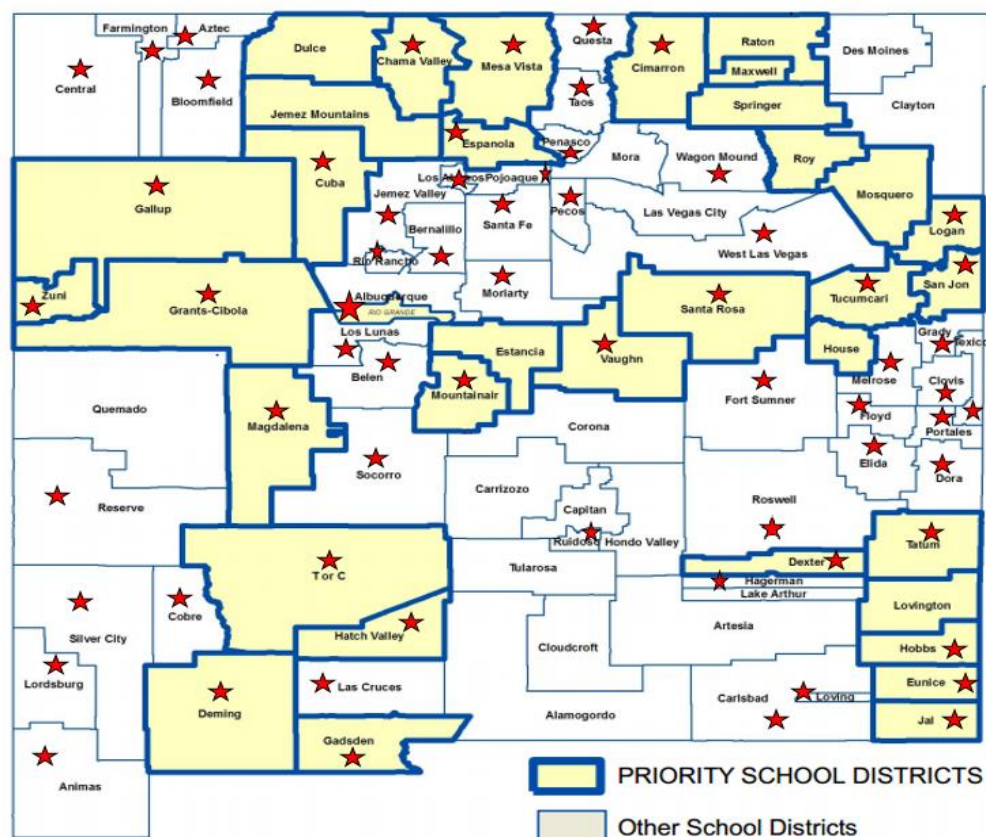
The early childhood investment zones are a collaborative effort of the following New Mexico departments:

- 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

- 65 school districts
- 6 state charter schools
- 192 school sites
- 328 classrooms
- 25 of 35 Priority School districts in Investment Zones have PED PreK programs



PED PreK 2018–2019 School Districts and Charter Schools with Funded Sites and Students

SCHOOL DISTRICT, CHARTER SCHOOL, OR REGIONAL EDUCATIONAL COOPERATIVE (REC)	PED SCHOOL SITES	TOTAL FUNDED	CITY
ALBUQUERQUE PUBLIC SCHOOLS	A. Montoya Elementary	40	Albuquerque
APS	Alameda Elementary	40	Albuquerque
APS	Apache Elementary	15	Albuquerque
APS	Armijo Elementary	18	Albuquerque
APS	Barcelona Elementary	36	Albuquerque
APS	Bel-Air Elementary	20	Albuquerque
APS	Bellehaven Elementary	40	Albuquerque
APS	Christine Duncan Heritage Charter	35	Albuquerque
APS	Cochiti Elementary	20	Albuquerque
APS	Collet Park Elementary	40	Albuquerque
APS	Emerson Elementary	20	Albuquerque
APS	Eugene Field Elementary	20	Albuquerque
APS	Hawthorne Elementary	20	Albuquerque
APS	Helen Cordero Primary	80	Albuquerque
APS	International School at Mesa Del	15	Albuquerque
APS	Janet Kahn School of Integrated	40	Albuquerque
APS	Kit Carson Elementary	20	Albuquerque
APS	Lavaland Elementary	40	Albuquerque
APS	Los Padillas Elementary	16	Albuquerque
APS	Los Ranchos Elementary	34	Albuquerque
APS	Mission Elementary	20	Albuquerque
APS	Navajo Elementary	20	Albuquerque
APS	Pajarito Elementary	40	Albuquerque
APS	Rudolfo Anaya Elementary	40	Albuquerque
APS	Susie R. Marmon Elementary	15	Albuquerque
APS	Sierra Vista Elementary	60	Albuquerque
APS	Valle Vista Elementary	40	Albuquerque
APS	Ventana Ranch Elementary	80	Albuquerque
APS	Whittier Elementary	20	Albuquerque
ANIMAS PUBLIC SCHOOLS	Animas Elementary	10	Animas
AZTEC MUNICIPAL SCHOOL DISTRICT	Lydia Rippey Elementary	40	Aztec
AMSD	McCoy Elementary	40	Aztec
BELEN CONSOLIDATED SCHOOLS	La Promesa Elementary	15	Veguita
BCS	Rio Grande Elementary	30	Belen
BERNALILLO PUBLIC SCHOOLS	Algodones Elementary	20	Bernalillo
BPS	Cochiti Elementary	20	Bernalillo
BPS	La Escuelita ECC	120	Bernalillo
BLOOMFIELD SCHOOL DISTRICT	Bloomfield Early Childhood Center	118	Bloomfield
CARLSBAD MUNICIPAL SCHOOLS	Hillcrest Preschool	350	Carlsbad

SCHOOL DISTRICT, CHARTER SCHOOL, REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
CENTRAL CONSOLIDATED SCHOOLS	Kirtland Early Childhood Center	124	Kirtland
CCS	Mesa Elementary	45	Shiprock
CCS	Naschitti Elementary	15	Sheep Springs
CCS	Newcomb Elementary	20	Newcomb
CCS	Nizhoni Elementary	60	Shiprock
CCS	Ojo Amarillo Elementary	45	Fruitland
CHAMA VALLEY INDEPENDENT SCHOOLS	Chama Elementary	10	Chama
CVS	Tierra Amarillo Elementary	10	Tierra Amarillo
CIMARRON MUNICIPAL SCHOOLS	Eagle Nest Elementary	14	Eagle Nest
CLOVIS MUNICIPAL SCHOOLS	Arts Academy Bella Vista	35	Clovis
CMS	Cameo Elementary	18	Clovis
CMS	Highland Elementary	18	Clovis
CMS	James Bickley Elementary	18	Clovis
CMS	La Casita Elementary	18	Clovis
CMS	Lockwood Elementary	18	Clovis
CMS	Los Niños Early Childhood Center	35	Clovis
CMS	Mesa Elementary	35	Clovis
CMS	Parkview Elementary	35	Clovis
CMS	Sandia Elementary	35	Clovis
CMS	Zia Elementary	35	Clovis
COBRE CONSOLIDATED SCHOOLS	Bayard Elementary	18	Bayard
CoCS	Central Elementary	30	Santa Clara
CoCS	Hurley Elementary	14	Hurley
CoCS	San Lorenzo Elementary	10	San Lorenzo
CORAL COMMUNITY CHARTER	Coral Community Charter	38	Albuquerque
CUBA INDEPENDENT SCHOOLS	Cuba Elementary	16	Cuba
DEMING PUBLIC SCHOOLS	Bataan Elementary	35	Deming
DPS	Bell Elementary	27	Deming
DPS	Chaparral Elementary	15	Deming
DPS	Columbus Elementary	27	Deming
DPS	My Little School	35	Deming
DPS	Ruben S. Torres Elementary	31	Deming
DEXTER CONSOLIDATED SCHOOLS	Dexter Elementary	32	Dexter
ESPAÑOLA PUBLIC SCHOOLS	Alcalde Elementary	17	Alcalde
EPS	ETS-Fairview Elementary	17	Española
EPS	Los Niños Kindergarten Center	18	Española
FARMINGTON MUNICIPAL SCHOOLS	Farmington Preschool South	97	Farmington
FMS	Farmington Preschool West	163	Farmington
GADSDEN INDEPENDENT SCHOOLS	On Track PreK Center—Central	120	Anthony
GIS	On Track PreK Center—East	140	Chaparral
GIS	On Track PreK Center—North	80	La Mesa
GIS	On Track PreK Center—South	148	Sunland Park

SCHOOL DISTRICT, CHARTER SCHOOL, REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
GALLUP-MCKINLEY COUNTY SCHOOLS	Catherine A. Miller Elementary	16	Gallup
GMCS	Chee Dodge Elementary	16	Gallup
GMCS	Crownpoint Elementary	14	Crownpoint
GMCS	Del Norte Elementary	16	Gallup
GMCS	Indian Hills Elementary	16	Gallup
GMCS	Jefferson Elementary	16	Gallup
GMCS	Lincoln Elementary	15	Gallup
GMCS	Navajo Elementary	14	Navajo
GMCS	Red Rock Elementary	15	Gallup
GMCS	Rocky View Elementary	16	Gallup
GMCS	Stagecoach Elementary	16	Gallup
GMCS	Thoreau Elementary	15	Thoreau
GMCS	Tobe Turpen Elementary	15	Gallup
GRANTS-CIBOLA SCHOOL DISTRICT	Mesa View Elementary	25	Grants
GCSD	Milan Elementary	40	Milan
GCSD	Mount Taylor Elementary	30	Grants
HAGERMAN MUNICIPAL SCHOOLS	Hagerman Elementary	15	Hagerman
HATCH VALLEY PUBLIC SCHOOLS	Garfield Elementary	75	Garfield
HORIZON ACADEMY WEST CHARTER	Horizon Academy West Charter	40	Albuquerque
JEMEZ VALLEY PUBLIC SCHOOL DISTRICT	Jemez Valley Elementary	15	Jemez Pueblo
LA PROMESA CHARTER SCHOOL	La Promesa Early Learning	34	Albuquerque
LAS CRUCES PUBLIC SCHOOLS	Desert Hills Elementary	18	Las Cruces
LCPS	Hillrise Elementary	11	Las Cruces
LCPS	Jornada Elementary	18	Las Cruces
LCPS	Mesilla Elementary	18	Las Cruces
LCPS	Sonoma Elementary	18	Las Cruces
LCPS	Tombaugh Elementary	18	Las Cruces
LCPS	Valley View Elementary	17	Las Cruces
LORDSBURG MUNICIPAL SCHOOLS	Lordsburg Elementary	30	Lordsburg
LOS ALAMOS PUBLIC SCHOOLS	Piñon Elementary	40	Los Alamos
LOS LUNAS PUBLIC SCHOOLS	Ann Parish Elementary	17	Los Lunas
LLPS	Bosque Farms Elementary	32	Bosque Farms
LLPS	Desert View	17	Los Lunas
LLPS	Katherine Gallegos Elementary	33	Los Lunas
LLPS	Los Lunas Elementary	33	Los Lunas
LLPS	Peralta Elementary	16	Peralta
LLPS	Raymond Gabaldon Elementary	16	Los Lunas
LLPS	Sundance Elementary	32	Los Lunas
LLPS	Tomé Elementary	17	Tomé
LLPS	Valencia Elementary	17	Los Lunas
LOVING MUNICIPAL SCHOOLS	Loving Elementary	30	Loving
MAGDALENA MUNICIPAL SCHOOLS	Magdalena Elementary	13	Magdalena
MESA VISTA CONSOLIDATED SCHOOLS	El Rito Elementary	15	El Rito

SCHOOL DISTRICT, CHARTER SCHOOL, REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
MORIARTY-EDGEWOOD SCHOOL DISTRICT	MESD Early Childhood Center	40	Moriarty
MOUNTAINAIR SCHOOL DISTRICT	Mountainair Elementary	10	Mountainair
NORTH VALLEY ACADEMY CHARTER	North Valley Academy Charter	34	Los Ranchos
PECOS INDEPENDENT SCHOOLS	Pecos Elementary	30	Pecos
PEÑASCO INDEPENDENT SCHOOL DISTRICT	Peñasco Elementary	15	Peñasco
POJOAQUE VALLEY SCHOOLS	Pojoaque	50	Pojoaque
PORTALES MUNICIPAL SCHOOLS	Brown Early Childhood Center	100	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	12	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	15	Texico
REC #6	Tucumcari Elementary	20	Tucumcari
REGIONAL EDUCATION COOPERATIVE #7	Eunice: Mettie Jordan	40	Eunice
REC #7	Hobbs: Booker T. Washington	40	Hobbs
REC #7	Hobbs: Edison Elementary	20	Hobbs
REC #7	Hobbs: Jefferson	20	Hobbs
REC #7	Hobbs: Southern Heights	30	Hobbs
REC #7	Hobbs: Will Rogers Elementary	37	Hobbs
REC #7	Jal Elementary	30	Jal
REC #7	Tatum Elementary	10	Tatum
RESERVE INDEPENDENT SCHOOLS	Reserve Elementary	10	Reserve
RIO RANCHO PUBLIC SCHOOLS	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	Military Heights	20	Roswell
RISD	Missouri Avenue Elementary	40	Roswell
RISD	Nancy Lopez Elementary	20	Roswell
RISD	Parkview Early Literacy Center	160	Roswell
RISD	Pecos Elementary	20	Roswell
RISD	Sunset Elementary	20	Roswell
RISD	Valley View Elementary	20	Roswell
RISD	Washington Avenue	20	Roswell
RUIDOSO MUNICIPAL SCHOOL DISTRICT	Sierra Vista Primary	40	Ruidoso

SCHOOL DISTRICT, CHARTER SCHOOL, REC	PED SCHOOL SITES	TOTAL FUNDED	CITY
SANTA FE PUBLIC SCHOOLS	Atalaya Elementary	20	Santa Fe
SFPS	Cesar Chavez Elementary	36	Santa Fe
SFPS	EJ Martinez Elementary	18	Santa Fe
SFPS	El Camino Real Elementary	36	Santa Fe
SFPS	Francis X. Nava Elementary	17	Santa Fe
SFPS	Kearney Elementary	32	Santa Fe
SFPS	Nina Otero Community	40	Santa Fe
SFPS	Nye Early Childhood Center	72	Santa Fe
SFPS	Piñon Elementary	38	Santa Fe
SFPS	Ramirez Thomas Elementary	36	Santa Fe
SFPS	Salazar Elementary	18	Santa Fe
SFPS	Sweeney Elementary	36	Santa Fe
SFPS	Tesuque Elementary	16	Santa Fe
SANTA ROSA CONSOLIDATED SCHOOLS	Santa Rosa Elementary	18	Santa Rosa
SILVER CONSOLIDATED SCHOOLS	Cliff School	10	Cliff
SCS	Silver Scholars Academy	60	Silver City
SOCORRO CONSOLIDATED SCHOOLS	Parkview Elementary	40	Socorro
TAOS MUNICIPAL SCHOOLS	Enos Garcia Elementary	25	Taos
TMS	Rancho de Taos Elementary	17	Taos
T OR C MUNICIPAL SCHOOL DISTRICT	Arrey Elementary	12	Arrey
Tor C	Truth or Consequences	40	T or C
TURQUOISE TRAIL CHARTER SCHOOL	Turquoise Trail Charter	38	Santa Fe
VAUGHN MUNICIPAL SCHOOLS	Vaughn Elementary	10	Vaughn
WAGON MOUND	Wagon Mound Elementary	10	Wagon Mound
WEST LAS VEGAS SCHOOLS	Luis E. Armijo Elementary	40	Las Vegas
WLVS	Valley Elementary	10	Ribera
ZUNI PUBLIC SCHOOLS	Shiwi T'sana Elementary	37	Zuni
Total Funded		6,732 (3,227 in Extended-day)	

Data Collection: STARS and ECOT

PED PreK students are 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 stored in STARS. This allows the 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, the Early Childhood Observation Tool (ECOT), used to collect and score the Kindergarten Observation Tool (KOT) data and the Preschool Observational Assessment. This application now has rubrics that extend from birth to the middle of first grade to allow for the assessment of preschool children with delays and disabilities, as well as those preschool and kindergarten children who are performing above age and grade levels. The expanded menu of rubrics allows teachers to document growth for all children, even those with significant challenges. Teachers record observational data in the secure application, using tablets or laptop computers, reducing time required for the assessment. Reports are generated automatically as the teacher finalizes the rubric ratings for each child. Training for ECOT is available online and is differentiated for new and returning teachers, as well as for kindergarten and preschool teachers.

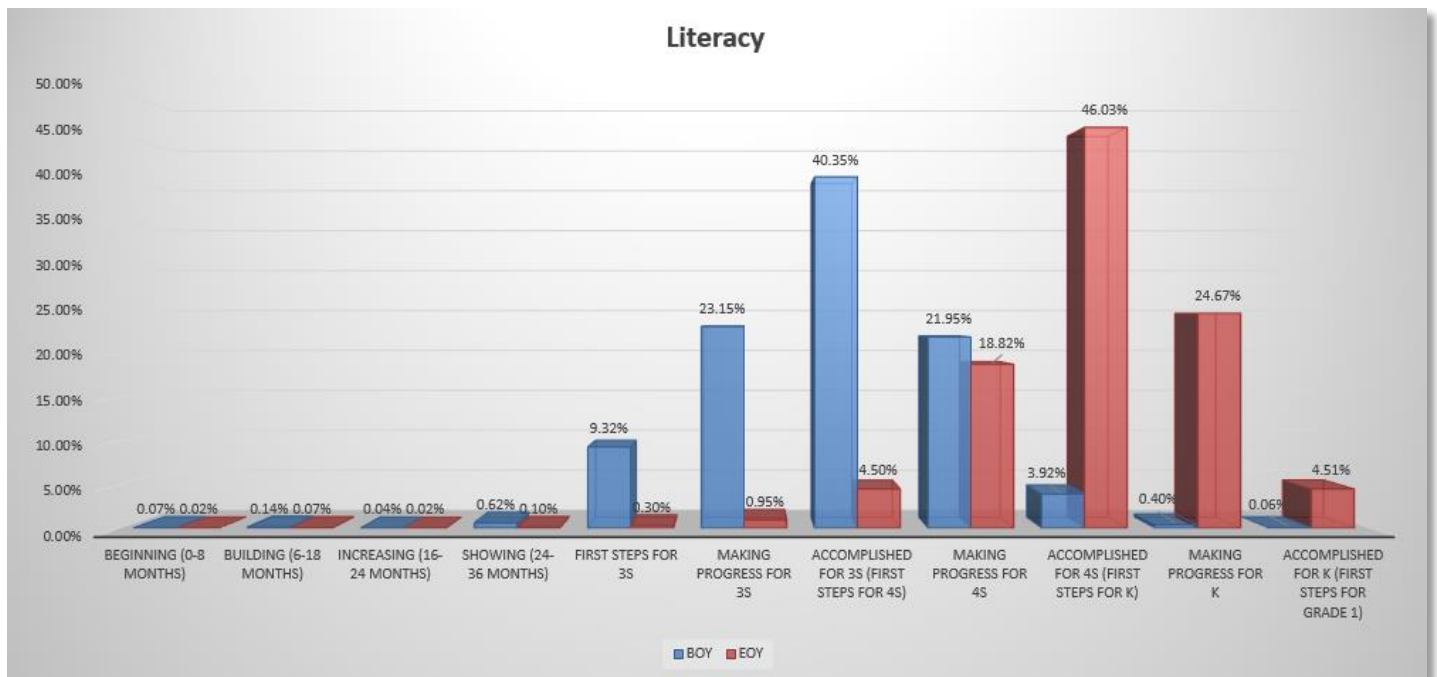
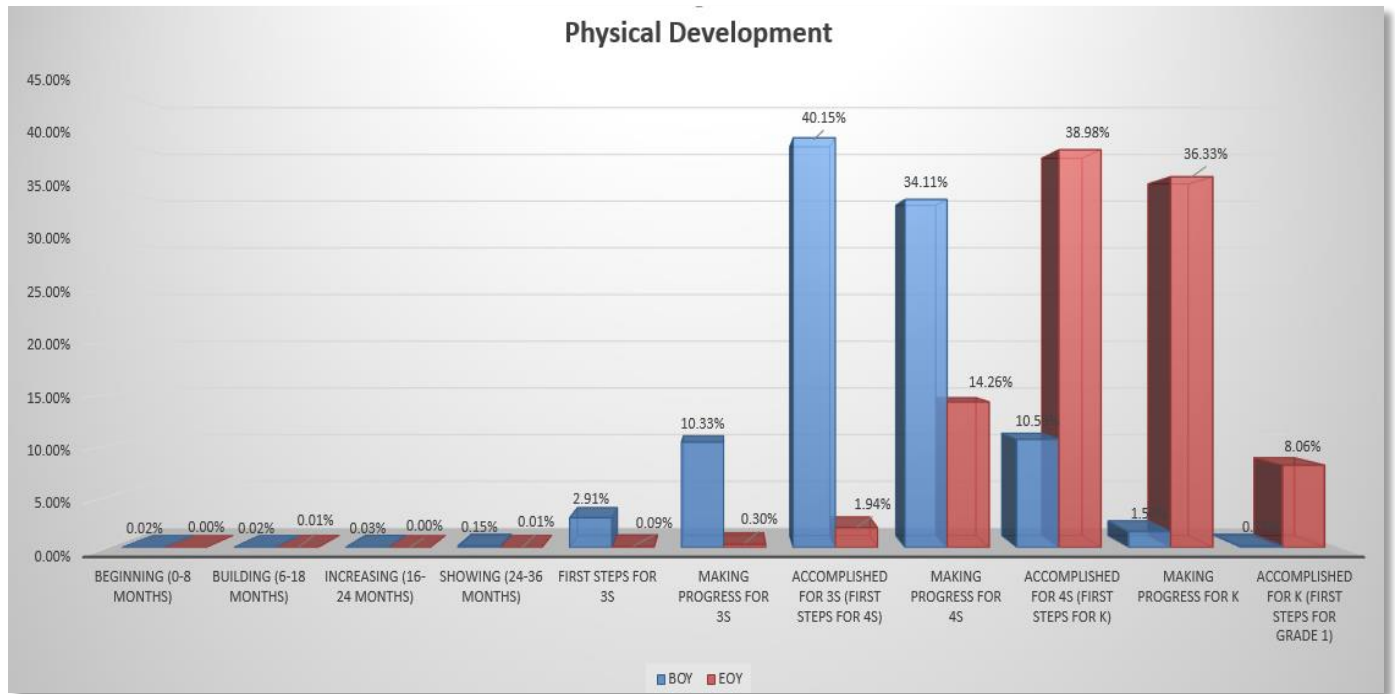
Following program submission of ECOT data, student growth reports are immediately available, aggregated to student, classroom, school, and district levels to drive curriculum planning. State-wide reports are available to register trends and to plan for professional development. In addition, Family-Teacher 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.



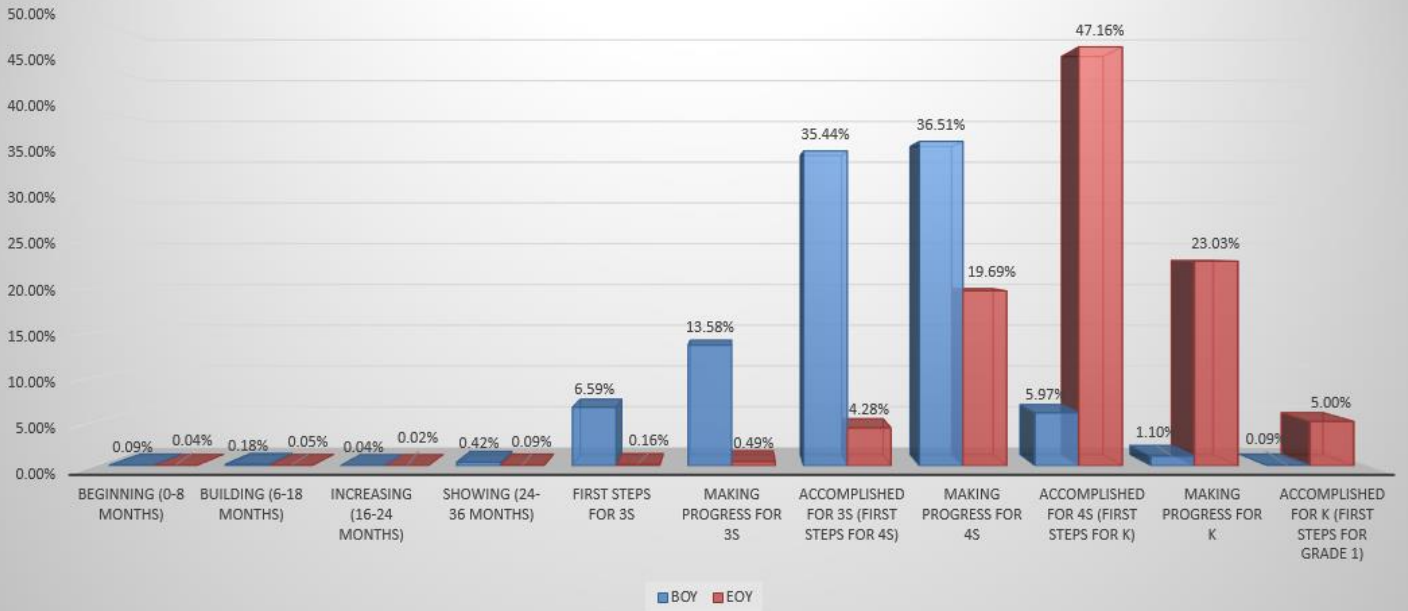
ECOT: Early Childhood Observation Tool



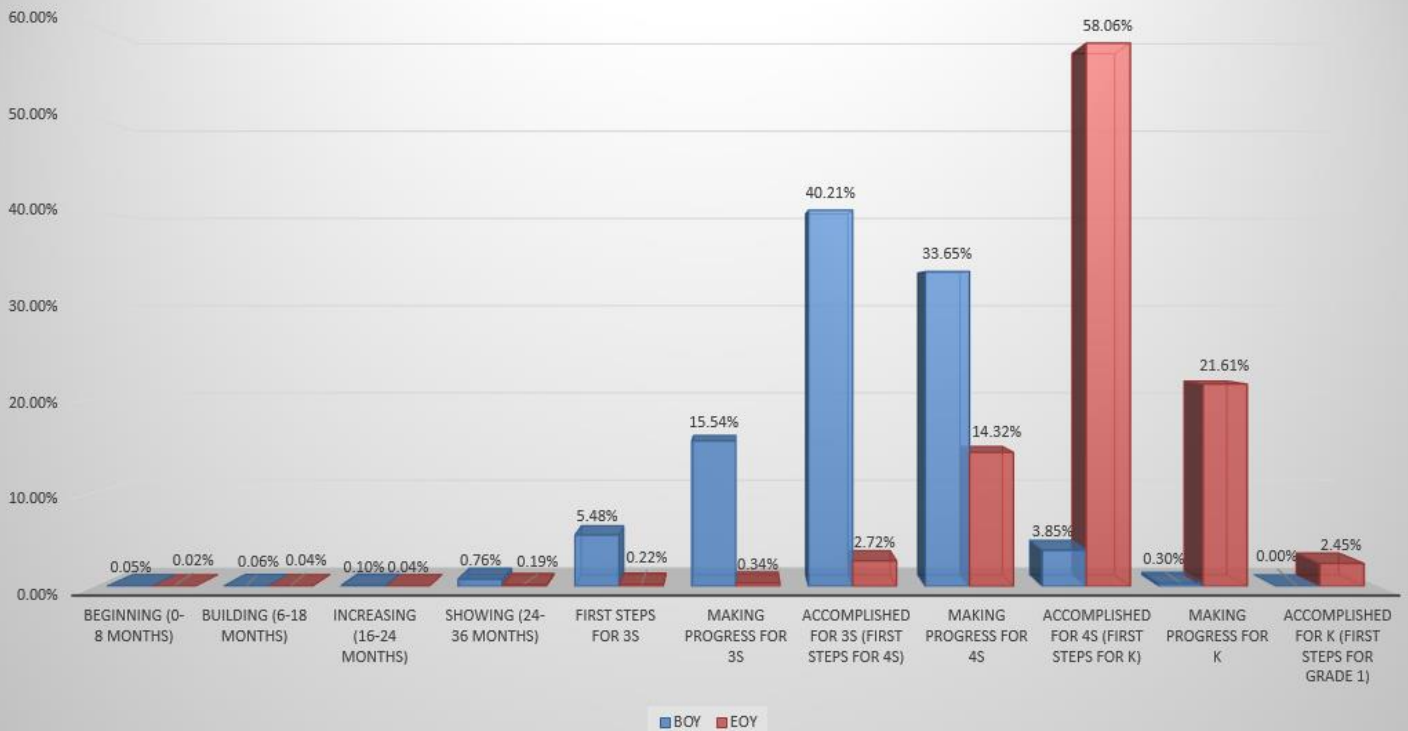
PED BOY (Fall) to EOY (spring) Assessment Comparison by Domain, SY 2018–19



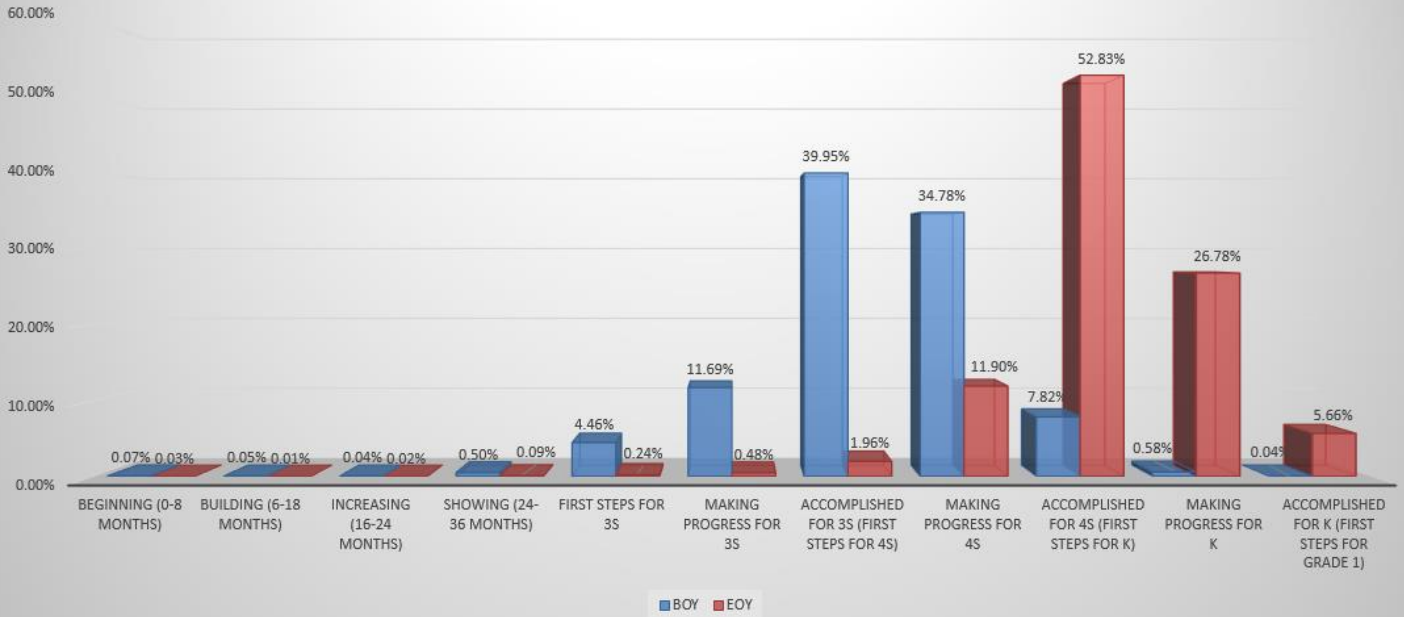
Mathematics



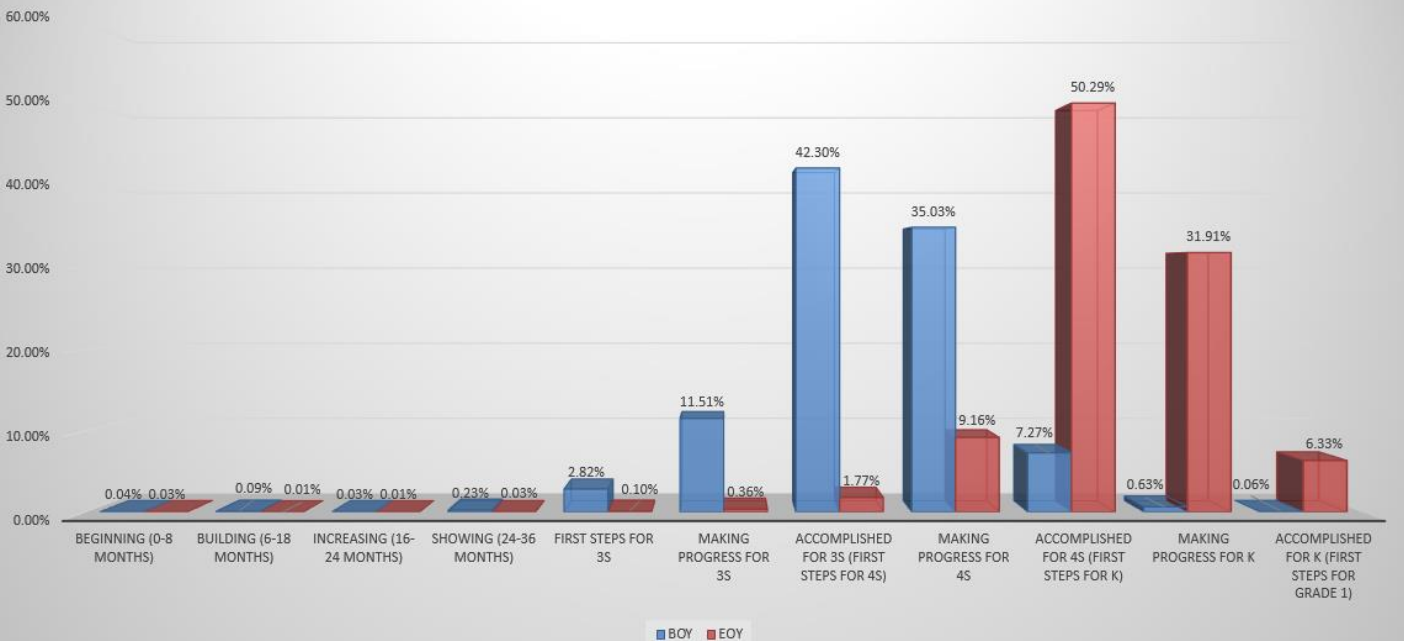
Scientific Conceptual Understandings



Self, Family and Community



Approaches to Learning



PED NM PreK Child Ethnicity Data for SY 2018–2019¹

ETHNICITY	NUMBER	PERCENT
American Indian/Alaskan Native	574	9.0
Asian	47	0.8
Black, Non-Hispanic	72	1.0
Caucasian, Non-Hispanic	1,388	21.9
Hispanic	4,148	65.4
Multi-racial	116	1.8
Native Hawaiian/Pacific Islander	6	0.1
CUMULATIVE TOTALS	6,351	100.0

PED NM PreK Child Home Language Data for SY 2018–2019

HOME LANGUAGE	NUMBER OF STUDENTS
American Sign Language	4
Arabic	4
Burmese	1
Chinese	2
English	5,344
Filipino/Pilipino	3
Indonesian	1
Keres	8
Navajo (Diné)	38
Russian	1
Somali	1
Spanish	938
Tagalong	1
Tewa	1
Tibetan	1
Towa	3
TOTAL	6,351

¹ Child Data—All data collected from PED STARS 80th Day collection

PED NM PreK Special Education Status for SY2018–19

STATUS	NUMBER OF STUDENTS
NM PreK children who received special education services	1,017
NM PreK children who did not receive special education services	5,334
TOTAL CHILDREN	6,351

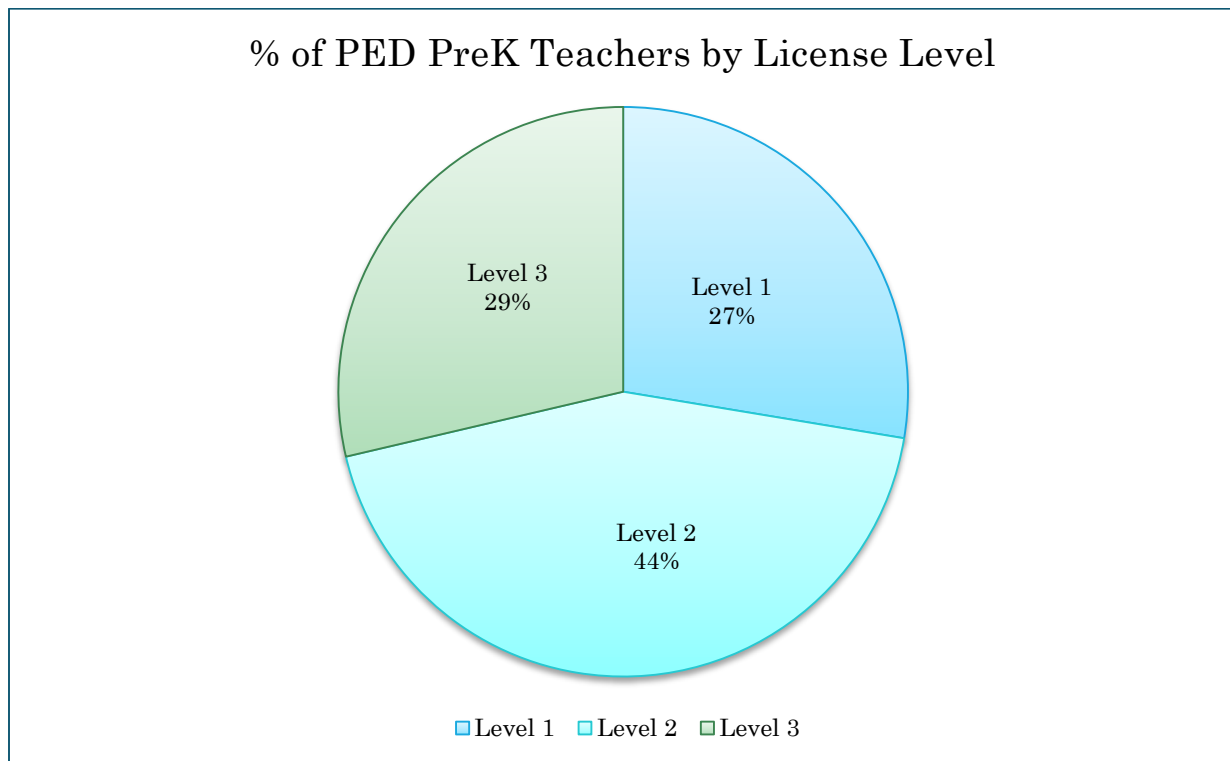
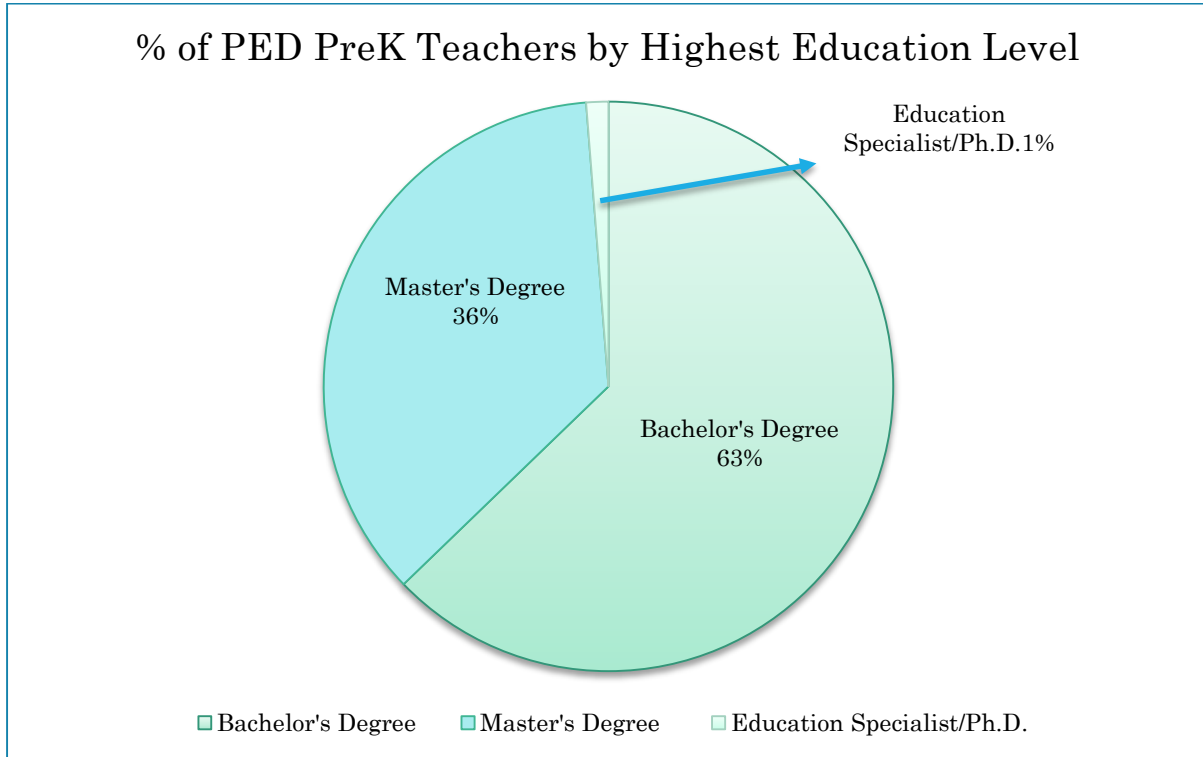
PED NM PreK USDA Free and Reduced Priced Meal Status for SY2018–19

MEAL STATUS	NUMBER OF STUDENTS
Free	5,075
Reduced Price	129
Full Payment	1,147
TOTAL	6,351



Education and Professional Development of NM PED Staff

All data from PED STARS 80th Day Collection



PED PreK Program Teachers with Early Childhood Licenses

YEAR	# OF TEACHERS	# WITH EARLY CHILDHOOD LICENSE	% HOLDING
SY 2005–06	37	12	32.40
SY 2006–07	65	23	35.40
SY 2007–08	98	42	42.90
SY 2008–09	113	51	45.10
SY 2009–10	115	56	48.70
SY 2010–11	102	59	57.80
SY 2011–12	92	57	61.90
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
SY 2018–19	329*	296	90.00

On the PED STARS 80th day collection, there were five long-term substitutes in PreK classrooms.

PED PreK Teachers with TESOL and Bilingual Endorsements

ENDORSEMENT HELD	# OF TEACHERS ENDORSED
Bilingual Endorsement	29
TESOL Endorsement	70

PED PreK Educational Assistants' (EAs) Degrees*

DEGREE	# OF INVOLVED EAS	% OF EAS
In an Associate's Degree Program	143	59.6
Earned Associate's Degree	44	18.3
Earned Bachelor's Degree	52	21.7
Earned Master's Degree	1	.4
TOTALS	240	100

*Not all districts/charters reported their educational assistants' degrees

PED PreK Coaching, Training, and Support

Through a contract with the University of New Mexico, Center for Development and Disability, the PED provided the PreK/FOCUS Professional Development and Practice-Based Coaching (PBC) model of integrated, ongoing, professional development for all NM PreK teachers, educational assistants, and administrators. The contractor ensures that 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. As part of the Preschool Development Grant (PDG), the PED contracted with this entity to provide additional coaching and training to NM PreK, special education, and Title 1 preschool teachers and administrators. During the 2018–2019 fiscal year, the PED located all preschool training and coaching with the UNM-CDD so that schools would have one coach and receive one message, regardless of funding stream.



Early Childhood Instructional Coaches support preschool teachers in public schools through the PBC model. The PBC was introduced during this fiscal year. The model consists of a two-week cycle of development of a teaching practice goal, followed by focused observation, and—finally—a feedback and reflection meeting. Goals are chosen from the Menu of Practices, which outlines specific teaching practices in social-emotional development and early literacy. To support this model, teachers have been provided with video recording equipment, enabling the upload of their focused observation to an online platform, TORSH Talent. Teachers and coaches review the short video separately, provide time stamped feedback, and then engage in a reflective meeting via video conference. Throughout the day, coaches support teachers to implement these evidence-based strategies. Coaches also provide consultation, as well as facilitate regional trainings throughout the

state. These trainings are tied to goals in the Menu of Practices, creating an integrated system of professional development. Teachers receive training, followed by coaching and reflection. This integrated cycle helps to ensure that teachers are confident and competent in implementing quality practices in their classrooms. Coaches also informally meet with teachers via Zoom and phone calls.

In addition, national experts provided the Language Essentials for Teachers of Reading and Spelling-Early Childhood (LETRS-EC) training for preschool staff through Voyager Sopris Learning. This training is designed with developmentally appropriate content woven throughout, providing the in-depth knowledge PreK teachers need to teach language and literacy skills. National experts from the Pyramid Model Consortium provided training on evidence-based practices for promoting young children’s healthy social and emotional development. PreK offered 115 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 2018–19.

Training Data for 2018–2019

Note: All PreK/FOCUS training is open to all NM PreK, Title1, and special education preschool staff. Kindergarten teachers and local Head Start staff are also invited to attend.

2018–19 TRAINING TITLE	# OF SESSIONS	# OF ATTENDEES
ePyramid	26	187
Full Participation (online)	ongoing	121
Full Participation of Each Child	33	612
Intentional Teaching	ongoing	107
Intentional Teaching I II & III	19	465
LETRS—EC (3 day training)	11	300
LETRS—Facilitator Training	2	61
Pre-K Administrative Meeting and FOCUS Orientation	2	87
NM Pyramid Training	11	314
NM Pyramid Make and Take	4	107
Pyramid Framework	ongoing	100
Special Education Law and Policy for Coaches	1	24
Summer Jumpstart Series	5	47
TPOT Reliability Training	1	31
TRAINING TOTALS	115	2,563



The photo shows the ribbon cutting for the new playground at the Silver Scholars Academy, Silver Consolidated Schools.

PED PreK Start-Up Awards

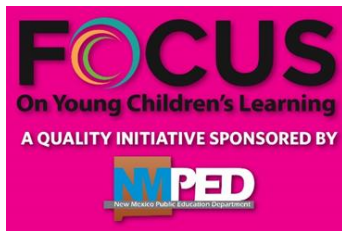
As a result of the increase in the PreK appropriation for FY19, the PED was able to fund 7 new districts and 2 state charters and provide expansion in 15 existing districts for 2018–19. The PED accessed a portion of the PreK fund balance in the spring of 2018 to provide Start-up Classroom Kits* for each new classroom. These kits were purchased 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	# OF CLASSROOM KITS*
Alamogordo Public Schools	13
Cimarron Municipal Schools	1
Clayton Municipal Schools	2
Cuba Independent Schools	1
Des Moines Municipal Schools	1
Estancia Public Schools	1
Lake Arthur Municipal Schools	1
Mission Achievement and Success Charter School	1
Mosquero Municipal Schools	1
School of Dreams Academy Charter School	1
TOTAL KITS	23

*Start-up Classroom Kits include:

- Furniture, including soft furniture for the classroom library center, tables, chairs and shelves
- Book stands
- Rugs
- Storage units
- Cubbies/coat lockers
- Cots and sheets for rest-time
- Puzzles
- Science, math, and literacy manipulatives
- Books
- Dolls, play food, appliances, costumes, and other items for the house-keeping area
- Musical instruments
- Art supplies including paint, clay markers, and crayons

Achieving and Maintaining Quality in PED PreK Programs



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. IN SY2018–19, 37 classrooms were verified as meeting all requirements for a 5-star FOCUS rating. Beginning in 2018–19, PreK programs in public schools were given 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 also be verified for a Certificate of Exemplary Practices in one or more of the areas of the Full Participation of Each Child section of the FOCUS criteria.

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, and in off-contract summer months to facilitate professional development for teachers, educational assistants, and administrators 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.

CYFD DETAILED REPORT

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 2018–2019:

- The CYFD received \$9,695,984.00 in state general funds, \$12,100,000.00 in TANF—Temporary Assistance for Needy Families—funds, and \$611,052.00 in Fund Balance for New Mexico PreK programs.
- The CYFD received \$5,417,168.00 in state general funds, \$2,000,000.00 in TANF funds, and \$1,073,748.00 as Fund Balance for New Mexico Early PreK programs.
- The CYFD also received \$596,848.00 for New Mexico Mixed-Age PreK programs.
- The CYFD is able to fund NM PreK programs in a variety of settings, allowing for family choice. The CYFD programs can be found in:
 - Child care centers
 - Faith-based child care centers
 - Family child care homes
 - Head Start agencies
 - Municipalities
 - Tribal child care settings/Head Start
 - Universities
- FY 19 was the first year that CYFD offers Mixed-Age PreK. The decision to make this type of program available came from feedback from our providers, who are in very rural communities and could not operate a stand-alone, 4-year-old class or a stand-alone 3-year-old class. We also had many conversations with Montessori program staff, who wanted to stay true to their program philosophy that values mixed age groups of 3-, 4-, and 5-year-old children but also wanted to offer NM PreK. When applying, program applications demonstrated their need for Mixed-Age PreK funding, and we were able to fund a total of five programs.
- CYFD NM PreK was offered to:
 - 3,037 four-year-old children in 129 PreK sites
 - 1,131 three-year-old children in 61 Early PreK sites
 - 87 three- and four-year-old children in 7 Mixed-Age PreK sites.
- The CYFD offers each PreK educator and administrator specifically designed trainings, which were offered in different regions state-wide by the UNM Consultation and Training HUBs. Each new PreK educator was required to complete the two-day training, *Igniting Quality Practices*. Our more experienced PreK educators participated in a one-day training, *Deepening Quality Practices*. It is also very important that our program administrators complete training as well. They were required to attend and complete *Supporting Quality Practices*. Each training was offered in both English and Spanish.
- Taking the overall average of all domains, as measured by the New Mexico PreK Child Observational Assessment Tool, 93.35 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, 90.20 percent of children in the CYFD’s PreK (4s) programs showed measurable progress.

- In mathematic skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 93.24 percent of children in the CYFD's PreK (4s) 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.
- In literacy skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 90.20 percent of children in the CYFD's PreK (4s) programs showed measurable progress.
- In mathematic skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 93.24 percent of children in the CYFD's PreK (4s) programs showed measurable progress.
- Regarding Early PreK (3s) programs, the overall average of all domains, as measured by the New Mexico PreK Child Observational Assessment Tool, showed that 99.31 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, 97.12 percent of the children in the CYFD's Early PreK (3s) programs showed measurable progress.
- In mathematic skills, as measured by the New Mexico PreK Child Observational Assessment Tool, 98.51 percent of children in the CYFD's Early PreK (3s) programs showed measurable progress.

Note:

Due to a small number of children who attended and completed a Mixed-Age Prek program (N=87), those children were counted as part of either the Early PreK data or PreK data.

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

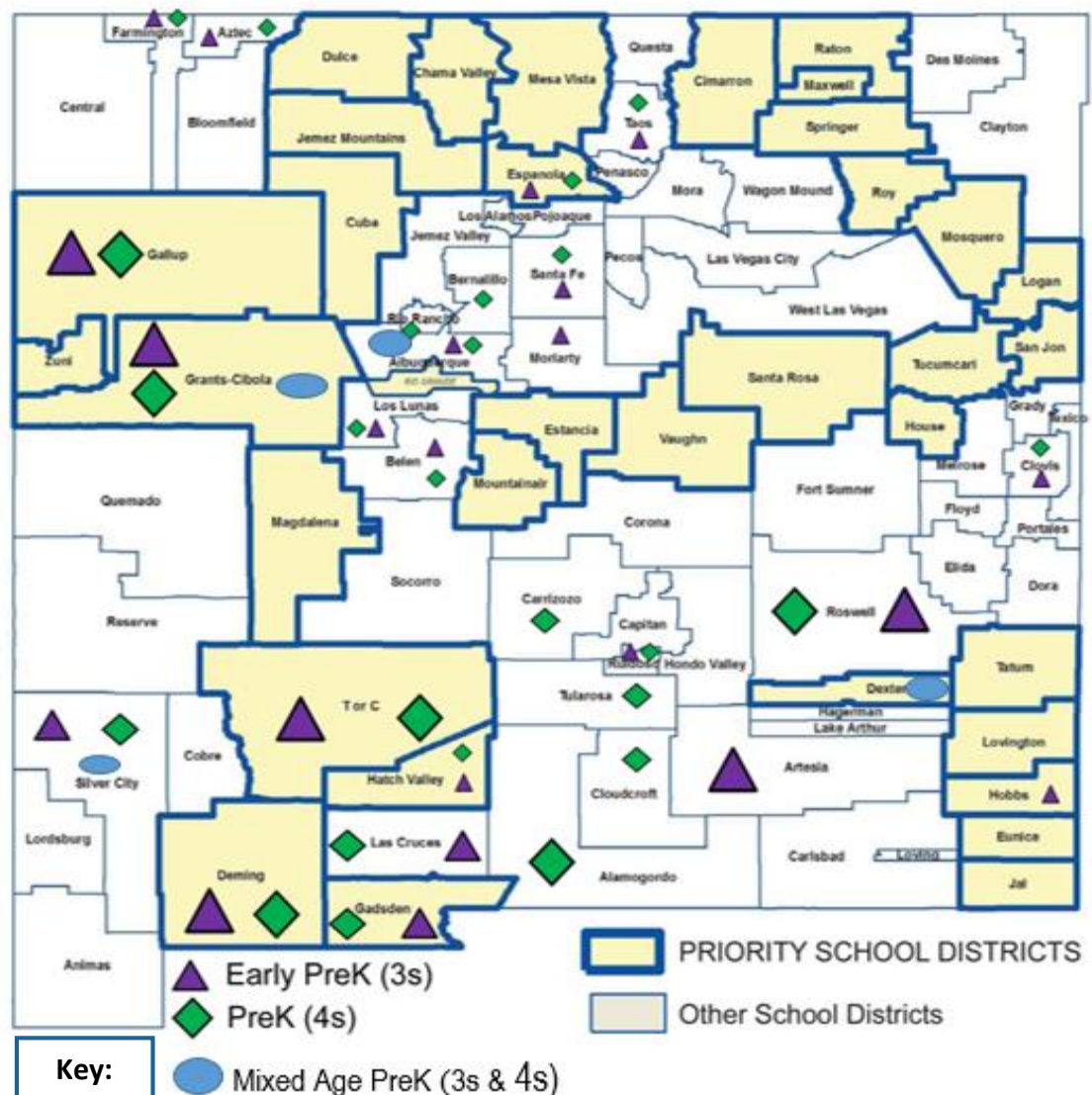
Early Childhood Investment Zone Map

Purple Triangles = Sites with CYFD Early PreK Programs

Green Diamonds = Sites with CYFD PreK Programs

Blue Ovals = Sites with CYFD Mixed PreK Programs

- 129 total PreK sites. Of those, 21 are within an Early Childhood Investment Zone
- 61 total Early PreK sites. Of those, 19 are within an Early Childhood Investment Zone
- 7 total Mixed Age Prek sites. Of those, 2 are within an Early Childhood Investment Zone



County	PreK (4s) Site	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-Carlos Rey	15	Albuquerque	City of Albuquerque
	CoABQ-Duranes	20	Albuquerque	City of Albuquerque
	CoABQ-Emerson	20	Albuquerque	City of Albuquerque
	CoABQ-Gov. 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
	CoABQ-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 Griego	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-Anaheim	20	Albuquerque	La Petite Academy
	La Petite-	20	Albuquerque	La Petite Academy
	La Petite- Constitution	20	Albuquerque	La Petite Academy
	La Petite-Fortuna	20	Albuquerque	La Petite Academy
	La Petite-Homestead	20	Albuquerque	La Petite Academy
	Los Solecitos	20	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	30	Albuquerque	Noah's Ark
	PB&J Family Services	20	Albuquerque	PB&J Family Services

County	PreK (4s) Site	Contracted #	City	Contractor
Bernalillo	Precious Moments—2 nd 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 Childcare—Lomas	60	Albuquerque	Southwest Child Care
	Southwest Childcare—Texas	40	Albuquerque	Southwest Child Care
	Southwest Childcare—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	To'Hajiilee Community School
	Western Heights	20	Albuquerque	Western Heights Assembly of God
	Youth Development Inc. (YDI) Camino Real	20	Albuquerque	Youth Development Inc.
	YDI—Centro de Amor	20	Albuquerque	Youth Development Inc.
	YDI—Heights	20	Albuquerque	Youth Development Inc.
Chaves	My Kiddos	10	Roswell	My Kiddos
Cibola	MidWest NM CAP Head Start	20	Grants	MidWest NM CAP
Curry	Future Generations	34	Clovis	Future Generations
Dona Ana	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
	Discovery II Del Rey	40	Las Cruces	Discovery Child Development Center

County	PreK (4s) Site	Contracted #	City	Contractor
Dona Ana	Discovery III Farney	20	Las Cruces	Discovery Child Development Center
	Discovery IV Anthony	20	Anthony	Discovery Child Development Center
	Gym Magic/Ashley's Garden	20	Las Cruces	Gym Magic
	HELP NM Chaparral	20	Chaparral	HELP NM
	Jardin de los Ninos	16	Las Cruces	Jardin de los Ninos
	Kids Kountry Academy	10	Las Cruces	Kids Kountry
	Kids Kountry Campus	10	Las Cruces	Kids Kountry
	Kids Kountry Maese	20	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
	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 Casia Feliz	12	Chaparral	Yolanda Garcia
	NMSU Roadrunner Preschool	40	Las Cruces	New Mexico State University
	The Children's Garden—Valley	40	Las Cruces	The Children's Garden
	The Children's Garden—Missouri	20	Las Cruces	The Children's Garden
	The Children's Garden—Northrise	20	Las Cruces	The Children's Garden
	The Children's Garden—Sonoma	20	Las Cruces	The Children's Garden
	The Toy Box	36	Las Cruces	The Toy Box
Grant	Western New Mexico University	60	Silver City	Western New Mexico University
Lincoln	Rocking Horse Daycare	20	Carrizozo	J'Lane Zamora

County	PreK (4s) Site	Contracted #	City	Contractor
Lincoln	Ruidoso River Raccoons	12	Ruidoso	Eileen Histen
Luna	Home Education Livelihood Program (HELP) Deming CDC	20	Deming	HELP NM
	HELP NM—Deming Family Resource	15	Deming	HELP NM
	HELP NM—Deming Rainbow	20	Deming	HELP NM
McKinley	Little Folks	20	Navajo	Little Folks
	MidWest NM CAP Gallup-Head Start	20	Gallup	MidWest NM Community Action Program
	Rehoboth Christian School	40	Rehoboth	Rehoboth Christian School
Otero	Children's World	30	Alamogordo	Children's World
	CHINS—Children's House	10	Alamogordo	Children In Need of Services
	CHINS—Community PreK	20	Alamogordo	Children In Need of Services
	CHINS—Full House	26	Alamogordo	Children In Need of Services
	CHINS—Full House Too	40	Alamogordo	Children In Need of Services
	Cloudcroft First Methodist Preschool	18	Cloudcroft	Cloudcroft First Methodist Preschool
	HELP NM—Alamogordo	52	Alamogordo	HELP NM
	HELP NM—La Luz	10	La Luz	HELP NM
	HELP NM—Tularosa	20	Tularosa	HELP NM
	Mescalero Apache Schools	24	Mescalero	Mescalero Apache Schools
Rio Arriba	Conjunto Preschool	31	Espanola	Las Cumbres Community Services
	Creative Kids	15	Espanola	Creative Kids Childcare Center
	Family Learning Center	20	Espanola	Family Learning Center
	McCurdy Ministries	20	Fairview	McCurdy Ministries
	Ohkay Owingeh Head Start	10	Ohkay Owingeh	Ohkay Owingeh
San Juan	A Gold Star Academy	60	Farmington	3D Enterprises
	A Gold Star Academy East	20	Farmington	3D Enterprises

County	PreK (4s) Site	Contracted #	City	Contractor
San Juan	A Gold Star Academy Smiling Faces	20	Farmington	3D Enterprises
	Just Us Kids—Aztec 1	10	Aztec	Just Us Kids
	Just Us Kids—Aztec 2	20	Aztec	Just Us Kids
	Presbyterian Medical Service Farmington	17	Farmington	Presbyterian Medical Services
Sandoval	La Petite—Barbara Loop	30	Rio Rancho	La Petite Academy
	La Petite—Bernalillo	10	Bernalillo	La Petite Academy
Santa Fe	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.
Sierra	Apple Tree Education Center	20	Truth or Consequences	Apple Tree Education Center
Taos	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
Valencia	Kids Korner	27	Los Lunas	Kids Korner
	Little Learner PLAY Preschool	20	Peralta	Little Learner PLAY Preschool
	MidWest NM CAP Adelino Tome’— Head Start	26	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 Child Care Center
	Watch Me Grow	20	Belen	Watch Me Grow
	Wright Choice	20	Belen	Wright Choice

County	Early PreK Site	Contracted #	City	Contractor
Bernalillo	Alvarado Day School	16	Albuquerque	Alvarado Day School
	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—Tres Manos	15	Albuquerque	City of Albuquerque
	Coronado Children's Center	32	Albuquerque	Coronado Children's Center
	Kid's Planet	16	Albuquerque	Kid's Planet
	La Esperanza CDC	16	Albuquerque	La Esperanza CDC
	Magic Moments	28	Albuquerque	Magic Moments
	My Little Sunshine	16	Albuquerque	My Little Sunshine
	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
	Western Heights Learning Center	16	Albuquerque	Western Heights Learning Center
Chaves	My Kiddos	8	Roswell	My Kiddos
Curry	Future Generations	16	Clovis	Future Generations Early Concepts Learning Center
Doña Ana	Alpha School for Young Children	16	Las Cruces	Alpha School, Inc.
	Angel Home	12	Chaparral	Maria Ponce DBA Angel Home
	Brilliant Bees Learning Center	16	Sunland Park	Brilliant Bees Learning Center
	Bumble Bee Learning Center	16	Chaparral	Bumble Bee
	Chaparral Family Development Center	16	Chaparral	Colonias Development Center
	Cradles and Crayons	16	Sunland Park	Cradles and Crayons
	Cri Cri	8	Sunland Park	Cri Cri

County	Early PreK Site	Contracted #	City	Contractor
Doña Ana	Discovery CDC—Anthony	16	Anthony	Discover Child Development Center
	Discovery CDC—Del Rey	8	Las Cruces	Discovery Child Development Center
	Discovery CDC—Farney	24	Las Cruces	Discovery Child Development Center
	Gym Magic/Ashley's Garden	16	Las Cruces	Gym Magic
	Little Footprints	40	Hatch	Little Footprints
	Mi Casita Feliz	12	Chaparral	Yolanda Garcia DBA Mi Casita Feliz
	NMSU/Roadrunner	14	Las Cruces	New Mexico State University
	Palmas Palmitas	10	Sunland Park	Matha Munoz DBA Palmas Palmitas
	The Children's Garden—Court	16	Las Cruces	The Children's Garden
Eddy	Little Castle	32	Artesia	Little Castle Learning and Development Center
Grant	Western New Mexico University	16	Silver City	Western New Mexico University
Lea	Wee Kids Kountry Klub	32	Hobbs	Week Kids Kountry Klub
Luna	His Kidz	16	Deming	His Kidz Learning Center
McKinley	Little Folks	16	Navajo	Little Folks CDC
	Rehoboth Christian Scholl	16	Rehoboth	Rehoboth Christian School
Rio Arriba	Creative Kids Childcare	16	Española	Creative Kids Childcare Center
	Family Learning Center	15	Española	Family Learning Center
	Las Cumbres/Conjunto Preschool	13	Española	Las Cumbres
San Juan	A Gold Star	16	Farmington	3-D Enterprises
	A Gold Star East	24	Farmington	3-D Enterprises
	Crouch Mesa	22	Farmington	3-D Enterprises
	Smiling Faces	16	Farmington	3-D Enterprises

County	Early PreK Site	Contracted #	City	Contractor
Santa Fe	Santa Fe Children's Project Early Learning Center/United	16	Santa Fe	United Way of Santa Fe
	Santa Fe Community College Kids Campus	32	Santa Fe	Santa Fe Community College
Sierra	Apple Tree Educational Center	32	Truth or Consequences	Apple Tree Educational Center
Socorro	Alberta Academy/Positive Outcomes	16	Socorro	Alberta Academy
Taos	Anansi Day School	12	Arroyo Seco	Anansi Day School
	Inspire Bilingual!	8	Taos	Inspire Bilingual!
	UNM Taos	16	Taos	UNM Taos
Torrance	Count Your Blessings	16	Moriarty	County Your Blessings/JK Corporation
Valencia	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
	Little Learners' Child Development Center	16	Peralta	Little Learners Child Development Center
	Peralta's Playhouse	30	Peralta	Peralta's Playhouse
	Safe Site	16	Los Lunas	Safe Site Inc
	Wright Choice	16	Belen	Wright Choice

COUNTY	CYFD MIXED-AGE PREK SITES	CONTRACTED	CITY	CONTRACTOR
BERNALILLO	Pequeñas Ilusiones	9	Albuquerque	Pequeñas Ilusiones
	Yoli Childcare	8	Albuquerque	Yoli Childcare
CHAVES	Carousel Learning Center	12	Dexter	Carousel Learning Center
CIBOLA	St. Joseph Mission School	10	San Fidel	St. Joseph Mission School
GRANT	Guadalupe Montessori	16	Silver City	Guadalupe Montessori
SAN MIGUEL	New Day Horizon	16	Las Vegas	Kiwanis Club
TORRANCE	Presbyterian Medical Services—Estancia	16	Estancia/Moriarty	Presbyterian Medical Services

CYFD NM PreK Start Up & Safety Funding FY 18–19

With NM PreK funding, the Children, Youth and Families Department was able to award a total of 14 programs Start Up & Safety dollars, up to \$15,000.00 per program. This included nine Early PreK programs and five Mixed PreK classrooms. These funds play a critical role in ensuring that children have a safe, healthy, and developmentally appropriate environment in order to be successful. The awarded programs are as follows:

- **Mixed-Age Programs Awarded Start Up & Safety**

Carousel Learning Center in Dexter, NM
Guadalupe Montessori in Silver City, NM
Kiwanis Club/New Day Horizons in Las Vegas, NM
Pequeñas Ilusiones/Home Childcare Provider in Albuquerque, NM
Yoli's Childcare/Home Childcare Provider in Albuquerque, NM

- **Early PreK Programs Awarded Start Up & Safety**

Alberta House/Positive Outcomes in Socorro, NM
Brilliant Bees in Chaparral, NM
Future Generation in Clovis, NM
Rehoboth Early Childhood Center in Rehoboth, NM
La Esperanza Preschool in Albuquerque, NM
Little Footprints in Hatch, NM
Western Heights in Albuquerque, NM
Western New Mexico University in Silver City, NM

- **Items purchased**

Blocks
Books
Classroom computers
Classroom furnishings such as tables, chairs and shelves
Cots and cot sheets
Dirt for an outside play yard
Dramatic play items
Musical instruments and CDs
Science materials

The items purchased by these programs not only enhanced the learning environment but also provided opportunities for the educators to enrich their curriculum guided by the Early Learning Guidelines.

"Without the help provided by the start-up and safety funds we would not have been able to provide a high-quality learning environment for the children who enrolled in the program."

Erika Rascon, La Esperanza Preschool

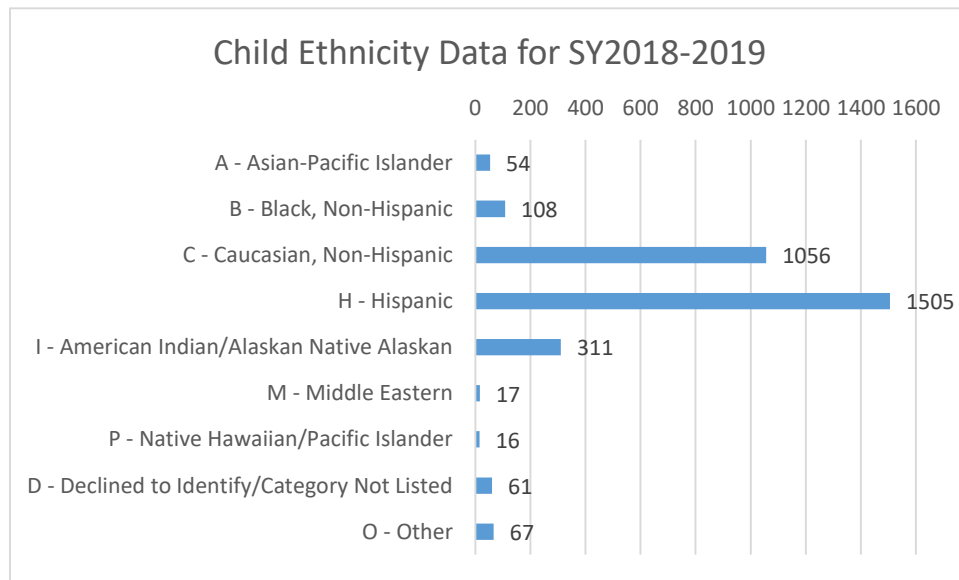
Multiculturalism

NM PreK serves a diverse population of children and families. Programs strive to retain staff who reflect the diversity of the families they serve. Many programs have bilingual educators and staff, and efforts are made for families to receive information in their home language. Portfolio forms and NM PreK rubrics are available in both English and Spanish in order to thoroughly convey the children's learning to families.

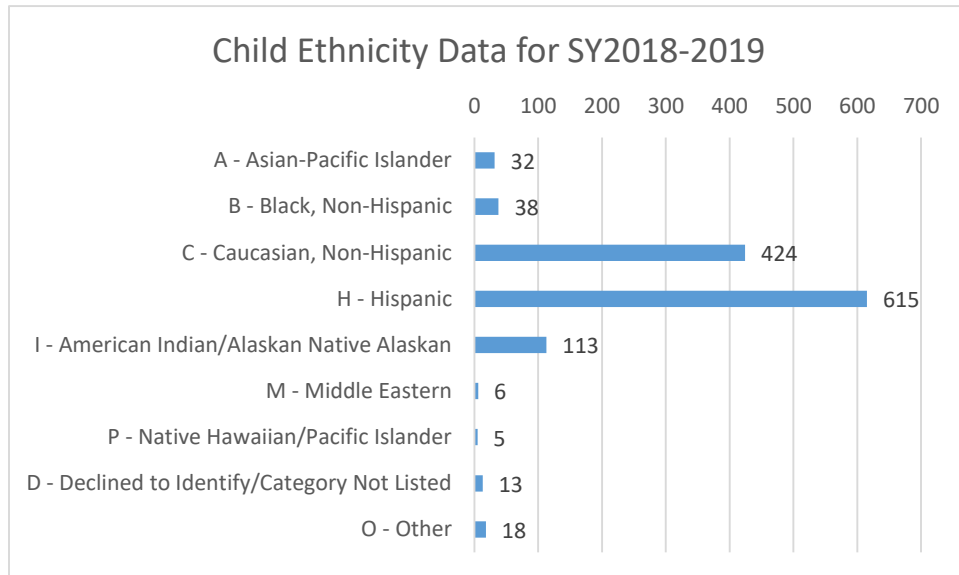
Families are encouraged to be involved in supporting children's emerging concepts of diversity by visiting classrooms to share cultural and family traditions. Children learn about cultures through singing, dancing, storytelling, food, and art. Such experiences support children's sense of belonging, and each family is valued as being individual within a culture. Educators have been given copies of the Anti-Bias Curriculum, and consultants support educators in nurturing and celebrating the diversity of the children in their classrooms. Educators include multicultural books and materials and display children's original artwork to ensure that each child is represented in the classroom. Teachers also carefully observe children in order to base the curriculum on both group and individual interests.



CYFD NM PreK (4-year olds) Child Ethnicity Data for SY2018–2019



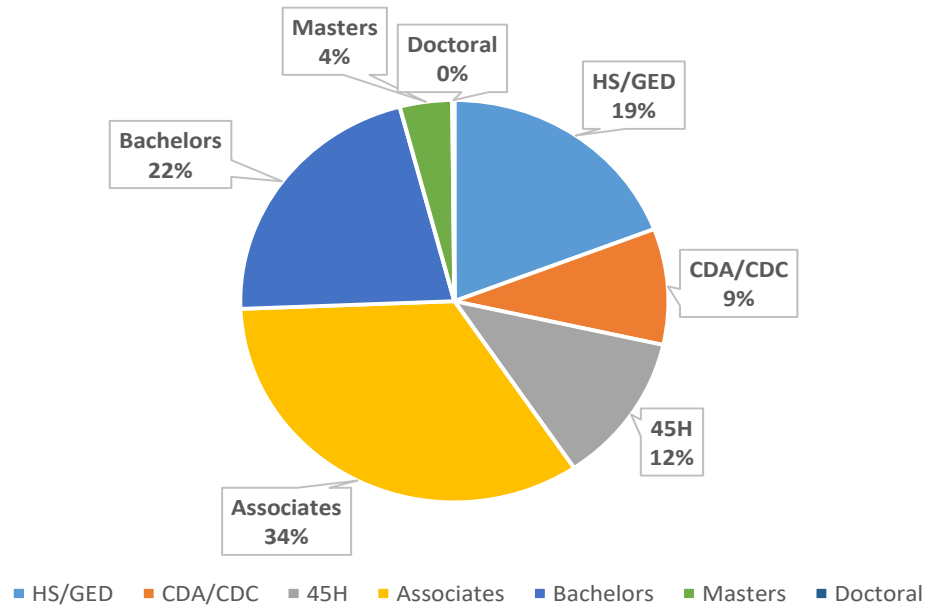
CYFD NM Early PreK (3-year olds) Child Ethnicity Data for SY2018–2019



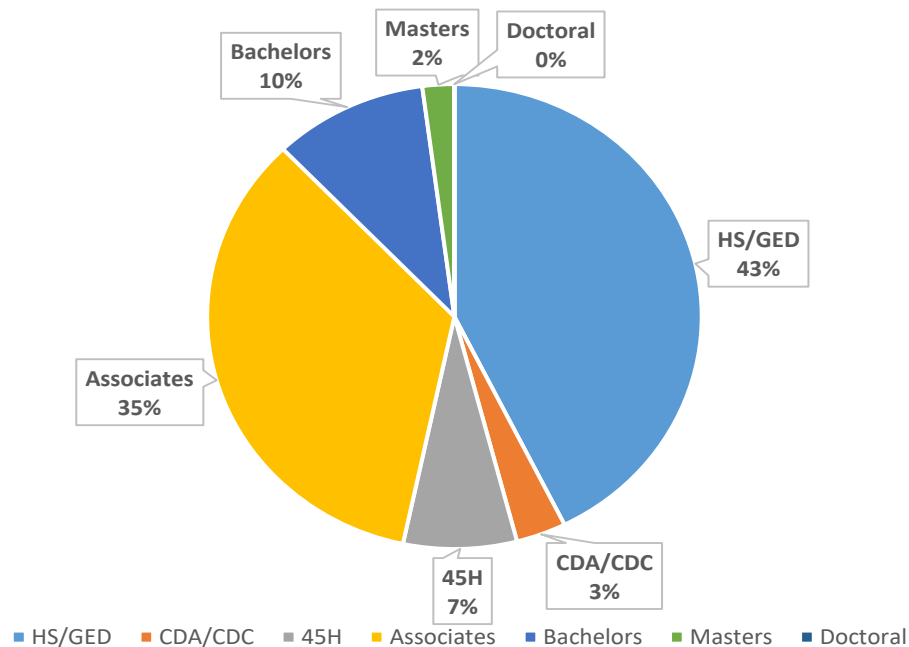
Education and Professional Development of NM CYFD Staff

Education Level of NM CYFD PreK and Early PreK Lead Teachers

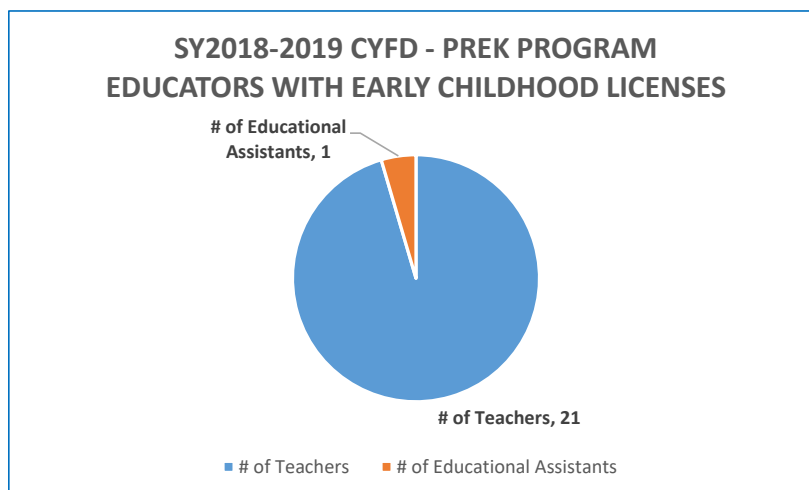
CYFD - % OF NM PREK TEACHERS BY HIGHEST EDUCATION LEVEL SY2018-2019



CYFD - % OF NM PREK EDUCATIONAL ASSISTANTS BY HIGHEST EDUCATION LEVEL SY2018-2019



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



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 take coursework that leads to credentials and degrees.

Many CYFD teaching staff have extensive post-secondary training and coursework 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 early childhood education for young children.

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. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.



“This scholarship has made it possible for me to continue my education. I have received both my Child Development Certificate (CDC) and my Associate’s in Early Childhood Education while on the CYFD scholarship.”

~Alicia Zamora, NM PreK Educational Assistant

“The CYFD scholarship helped me immensely. I was able to finish both my associates and bachelor’s degrees. The scholarship made it possible for me to attend and finish college.”

~ Julie Simmons, Early Childhood management Specialist

“The scholarship helped me in many ways. When it came to communication between them (Region IX) and me, they were always friendly and made sure I was on track.

~ Jazmine Arzate, Early Childhood Educator

“I will graduate with my associates in December 2020 and plan on continuing on in January to start taking classes towards my bachelors. The Region 9 scholarship takes a lot of stress off of me and allows me to be able to concentrate on my work and my schooling and not worrying about the financial burden of school. “

~ Judi Ferguson, Little Playmates Childcare Center

NM’s Comprehensive Early Learning Training & Consultation

CYFD established a New Mexico Comprehensive Early Learning Training and Consultation Center at UNM. It was established to align all services and ensure continuity of support available to children, families, and early childcare providers.

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.

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.

Trainings are developed on a yearly basis to adhere to programs needs and requests. This year, the Office of Child Development and UNM created a training—*Igniting Quality Practice*—for those programs who have staff with many years of experience but could benefit from development of more in-depth, critical thinking. The training provided teachers with the rationale for the required documentation; tools for lesson plans and children-focused curriculum development; the means to individualize materials; meaningful, child-lead activities in the classroom setting; and a whole new look at authentic observations.

Often based on teachers’ own classroom work samples, the training incorporated and applied those teachers’ materials and plan and so was immediately accessible and practical. *Igniting Quality Practice* took them from where they were, ignited their knowledge and creativity, and provided them a boost to the next level of professionalism.

Intentional Teaching, the Magic of Play, & Authentic Observation

Learning becomes visible through the intentional planning of experiences, activities, and materials that reflect and honor the unique interests and preferences of each individual child while supporting the differences of all children in the classroom. The planning process includes the recognition of the importance of play as a valued context for all learning and is based on observed and documented interests and needs of both individual and groups of children in the early learning environment.

Intentional, planned experiences, activities, and materials are targeted to develop children's cognitive skills: a child's understanding of concepts, their language fluency, literacy, numeracy, problem solving, and decision making. These supportive and enriching experiences, activities, and materials are noted in lesson plans and evident in the classroom environment and tied to the specific outcomes the teacher intends for the class and individual children. Planning also includes intentionality to support daily developmentally appropriate practices in social-emotional learning.

NM PreK staff use the NM Early Learning Guidelines as an ongoing assessment tool to help guide teachers in the curriculum process of intentional planning and documentation of observations cycle. This process includes collecting information from multiple sources using varied approaches and addressing the needs of children as a whole group in each classroom as well as each individual child.

Below are picture samples from using the NM Early Learning Guideline's Domains as part of the documentation process.

Domain 1: Physical Development, Health, and Well Being

Outcome 2: The child independently uses fine motor skills.

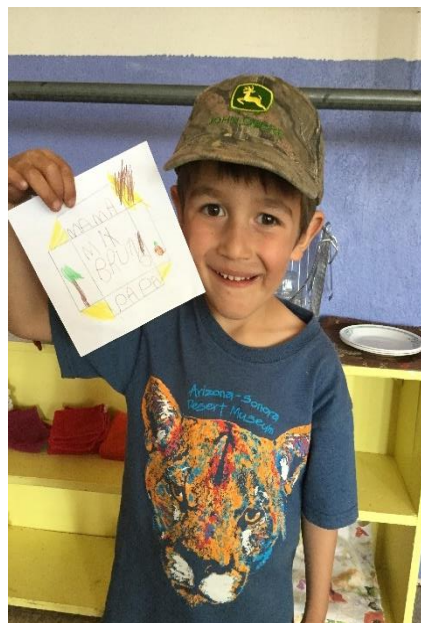
Domain 2: Literacy

Outcome 8: The child demonstrates that writing is a way of communicating for a variety of purposes.

"We're making ladybugs!"



"A mix of mom and dad to make me."



Domain 3: Mathematics

Outcome 11: The child demonstrates an understanding of non-standard units to measure. **and make comparisons.**

"The cauliflower was big and heavy"



Domain 4: Aesthetic Creativity

Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).

"I made the sun, the marbles are the gold in the sun. The sun has real gold in it! I'm serious!"



Domain 5: Scientific Conceptual Understandings

Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.

"The grapes are sour and yummy. The juice was yummy in my tummy."



Domain 6: Self, Family, and Community

Outcome 20: The child works cooperatively with other children and adults.

"We were planting seeds. My mom was there."



Domain 7: Approaches to Learning

Outcome 25: The child exhibits imagination and creativity.



*“When we treat children’s play as seriously as it deserves, we are helping them to feel the joy that’s to be found in the creative spirit.
~ Fred Rogers*

*“Children need someone to reassure them that play—their own, unique, imaginative play—is something to be valued.
~Fred Rogers*

CYFD Assessment Comparisons, SY2018–2019

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 SY2018–2019, using an eight-point, rubric rating scale. The teachers were then able to use this data to drive curriculum planning as well as develop Continuous Quality Improvement—CQI goals.

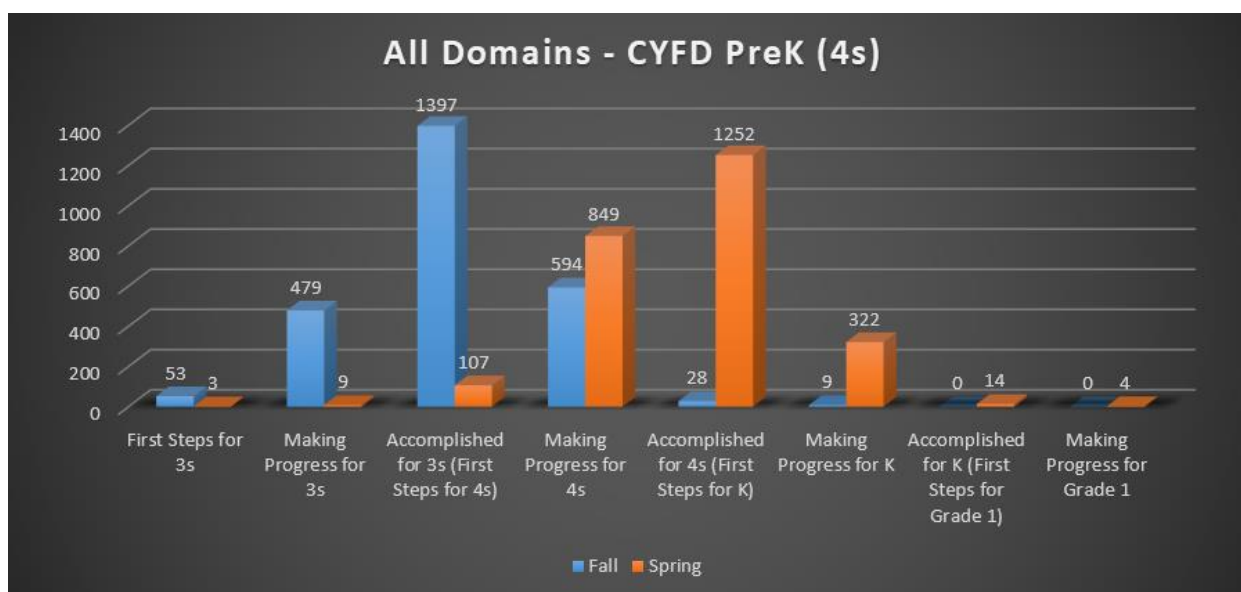
Note:** All data from three- and four-year-old children who participated in Mixed-Age Prek are combined with their *****?

Fall-Spring Assessment Comparisons

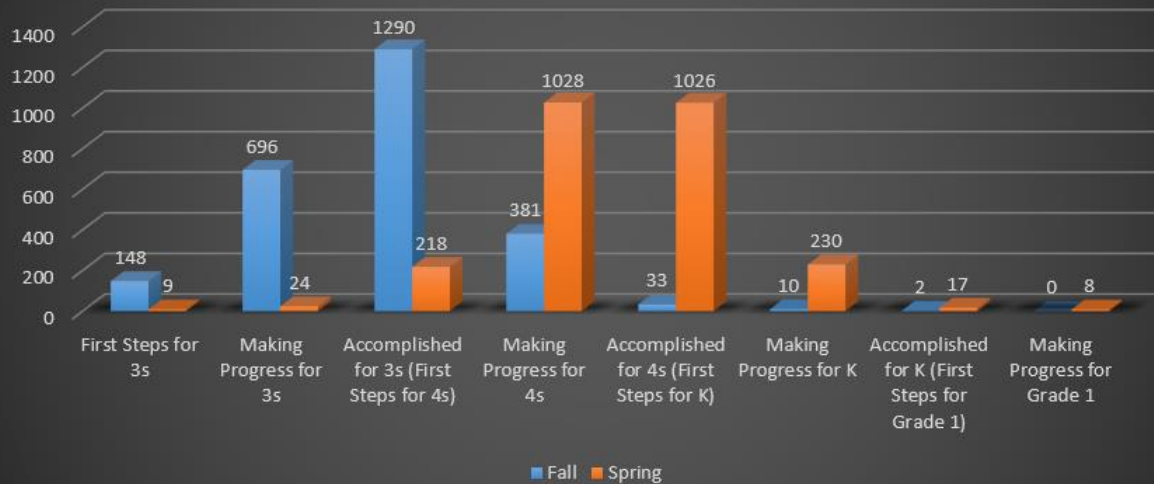
Children, Youth, and Families—NM PreK (4-year-old children)

All Domains

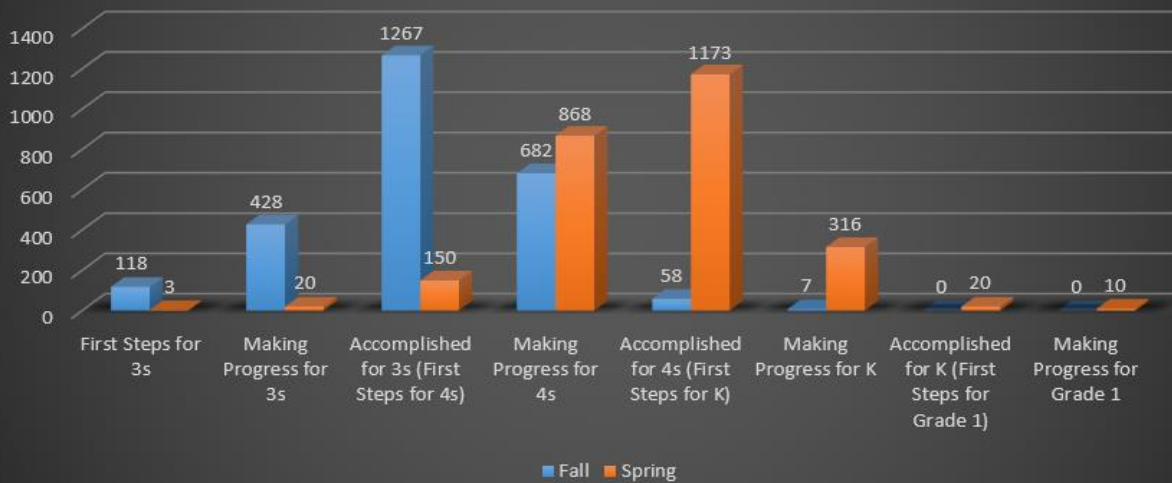
N = 2560



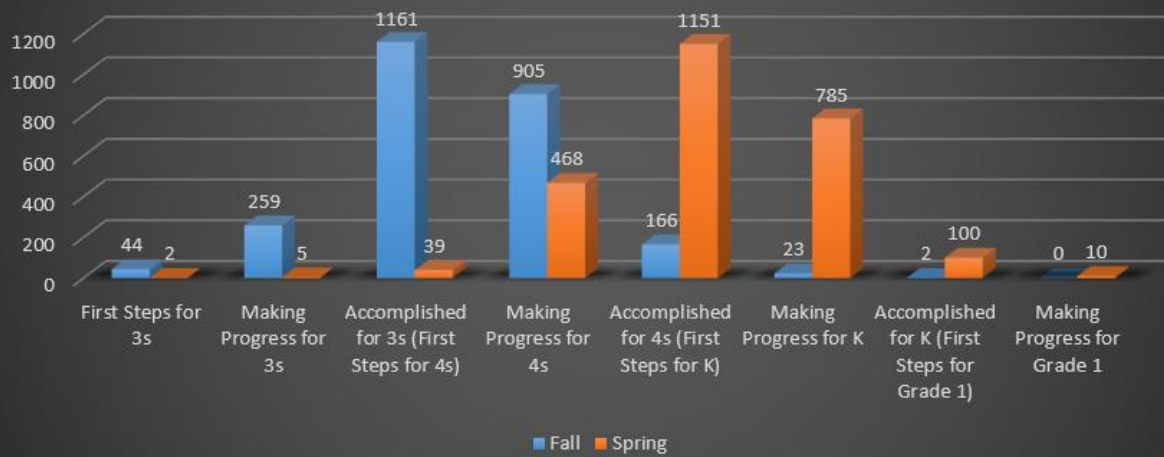
Literacy - CYFD PreK (4s)



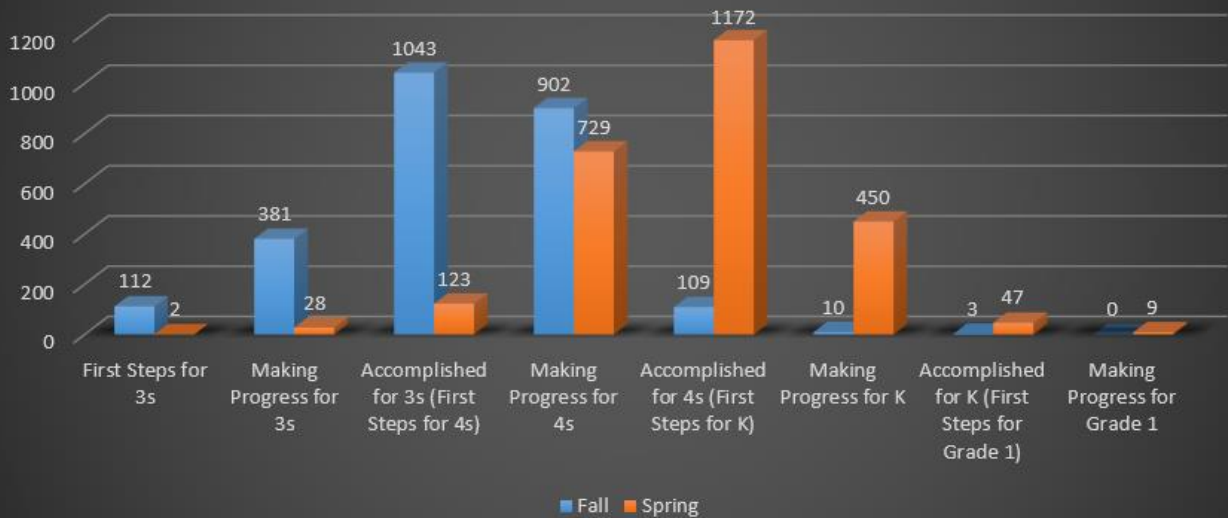
Mathematics - CYFD PreK (4s)



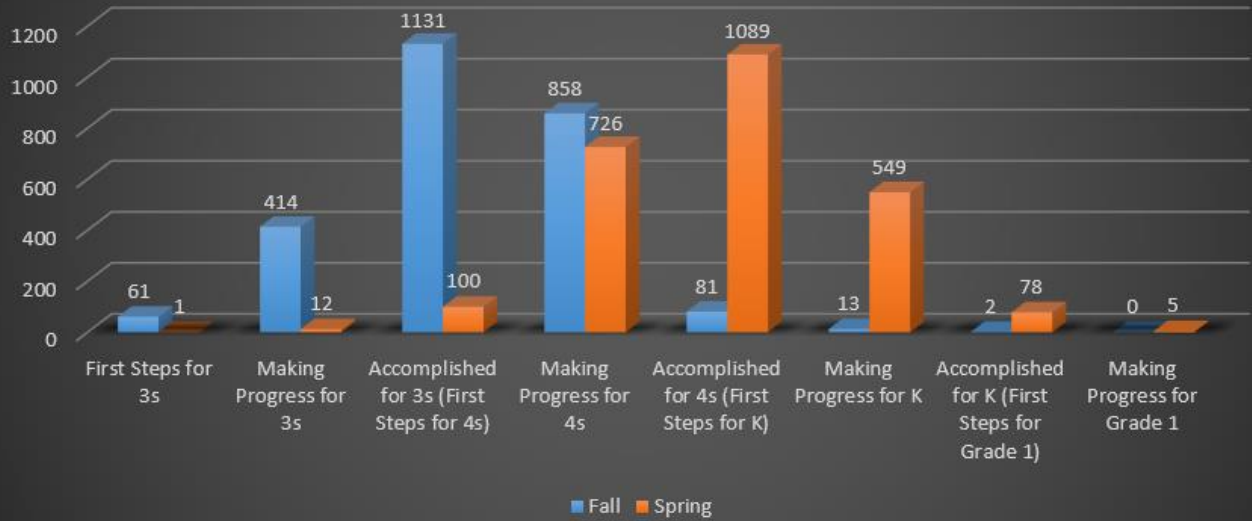
Physical Development, Health, and Well-Being - CYFD PreK (4s)



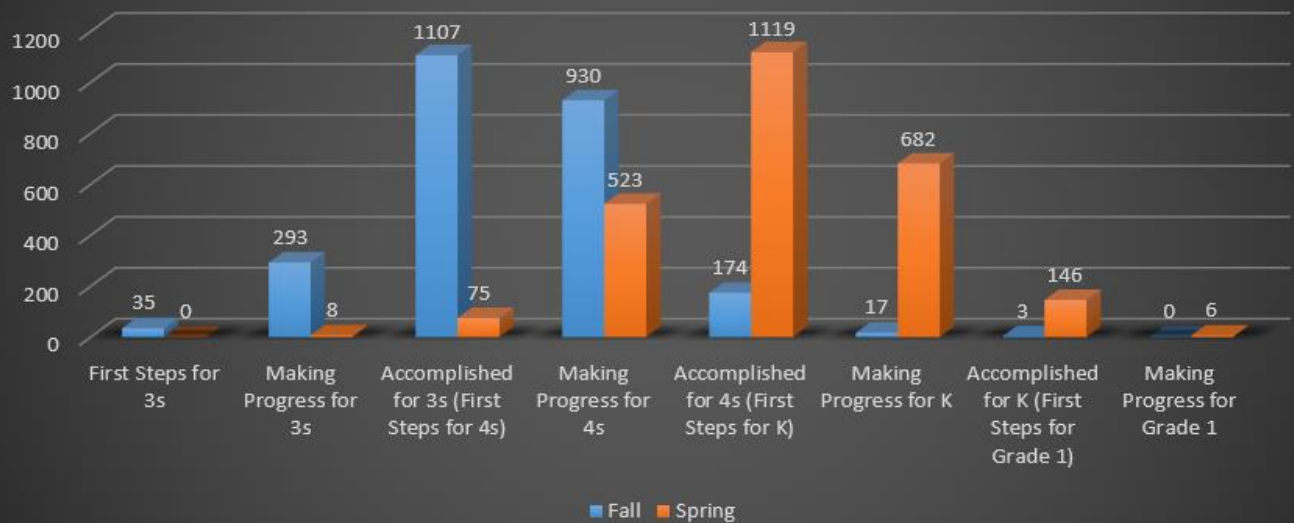
Scientific Conceptual Understanding - CYFD PreK (4s)



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



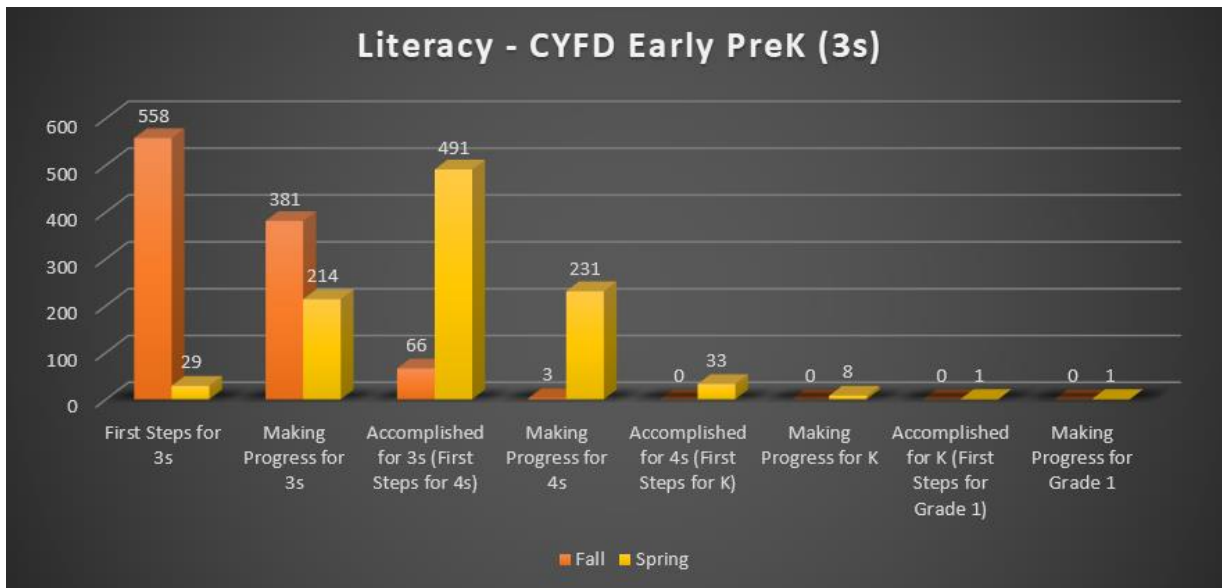
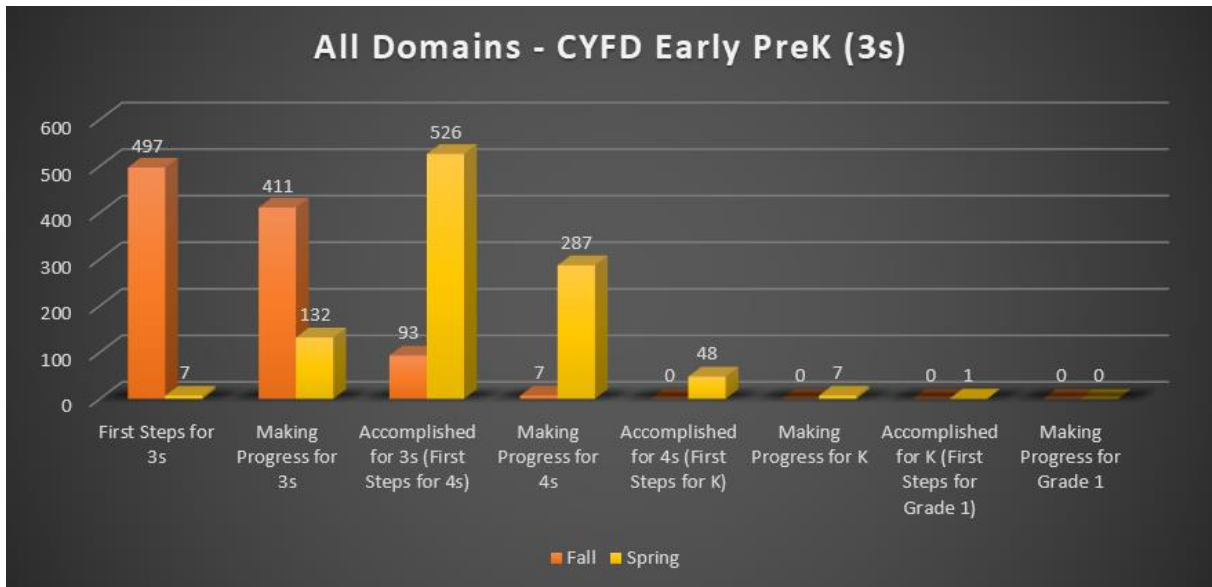
Approaches to Learning - CYFD PreK (4s)



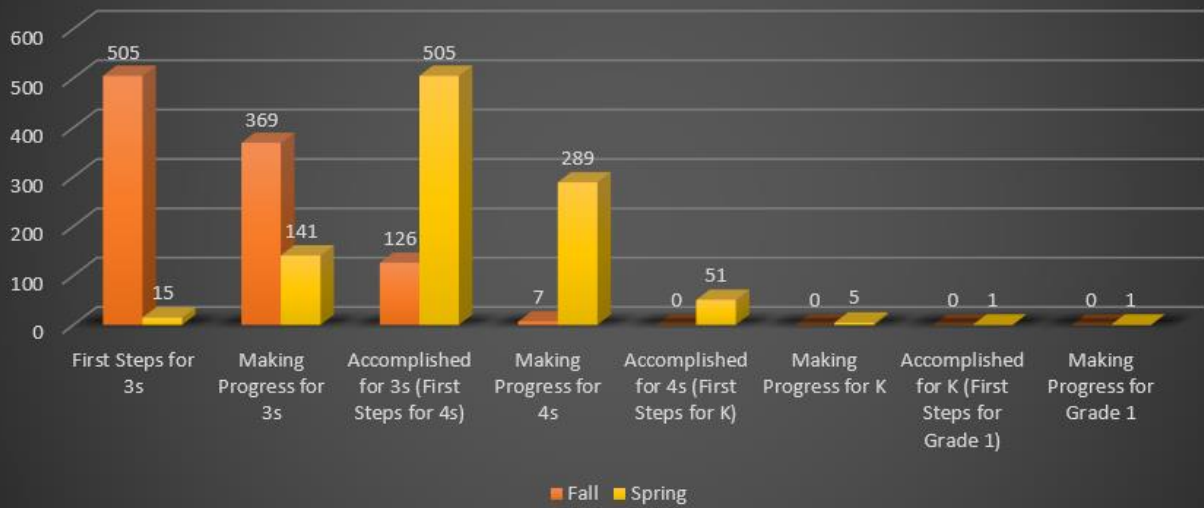
Children, Youth and Families—NM Early PreK (3-year-old children)

All Domains

N = 1008



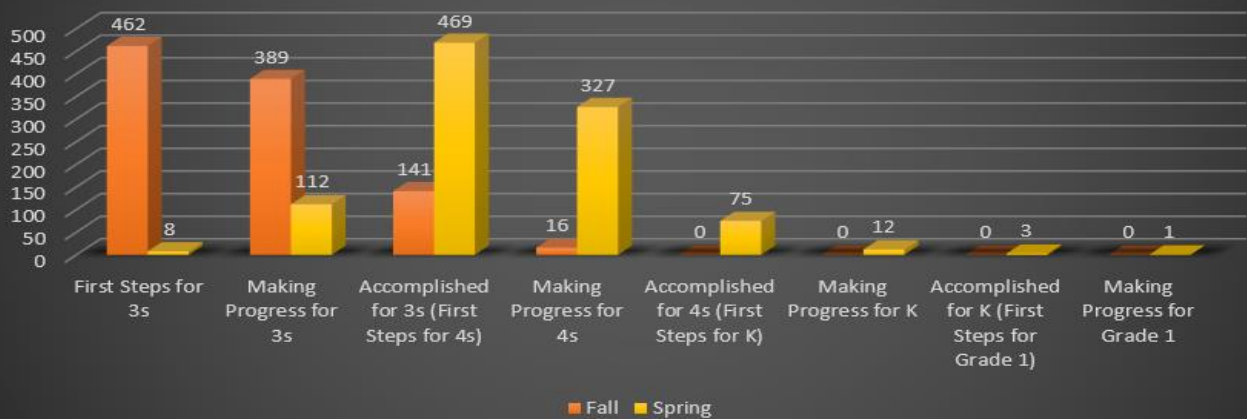
Mathematics - CYFD Early PreK (3s)



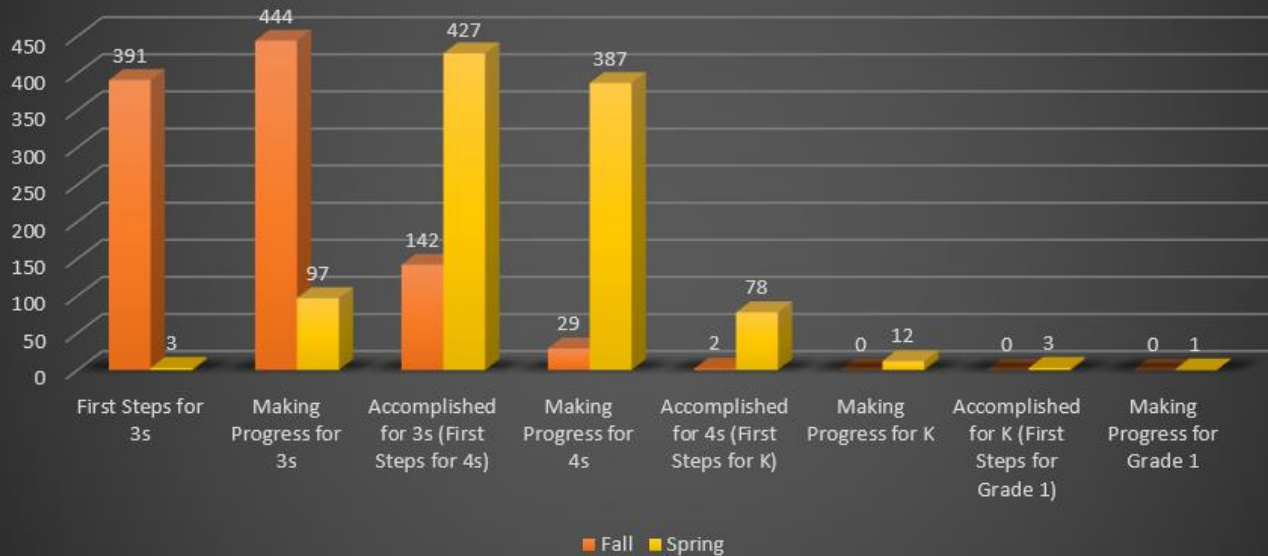
Physical Development, Health, and Well-Being - CYFD Early PreK (3s)



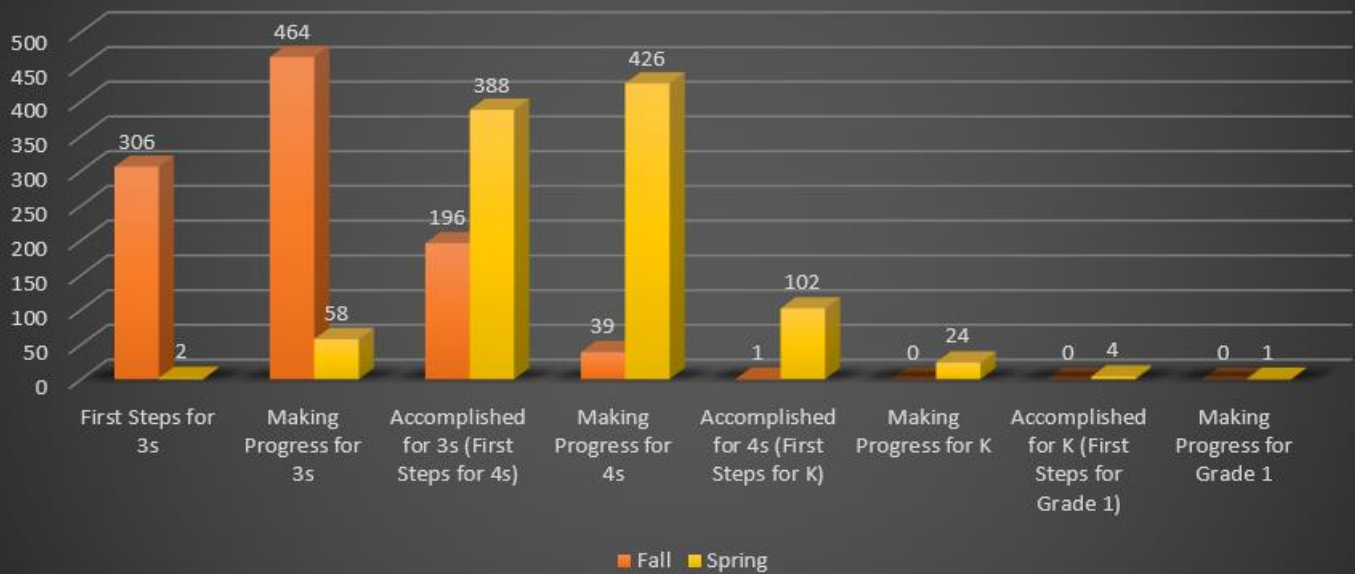
Scientific Conceptual Understanding - CYFD Early PreK (3s)



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 nearly 84,000 three-and four-year-old 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 \$54.907 million in 2018–19, 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 9,769 four-year-old children and 1,131 three-year-old children, and 87 children in Mixed-age programs in 2018–2019.
- In the first year of PreK, the PED and CYFD funded 30 programs at 57 sites, and in 2018–19, there were four-year-old programs at 323 sites across New Mexico. The CYFD also funded 61 Early PreK sites for three-year-olds, and 7 sites for Mixed-age PreK.
- The number of PED PreK teachers has increased from 37 to 329 since 2005, and the percentage of these teachers with licensure in early childhood has increased from just over 32 percent to over 90 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 449 lead teachers. Of those teachers, 22 percent hold a bachelor’s of arts in early childhood and 34 percent hold an associate’s degree in early childhood education. Additionally, CYFD PreK and Early PreK has a combined total of 151 educational assistants. Of those EAs, 22 percent hold a bachelor’s of arts in early childhood and 35 percent hold an associate’s degree 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. PED Preschool Scholarships, targeted professional development, and the coaches 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/>.

GLOSSARY

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—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. 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 in CYFD funded programs

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 9th grade, school year 2009–2010
- Percent of students receiving free or reduced priced meals, school year 2009–2010
- Poverty
- Pre-term births
- Unemployed

Early Childhood Teacher Licenses

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. Teachers in PED funded programs must possess one of these licenses. If the teacher holds an elementary K–8 or special education PreK–12 license at hire, that teacher must complete all requirements for one of the early childhood teacher licenses within two years of placement in a PreK classroom.

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

Mixed Age PreK

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

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 (PBC)

Each PED PreK teacher participates in PBC, which 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 and are not age-eligible for kindergarten.

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 consists 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. Disbursements from the fund are 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.

ACRONYMS

AODCP	Authentic observation, documentation, and curriculum planning process
CACFP	Child and Adult Care Food Program
CCSS	Common Core State Standards
CDA	Child Development Associate Certification
CYFD	Children, Youth and Families Department
ECIZ	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
ECOT	Early Childhood Observation Tool—the online data collection and reporting system that houses the Preschool Observation Tool and the Kindergarten Observation Tool
EI	Essential indicator—an indicator assessed by the Preschool Observation Tool and the Kindergarten Observation Tool
ECIZ	Early Childhood Investment Zones
ELG	Early Learning Guidelines, the New Mexico standards and benchmarks for what young children should know and be able to do
FOCUS	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.
FY	Fiscal Year
HSD	High school diploma
KOT	Kindergarten Observation Tool
NIEER	National Institute for Early Education Research
OSEP	Office of Special Education Programs, U.S. Department of Education
PCB	Practice-Based Coaching
PED	Public Education Department
PED FOCUS	The quality rating and improvement system developed by the PED that includes the PreK Program Standards and the requirements for all public school preschool programs
QRIS	Quality Rating and Improvement System (PED FOCUS)
SY	School Year
TQRIS	Tiered Quality Rating and Improvement System (CYFD FOCUS)
UNM	University of New Mexico
USDOE	US Department of Education