

STATE OF NEW MEXICO
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October 16, 2013

MEMORANDUM

TO: Legislative Education Study Committee

FR: Kevin Force *KF*

RE: STAFF REPORT: EARLY CHILDHOOD EDUCATION: EARLY CHILDHOOD CARE AND EDUCATION ACT IMPLEMENTATION UPDATE

Introduction

Legislation enacted in 2011 created the *Early Childhood Care and Education Act* (ECCEA), the purpose of which is "to establish a comprehensive early childhood care and education system through an aligned continuum of state and private programs, including home visitation, early intervention, child-care, Early Head Start, Head Start, early childhood special education, family support and pre-K, and to maintain or establish the infrastructure necessary to support quality in the system's programs."¹

During the two interims since the enactment of ECCEA, the Legislative Education Study Committee (LESC) has heard reports from several members of the Early Learning Advisory Council (ELAC), which was created by the act. Discussion included a history of legislative interest in early childhood that preceded the enactment of ECCEA, and targeted early efforts by such organizations as New Mexico First, New Mexico Business Roundtable (NMBR), and the New Mexico Early Childhood Development Partnership (NMECDP) to provide early childhood services.

¹ Section 32A-23A-3(C) NMSA 1978

Of particular interest were seven principles that arose out of a meeting co-hosted by the NMBR and NMECDP and that formed the core of ECCEA (see **Attachment 1, Statement of Principles: Investments in the First Five Years Yield High Returns**):

1. early childhood learning and development;
2. standards that are aligned with the state's K-12 academic standards;
3. teachers and providers who possess the skills, knowledge, and attitude to help young children prepare to be successful in school;
4. supporting parents as children's first teachers, and providing high-quality educational options to parents;
5. embracing accountability for measurable results;
6. building crosscutting partnerships to govern, finance, sustain, and improve early childhood education; and
7. evaluation and return on investment, best accomplished through proper allocation of resources to programs that are shown to lead to positive child outcomes.

Finally, in 2011, the committee was apprised of efforts to obtain federal funding by applying for a \$50 million Race to the Top-Early Learning Challenge (RTT-ELC) grant. After the initial round of applications, it was announced that while New Mexico received the 10th highest score on the RTT-ELC grant application; however, the state was not awarded funds. After reapplying in 2012, however, New Mexico was granted \$25 million over the course of four years. Further, New Mexico recently was awarded an additional \$12.5 million, bringing the state's total award to \$37.5 million, although these additional funds must be used for activities related to the Tiered Quality Rating Improvement System (TQRIS).

As informational items, this staff report includes a review of:

- the provisions of the *Early Childhood Care and Education Act*; and
- the Race to the Top-Early Learning Challenge (RTT-ELC) Grant.

The Provisions of the *Early Childhood Care and Education Act*

Provisions in the ECCEA created the Early Learning Advisory Council (ELAC), which is attached to the Children, Youth and Families Department (CYFD) and is composed of 15 members, as follows:

- three *ex officio* members:
 - the Secretary of Public Education or designee;
 - the Secretary of CYFD or designee; and
 - the director of the Head Start State Collaboration office within CYFD; and
- twelve other members, most of them appointed by the Governor for staggered terms, no more than five of whom may be from the same political party:
 - one representative from an institution of higher education;
 - one representative of a local educational agency;
 - one representative from a Head Start or Early Head Start organization;

- two providers of early care and education services, at least one of whom represents a privately owned provider;
- one representative from the state agency responsible for programs under Section 619 or Part C of the federal *Individuals with Disabilities Education Act* (IDEA);
- one representative from the state agency responsible for children’s health or mental healthcare issues;
- two public members with knowledge and experience in early childhood care and education programs; and
- three members of the NMBR appointed by and with terms set by the Board of Directors.

Among its other provisions, the ECCEA:

- designates ELAC as the required federal Head Start program council²;
- creates the Early Childhood Care and Education Fund, a non-reverting fund administered by CYFD for carrying out the provisions of the act;
- allows ELAC to apply for grants and funds from any source, and to contract with any federal or state agency or private organization, to further the purposes of the act;
- requires ELAC to make recommendations to CYFD and the Legislature on the most efficient and effective way to leverage state and federal early childhood program funds, including grant applications by CYFD;
- requires ELAC to terminate on July 1, 2017 pursuant to the provisions of the *Sunset Act*; and
- requires ELAC to make recommendations to CYFD and the Legislature on the coordination and alignment of an early childhood care and education system – recommendations that take a number of factors into consideration, among them:
 - the consolidation and coordination of funding streams;
 - a seamless transition from prenatal to early childhood programs to kindergarten;
 - the parent’s “decisive role in the planning, operation and evaluation of programs that aid families in the care and education of children”;
 - the development and management of effective data collection systems;
 - the diversity and cultural heritage of families and communities;
 - professional development for providers; and
 - the establishment of an effective administrative framework.

Race to the Top-Early Learning Challenge (RTT-ELC) Grant

As described by the US Department of Education (USDE), the purpose of the Early Learning Challenge Grant is “to improve the quality of early learning and development programs and services and close the achievement gap for children with high needs.” The department also notes the overarching goal of the program is “to make sure that many more children, especially children with high needs, enter kindergarten ready to succeed.”

² The establishment of a body such as the Early Learning Advisory Council was mandated through the federal *Improving Head Start for School Readiness Act of 2007*.

The RTT-ELC grant application was a joint effort by the Public Education Department (PED) (the lead agency in this effort), CYFD, and the Department of Health (DOH). In September 2012, the USDE published a notice inviting applications for Phase 2 of the Race to the Top program, and reserved \$133 million for five states that were high-scoring in Phase 1 of the application process: Colorado, Illinois, New Mexico, Oregon, and Wisconsin. In Phase 2, these five states were eligible to receive up to 50 percent of what was requested in their Phase 1 applications.

On December 6, 2012, the USDE announced that these five states were indeed to receive RTT-ELC grants, with New Mexico receiving \$25 million to be paid out over four years. In the budget narrative in the Phase 2 RTT-ELC grant application (see **Attachment 2, Budget Part I - Narrative**), New Mexico described an overall statewide budget of \$53,388,910 and requested \$25 million to support:

- \$3,440,566 to PED for managing the overall statewide budget for its share of the: Data Project, Kindergarten Entry Assessment Project, and Tiered Quality Rating and Improvement System (TQRIS) Project;
- \$20,187,034 to CYFD for managing the overall statewide budget for its share of the TQRIS Project, Data Project, Investment Zones Project, Evaluation Project, Professional Development Project, and Grantee Technical Assistance Project; and
- \$1,372,400 to the New Mexico DOH for the overall statewide budget for a portion of the Data Systems Project.

In July of this year, the USDE awarded New Mexico an additional \$12.5 million as part of the Race to the Top program, making New Mexico's total RTT-ELC award upwards of \$37 million. According to CYFD staff, these additional funds must be used for activities related to the TQRIS, which is only one of the programs being funded with monies from the RTT-ELC grant.

Funds supporting New Mexico's Race to the Top program go to help students from birth through third grade, by targeting several projects (explained further below), including:

- expanding the current TQRIS;
- focusing on early childhood investment zones;
- expanding professional development opportunities;
- developing a cross-agency early childhood data system; and
- developing a universal kindergarten assessments tool and process.

Expanding the Current TQRIS

The TQRIS was established as a mechanism to assess, improve and communicate the level of quality of an early learning and development program, using a set of progressively higher program standards:

- "Tiered" refers to incentives and expectations provided based upon designation of providers at various levels of quality.
- "Quality" is in reference to elements established in several areas, such as professional development, quality practices, or regulatory compliance.

- “Rating” is determined through the application of a number of different tools.
- “Improvement” refers to the use of particular activities to improve academic performance.
- “System” refers to the application of TQRIS to all early childhood programs, utilizing a common framework, but varied tools or specific elements.

The RTT funds in this instance would be to support the implementation of FOCUS, the latest revision to TQRIS, which is intended to:

- focus on children’s learning through the implementation of New Mexico’s authentic observation, documentation, and curriculum planning process based upon the New Mexico Early Learning Guidelines: Birth through Kindergarten³;
- establish common program standards across all publicly funded early learning and development programs that include child and program assessment, curriculum planning, early childhood educator qualifications, health promotion practices, and family engagement (see Attachment 3, *New Mexico’s PreK Program Standards for 2013-2014*); and
- utilize a common comprehensive assessment system as the basis for continuous quality improvement in all Early Learning and Development Programs including Child Care, Home Visiting, Head Start, Early Head Start, New Mexico PreK, Early Intervention (FIT), and Early Childhood Special Education.

Establish Early Childhood Investment Zones

Work on this issue would focus on identifying and prioritizing communities where:

- children are at greatest risk, based on aggregated socio-ecological risk indicators such as teen parenthood, low birth weight, or abuse and neglect;
- families have limited access to quality early childhood services; and
- the community demonstrates the greatest will and capacity for creating a continuum of high-quality early learning programs.

Specific efforts in these instances might include:

- building the capacity of these communities to apply for grants and administer early childhood services;
- including the development of appropriate infrastructure;
- integrated early childhood care, health, and education services; and
- the formation of early childhood councils to assess early childhood needs in their communities.

³https://www.newmexicokids.org/content/caregivers_and_educators/resources/docs/Early_Learning_Guidelines_Birth_thru_Kindergarten.pdf

Expanding Professional Development Opportunities

Funds used for this project would focus on:

- expansion of the number of early childhood higher education TEACH⁴ scholarships by nearly 900 available scholarships;
- expansion of infant mental health and social-emotional training;
- development of Masters-level courses for early childhood and infant and toddler studies; and
- implementation of a comprehensive institute for higher education faculty and adjunct to ensure that recent research is part of early childhood degree curricula.

Developing a Cross-Agency Early Childhood Data System

The development of such a system would include both longitudinal and unduplicated demographic data, including:

- implementation of a “unique identifier,” assigned when a child enters the system, through any agency, that will enable tracking across agencies, programs, and other systems;
- creation of a “data warehouse” where extracts of the data from PED, CYFD, and DOH will be housed; and
- expanding the ability to analyze and map data for better policy decisions and planning.

This system would provide educators, families, and policymakers with needed information to:

- provide the most current information educators need to nurture and teach the children in their programs;
- provide families with necessary information to make informed choices about which programs are best for their young children;
- track young children’s development and progress as they are increasingly ready for school;
- measure the quality and improvement of all of New Mexico’s early learning and development programs;
- assess the status of young children as they enter kindergarten; and
- follow students from their earliest enrollment in early childhood programs through entrance into kindergarten, elementary, middle and high school, higher education, and the workforce.

Such a statewide, comprehensive and integrated system of early learning is intended to enable the state to better target future investments for more effective capacity- and infrastructure-building.

⁴ TEACH scholarships offer financial support for tuition, books, release time from work, and bonuses and raises for early childhood teachers working toward Associate, Bachelor’s, or Graduate degrees in early childhood education. See <http://nmaevc.org/nmaevc/TEACH.html>.

Developing a Universal Kindergarten Assessments Tool and Process

Using the kindergarten rubrics in the New Mexico Early Learning Guidelines: Birth through Kindergarten, as the criteria for a Kindergarten Readiness Assessment to be used in all New Mexico public schools will provide:

- policymakers with important data regarding the effectiveness of early learning programs; and
- kindergarten teachers with critical information regarding children's learning that can be used to inform curriculum planning and differentiated instruction.

Statement of Principles: Investments in the First Five Years Yield High Returns

Co-hosted by the New Mexico Business Roundtable (NMBR) and the New Mexico Early Childhood Development Partnership (NMECDP), business leaders came together in May 2010 to develop Strategic Principles for their engagement in early childhood in our State. It was an ideal convening of aligned interests. The NMBR works closely with education stakeholders and policy leaders to promote and sustain federal and state education reform efforts that focus on the system-wide changes needed to help all New Mexico's students graduate from high school with the foundation skills and knowledge that prepare them to succeed in college, in the workplace and in life. The NMECDP, a public-private partnership, recognizes that when our young children are deprived of quality early life experiences the result is a lack of readiness for school and life, depriving our state of its most precious "potential" resource. As such, they are on a mission to create the public awareness and political will for early childhood in New Mexico.

In recognition of the thoughtful early childhood work and the research conducted by the national Business Roundtable (BR) (<http://www.businessroundtable.org/>), New Mexico business leaders adopted the BR's "Statement of Principles" and modified them, as appropriate, to address New Mexico-specific opportunities. The principles reflect a collective long-term commitment to improving the performance of the New Mexico education system and raising student achievement, both increasingly important for both U.S. competitiveness and for individuals to succeed in our rapidly changing world.

Statement of Principles

These Principles draw on current early childhood research, lessons from K-12 education reform efforts, and applicable lessons from the nation's experience in building a voluntary system of higher education. The seven Principles are interconnected; they are not listed in priority order. **These Principles will be used to assess existing early childhood programs; consider philanthropic priorities; evaluate policy proposals on prekindergarten, Head Start and other programs; and formulate policy positions.**

1. **LEARNING & DEVELOPMENT. A successful early childhood system views children's learning as the central mission. It should:**
 - a. Provide positive learning experiences that foster the interconnections among children's social, emotional, cognitive and physical development; nurture children's strong inborn drive to learn and find joy in learning; and develop learning related skills that help children succeed in school, at work and in life;
 - b. Engage children in developmentally appropriate experiences that reflect New Mexico's established guidelines and standards for quality (e.g. Early Care, Education and Family Support: New Mexico's Best Practices - Essential Elements of Quality; Reach for the STARS: Quality Rating System)
 - c. Hold the same high expectations for success for all children while also respecting and supporting the diversity of children's families, cultures, races and socioeconomic backgrounds, as well as the different ways that young children learn and the rates at which they progress; and

5. ACCOUNTABILITY. A successful early childhood system embraces accountability for measurable results. It should:

- a. Collect the data and conduct the research needed to identify best practices, assess system performance and report these results to stakeholders;
- b. Evaluate the overall progress of children who have participated in early childhood programs on the state's annual assessments required by the No Child Left Behind Act;
- c. Implement continuous improvement processes that put the lessons learned from research and evaluation into program standards and practice; and
- d. Establish incentives for meeting or exceeding objectives as well as consequences for persistent failure to achieve intended outcomes for children.
- e. Require alignment between early learning and K-2 elementary education as a continuum of child development (birth to age 8) that is informed by developmentally appropriate practice and the science of early learning.

6. PARTNERSHIPS. A successful early childhood system builds crosscutting partnerships to govern, finance, sustain and improve the system. It should:

- a. Create effective and efficient governance mechanisms that support community planning, program development and oversight;
- b. Involve key stakeholders at the federal, state and local levels, and encourage public/private partnership to improve effectiveness, efficiency and accessibility;
- c. Include participation among all sectors of the early childhood field within the state, including public and private programs as well as those that take place in schools, centers and homes;

7. RETURN ON INVESTMENT & EVALUATION. Children are helped most and the economy is made strongest when resources are allocated on the best evidence of what will lead to positive child outcomes.

- a. Insist on adequate, efficient and shared financing mechanisms that minimize duplication of effort and identify priorities for public investment in times of budgetary constraints as well as a blueprint for future expansion.
- b. Public and private funders should allocate resources (for children and for other purposes) based on rigorous evidence of effectiveness in improving outcomes whenever possible.

BUDGET PART I -NARRATIVE

The State's Budget is comprised of three (3) Participating Agencies. The Lead Agency is the New Mexico Public Education Department (PED). The other two Participating Agencies are the New Mexico Children, Youth and Families Department (CYFD) and New Mexico Department of Health (DOH). The overall statewide budget is \$53,388,910 (\$25,000,000 in grant funds and \$28,388,910 in funds from other sources in support of the State Plan), as follows:

- PED is responsible for managing \$4,040,566 (\$3,440,566 in grant funds and \$600,000 in funds from other sources in support of the State Plan) of the overall statewide budget for their share of the Data Project, Kindergarten Entry Assessment Project and Tiered Quality Rating and Improvement System Project.
- CYFD is responsible for managing \$47,975,944 (\$20,187,034 in grant funds and \$27,788,910 in funds from other sources in support of the State Plan) of the overall statewide budget for their share of the Tiered Quality Rating and Improvement System Project and the Data Project. The CYFD includes the total amounts for the Investment Zones Project, Evaluation Project, Professional Development Project and Grantee Technical Assistance Project.
- DOH is responsible for managing \$1,372,400 (\$1,372,400 in grant funds) of the overall statewide budget for a portion of the Data Systems Project.
 - PED will be fully responsible for carrying out its efforts to develop the Kindergarten Entry Assessment.
 - CYFD will be responsible for carrying out all efforts related to the development and implementation of the TQRIS, conducting an on-going evaluation of progress, facilitating the establishment of capacity and infrastructure within Early Childhood Investment Zones, professional development efforts, and funding the Grantee Technical Assistance Project
 - DOH, PED, and CYFD will work collaboratively to develop and implement an early learning data system that is aligned and interoperable with the statewide longitudinal data system and has all essential data elements.
- DOH will be responsible for building the infrastructure for the NM IBIS system that will

align and integrate data to enable a comprehensive community assessment that is interactive and accessible.

- DOH will also be responsible for adapting the current Family, Infant, Toddler data system to incorporate the unique ID and ensure that the system is aligned and interoperable with the statewide early learning data system.

Contractual Services and purchases will be in accordance with the New Mexico Procurement Code and Regulations.

Employees will be hired for only the term of the grant.

BUDGET PART II -NARRATIVE

New Mexico Public Education Department Budget Narrative

The PED has a strong history of positive fiscal management. The current process used to pass state and federal dollars through to districts and schools annually will be modeled for this project. PED is already to act as the fiscal agent on behalf of New Mexico.

Personnel (Data Project)

- 1 IT Project Manager – Oversee all reporting and provides project management, certification, planning, scheduling, assessment and reporting documentation in collaboration with the Policy Office and the Early Childhood and Literacy Bureau (where responsibility for implementation of RTT-ELC will reside). The salary will be \$88,500 annually and the position will be full-time.
- 1 Database Administrator II – Provides subject matter expertise and collaborates with IT professionals to perform design, database development, system integration efforts initiation and planning tasks. The salary will be \$68,016 annually and will be full-time.
- 1 Application Analyst III – Provides subject matter expertise and collaborates with IT professionals to perform design, database development, system integration efforts initiation and planning tasks. The salary will be \$68,016 annually and will be full-time.

Fringe Benefits

- Each staff member will be will be eligible for full benefits and benefits are calculated at base salary + 30%. The total spent on fringe benefits over the duration of the grant will be \$269,438.

Travel (Kindergarten Entry Assessment Project)

- Recognizing that fidelity to implementation is critical to the success of this initiative, current PED staff from the Policy Office and the Early Childhood and Literacy Bureau will need to spend time on-site in schools and districts supporting the implementation of the Kindergarten Entry Assessment. PED has decided to work with existing staff to complete this work to ensure alignment across programs and technical assistance. Up to

6 PED staff will make an estimated 8 overnight trips annually and an estimated 10 day trips annually per grant year, at approximately 150 miles per day trip.

- The hotel reimbursement rate, as set forth by the New Mexico Department of Finance and Administration, will be \$85.00 per night; the meal per diem rate, as set forth by the Department of Finance and Administration, will be \$20.00 per day; and mileage reimbursement rate will be \$0.32.
- Day trip estimate: \$20 meal per diem + \$0.32 mileage x 150 miles (approximately) = \$68.00 per day trip and Overnight trip estimate: \$20 meal per diem + \$0.32 mileage x 250 miles (approximately) + \$85.00 per hotel = \$185.00 per overnight trip. Total travel based on the givens will equal \$51,840 per year for a total of \$207,360.

Equipment (Data Project)

- Over the duration of the grant, PED will spend \$142,000 on equipment. Equipment needs are housed within the IT division and include computers, printers, storage bays (hard drives), servers, and maintenance associated with such equipment.

Supplies (TQRIS Project)

- \$7,000 will be provided in each of the grant years for program staff to purchase supplies. Supplies may include, but are not limited to, office supplies and instructional materials to support program staff.

Contractual (Kindergarten Entry Assessment Project) & (TQRIS Project)

- PED will utilize one contract at \$ 850,000 to validate the current New Mexico PreK Observational Assessment for use as the Kindergarten Entry Assessment. The contract will 1) determine the reliability of teachers' observations and validate the assessment protocol, 2) adjust rubrics as necessary and ensure match to existing kindergarten benchmarks and Common Core, 3) determine inter-rater reliability, establish concurrent and construct validity of the assessment, and 4) publish a "Status of New Mexico Children's Kindergarten Readiness – and Contributing Factors".

- An additional \$ 446,000 will be used to develop and publish training materials and provide training to kindergarten teachers and elementary school principals on the implementation of the Kindergarten Entry Assessment, alignment of training materials, alignment of existing school plans, and production of an annual report that outlines the current status of school readiness of New Mexico's students.
- PED will utilize another contract at \$200,000 to transition Title I PreK and IDEA Part B PreK programs to the state's TQRIS FOCUS. Aligning programs and utilizing a consistent rating system is critical to the work of this grant and increasing the school readiness of all New Mexico children.

Total Costs: \$4,040,566

Indirect Costs: \$399,640

Total RTT-ELC Costs: \$3,440,566

Funds from Other State and Federal Sources to Support PED Projects is \$600,000, \$150,000 per year in each of grant years 1, 2, 3 and 4 to support the administration of the Kindergarten Entry Assessment to kindergarten students in New Mexico.

New Mexico Children, Youth and Families Department Budget Narrative

Travel

- CYFD anticipates that at least four staff members will travel in-state conducting contract review and compliance in support and implementation of the FOCUS TQRIS. The four staff members will make an estimated 10 overnight trips annually per grant year. CYFD also anticipates that four staff members will make an estimated 52 day trips annually per grant year, at approximately 150 miles per day trip. In addition, CYFD anticipates two staff members will travel at least once out-of-state in direct support of the TQRIS.
- The overnight per diem rate, as set forth by the New Mexico Department of Finance and Administration, will be \$85.00 per night; the meal per diem rate, as set forth by the Department of Finance and Administration, will be \$20.00 per day; and the mileage

reimbursement rate will be \$0.32 per mile. CYFD has experienced that the out-of-state per diem rate is inadequate for certain locations. Experience indicates that reimbursement to staff for actual costs is fair and reasonable. The average out-of-state travel cost, per person, is estimated at \$1,700.

- Day trip estimate: \$20 meal per diem + \$0.32 mileage x 150 miles (approximately) = \$68.00 per day trip and Overnight trip estimate: \$20 meal per diem + \$0.32 mileage x 250 miles (approximately) + \$85.00 per hotel = \$185.00 per overnight trip.

Data Project (EPICS)

- CYFD's share of the Data Systems Project will cost a total of \$5,500,000. \$4,800 of this total will fund CYFD to develop the EPICS system. (\$700,000 for WELS is described under Contractual Services). The EPICS funds will be used to consolidate all CYFD's early learning systems. Specifically, the funding will be used to fund technical personnel for the planning, design, development, and implementation of the web enabled Enterprise Provider Information Constituent Services (EPICS) system. EPICS will be aligned and interoperable with the P-20 Education data warehouse system, including other early learning data systems located in other state departments and external entities, such as PED, Department of Health and WELS; ensure interoperability among the various levels and types of data; enable uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Programs; facilitate the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards; generate information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; meeting the

data Systems Oversight Requirements and comply with the requirements of Federal, State, confidentiality and local privacy laws; and align and enhance current systems into a coordinated system to improve instruction, practices, services and policies.

Contractual

Other than Travel for CYFD employees and the EPICS Data Project, CYFD will utilize numerous contractors to implement the work of the grant. Contracts will be awarded in accordance with the New Mexico Procurement Code and Regulations.

- The TQRIS Project will cost \$12,415,034. (See following spreadsheet)

FOCUS TQRIS & Validation (Based on 245 licensed programs)

				AMOUNT
Infrastructure				\$10,237,650.00
	UNM Continuing Ed		\$9,406,650.00	
	UNM CDD		\$66,000.00	
	Other Costs		\$765,000.00	
FOCUS Standards				\$ 949,384.00
	Health, Safety & Nutrition		\$33,475.00	
	Staff Qualifications, Training & Education		\$305,909.00	
	Program Administration, Quality Improvement &		\$300,000.00	

	Leadership			
	Child Assessment & Curriculum Planning Process		\$275,000.00	
	Family Involvement/Family Engagement		\$35,000.00	
Validation				\$1,000,000.00
	UNM CEPR (Child Trends)		\$900,000.00	
	Child Trends on-site technical assistance meetings		\$100,000.00	

FOCUS INFRASTRUCTURE

UNM Continuing Education & TTAPs: Consultants & Validators @ \$76,515.00 including benefits
 Consultants (245 programs = 5 programs/30 classrooms per Consultant)
 Validators (TTAP staff who will transition to Validators as AIM HIGH programs decrease. 60 programs/validator)

# of Consultants/Validators	Grant Period	Cost
0	January 1, 2013 – June 30, 2013	0
10	Yr 1	\$765,150.00
20	Yr 2	\$1,530,300.00
30	Yr3	\$2,295,450.00

40	Yr4	\$3,060,600.00
Other Costs		\$500,000.00
Instate Mileage & Perdiem		\$400,000.00
Admin Overhead @ 10%		\$855,150.00
Total		\$9,406,650.00

UNM Center for Development & Disabilities:

Training & Clinical Supervision	4 yrs @ \$15,000.00/year	\$60,000.00
Admin Overhead @ 10%		\$6,000.00
TOTAL		\$66,000.00

OTHER COSTS

Training of FOCUS Staff and TTAP Staff	\$100,000.00/year	\$400,000.00
Adaptations for HV/Early Intervention & Training of staff		\$200,000.00
Development of training curriculum for FOCUS staff and TTAP staff		\$ 75,000.00
FOCUS Promotion/Marketing <ul style="list-style-type: none"> • Conferences 4@ \$2,500 each = \$10,000.00 • Marketing Materials = \$20,000.00 		\$20,000.00
Integration of Cultural Competence & Guiding	\$5,000.00/year	\$20,000.00

Principles		
WELS Data Entry Training		\$50,000.00
TOTAL		\$765,000.00

FOCUS STANDARDS

Health, Safety & Health Promotion

ASQ & ASQ-E Kits @ \$55.00/kit	\$13,475.00
Community Resource Books	-0-
Training fees for ASQ & ASQ-E	-0- (provided by TTAPs)
Travel & Lodging for Programs to attend training	\$20,000.00
TOTAL	\$33,475.00

Staff Qualifications, Training & Education

College Courses (In Section D budget – TEACH Scholarships)	-0-
Training of 245 Site Directors	\$24,000.00
Training of 1470 Lead Teachers (6 teachers/programs) 5 days @ \$20.00/day	\$147,000.00
Training all teachers	-0- (Provided by TTAPs)
Printing of training materials/certificates	\$ 4,909.00
Travel & Lodging for Programs to attend training	\$130,000.00
TOTAL	\$305,909.00

Program Administration/Continuous Quality Improvement/Leadership

Purchase of Materials (ERS/CLASS/PAS/BAS)	\$50,000.00
Development of self-assessment process , development of tool & WELS Leadership Integration and Training	\$100,000.00

Training of 245 Site Directors	\$100,000.00
Travel & Lodging for Programs to attend training	\$40,000.00
Printing of all related materials	\$10,000.00
TOTAL	\$300,000.00

Child Assessment & Curriculum Planning Process

Develop & produce web-based training	\$125,000.00
Training of Site Directors & Teachers	\$100,000.00
Travel & Lodging for Programs to attend training	\$35,000.00
Printing of ELGs, forms. Checklists, etc.	\$15,000.00
TOTAL	\$275,000.00

Family Involvement/Family Engagement

Printing of Family Engagements materials, forms, etc.	\$35,000.00
TOTAL	\$35,000.00

TORIS VALIDATION

UNM CEPR (Child Trends Contract)	\$900,000.00
Increase on-site TA by Child Trends (annual meetings)	\$100,000.00
TOTAL	\$1,000,000.00

- The Investment Zones Project will cost \$400,000. These funds will be used to direct and manage the implementation of a Getting to Outcomes (GTO) community mobilization and planning process in the identified Early Childhood Investment Zones.
- The Evaluation Project will cost \$500,000. These funds will provide process evaluation and reporting for the duration of the grant.
- The Professional Development Project will cost \$1,200,000. These funds will pay for TEACH Scholarships for personnel working in FOCUS programs (\$1,000,000). It will also pay for Infant Mental Health/Socio-Emotional Training (\$40,000). Training for higher education faculty and adjunct faculty through Faculty Institutes (\$120,000) and Masters-Level courses in the Developmental Interaction Approach (\$40,000).

Funds set aside for participation in grantee technical assistance

- The Grantee Technical Assistance Project will cost \$400,000. These funds are required by the Grant to be set aside for participation in grantee technical assistance.

Total Costs: \$47,975,944

Total RTT-ELC Costs: \$20,187,034

Funds from Other State and Federal Sources to Support CYFD Projects

- CYFD plans to spend \$27,788,910 to support its Projects.

New Mexico Department of Health Budget Narrative

DOH has been working collaboratively with the New Mexico Children, Youth and Families Department (CYFD) to align and integrate data to enable comprehensive community assessment. Additionally, the Family, Infant, Toddler (FIT) program (IDEA Part C) is an integral piece of the overall early childhood system. Although the FIT program resides with DOH, there is constant communication between DOH and CYFD. Because of the commitment and years of experience, NM is already organized in a way that the goals set out in this application will be met.

DOH will be responsible for building the infrastructure of IBIS to align and integrate data to enable comprehensive community assessment that is interactive and accessible. DOH will also be responsible for adapting the current FIT data system to incorporate the unique ID and ensure that the system is aligned and interoperable with the statewide early learning data system.

Personnel

DOH will staff two full-time “Epidemiologist, Operational” (Epi-O) positions at pay band 70, \$47,300 annually. These two positions will be part of the DOH Geospatial Analysis team in the Epidemiology and Response Division. They will carry out the major initiatives of this grant, including population and maintenance of the data repository, working with analysts across multiple state agencies to gather and maintain contextual information to clarify the significance of the numeric data, participation in geocoding of agency data records, technical support for

participating agency staff, and training of agency and NGO staff on use of the comprehensive community assessment information system. The DOH Geospatial Analysis team will consist of the two Epi-Os funded by this grant, the GIS Epidemiologist in the Community Health Assessment Program (Epidemiologist, Advanced), and the Environmental Public Health Tracking Epidemiologist in the Environmental Health Epidemiology Bureau (Epi-A).

Oversight for project activities will be provided by Dr. Lois Haggard, DOH Community Health Assessment Program Manager (Epidemiologist, Supervisor, pay band 80). Dr. Haggard has been written into the budget for $\frac{6}{16}$ % of her salary (\$6999 annually).

Fringe

DOH staff members are eligible for full benefits at 39% of salary. The 39% fringe estimate also includes general staff support expenses, such as computer support, motor pool and other expenses deriving from general DOH staff support.

Travel

Funds have been budgeted for program staff to provide in-person outreach and training to communities across New Mexico. Two staff persons, 1.5 days, \$85 in-state travel per diem, twice annually = \$510. These in-person trips would supplement regular local, web-based and conference call meetings.

Funds have been budgeted for community and agency staff to attend in-person Participatory Program and Policy Sessions. Three community/agency participants, 1.5 days, \$85 in-state travel per diem, plus mileage, twice annually = \$790. These in-person trips would supplement regular local, web-based and conference call meetings.

DOH will host two state-wide meetings at a cost of \$2,000 in two grant years, early in grant year 3 and mid-to-late grant year 4. These meetings will bring together advisory committee members and program, policy and community experts with collaborating analysts for planning and reporting and sharing of challenges, methods, and success stories.

Equipment

In year one of the grant, desktop computers (\$900 each) for project staff, and one laptop computer with additional memory and an external hard drive (\$1500) and one LCD projector (\$950) for training and outreach activities.

Supplies

General office supplies is estimated at an average of \$20 per month for a total of \$240 per year. Marketing/outreach and instructional materials, such as colorful URL bookmarks and handy-reference guide brochures. \$2,500 has been budgeted for these supplies in year 1, and \$1500 in subsequent years for replacement as supplies run low.

Contractual

DOH will contract for professional software development services for enhancements to the NM-IBIS software. The contractor will assist DOH with requirements development and analysis and design of the enhancements (\$26,400). Software development/implementation will be achieved in years 1 (\$88,000) and 2 (\$114,400). Funds have been budgeted for maintenance and refinement to the software in years 3 and 4 (\$17,600 in each year).

DOH will contract with GIS specialists to participate in the analysis and design of the software in year 1 (\$13,200), development of software components for a mapping web-service for the IBIS application in years 1 (\$19,800) and 2 (\$26,400), and maintenance and refinement to the software in years 3 and 4 (\$13,200 in each year). Contractual GIS specialists will also assist with scientific methods for geo-coding, geospatial analysis of early learning, demographic and health data, and project implementation.

The DOH FIT-Kids program will contract with their software provider to program an API for the FIT-Kids system to interoperate with the state's unique child identifier database in the Public Education Department (estimated at \$100,000) and to provide automated data exchange with the New Mexico P-20 data system (estimated at \$150,000).

New Mexico has followed the procedure for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Additional geospatial analysis consulting will procure an independent assessment of DOH's in-house geo-coding methods, provide consultation and technical assistance in achieving address standardization at point of data collection (i.e., when the parent is available to verify the correct address) and ensure that DOH staff and GIS team are using the best possible methods to provide accurate, precise and up-to-date data for New Mexico's early learning data initiatives.

Training Stipends-

Other

DOH anticipates \$123,660 in software costs. DOH will purchase SAS desktop licenses for the GIS team in Community Health Assessment Program for \$6,000 the first year and \$3,000 for annual renewal of the three licenses in years 2, 3, and 4. ArcGIS desktop licenses will be purchased for the GIS team for a total of \$15,000 in year 1 and 3,000 in subsequent years. Geo-coding reference datasets are estimated as follows: 2 ZP+4 licenses @ \$100 per year, each, one parcel dataset, \$15,500 in year 1, additional geo-reference datasets such as Navteq, TomTom and others are estimated at \$20,000 in year 1 and \$5,000 in subsequent grant years. ArcGIS server fees, estimated at \$8,340, will preclude the need for an ArcGIS server and server software license.

A hotspot device and satellite account will allow training and outreach in any facility, regardless of internet connectivity: \$600 annually.

Total Costs: \$1,372,400

Total: RTT-ELC Costs: \$1,372,400

Category Summary

OVERALL STATEWIDE BUDGET					
Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	278,830	326,130	326,130	326,130	1,257,220
2. Fringe Benefits	88,535	106,983	106,983	106,983	409,484
3. Travel	51,840	57,140	57,140	57,140	223,260
4. Equipment	39,750	35,500	35,500	35,500	146,250
5. Supplies	9,740	8,504	8,504	8,504	35,252
6. Contractual	5,885,034	5,545,934	5,285,933	5,285,933	22,002,834
7. Training Stipends	0	0	0	0	0
8. Other	65,640	20,140	20,140	20,140	126,060
9. Total Direct Costs (add lines 1-8)	6,419,369	6,100,331	5,840,330	5,840,330	24,200,360
10. Indirect Costs*	99,910	99,910	99,910	99,910	399,640
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	6,619,279	6,300,241	6,040,240	6,040,240	25,000,000
14. Funds from other sources used to support the State Plan	6,989,110	8,198,800	6,600,500	6,600,500	28,388,910
15. Total Statewide Budget (add lines 13-14)	13,608,389	14,499,041	12,640,740	12,640,740	53,388,910

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of

Line 13: This is the total funding requested under this grant.

Agency Summary

OVERALL STATEWIDE BUDGET					
Budget Table I-2: Budget Summary by Participating State Agency					
(Evidence for selection criterion (A)(4)(b))					
Agency Name	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
NM PED	1,010,140	1,010,142	1,010,142	1,010,142	4,040,566
NM CYFD	12,172,744	12,999,934	11,401,633	11,401,633	47,975,944
NM DOH	425,505	488,965	228,965	228,965	1,372,400
<Agency 4>	0	0	0	0	0
<Agency 5>	0	0	0	0	0
<Agency 6>	0	0	0	0	0
<Agency 7>	0	0	0	0	0
<Agency 8>	0	0	0	0	0
<Agency 9>	0	0	0	0	0
<Agency 10>	0	0	0	0	0
Total Statewide Budget	13,608,389	14,499,041	12,640,740	12,640,740	53,388,910

Project Summary

OVERALL STATEWIDE BUDGET					
Budget Table I-3: Budget Summary by Project					
(Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS	6,422,159	6,422,159	6,422,158	6,422,158	25,688,634
Investment Zones	1,702,339	3,333,200	1,734,900	1,734,900	8,505,339
Evaluation	125,000	125,000	125,000	125,000	500,000
Prof. Development	1,031,900	1,181,900	1,181,900	1,181,900	4,577,600
Data Systems	3,601,241	2,711,032	2,451,032	2,451,032	11,214,337
Grantee Technical	100,000	100,000	100,000	100,000	400,000
Kindergarten Entry	525,840	525,840	525,840	525,840	2,103,360
Indirect Cost	99,910	99,910	99,910	99,910	399,640
<Project 9>	0	0	0	0	0
<Project 10>	0	0	0	0	0
<Project 11>	0	0	0	0	0
<Project 12>	0	0	0	0	0
<Project 13>	0	0	0	0	0
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	13,608,389	14,499,041	12,640,740	12,640,740	53,388,910

[Return to Instructions](#)

NM PED

Participating State Agency-Level Budget Table II-1					
(Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	224,532	224,532	224,532	224,532	898,128
2. Fringe Benefits	67,358	67,360	67,360	67,360	269,438
3. Travel	51,840	51,840	51,840	51,840	207,360
4. Equipment	35,500	35,500	35,500	35,500	142,000
5. Supplies	7,000	7,000	7,000	7,000	28,000
6. Contractual	374,000	374,000	374,000	374,000	1,496,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	760,230	760,232	760,232	760,232	3,040,926
10. Indirect Costs*	99,910	99,910	99,910	99,910	399,640
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	860,140	860,142	860,142	860,142	3,440,566
14. Funds from other sources used to support the State Plan	150,000	150,000	150,000	150,000	600,000
15. Total Statewide Budget (add lines 13-14)	1,010,140	1,010,142	1,010,142	1,010,142	4,040,566

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

NM PED

**Participating State Agency-Level Budget Table II-2
(Evidence for selection criterion (A)(4)(b))**

Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS	57,000	57,000	57,000	57,000	228,000
Investment Zones	0	0	0	0	0
Evaluation	0	0	0	0	0
Prof. Development	0	0	0	0	0
Data Systems	327,390	327,392	327,392	327,392	1,309,566
Grantee Technical Assistance	0	0	0	0	0
Kindergarten Entry Assessment	525,840	525,840	525,840	525,840	2,103,360
Indirect Cost	99,910	99,910	99,910	99,910	399,640
<Project 9>	0	0	0	0	0
<Project 10>	0	0	0	0	0
<Project 11>	0	0	0	0	0
<Project 12>	0	0	0	0	0
<Project 13>	0	0	0	0	0
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	1,010,140	1,010,142	1,010,142	1,010,142	4,040,566

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	5,233,634	4,851,134	4,851,133	4,851,133	19,787,034
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	5,233,634	4,851,134	4,851,133	4,851,133	19,787,034
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	5,333,634	4,951,134	4,951,133	4,951,133	20,187,034
14. Funds from other sources used to support the State Plan	6,839,110	8,048,800	6,450,500	6,450,500	27,788,910
15. Total Statewide Budget (add lines 13-14)	12,172,744	12,999,934	11,401,633	11,401,633	47,975,944
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p>Line 13: This is the total funding requested under this grant.</p>					

NM CYFD

Participating State Agency-Level Budget Table II-2 (Evidence for selection criterion (A)(4)(b))					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
TQRIS	6,365,159	6,365,159	6,365,158	6,365,158	25,460,634
Investment Zones	1,702,339	3,333,200	1,734,900	1,734,900	8,505,339
Evaluation	125,000	125,000	125,000	125,000	500,000
Prof. Development	1,031,900	1,181,900	1,181,900	1,181,900	4,577,600
Data Systems	2,848,346	1,894,675	1,894,675	1,894,675	8,532,371
Grantee Technical Assistance	100,000	100,000	100,000	100,000	400,000
Kindergarten Entry Assessment	0	0	0	0	0
Indirect Cost	0	0	0	0	0
<Project 9>	0	0	0	0	0
<Project 10>	0	0	0	0	0
<Project 11>	0	0	0	0	0
<Project 12>	0	0	0	0	0
<Project 13>	0	0	0	0	0
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
Total Statewide Budget	12,172,744	12,999,934	11,401,633	11,401,633	47,975,944

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	54,298	101,598	101,598	101,598	359,092
2. Fringe Benefits	21,177	39,623	39,623	39,623	140,046
3. Travel	0	5,300	5,300	5,300	15,900
4. Equipment	4,250	0	0	0	4,250
5. Supplies	2,740	1,504	1,504	1,504	7,252
6. Contractual	277,400	320,800	60,800	60,800	719,800
7. Training Stipends	0	0	0	0	0
8. Other	65,640	20,140	20,140	20,140	126,060
9. Total Direct Costs (add lines 1-8)	425,505	488,965	228,965	228,965	1,372,400
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9- 12)	425,505	488,965	228,965	228,965	1,372,400
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Statewide Budget (add lines 13- 14)	425,505	488,965	228,965	228,965	1,372,400

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

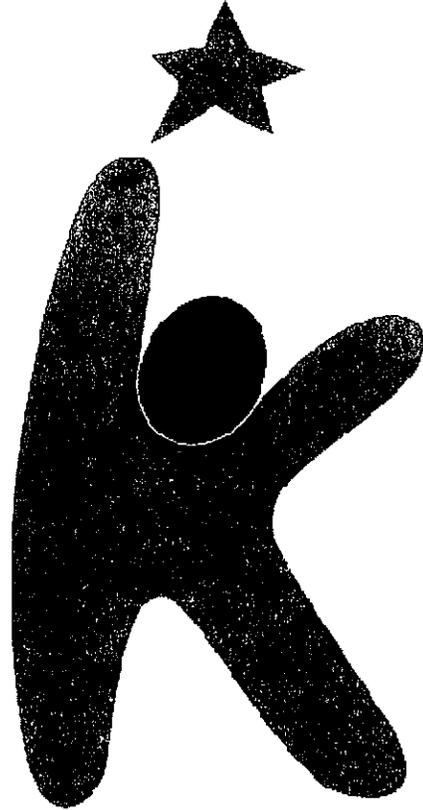
Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

New Mexico
pre
Invest A Little
Get A Lot



New Mexico's PreK Program Standards For 2013-2014

Modified Spring 2013 for New Mexico PreK Programs funded by the
Children, Youth and Families Department

Introduction

New Mexico has joined more than 36 states to become part of a movement toward standards-based early childhood education. Nation-wide, standards are used to describe desired results, outcomes, or learning expectations for children below kindergarten age. In addition, standards are used to describe desired qualifications for personnel and facilities where early learning takes place. According to a joint position statement of the National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SKE) there are four essential features in the design of standards:

1. significant, developmentally appropriate content and outcomes;
2. informed and inclusive processes are used in the development and review;
3. ethical and appropriate implementation and assessment strategies and;
4. strong supports for early childhood programs, professionals, and families.

Essential feature number one -- significant, developmentally appropriate content and outcomes -- will be conceptualized in New Mexico's PreK Learning Outcomes. The recommended essential element number two -- informed and inclusive processes -- has been used in the development and review of this project. The last two elements, presented in this document, reflect features three and four. Typically called program standards, these will serve as expectations for the characteristics or quality of schools, child-care and Head Start centers, and other educational settings where children receive PreK services.

According to Schumacher, Irish and Lombardi (2003), most recent Congressional policy has pointed toward setting high learning or outcome standards, which focus on what children, are expected to learn. At the federal level, little attention has been given to

improving the standards for the type, intensity and quality of early childhood programs. This document attempts to do just that. Specifically, program standards are requirements that early childhood programs must meet in order to ensure conditions in which children are more likely to learn. These include child group size, staff-child ratio, teacher education, and collaboration with families, required curriculum, and comprehensive services.

For the purpose of this document, we use the term “essential elements” to frame the quality standards for programs serving young children and their families. Quality standards are associated with better early learning opportunities because they help promote the conditions conducive to the positive teacher – child relationships so crucial for early development and learning (Vandell & Wolfe, 2000). As stated in New Mexico’s *Best Practices* (1999) document,

These essential elements of quality reflect current research on quality and philosophy statements of a variety of professional organizations, including but not limited to Zero to Three, the National Association for the Education of Young Children, Head Start, and the Division of Early Childhood of the Council for Exceptional Children.

Method

This work began with ongoing information and brainstorming from the Early Childhood Interagency Action Team and representatives from New Mexico Child Development Board. In addition, the Program Standards Task Force, established during the summer of 2004, assisted in jump-starting the framework and writing the standards presented here. As these New Mexico standards were being developed and implemented, it has been imperative that our standards of quality programs:

- Expand upon early learning experiences
- Avoid pressuring children
- Honor the individual strengths and needs of young children
- Encourage young children to value the process of learning
- Do not pressure teachers to abandon their mission of teaching in favor of accelerated achievement goals
- Support early childhood teachers in their roles as professional decision makers and,
- Value diversity.

In addition to reviewing literature on the standards movement, the existing New Mexico program standards from the five major early education systems were reviewed: child care, public school, early intervention, child development, and Head Start. Standards from other states and were also reviewed. Policy statements from early childhood and special education advocacy groups informed the work as well. These included the National Association for the Education of Young Children, Division for Early Childhood (DEC) of the Council for Exceptional Children, National Center for Children in Poverty, and National Association of Early Childhood Specialists in State Departments of

Education. The program standards for New Mexico proposed in this document represent the best ideas found, reworked and rewritten by the task force.

Framework for the standards

The framework for the presentation of these early childhood program standards is: 1) a rationale for each essential element, 2) the standard, 3) indicators of the standard, and 4) recommended quality indicators.

A **rationale** is an explanation of the fundamental reasons why each standard is important. It provides a connection to research in the field.

A **standard** is a descriptive statement established by experts in a field. It is used as a model of qualitative or quantitative characteristics for assessment of existing programs and for the development of new programs.

An **indicator** is a component of the standard such as an outcome, condition, process, role, function, etc., which can be observed and measured, and used to determine the extent to which standards are met.

A **recommended quality indicator** is reflective of research-based best practice.

Each standard is in bold with indicators and recommended quality indicators following. The outline is:

- I. Family and Community Collaboration
- II. Professionalism
- III. Health, Safety and Nutrition
- IV. Child Growth, Development and Learning

- V. Developmentally Appropriate Content and Learning Environment and Curriculum Implementation
- VI. Assessment of Children
- VII. Evaluation of Programs

Program Standards for New Mexico's PreK Program

Essential Element I: Family and Community Collaboration

RATIONALE: Children live in the context of community, dependent upon the "adults who touch their lives directly through relationships, and indirectly through the decisions they make" (Gestwicki, 2004). Successful programs, according to Schorr (1997), work with families as parts of neighborhoods and communities; have a long-term, preventative orientation; and provide high quality, responsive, comprehensive services. Any institution interested in effectively serving the educational needs of young children should have teachers who hold deep understandings of child development and learning processes, use developmentally appropriate, inclusive instructional approaches, and provide comprehensive services to families and their children.

I-a. PreK programs collaborate to support the establishment of a seamless continuum of quality early care and education programs in the community.

Indicators:

- PreK program staff meets quarterly with early care and education programs in the community to coordinate and strengthen existing early childhood programs and initiatives.

I-b. PreK programs collaborate to share expertise and support the early care and education infrastructure in the community.

Indicators:

- PreK programs open in-service training to early care and education teachers in the community.

Recommended Quality Indicators:

- PreK programs support communication among early care and education and public elementary schools in the community.
- PreK programs collaborate to ensure that competition for funding and children does not adversely impact community capacity.

I-c. PreK programs are knowledgeable of and link with systems within communities that provide all children with access to comprehensive services that are predictive of school success.

Indicators:

- PreK programs disseminate information about family support services. This includes parenting education and making appropriate choices regarding early learning and intervention services.
- PreK programs disseminate information regarding Adult Basic Education services to parents without a high school diploma.
- PreK programs disseminate information regarding family access to medical and dental services.

I-d. Each PreK program has a family-centered philosophy that guides all aspects of program planning and implementation.

Indicators:

- PreK programs solicit input from families on a continuing basis and are responsive to cultural, linguistic and other family characteristics.
- PreK programs have an open-door policy.
- PreK programs have a current written family engagement plan that includes appropriate family involvement and engagement activities. The plan includes how the program will use the children's portfolios as well as the New Mexico PreK Parent Materials (available at www.newmexicoprek.org) to assist parents in supporting their child's learning.
- Families are provided with a family handbook that offers specific information about the program. Every effort should be made to provide information in the home language of the family.
- Programs establish, publish and adhere to guidelines of confidentiality.
- Individualized Educational Plans (IEP) /Individualized Family Service Plans (IFSP) are developed for all children with special needs by a team of family members and multidisciplinary professionals consistent with federal and state regulations.
- Families are supported in understanding the developmental strengths and needs of their children and in developing strategies to support development in the context of natural routines and activities.

Recommended Quality Indicators:

- PreK programs provide meaningful opportunities for families and teachers to build trusting relationships.
- Supports and services promote family well-being, are flexible, culturally and linguistically relevant, and responsive to family-identified preferences and styles.
- Family members are welcome participants in all aspects of program development and implementation including screening, assessment, evaluation, and designing services for themselves and their children.

I-e. PreK program staff and families collaborate to ensure smooth transitions for children as they move between settings, between levels or grades, or from program to program.

Indicators:

- Written transition policies and procedures are required for families of children moving into the program, exiting the program, and/or transitioning into kindergarten. The procedures reflect the diversity and uniqueness of the children and community in which they reside.
- Transition procedures include a series of transition activities (e.g. home visits) that will prepare the child and family for the changes and help to make for a positive transition.
- PreK program staff collaborates with Kindergarten teachers receiving children to ensure that their curricula provide for smooth transitions from PreK to kindergarten.

Recommended Quality Indicators:

- All the adults who are responsible for a child's care and/or education develop transition procedures and activities jointly.

I-f. PreK program staff and administration are culturally and linguistically responsive.

Indicators:

- Administrators recruit staff from diverse cultures and genders; diversity of staff is consistent with the cultural diversity of the community and the families the program serves.
- Staff supports families in accessing and successfully using community resources.
- Programs staff and family members communicate regularly.

Recommended Quality Indicators:

- Interactions with children and family members are responsive to the language and uniqueness of each child and family.
- Program staff honor and respect differing beliefs and traditions of child rearing and development, wellness and disability, and family systems.

- Staff is knowledgeable about the characteristics, assets, and needs of the community and is knowledgeable regarding community resources, both formal and informal.

Essential Element II: Professionalism

RATIONALE: The professional training and formal education of teachers I linked to higher quality teacher-child interactions. A strong connection has been found between the number of years of formal early childhood teacher education and program quality (Bowman, Donovan & Burns, 2001). Administrators of early childhood programs need managerial and leadership skills and knowledge specific to the education of young children and their families.

II-a. Professional staff are qualified to work with young children and families by education, training, and experience.

Indicators:

- The lead teacher in each CYFD PreK program classroom must have or be taking credit-bearing college course work toward a Bachelor's degree in Early Childhood Education which may qualify them for the New Mexico *Early Childhood Teacher License: Birth through Third Grade* or the New Mexico *Early Childhood Teacher License: Age three through grade three*.
- Educational assistants in each CYFD PreK program classroom must have or be taking credit-bearing college course work toward an Associate's degree in Early Childhood Education which qualifies them for the Educational Assistant License from the Public Education Department or the Associate of Early Education Certificate from the Office of Child Development, whichever is most appropriate for their place of employment.

- Programs serving children and families who do not speak English or are English language learners should have adults working in the classroom that speak the language of the child and family.
- All program staff must have a current professional development plan with specific professional goals and timelines related to these Standards. They must document their on-going activities to increase their knowledge, specialization and qualifications in early childhood education, individualization, and family support.

Recommended Quality Indicators:

- Professional staff are members of professional organizations, advocacy groups, and/or mentoring programs that assist them through supervision and support.
- Professional staff follow the National Association for the Education of Young Children Code of Ethics.
- Teaching staff are knowledgeable about working with children who have varying abilities and work in partnership with special education and related service providers.

II-b. Professional staff are compensated with salaries and benefits that are comparable with other professional positions that have similar qualifications and responsibilities.

Indicators:

- PreK programs outside the public schools will make efforts to compensate teachers comparably to teachers in local public schools with comparable licensure, education and experience.
- PreK programs outside the public schools will make efforts to compensate educational assistants comparably to educational assistants in local public schools with comparable education and experience.
- PreK programs outside the public schools will make efforts to provide teachers and educational assistants with paid leave time, medical and dental insurance, retirement and educational opportunities.

II-c. Administrators must have early childhood knowledge and experience or have on-site administrative personnel with early childhood knowledge and experience. Administrators will support quality early childhood practices.

Indicators:

- PreK program administrators have knowledge and experience in early childhood education, early intervention, early childhood special education, and supervision.
- PreK program administrators outside the public schools must have a Professional Development Plan that includes taking credit-bearing college course work in early childhood education and in the administration of early childhood education

programs. PreK program administrators must demonstrate continual progress toward meeting a Professional Development Plan with approved timelines.

- Site administrators ensure that program staff are able to access professional development opportunities (e.g., distance education/audio conferences release time).

Recommended Quality Indicators:

- Administrators support ongoing professional development plans for all staff.
- Site administrators provide a supportive work environment (e.g., hiring and retention policies, compensation and benefits, safety, workspace).
- Programs are culturally responsive.
- Program policies and site administrators promote interagency and interdisciplinary collaboration.
- Program policies and site administrators promote continuous program evaluation and system change efforts.

Essential Element III: Health, Safety and Nutrition

RATIONALE: *All children deserve to be in healthy and safe early care and education settings. There are risk factors associated with cognitive and emotional delay in young children – inadequate nutrition, environmental toxins, diminished familial interactions, trauma and abuse, and parental substance abuse (National Center for Children in Poverty, 2003). Many families need assistance in accessing health care, nutrition and social services.*

III-a. All local, state, and federal regulations pertaining to health, safety, and nutrition for young children in out-of-home care are met, including but not limited to buildings and grounds, equipment, sanitation, water quality, fire protection, storage and handling of food.

Indicators for Health:

- Programs refer PreK participants to community health providers able to provide assessments for each child prior to the beginning of PreK or within the first month of attendance. These assessments are:
 1. Physical examination
 2. Current immunizations
 3. Vision screenings
 4. Hearing screenings
 5. Dental screenings
- A Developmental Screening for each child is conducted prior to the 3rd month of attendance. Programs will work for early detection of children at risk for

developmental delay. When possible, the dominant language of the child will be used during screening. Appropriate referrals are made to address all identified concerns. Services are reasonably modified to accommodate children's special needs.

- Program staff promotes mental health with positive child guidance approaches.
- Program sites develop policies and procedures to promote healthy behavior and reduce the risk of physical disease, mental illness and nutritional problems. (i.e., daily child health checks).
- Staff is knowledgeable about each child's special health needs.
- Program staff is knowledgeable of the indicators of stress in young children.
- Program sites develop policies and procedures that address meeting the needs of children who are medically fragile.
- Children and staff follow universal health procedures.
- Program staff provides access to community resources and make appropriate referrals as necessary.

Indicators for Safety:

- Program is in compliance with all New Mexico Child Care licensing regulations for safety.
- The facility is smoke-free, alcohol-free, and free of illegal substances.
- Environment is physically and emotionally safe.
- Staff share current safety information and resources with families.

Indicators for Nutrition:

- Programs must participate in the Child Care Food/School Lunch Program and must organize their schedule to provide at least one meal per day meeting USDA requirements.
- Healthful eating habits are encouraged through the provision of nutritious and culturally relevant foods eaten in a positive social atmosphere such as family style dining.
- Special dietary requests and needs for children are accommodated (allergies, medical, religious, vegetarian) to the extent possible.
- Information on nutrition and healthy food preparation is available for families.
- All staff is knowledgeable about each child's special nutritional needs and parental requests for dietary restrictions.

Essential Element IV: Child Growth, Development, and Learning

RATIONALE: *Research has repeatedly demonstrated that the cognitive and social development of young children is strongly influenced by the quality of interaction and relationship between a teacher and child. A teacher can provide more warmth and responsive attention with a small group size and lower staff-child ratio (NAEYC, National Health and Safety Performance Standards).*

IV-a. Each program implements research-based early childhood education practice based upon child, family, and community needs at no cost to the child or parents.

Indicators:

- PreK programs must provide a minimum of 540 hours of services for children/families including a minimum of 450 hours of classroom-based instruction and 90 hours for the following:
 - at least one home visit early in the year;
 - at least three parent conferences;
 - at least two opportunities for parent group meetings for interaction, information and transition activities, and
 - professional development, transition, or other activities required by NM PreK Program Standards.
- Because all New Mexico communities are unique, providers are encouraged to establish programs that best meet the needs of children and families in their

particular community. Therefore, programs are encouraged to structure programs that are equivalent to the standards above. For example, these programs might integrate a home-based component, integrate parent-education/participation activities. Transition from half-day to full-day programming, etc.

IV-b. Each program builds upon the adult-child relationship and promotes children's growth, development and learning:

- The maximum group size is 20 children.
- The teacher-child ratio is 1:10 with one lead teacher and one assistant if the group size is 11 or more.

Indicators:

- All classrooms will provide inclusive settings for children with developmental delays and disabilities. Depending on the group of children served, and the nature and severity of the disabilities of children served, the adult to child ratio might be smaller.

IV-c. Program staff understands and commit to practices that build on each child's culture, language, experiences and abilities.

Indicators:

- Programs will respect and provide classroom supports for each family's experiences, languages, values and patterns of interaction.
- Staff and families promote understanding of diversity and disability.
- Diversity is reflected in the physical environment, the social/emotional environment, interpersonal relationships, personnel selection, and strategies, which support learning.
- Staff uses a culturally responsive approach to learning.
- Staff respect each child's language and demonstrate knowledge and skill related to second language acquisition.
- Staff recognizes and understands differences in children such as temperament, preferences, development and interaction.
- Children with disabilities and developmental delays are integrated into groups of peers of the same age, with supports from appropriate service providers.
- Modifications are made in the physical and learning environment to accommodate the needs of children with disabilities and developmental delays, with supports from appropriate service providers.
- Ancillary services (e.g. Occupational, Speech/Language, and/or Physical Therapy) are integrated within regular program activities and routines to the maximum extent appropriate to the child.
- Professional in-service training is provided that is specific to inclusionary practices.
- Children with special/behavioral needs may not be dismissed from the PreK Program solely because of their special/behavioral needs without approval.

***Essential Element V: Developmentally Appropriate Content
and Learning Environment and Curriculum Implementation***

RATIONALE: Young children's learning is dependent on the development of language and cognitive and socio-emotional skills (Thompson & Happold, 2002). In early childhood, the development of these foundational skills lays the foundation for later learning. A developmentally appropriate setting for young children and families is positive, responsive, stimulating and supportive. The classroom climate is inclusive, accommodating and accessible to all children. Teachers facilitate the development of attitudes and behaviors that prepare children for school success including compassion, trust, creativity, self-control and perseverance.

V-a. The physical environment and furnishings are planned to support active engagement, learning, participation and membership of all children. The atmosphere of each classroom is child-oriented, inclusive, and comfortable for all children.

Indicators:

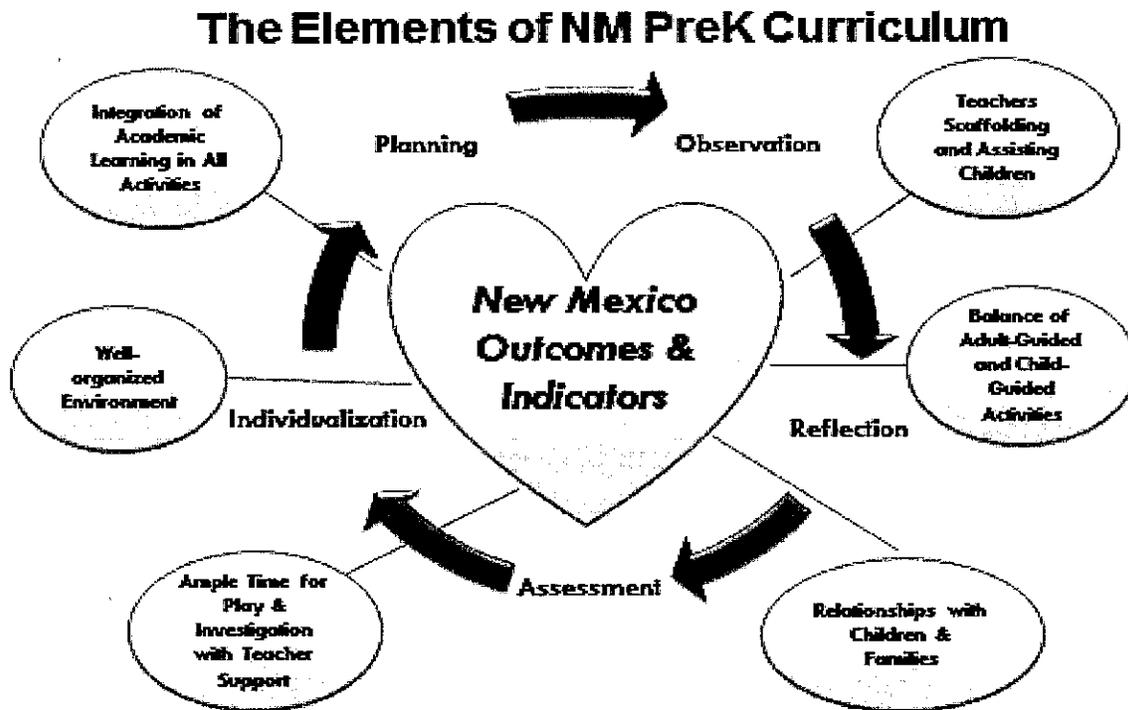
- All PreK classrooms will conduct a self assessment using the Early Childhood Environment Rating Scale –Revised (ECERS-R and E).
- Materials and equipment, such as books, dolls, toys, and wall displays represent diverse cultures, ethnic groups, gender roles, family configurations, and abilities.

- The physical environment includes an adequate amount of space for indoor and outdoor activities, for adult planning and management activities, and adult privacy.
- Classroom environments have identifiable learning centers that are flexible and designed for child self-selection.
- Accommodations, modifications, and adaptations are evident as needed for individual children.

V-b. Each program has curricula based upon sound child development/early childhood principles; the needs, interests, desires, and relevant life experiences of the children and families served; the language, home experiences, and cultural values of the children served; and the program's goals and objectives.

Indicators:

- Content is based on the New Mexico Early Learning Guidelines (available at www.NewMexicoPreK.org) and is designed to achieve long-range goals for children in all domains-physical, motor, social, emotional, language, and cognitive-and to help children prepare to function as fully contributing members of a democratic society. A diagram of the essential elements of NM PreK curriculum is below.



- Adhere to the principles of the New Mexico PreK Curriculum Policy Brief (available at www.NewMexicoPreK.org) with activities based on sound child

development/early childhood education principles; the needs, interests, desires , and relevant life experiences of the children and families served; the language, home, experiences, and cultural values of the children served; and the program's goals and objectives.

- The PreK curriculum is to be determined by each program based on the following criteria:
 - 1) research-based,
 - 2) developmentally, culturally and linguistically appropriate,
 - 3) inclusive of children with disabilities
 - 4) materials/experiences are linked to appropriate assessment,
 - 5) includes both child and teacher initiated experiences,
 - 6) input of families, and
 - 7) linked to the community.
- Curricula build upon what children already know, are able to do, and show evidence of being ready to do.
- Content provides opportunities for each child to develop feelings of competence and a positive attitude toward learning.

Recommended Quality Indicators:

- Appropriate published curricula and curricular approaches such as The Creative Curriculum, Bank Street Curriculum, and High Scope Curriculum are used as a source of ideas and activities building toward the Early Learning Guidelines.

V-c. Learning experiences are carefully planned and flexible with selection of materials and experiences reflecting diversity, individual differences, and the unique interests and preferences of the group. Play is a valued context for learning.

Indicators:

- Curricula plans are based on observed and documented interests and needs of the children.
- Planned experiences provide for the development of cognitive skills, encouraging each child to understand concepts and to develop language fluency, literacy, numeracy, problem solving, and decision-making skills.
- Curricula planning time for staff is built into the program schedule.
- Written plans describe teacher-initiated and child-initiated experiences; individual, small and whole group activities; alternating periods of active and quiet play.

Essential Element VI: Assessment of Children

RATIONALE: *Assessment of individual development and learning is necessary for planning and implementing curriculum. Yet accurate assessment of young children is challenging because their development and learning are rapid, uneven, and embedded within specific cultural and linguistic contexts (Bredekamp & Copple, 1997). Assessment of young children relies heavily on the results of observations, descriptive data, collection of work by children, and demonstrated performance over time (NAEYC & NAECS/SDE, 1992).*

VI-a. Assessment of children’s educational needs is an ongoing process of collecting information from multiple sources using varied approaches and should be used to plan for and modify program curricula and to address specific needs of individual children.

Indicators:

- Program staff monitors children’s developmental progress, strengths and needs using a variety of appropriate methods.
- Any assessment instruments used are valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.
- Results of assessment are used to inform teachers thereby enabling them to plan and modify curricula for all children.

- Families are informed of the assessment process and their legal rights toward consent and refusal.
- Assessment is an on-going, dynamic process in which results are used to develop, with family members, the Individualized Educational Plan or Family Service Plan, service coordination, and transition into programs.
- Implementation of classroom-based services using the observation, documentation, and planning cycle required by the New Mexico PreK Observational Assessment System (available at www.NewMexicoPreK.org and attendance at the required training for NM PreK teachers and educational assistants.
- Compliance with all participation and program data reporting requirement for the following:
 - * Child observation, documentation and planning cycle
 - * Exclusive use of *the New Mexico Pre K Observational Assessment* tools, and
 - * Use of the New Mexico PreK lesson plan form.
- *The New Mexico Early Learning Guidelines* (with 4-7) authentic anecdotal work samples) will be used as an ongoing assessment of children's progress and used as a primary source of information for individualized lesson planning.
- Program staff and other professionals maintain discretion and confidentiality when sharing information about children and their families.

Essential Element VII: Evaluation and Continual Improvement of Programs

RATIONALE: Systematic and comprehensive program evaluation is essential to ensure quality care and education. Program evaluation is guided by program goals, using varied, appropriate, conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results (NAEYC & NAECS/SDE, 2003).

VII-a. Program sites have specific goals and objectives within a management plan that is evaluated annually by the state. All program components will be evaluated, including staff/professional development, family satisfaction, and children's progress using both formative and summative approaches.

Indicators:

- Multiple measures are used to evaluate site programs including program data, child demographic and assessment data, and information about staff qualifications, administrative practices, classroom quality assessments, and implementation data.
- Programs use multiple indicators of children's progress in all developmental areas to evaluate the effect of the program on children's development and learning. Children's gains over time are emphasized, not just upon exiting the program.
- Sites seek parental perception of program's strengths and weaknesses.

- Results of program, staff, and family evaluation are used to identify areas in need of improvement, support, additional resources and professional development.
- Evaluation results will be publicly shared.

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New Mexico
Early Learning Advisory Council

Ensuring that every New Mexico child is eager to learn and
ready to succeed in school

Strategic Plan

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Early Learning Advisory Council Background

On 2011 the New Mexico Early Childhood Care and Education Act was enacted to create the Early Learning Advisory Council as SB120.

New Mexico's SB 120 states that an early childhood care and education system is vital in ensuring that every New Mexico child is eager to learn and ready to succeed by the time that child enters kindergarten, that high-quality early learning experiences have been proven to prepare children for success in school and later in life and that cost-benefit research demonstrates a high return on investment for money spent on early childhood care and education for at-risk children.

A successful, an early childhood care and education system should be:

1. Developmentally, culturally and linguistically appropriate and include the implementation of program models, standards and curriculum based on research and best practices
2. Data-driven, including the identification and prioritization of communities most at risk while striving to make the system universally available to all those who wish to participate
3. Accountable through developmentally appropriate methods of measuring, reporting and tracking a child's growth and development and the improvement of the system's programs
4. Accessible, especially to those children most at risk for school failure
5. Of the highest possible quality through the utilization of qualified practitioners who have completed specialized training in early childhood growth, development and learning that is specific to the practitioner's role in the system and the maintenance of quality rating methods for the programs in the system
6. Fully aligned within each community to ensure the most efficient and effective use of resources by combining funding sources and supporting seamless transitions for children within the system and for children transitioning into kindergarten
7. Family-centered by recognizing that parents are the first and most important teachers of their children and providing the support and referrals necessary for parents to assume this critical role in their child's development
8. A partnership between the state and private individuals or institutions with an interest or expertise in early childhood care and education.

The purpose of the Early Childhood Care and Education Act is to establish a comprehensive early childhood care and education system through an aligned continuum of state and private programs.

The New Mexico Early Learning Advisory Council was created to ensure implementation of the Early Childhood Care and Education Act.

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Early Learning Advisory Council Mission and Vision

New Mexico Early Learning Advisory Council Mission statement

To create a quality, sustainable, and seamless Early Care and Learning System responsive to each child birth to age 5 and their family across New Mexico; by building partnerships, integrating systems and making strategic, research-based and data-driven recommendations to policy makers and stakeholders

New Mexico Early Learning Advisory Council Vision Statement

To be the collective voice to move forward the Early Care and Learning System in New Mexico

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Early Learning Advisory Council Long-Term Goals

ELAC members identified priority goals to achieve the responsibilities set forth for the council by reviewing, analyzing and prioritizing the New Mexico SB120, the Head Start Act and Race to The Top Application. Based on the information reviewed, the following three Priority Goals were identified:

1. Accessibility to High Quality Early Childhood Programs
2. Improved School Readiness (now and at 3rd grade)
3. High Quality Early Childhood Workforce

Priority Goal 1: Accessibility to High Quality Early Childhood Programs

The New Mexico Early Learning Advisory Council (ELAC) has determined that access to high quality services for all children is critical for improving the wellbeing of New Mexico's children.

This Includes:

- Children with disabilities, particularly children with significant/multiple disabilities
- Full participation of children of diverse linguistically and cultural backgrounds, including family composition
- Support for children with challenging behaviors
- Addressing the needs of New Mexico's Early Childhood Investment Zones

Priority Goal 2: Improve School Readiness (now and at 3rd grade)

According to 45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. The expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program" Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

Priority Goal 3: High Quality Early Childhood Workforce

ELAC has determined that an effective and well-qualified workforce for the New Mexico early care and learning system, requires practitioners and educators with appropriate training, education, and credentials. To be successful, the early childhood workforce needs a range of competencies to support children for healthy development and success in school. Ensuring access to higher education, and implementing an integrated system of professional development, are key strategies to prepare, support and retain staff who work in early care and learning settings.

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Strategies to address the ELAC's three Priority Goals

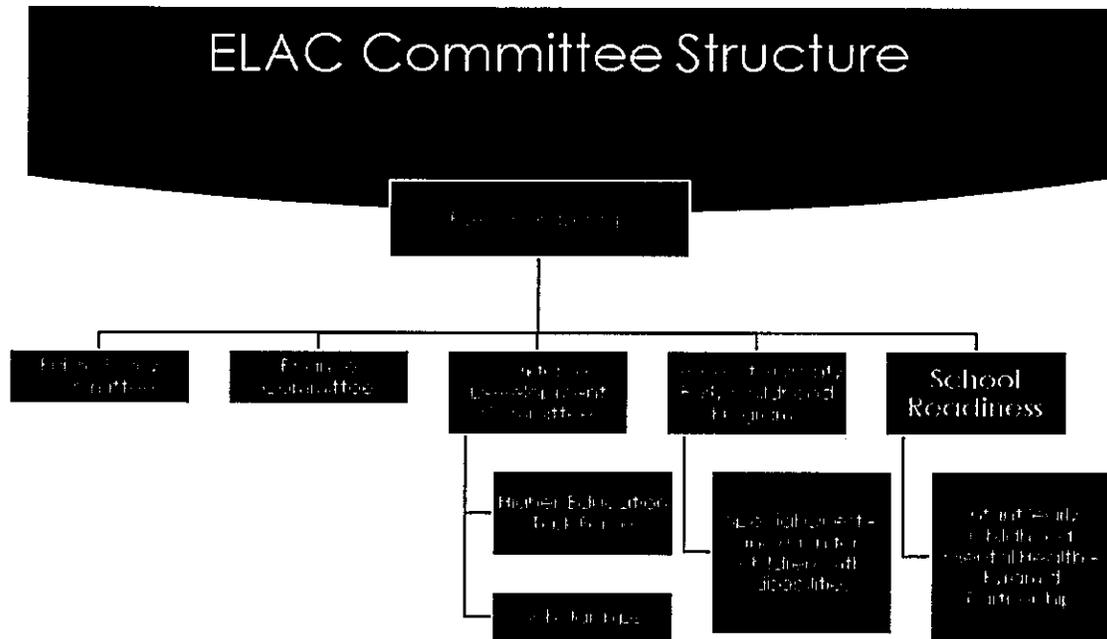
The frames that follow document the Committee's efforts to analyze each Priority Goals and determine answers to the following questions:

1. Key measures: What data is needed to track progress, what's the current status and what progress on each measure does ELAC expect to see in place by 2013 and 2015?
2. The Story Behind the Data: Why is this issue important for ELAC to address?
3. What Works/Best Practices: What existing practices can ELAC build on?
4. Partners Who Can Help: What other agencies/institutions/groups have similar interests/goals?
5. Strategies: What initiatives will ELAC undertake to make measurable progress?

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Early Learning Advisory Council Committees

To accomplish the Priority Goals set forth in the ELAC Strategic Plan, the Council has identified five Committees that will work with Sub-Committees and Task Forces to address each goal, strategy and activity and provide the required progress reports and recommendations. Below is the structure for the Early Learning Advisory Council Committees and current Sub-committees:



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Priority Goal 1: Accessibility to High Quality Early Childhood Programs

Key Measures:

1. *Ratio of 0-5 Population to # of Slots (across all 7 Systems), by State & County*
2. *% of NM Counties with All 7 Systems in place*

The Story Behind the Data	Partners Who Can Help
<ul style="list-style-type: none"> - <i>Need unique identifier to de-duplicate children served in multiple programs</i> - <i>Need to define high quality (3,4,5 Star)</i> 	<ul style="list-style-type: none"> - <i>DOH</i> - <i>CYFD</i> - <i>UNM-CEPR</i> - <i>Family Organizations</i> - <i>PED</i> - <i>Tribal</i> - <i>Head Start</i> - <i>H&HS</i>
What Works/Best Practices	Strategies
<ul style="list-style-type: none"> - <i>Look at other States' experience with EC Councils e.g. Az</i> - <i>Increase reimb rate @ 4 & 5* levels to increase incentives for child care providers to move to higher quality ratings</i> - <i>Estimate full costs of implementing all programs state-wide</i> - <i>Review other states' strategies for funding EC services(endowments, sin taxes, permanent fund)</i> 	<ol style="list-style-type: none"> 1. <i>Expand into new investment zones</i> 2. <i>Raise % of poverty level @which subsidies are given</i> 3. <i>EC Councils/County Councils vs one size fits all</i> 4. <i>Expand Home Visiting slots</i> 5. <i>Explore potential of increasing EHS/HS slots</i> 6. <i>Expand Pre-K to age 3 to promote services in rural areas</i> 7. <i>Do study to determine cost of high quality EC</i>

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Priority Goal 2: Improve School Readiness (now and at 3rd grade)

Key Measures:

1. *I/T Assessments (Developmental Screenings)*
2. *Kindergarten Readiness Assessment*
3. *3rd Grade Proficiency*

The Story Behind the Data	Partners Who Can Help
<ul style="list-style-type: none"> - Determine baselines so impact of current and future EC efforts can be noted - Defined School readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life - Identify current standardized Kindergarten readiness assessment 	<ul style="list-style-type: none"> - <i>Universities</i> - <i>DOH</i> - <i>ECAN</i> - <i>NM Voices for Children</i> - <i>Kellogg Foundation</i> - <i>Legislature</i> - <i>CYFD</i> - <i>HSD</i> - <i>ECAP</i> - <i>NMAEYC</i> - <i>CEPR</i> - <i>NM PBS</i>
What Works/Best Practices	Strategies
<ul style="list-style-type: none"> - <i>Teacher competency</i> - <i>Family engagement (stability/relationships)</i> - <i>Mother' level of education</i> - <i>Home Visiting</i> - <i>NM Pre-K</i> - <i>Head Start</i> - <i>K-3 Plus</i> - <i>Knowledge of growth & development of children</i> 	<p>Partnering with PED to identify and promote Ready Schools- The committee will review Ready School initiatives from High Scope and other states. Gather examples.</p> <p>Alignment of standards, curriculum, and professional development .Assure program standards and approaches are applicable across systems. Assure Alignment of training systems, assessment and observations, consultation, curriculum. Begin by reviewing FOCUS and K-3 current program and curriculum standards/assessments and identify gaps in alignment.</p> <p>Promoting transitions between early learning systems and the public school system.</p>

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Priority Goal 3: High Quality Early Childhood Workforce

Key Measure: *Identify Quality Requirements Across Systems*

Status: *Don't have centralized data*

2013 Goal: *Begin Dialogue*

2014 - 15 Goal: *Determine/Map Common Denominators*

Key Measure: *Determine Current Workforce Status*

Status: *Limited data, not centralized*

2013 Goal: *Begin Gathering Data*

2014 -15 Goal: *Identify Centralized System*

Key Measure: *Increase Workforce Development Opportunities/Availability*

Status: *Current Articulation; no centralized data*

2013 Goal: *Begin looking at Ed-TA
System and Data*

2014 - 15 Goal: *Develop Centralized Ed/TA System*

The Story Behind the Data	Partners Who Can Help
<ul style="list-style-type: none"> - Different systems - Unique qualifications/requirements - Disconnection (e.g. within systems) - Limited/no data/info 	<div style="text-align: right; margin-bottom: 10px;">Leadership</div> level - Reps from each of 7 Systems< <div style="text-align: right; margin-bottom: 10px;">Grassroots</div> level - Higher Ed - Advocacy Groups - T & TA System
What Works/Best Practices	Strategies
<ul style="list-style-type: none"> - Bring groups together by subset - Use data - Obtain feedback from practitioners/grass roots level - Identify common ground/denominators 	<ol style="list-style-type: none"> 1. Identify participants & bring groups together (Data, Workforce, Training, etc) 2. Discuss/establish common denominators 3. Determine Common training and collaboration 4. Review/draw upon work from other states 5. Review accessible data