

State of New Mexico
LEGISLATIVE EDUCATION STUDY COMMITTEE

REPRESENTATIVES

Rick Miera, Vice Chair
Joni Marie Gutierrez
Dianne Miller Hamilton
Mimi Stewart
Thomas E. Swisstack
W. C. ADub@Williams

State Capitol North, 325 Don Gaspar, Suite 200
Santa Fe, New Mexico 87501
PH: (505) 986-4591 FAX: (505) 986-4338
<http://legis.state.nm.us/lcs/lesc/lescdefault.asp>



SENATORS

Cynthia Nava, Chair
Gay G. Kernan
Mary Kay Papen
William E. Sharer

ADVISORY

Ray Begaye
William "Ed" Boykin
Kandy Cordova
Roberto J. Gonzales
Jimmie C. Hall
John A. Heaton
Harriet I. Ruiz
Sheryl M. Williams Stapleton
Richard D. Vigil
Teresa A. Zanetti

ADVISORY

Vernon D. Asbill
Mark Boitano
Carlos R. Cisneros
Dianna J. Duran
Mary Jane M. Garcia
John Pinto
Leonard Tsosie

D. Pauline Rindone, Ph.D., Director
Frances R. Maestas, Deputy Director

June 7, 2006

MEMORANDUM

TO: Legislative Education Study Committee

FR: Kathleen Forrer

RE: STAFF BRIEF: PRE-KINDERGARTEN PROGRESS REPORT

The *Pre-Kindergarten Act* requires the Children, Youth and Families Department (CYFD) and the Public Education Department (PED) to “monitor pre-kindergarten contracts to ensure the effectiveness of child-centered, developmentally appropriate practices and outcomes” and to “provide an annual report to the governor and the legislature on the progress of the state’s voluntary pre-kindergarten program.” The 2006 Interim Workplan of the Legislative Education Study Committee (LESC) includes a progress report on the implementation of New Mexico’s state-funded pre-kindergarten program.

Issues:

- Endorsed by the LESC and enacted in 2005, the *Pre-Kindergarten Act* (see Attachment 1) established a voluntary program of pre-kindergarten services for four-year-old children offered by public schools, tribes or pueblos, Head Start centers, and licensed private providers. Known as New Mexico PreK, the program is administered jointly by CYFD and PED.
- Pre-kindergarten services provided through New Mexico PreK must include a curriculum that addresses the total developmental needs of the child – physical, cognitive, social, and emotional – and that includes aspects of health care, nutrition, safety, the needs of the family, and multicultural and linguistic sensitivity, in coordination with other resources for families.

- An eligible pre-kindergarten service provider is defined in the act as either (1) a person licensed by CYFD that provides early childhood developmental readiness services or preschool special education or (2) a public school, tribal program, or Head Start program.
- In a document entitled “New Mexico PreK Proposal (2006-2007) Frequently Asked Questions and Answers” (see Attachment 2), which was prepared jointly by CYFD and PED, the following requirements are specified for teachers in pre-kindergarten programs:
 - Although CYFD will approve programs that do not have a licensed teacher, personnel in those programs must have a professional development plan so that, within five years, each lead teacher will have a valid New Mexico Early Childhood Teacher License and each teacher assistant will have earned an associate degree in early childhood education. For a program to be approved initially, all teacher assistants must have at least the 45-hour Entry Level Certificate from the CYFD Office of Child Development.
 - Teachers in programs approved by PED must hold either an Early Childhood Teacher License, an Elementary Teacher License, or a Special Education License.
- As of January 2006, there were 770 children in 24 locations in programs approved by PED and 768 children in 33 locations in programs approved by CYFD. In “New Mexico PreK Proposal (2006-2007) Frequently Asked Questions and Answers,” CYFD and PED state that approximately 2,110 children “may be served” in FY 07, including 1,538 in currently approved programs and an additional 572 in programs contracted through the RFP process.
- The *Pre-Kindergarten Act* creates two non-reverting funds: the Public Pre-kindergarten Fund, administered by PED, and the Children, Youth and Families Pre-kindergarten Fund, administered by CYFD. Both funds consist of appropriations to the fund, income from fund investments, gifts, grants, and donations. Up to 10 percent of the money in each fund may be used for administrative expenses by the respective department.
- In all, the Legislature has appropriated \$14.4 million in General Fund revenue to implement New Mexico PreK in FY 06 and FY 07:
 - The 2005 Legislature appropriated a total of \$4.95 million: \$4.0 million, which was equally divided between CYFD and PED, for a pre-kindergarten pilot program; and \$950,000 to the Department of Finance and Administration (DFA) for pre-kindergarten services.
 - The 2006 Legislature appropriated a total of \$9.5 million: \$4.0 million each to CYFD and PED (\$3,995,800 after “sanding”) for the pre-kindergarten program and an additional \$1.5 million to PED for “one-time pre-kindergarten start-up costs for developmentally appropriate equipment and classroom safety improvements.”
- In addition to the \$9.5 million in General Fund revenue, the 2006 Legislature also appropriated \$4.0 million in severance tax bond receipts “to plan, design, construct, equip and furnish pre-kindergarten classrooms statewide.”

- Pre-kindergarten service providers receive reimbursement on a per-child basis. As allowed by the act, CYFD and PED have specified that the funds must be used to supplement—not supplant—pre-kindergarten services existing at the time that the contract to provide New Mexico PreK services becomes effective.
 - For FY 06, all providers were reimbursed at a rate of \$2,278.81 for each child receiving 540 hours of developmentally appropriate activities.
 - For FY 07, both CYFD and PED have announced that the reimbursement rate will be increased to \$2,649.93 (\$2,479.93 per child per 540 hours of service plus an additional \$170 per child for instructional materials).
- The \$1.5 million appropriation for start-up costs will be equally divided between CYFD and PED. According to the two agencies, both current pre-kindergarten providers and those seeking program approval for FY 07 may apply for one-time start-up grants of up to \$15,000 per classroom for “developmentally appropriate equipment and classroom or playground safety improvements.”
- Approved pre-kindergarten program providers also may apply for reimbursement for transportation expenditures. According to “New Mexico PreK Proposal (2006-2007) Frequently Asked Questions and Answers,” specific, but limited, funding has been earmarked by both CYFD and PED “to pay for transporting children to and from the PreK program that otherwise would not be able to access PreK services.” As of May 31, neither department had indicated exactly how much funding has been set aside for this purpose; however, prior to the 2006 legislative session, the Executive recommended that 12 percent of the requested \$5.0 million appropriation for each agency be set aside for transportation costs.
- The FY 07 operating budget submitted by PED to DFA on May 1, 2006, includes the following budgeted expenditures for the \$3,995,800 pre-kindergarten appropriation: \$195,000 for personal services and employee benefits; \$3,765,800 for contractual services, which includes provider reimbursements for the program itself, as well as instructional material and approved transportation costs, and state-contracted evaluation services; and \$35,000 for other expenditures, such as travel, communications, and office supplies. The pre-kindergarten appropriation to CYFD is not categorical but is included as part of the approximately \$48.7 million General Fund appropriation to the Family Services Program.
- On March 30, 2006, CYFD and PED issued similar Requests for Proposals (RFPs) for new New Mexico PreK programs. Proposals were due to the respective agencies on May 11; both agencies issued Intent to Award notifications on May 26. Contract negotiations and processing were scheduled to be completed at CYFD by May 25 and at PED by May 31.
- Current providers did not have to respond to the RFPs unless they wished to increase the number of children they are approved to serve; however, if they wanted to be reimbursed for transportation costs or receive start-up funds, they were required to submit those portions of the RFP by the due date.

Background:

- As it had during every interim since 1998, the LESC heard testimony during the 2004 interim about early childhood education (ECE). In one respect, the testimony during the 2004 interim was the result of a hearing during the 2003 interim. At that time, the LESC heard testimony from the Child Development Board and CYFD in response to two joint memorials that the LESC had endorsed during the 2003 session calling for better alignment of early care education programs in New Mexico. One of the outcomes of this testimony was the realization that no single entity had responsibility for or oversight of the various state and federal ECE services offered in New Mexico.
- Consequently, the LESC considered legislation that would have given such authority to the Child Development Board, but the committee decided instead to accept a written proposal from CYFD that the Child Development Board “provide the LESC with a comprehensive New Mexico State Early Learning Plan” to implement universal access to pre-kindergarten programs. At the first of two hearings during the 2004 interim, the Chair of the Child Development Board presented a draft of the Early Learning Plan. In addition to receiving the draft Early Learning Plan, the committee heard testimony from the Lieutenant Governor, the Secretary of Public Education, and the Secretary of CYFD about New Mexico PreK, an initiative of the executive branch to implement a voluntary preschool program for four-year-old children in New Mexico beginning with school year 2005-2006.
- In their subsequent testimony, the Secretary of Public Education and the Secretary of CYFD explained several refinements that they had made since the first hearing during the interim in an attempt to address some of the concerns that had been raised. Among other points, they indicated their plans for continued emphasis upon the voluntary nature of the program and the inclusion of private providers; a more concerted effort toward workforce development; some possibilities for leasing facilities; more clearly defined membership and responsibilities of the early childhood community councils, as well as some options for their geographic boundaries; a framework for state-level governance and oversight; and a clearer distinction between the roles and responsibilities of PED and CYFD.
- Passed by the 2005 Legislature, the *Pre-Kindergarten Act* is the result of the executive initiative, the LESC’s previous work on early childhood education, the two hearings held by the LESC during the 2004 interim, and further refinement of the proposed legislation through the collaborative efforts of the Legislature, the Executive, and the staffs of the LESC, PED, CYFD, and the Office of the Governor.

Presenters:

Dr. Kurt Steinhaus, Education Policy Adviser, Office of the Governor, will provide an overview of the academic components of New Mexico PreK. Dr. Veronica C. García, Secretary of Public Education, and Ms. Dorian Dodson, Secretary Designee, CYFD, will provide an update on the progress being made by their respective agencies regarding the implementation of pre-kindergarten programs, including, for FY 06, the number of individual programs approved, the total number of students served, and the actual program expenditures to date. In addition, the secretaries will discuss the status of the RFP process for FY 07, as well as the proposed FY 07 budgets.

Questions the committee may wish to consider:

1. How many and which staff positions in CYFD and PED are being funded with the administrative portion of the pre-kindergarten appropriation for FY 07? How much money has been budgeted for these positions?
2. How much funding has each agency allocated for transportation? How many pre-kindergarten providers applied to each agency for those funds? Were all requests for transportation funds approved? If not, what were the reasons for not approving the requests? Of those requests that were approved, how many were fully funded and how many were partially funded?
3. Although CYFD and PED previously announced that approximately 572 additional children will receive state-funded pre-kindergarten services in FY 07, both agencies have also indicated that that number might vary. Now that proposals have been received and approved, what is the actual number of children that will be served in new programs approved by each agency?
4. How did CYFD and PED determine the per-child reimbursement rate for instructional materials?
5. How do CYFD and PED determine whether or not an approved program is using its New Mexico PreK funds to supplement and not supplant pre-kindergarten services existing prior to contracting with the agency?

ARTICLE 23 Pre-Kindergarten Act

Sec.	Sec.
32A-23-1. Short title.	32A-23-5. Pre-kindergarten; eligibility.
32A-23-2. Findings and purpose.	32A-23-6. Requests for proposals; contracts for services.
32A-23-3. Definitions.	32A-23-7. Program funding.
32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research.	32A-23-8. Funds created; administration.

32A-23-1. Short title.

This act may be cited as the “Pre-Kindergarten Act”.

History: Laws 2005, ch. 170, § 1.

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art.

IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-2. Findings and purpose.

The legislature finds that:

A. special needs are present among the state's population of four-year-old children and those needs warrant the provision of pre-kindergarten programs;

B. participation in quality pre-kindergarten has a positive effect on children's intellectual, emotional, social and physical development; and

C. pre-kindergarten will advance governmental interests and childhood development and readiness.

History: Laws 2005, ch. 170, § 2.

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art.

IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-3. Definitions.

As used in the Pre-Kindergarten Act [32A-23-1 NMSA 1978]:

A. “community” means an area defined by school district boundaries, tribal boundaries or joint boundaries of a school district and tribe or any combination of school districts and tribes;

B. “departments” means the children, youth and families department and the public education department acting jointly;

C. “early childhood development specialist” means the adult responsible for working directly with four-year-old children in implementing pre-kindergarten services;

D. “eligible provider” means a person licensed by the children, youth and families department that provides early childhood developmental readiness services or preschool special education, or is a public school, tribal program or head start program;

E. “pre-kindergarten” means a voluntary developmental readiness program for children who have attained their fourth birthday prior to September 1; and

F. “tribe” means an Indian nation, tribe or pueblo located in New Mexico.

History: Laws 2005, ch. 170, § 3.

IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art.

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

A. The children, youth and families department and the public education department shall cooperate in the development and implementation of a voluntary program for the provision of pre-kindergarten services throughout the state. The pre-kindergarten program shall address the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and shall include health care, nutrition, safety and multicultural sensitivity.

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

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

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

History: Laws 2005, ch. 170, § 4.

IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art.

32A-23-5. Pre-kindergarten; eligibility.

Pre-kindergarten services may be provided by public schools or eligible providers on a per-child reimbursement rate in communities with the highest percentage of public elementary schools that are designated as Title 1 schools and that serve the highest percentage of public elementary students who are not meeting the proficiency component required for calculating adequate yearly progress.

History: Laws 2005, ch. 170, § 5.

Cross reference. — For Title 1 schools, see 20 U.S.C. Sections 6301 *et seq.*

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-6. Requests for proposals; contracts for services.

A. Each department shall publish a request for proposals for pre-kindergarten services.

B. Eligible providers shall submit proposals for pre-kindergarten services to each department. An eligible provider proposal shall include a description of the services that will be provided, including:

- (1) how those services meet children, youth and families department standards;
- (2) the number of four-year-old children the eligible provider can serve;
- (3) site and floor plans and a description of the facilities;
- (4) revenue sources and amounts other than state funding available for the pre-kindergarten program;
- (5) a description of the qualifications and experience of the early childhood development staff for each site;
- (6) the plan for communicating with and involving parents in the pre-kindergarten program;
- (7) how those services meet the continuum of services to children; and
- (8) other relevant information requested by the departments.

C. The public education department shall accept and evaluate proposals from school districts for funding for pre-kindergarten. The children, youth and families department shall accept and evaluate proposals from other eligible providers.

D. For funding purposes, proposals shall be evaluated on the percentage and number of public elementary schools in the community that are not meeting the proficiency component required for calculating adequate yearly progress and that are serving children, at least sixty-six percent of whom live within the attendance zone of a Title 1 elementary school. Additional funding criteria include:

- (1) the number of four-year-olds residing in the community and the number of four-year-olds proposed to be served;
 - (2) the adequacy and capacity of pre-kindergarten facilities in the community;
 - (3) language and literacy services in the community;
 - (4) the cultural, historic and linguistic responsiveness to the community;
 - (5) parent education services available for parents of four-year-olds in the community;
 - (6) the qualifications of eligible providers in the community;
 - (7) staff professional development plans;
 - (8) the capacity of local organizations and persons interested in and involved in programs and services for four-year-olds and their commitment to work together;
 - (9) the extent of local support for pre-kindergarten services in the community;
- and
- (10) other relevant criteria specified by joint rule of the departments.

E. A contract with an eligible provider shall specify and ensure that funds shall not be used for any religious, sectarian or denominational purposes, instruction or material.

History: Laws 2005, ch. 170, § 6.

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art.

IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

32A-23-7. Program funding.

The children, youth and families department shall reimburse eligible providers that are not offered in a public school. The public education department shall reimburse eligible providers that are public school programs.

History: Laws 2005, ch. 170, § 7.

IV, § 23, is effective June 17, 2005, 90 days after

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art.

adjournment of the legislature.

32A-23-8. Funds created; administration.

A. The “public pre-kindergarten fund” is created as a nonreverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants and donations. The fund shall be administered by the public education department, and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act [32A-23-1 NMSA 1978]. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of public education or the secretary's authorized representative. The department may use up to ten percent of the money in the fund each year for administrative expenses.

B. The “children, youth and families pre-kindergarten fund” is created as a nonreverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants and donations. The fund shall be administered by the children, youth and families department, and money in the fund is appropriated to the department to carry out the provisions of the Pre-Kindergarten Act. Disbursements from the fund shall be by warrant of the secretary of finance and administration upon vouchers signed by the secretary of children, youth and families or the secretary's authorized representative. The department may use up to ten percent of the money in the fund each year for administrative expenses.

History: Laws 2005, ch. 170, § 8.

appropriated for pre-kindergarten programs in fiscal years

Effective dates. — Laws 2005, ch. 170 contains no effective date provision, but, pursuant to N.M. Const., art. IV, § 23, is effective June 17, 2005, 90 days after adjournment of the legislature.

2005 through 2007 shall be divided equally between the public education department and the children, youth and families department.

Temporary provision. — Laws 2005, ch. 170, § 9, adds a temporary provision which provides that any money

**New Mexico PreK Proposal (2006-2007)
Frequently Asked Questions and Answers**

How do PreK programs meet the 540 hour requirement?

PreK programs must provide a minimum of 540 hours of services for children and their families. These services must include:

- A minimum of 450 hours of classroom-based instructional time
- A minimum of 90 hours to conduct
 - o At least two home visits during the program year
 - o At least three parent conferences
 - o At least two opportunities for all parents to interact, learn about the PreK program, or participate in transition activities
 - o Professional development, transition, or other activities required by the PreK Program Standards and the PreK professional services contract

Will PreK programs be penalized if a child is sick or absent?

PreK programs must develop an attendance policy that is approved by CYFD or PED.

Will PreK programs be penalized if a child leaves the program?

No. We expect programs to maintain full enrollment and encourage you to have a policy and standard procedures for replacing children that move or drop out of the program.

Will PreK programs have to verify family income?

No. If the community is eligible, all families in that community are eligible.

Will PreK programs be paid for open slots?

Enrollment will be monitored throughout the contract year and adjustments made if programs are not able to maintain the contracted enrollment.

When will PreK programs get paid?

The PreK programs “draw down” against the total contract amount based on actual expenditures. PreK programs will be reimbursed on a monthly or quarterly basis.

Will the State take away existing funding from programs if they win a PreK contract?

No.

Keep in mind that PreK funding must supplement, not supplant any existing funds.

What about Medicaid?

For more information on Medicaid please contact Tallie Tolen, NM Human Services Department, 505-827-6233, Tallie.Tolen@state.nm.us

Can PreK programs cover existing children?

Your proposal MUST define the children you're proposing to enroll. The legislative intent is to serve eligible children that currently have no access to a high quality PreK program. If half-day programs wish to extend the day for the same children, they should investigate child-care vouchers or other resources. Head Start programs, in particular, should consider applying for extended-day Head Start funding from CYFD.

We receive funding for half-day special education students. Best practice research for students with autism state they do better in full day programs. Is it possible to fund the second half of their day by placing them in a PreK funded class?

Yes, however, since funding is limited, the legislative intent is that PreK programs serve children unable to access other early education services.

May we apply for PreK funding to increase the compensation for our Head Start staff who are receiving degrees this spring and summer? We feel this would address Item #13 "Use PreK funds for new programs or to supplement and expand existing resources enabling the program to meet NM PreK Program Standards. We would also plan to improve our transition activities.

AND

We wish to apply for a NM PreK grant to supplement our existing program with additional focus on early literacy and strengthening our staff through a professional development component and implementing a strong literacy curriculum. We currently operate an early childhood division with several federal grants.

Are we eligible to apply?

Yes, however, since funding is limited, the legislative intent is that PreK programs serve children that are unable to access other early education services. Unserved children are the priority for funding.

Can we use voucher/subsidy or tuition for the remaining part of the day not covered by the PreK funding?

Voucher money may be used as long as timeframes are different. Make sure records are very well documented. The accountability for audit and bookkeeping rests primarily with the contractor.

If you have a child receiving vouchers for a 9-hour day and now the child will be PreK for 3 hours, would the parent have to go to CYFD to change the hours on the child care agreement?

Yes

What if a center charges full time rates and receives PreK funding? Will that be double funding?

If there is overlap in service delivery hours, then that would be double funding.

Can we apply for PreK funding to PED for typically developing peers to participate in the DD program?

Yes, we encourage fully inclusive programs.

If we apply for 60 students but the need is greater, can we get funded for 60, but serve more students if we keep the class size ratio and class size caps? For example, we would serve an additional 10 students and not get funded for them. In an effort to make the program more heterogeneous these students would come from non-Title I attendance areas.

Yes

What is audit requirement?

Any contract that is over \$50,000 requires an outside audit.

Does a Montessori certification meet the qualification for a CYFD teacher in a PreK program?

Please see Page 7 of the Program Standards.

What about tuition charged to PreK families? Tuition may not be charged for PreK services.

Are we allowed to charge for administrative costs?

- Yes – 7% is allowed for indirect or administrative costs.

Will PED and CYFD transfer funds to each other if one department doesn't distribute all of its appropriation?

It is the intent of both departments to award all available funds. If any funds go unspent, the money stays in separate, non-reverting accounts established by the legislation.

How much money was appropriated for PreK?

About \$8 million for 2006-2007. These funds will be used for direct services, instructional materials, transportation, professional development, administration, technical support and evaluation.

Does the PreK program have to be located in a prioritized community?

Not necessarily. The RFP references the site location for program recruitment and enrollment and not necessarily the physical location of the PreK center. In all cases, the priority is to serve the communities that serve Title I children AND children who will attend (by way of their home locations) a school with the highest percentages of not meeting the proficiency measurements for AYP. If the program is not located in a prioritized community, but at least 66% of the children you are proposing to serve are coming from that area, the program will qualify. In addition, the other 33% of children attending must also come from eligible communities that may be located in another part of the city. The likely scenario would be for families who use the program because it is near their workplace. PED and CYFD will consider the area where the children are coming from. As a rule of thumb, look at where they will go to kindergarten.

In Rio Rancho we have very large elementary schools. Three of our north side elementary schools total enrollment equals 2,620 students. This is equal to or greater than 5 of the APS clusters. The projections for these schools next year will bring the number close to 3,000. The attendance area for these three schools is 93.71 square miles. Many of these students live in isolated areas and have minimal services available to them and their families. Why is APS being treated differently in the PreK RFP process than other districts with large schools serving large geographic areas? This is inherently unfair to other districts with large schools and high concentrations of poverty and low test scores in those areas.

The PED will follow the FY07 NMPreK RFP and will treat all school districts the same. The Eligibility and Special Conditions section of the FY07 RFP states, “..... The “community” is defined by public school district boundaries and /or tribal community boundaries. In the case of public schools, for example, this might be the boundaries of one or more elementary schools – or the entire district.”

What if there are several private programs in a community, a public school, and a charter school that all want to apply?

We encourage all programs in a community to communicate and collaborate. Any eligible entity is encouraged to apply. The licensed non-public school programs can apply regardless of what schools apply and the district can have multiple programs attached to their application. When there is collaboration, you must demonstrate in the proposal how partners will collaborate and what partners have agreed to provide services– Memorandums of Understanding, Memorandums of Agreement, etc

Can a school district apply without community collaboration?

Yes. However, collaboration is encouraged. If collaboration with other community resources is anticipated, please describe how that collaboration will occur.

If a charter school wants to partner with a private program, for example, who submits the proposal?

The application needs to come from the entity serving as the fiscal agent.

What about consortiums?

We encourage building on partnerships or creating new collaborative efforts

Do potential PreK programs have to submit a joint proposal?

There is no requirement for multiple entities to submit a joint proposal.

Who do Head Start Programs apply to?

Unless the public school is the Head Start Grantee, Head Start applications should come to CYFD.

Who do RECs (Regional Education Cooperatives) apply to?

RECs apply to PED.

Can licensed home providers partner with schools?

Yes.

Can licensed home providers collaborate?

Yes.

What does “licensed” mean?

For a facility, “licensed” means licensed by the State/CYFD or Tribal/Federal entity.

For a person, “licensed” means licensed by the Public Education Department.

Do all programs need to have a licensed teacher?

For CYFD programs, it is not required that you start with a licensed teacher. The PreKindergarten Program Standards that are posted on the CYFD web-site alongside the RFP outline the expectations for program personnel. Note that program standards require personnel to have a professional development plan that will result in a valid New Mexico Early Childhood Teacher License: Birth through Third Grade within five years for the lead teacher and an AA degree in early childhood education within five years for a teacher assistant. Teacher assistants must have at least the 45-Hour Entry Level Certificate. Public school programs require licensed teachers. Three types of licensure satisfy this requirement: the Early Childhood Teacher license (birth through age eight), the Elementary Teacher license (K through grade eight) and the Special Education license (K through grade twelve)

In a multiage classroom, is it necessary to have the PreK children’s instructional time separate from the other children?

Yes

What about itinerant teachers?

Itinerant teachers are allowed.

Can there be a home-based component to the program?

Yes, a home-based component is possible.

Is inclusion an expectation?

Yes, the PreK program is designed to be inclusive of ALL children. Please communicate directly with the district’s Special Education Director and special education early childhood teachers.

How will transportation be addressed?

For 2006-2007 specific funding was earmarked to pay expenses for transporting children to and from the PreK program that otherwise would not be able to access PreK services. The funding is limited and is to be used in circumstances where there is no other or inadequate financial resources to support transportation for proposed PreK children. The program proposal should clearly document that transportation support is absolutely essential for the PreK program to be accessible to families.

What about the assessment tool?

The assessment tool will be based upon the New Mexico PreK Learning Outcomes and Indicators as recommended by the Assessment Task Force and approved by the PED and CYFD Cabinet Secretaries. The Learning Outcomes are currently being reviewed and rubrics developed to assist with observation/documentation. Get It, Got It, Go! is not required for FY 07.

Will there be any special data requirements?

The New Mexico PreK data base will collect specific information for both state administrators and the external evaluator. It is an essential contract compliance element to keep the data base accurate and up to date. The administrative allowance has been increased to assist with this cost. We will need enough data to evaluate your specific program, but also to allow us to research what types of programs are most successful.

What about program evaluation?

Programs will be evaluated based, in part, on whether or not you meet the objectives stated in your proposal. Additional aspects of program evaluation include data analysis and components requested by NIEER, the external evaluator. This involves use of several norm-referenced evaluation instruments, surveys of program characteristics and funding, observations of classroom environments and focus groups. These types of data are being used to make an analysis of the PreK program as whole, not individual programs. Following is a summary of the three levels of assessment.

1. CHILD ASSESSMENT. PreK will use a criterion-referenced portfolio for every PreK child. The documentation and assessment tool will look at child growth and development in all major domains. The portfolio will be (a) used to inform purposeful practice in the classroom, (b) used as a measure of each child's progress in meeting New Mexico Early Learning Outcomes, (c) used to communicate progress to families, and (d) shared with the kindergarten teacher.
2. PROGRAM ASSESSMENT. PreK will include program evaluations conducted by the CYFD and PED State Program Managers to ensure that programs are meeting the goals in the PreK proposals.
3. STATEWIDE ASSESSMENT. The State has contracted with a nationally recognized leader in the field, the National Institute of Early Education Research (NIEER), to assess the New Mexico PreK initiative as a whole. Their results will be used for statewide program evaluation by establishing baseline data (available fall 2006) from which the success of the New Mexico PreK initiative can be measured. NIEER is using a package of norm-referenced assessments and will use sampling techniques that take into account the diversity of New Mexico's population. These measures will inform legislators and other policy leaders about the effectiveness of the statewide PreK Initiative

Do the assurances and all attachments have to be attached to all six copies?

Yes.

How many children will be served Statewide?

Approximately 2110 children may be served during the 2006-2007 year. Approximately 1538 will be children in currently contracted programs and approximately 572 will be children in programs to be contracted through this RFP process.

Do programs funded last year have to write a new proposal for this year?

Only if existing programs wish to expand the number of children currently being served and request start-up costs; and/or request transportation

Regarding the Letter of Interest, can it be e-mailed?

Yes, letters can be e-mailed to either Judy Paiz (CYFD) or Richard LaPan (PED). Other questions regarding the RFP process must be submitted in writing.

Where are the e-mail addresses?

Both e-mail addresses for Judy Paiz and Richard LaPan are listed in the each RFP. PED on page 8 and CYFD on page 8.

As a charter school in APS taking in children from various clusters, what do we do to meet the 66% threshold?

Consult the table at the end of the RFP to see how those clusters rank.

Aren't schools designated Title I, not the district?

Title I is a school-based determination, not a district determination.

Are we going to receive results from NIEER regarding the ECERS so we can use that information to state our case in a response to the RFP?

No, NIEER will not be providing that information to PreK programs.

Is the money for Start Up in one lump sum?

All contracts are on a cost reimbursement basis. No funding is provided upfront.

Can transportation funding be used to conduct home visits?

No, transportation funds are for transporting children to and from the PreK program.

Where are the PreK Program Standards on the website?

The PreK Program Standards are located under "PreK Materials."

What do you mean by transition?

Transition to kindergarten

Can the training hours included under the 90 Hours (part of the 540) be counted toward licensing requirements for clock-hour training?

Yes, if they meet one or more of the specified competency areas.

Will all teachers receive T.E.A.C.H. scholarships?

TEACH funds are limited so it would be contingent upon availability of funds and matching funds from the program.

Is there a form at for the Letter of Interest?

No

If you submit your Letter of Interest, do you have to apply for funding?

No

Can subcontractors be included in the proposal?

Yes

If applying for expansion funding, will this hurt the current award for PreK?

No

If you apply for all three sections, can you not be recommended for one of the two supplemental parts ?

You must be successful for the first part of the RFP (per child rate) to be considered for the other two parts of the RFP.

For already existing programs that want to expand, will you be able to use start up for expansion to other sites?

You must apply for expansion for the number of children and then apply for the start-up and/or transportation for ALL children served, current and new. In the proposal, separate out new from current so the budget is clear.

Do we have to use the forms in the RFP?

We strongly recommend using the forms provided by CYFD and PED.

The number of pages for the proposal is listed as 20-page maximum. If a program is writing for more than one section, does the 20-page limit have to include everything? An amendment will be issued to address the number of pages for start-up and transportation. It will indicate you have up to two pages for the narrative for start-up and safety costs and up to two pages for transportation narrative. Each section also has a budget page and a budget justification form.

Should a for-profit agency submit a list of the partners in LLC?

Yes

Is it possible that if we ask to serve 15 children, we might only be funded to serve 10?

Yes

Do we replace children if they leave?

Yes, and expect to be reimbursed for the number you serve.

Should I break down children with special needs from typically developing children in my response?

Yes, that is good information to have about your program.

What is the preferred source for data?

We have not identified that but cite your sources and comparing two sets or more might be helpful.

Do we need to budget for purchase of assessment materials?

No, however programs may wish to consider purchasing a digital camera and other portfolio supplies.

Can we describe how our program uses Focused Portfolios in our response?

Yes, tell us what you are currently using.

Will the current learning outcomes document on the website be used?

Yes but it will be modified.

Can a two-year institution of higher education request the 7% Administrative Overhead even though we do not have cost allocation agreement with the federal government?

Yes

Is the \$15,000 for start-up per program or per classroom? It

is per classroom and it is on a cost reimbursement basis.

If PreK classrooms are part of Head Start program and Head Start pays the rent, does the rent for the rooms for PreK count in the "other sources" of funding? Yes

Is reimbursement related to enrollment or attendance?

We enter into a contract with programs to serve a contracted number of children; if the numbers drop a discussion of amending the contract will occur.

Where do we put information about how we meet AYP but have lost Head Start services at our district so PreK is necessary?

In the sections, **DEMOGRAPHICS, DEMONSTRATED NEED and PLAN OF OPERATION.**

Where in the CYFD RFP does it state that 7% is allowed for Administrative Overhead?
Page 20 of the CYFD RFP

How do we interpret the tables at the back of the RFP?

The tables are provided to document the eligibility/ priority data required by statute.

Does the double-space requirement apply to tables and charts?

No. Charts must be readable – double space does NOT apply to charts.

Do I have to track each child's hours?

Yes

Where does the per child rate fit into the budget?

It is allocated into the budget line items. The rate is distributed according to program needs. Most often it is in the salary and benefits line items.

Is current funding for only one year?

Yes. If the legislature continues to provide funding for PreK Services another RFP will be issued in 2007 for services beginning July 1, 2007.

Can some of the instructional hours occur during the summer or is this designed to be during the traditional year?

The contract period for services is July 1, 2006 to June 30, 2007 so as long as the 540 hours are met and the contract timeframe is adhered to, some of the services could occur during the summer.

What assessment will be used? Have specific assessments been adopted? What is the required assessment/curriculum planning tool? Will portfolios meet this requirement? Has a specific assessment been adopted for the initial assessment?

If you are a successful respondent to the RFP, the contract stipulates the assessment that will be required. Please read the Program Standards and the description of the assessment of program evaluation on page 5 of this Q & A.

Is an IEP required for each child or is this only for those identified with special needs?

An IEP is for children with identified special needs as the result of an evaluation by professionals.

What are the qualifications for the classroom assistant? Does it need to be the same person every day or could college students be considered even if they do not have the same work schedule each day?

The assistants must follow the NM Child Care Licensing regulations and NM PreK Program Standards. See pages 8-9 for discussion of professional development plans for staff, etc. College students would not have the appropriate consistent schedule.

Are health exams required?

This is required in the NM PreK Program Standards.

Is a meal service, in addition to snacks, required during the three-hour session?

In the NM PreK Program Standards, page 10, it states: “PreK programs meeting for more than 3.5 hours per day must provide a meal.”

Do site and floor plans count as part of the 20-page maximum for the narrative?

No

I would like to increase instruction and play area. I want to build an enclosed play area and an additional classroom. If I use volunteer parent labor and I buy the materials can I use start up funds to meet licensing specifications? Could I buy fixtures and paint with these funds? A related question, if I lease a building in the village could the funds be used to bring the building up to licensing specifications?

Start up and safety funds are not for capital expenditures. See the example list of acceptable expenditures. An example of an acceptable safety measure could be replacing a fence or gate that poses a safety problem for children. Building renovation is not an allowable start up cost.