



Implementing the Pre-Kindergarten (PreK) Act 2005-2006 Annual Report



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Note about photos on the cover:

Children from the Gadsden On Track PreK Center are learning math and science through cooperative self-directed play. The “*PreK is a hands on experience*” sign can be found on the wall outside a PreK classroom at Nizhoni Elementary in Central Consolidated Schools.



State of New Mexico

Office of the Governor

Bill Richardson
Governor

September 27, 2006

TO: Governor Bill Richardson
Members of the New Mexico Legislature
Members of the Child Development Board
New Mexicans and Other Interested Parties

FROM: Secretary Veronica C. García and Secretary Dorian Dodson

SUBJECT: 2005-2006 Pre-Kindergarten (PreK) Annual Report

We are pleased to present the first PreK Annual Report.

Included in the report is summary information about:

- First year implementation of the voluntary state funded PreK program
- Program accountability and evaluation
- Early Learning Outcomes Data

The champions of PreK include Governor Bill Richardson, Lieutenant Governor Diane Denish, parents, teachers and local program directors as well as staff from New Mexico's Public Education Department, Children, Youth & Families Department; and the Department of Finance and Administration. Congratulations on a job well done!

We look forward to working together to expand the PreK initiative for 2006-2007.

Veronica C. García
Cabinet Secretary
Public Education Department

Dorian Dodson
Cabinet Secretary Designate
Children Youth & Families Department

Purpose of the Pre-Kindergarten (PreK) Initiative

The New Mexico PreK Initiative prepares children for success in school, begins to close the achievement gap between students, and helps meet the vision of a seamless education system — Pre-Kindergarten through higher education. The achievement gap begins with young children and often continues through higher education. One report estimates about half of the achievement gap already exists by the time children enter kindergarten. The reason why that gap exists so early is because too many children do not have the opportunity to learn pre-literacy and pre-numeracy skills before they start school. But that's changing, thanks to the PreK Act of 2005. Within the first year PreK is:

- Increasing access to voluntary high-quality Pre-Kindergarten programs
 - Supporting linguistically & culturally appropriate curriculum
 - Providing developmentally appropriate activities for New Mexico children
 - Expanding early childhood community capacity
 - Focusing on school readiness
-

PreK Act of 2005

The 2005 Legislature developed and passed the PreK Act of 2005. In brief, the Act includes a voluntary developmental readiness program for four-year old children in New Mexico communities. This statewide program is jointly administered by the Children, Youth and Families Department (CYFD) and the Public Education Department (PED), with both agencies required provide an annual report to the governor and the legislature on the progress of the pre-kindergarten program.

The PreK Act allows public schools or other eligible centers to provide pre-kindergarten services 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.

The Act requires programs to address the total developmental needs of the child – physical, cognitive, social and emotional – and to include aspects of health care, nutrition, safety, and the needs of the family, multicultural and linguistic sensitivity, in coordination with other resources for families.

The bill requires each department – CYFD and PED – to issue a Request for Proposals (RFP) for pre-kindergarten services and it requires eligible providers to submit proposals to each department. The PED and CYFD accept and evaluate proposals from school districts and eligible providers.

Legislative Findings

The PreK Act of 2005 includes the following findings:

- There are special needs among the state’s population of four-year-old children which warrant the provision of pre-kindergarten programs
- Participation in quality pre-kindergarten has a positive effect on children’s intellectual, emotional, social and physical development

Research Summary

Research documents that quality early education programs make a critical impact on children's readiness for kindergarten and future academic success. There is no question that from birth to age five, children are learning at intense speed. Early education programs support children to build critical thinking and problem-solving skills as they successfully interact with and understand the world around them through exploration and socialization - all critical skills for school success. Ensuring that children enter elementary school excited about learning is fundamentally important to later academic success.

Unfortunately, many children in New Mexico begin kindergarten without the necessary skills and abilities to enjoy learning and be successful in school. Many children in New Mexico begin their school career at the age of five already behind many of their peers, a contributing factor to the achievement gap. Research shows that children who begin behind tend to stay behind.

Not only does high-quality PreK contribute to the academic preparedness of children, but it helps to close the academic achievement gap. Significant studies conducted over the last thirty years have documented the short- and long-term impacts of PreK on individuals as well as society. These studies have documented the considerable return on investments associated with early childhood education. As evidenced by the work of Arthur J. Rolnick, senior vice president of the Federal Reserve Bank of Minneapolis, and James Heckman, Nobel Laureate in economics, there is a social return of at least \$7 for every dollar invested in quality pre-kindergarten early learning programs. According to Rolnick,

the annual rate of return on investments in early education is between 12 percent and 16 percent. Heckman, focusing exclusively on earnings gains, calculates returns on dollars invested to be as high as 15 percent to 17 percent.

It is not only low-income and minority children who benefit from PreK. Research has found that high-quality PreK programs make a difference for children from middle-income families as well. The most rigorous study of a universal PreK program to date finds that *all* children benefit regardless of income. Other studies confirm this, offering further evidence that PreK matters for children from diverse economic backgrounds.

The evidence is quite consistent that, while children benefit in different ways, children from affluent families may not get exactly the same benefits from PreK as children in poverty, all children benefit. Therefore, the New Mexico PreK Program is comprehensive in nature and allows each program to tailor its curriculum to the vibrant strengths of language and culture demonstrated by the great diversity of communities throughout New Mexico.

Program Benefits

Two programs in a study conducted by the National Institute for Early Education—Oklahoma and West Virginia—offer services to all children regardless of income. "When we compared results for children who had subsidized lunches with those who didn't, we found that all children gained from attending pre-k, but there was some evidence that children who qualified for free or reduced price had larger gains," Steve Barnett, NIEER Director, said. While there were differences in scores among children of various backgrounds, all children gained, regardless of ethnic background. The sample used for the study was 47 percent White, 25 percent African American, 21 percent Hispanic, 3 percent Native American and 2 percent Asian.

Cost Benefits

The first study to compare the costs and benefits of providing very young children with high-quality, full-day, year-round, PreK programs proves that every dollar paid generates a four dollar return to the children, their families and all taxpayers, according to findings released by NIEER.

Among the study's highlights:

- Participants are projected to make about \$143,000 more over their lifetimes than those who didn't take part in the program.
- Mothers of children who were enrolled can also expect greater earnings – about \$133,000 more over their lifetimes.
- School districts can expect to save more than \$11,000 per child because participants are less likely to require special education or remedial education.
- Results suggested a possible impact on smoking. Participants were less likely to smoke (39% were smokers vs. 55% in the control group), resulting in health benefits and longer lives, for a total benefit of \$164,000 per person.
- The next generation are projected to earn nearly \$48,000 more throughout their lifetimes.

Steve Barnett, NIEER Director, says the estimate takes into account money saved on special education, welfare and prisons, as well as what the successful PreK students eventually pay in taxes.

New Mexico Implementation Strategies

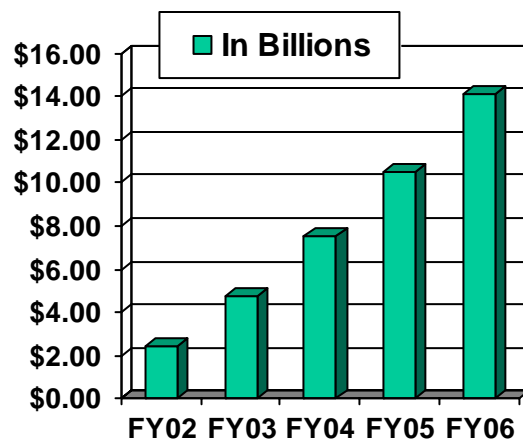
With leadership and direction from the Governor and Lt. Governor, the state has moved quickly on implementation because we want as many four-year-olds as possible to have access to high-quality Pre-K learning opportunities. Implementation includes:

- Utilizing local culture, language, and history in learning activities (for example: creative play learning centers with props and clothes reflective of their community)
- Investing in what is best for New Mexico children – developmentally appropriate learning with a proven successful curriculum
- Engaging parents and the extended family – every program has a parent involvement plan (for example: family literacy nights, parent volunteers in the classroom, handouts for families about how to support their child's learning in all areas, training sessions for parents, regular communications with parents)
- Providing quality teachers, community-driven services, parental choice, and voluntary participation, (not part of the federal No Child Left Behind (NCLB) Act)
- Following a “grow your own” model to support and develop early childhood educators
- Expanding community capacity for early learning, growth and development

PreK Funding from the 2005 Legislature

- The General Appropriations Act included \$4 Million for the PreK initiative. Each program is reimbursed \$2,278.81 per child for 540 hours of developmentally appropriate activities.
 - Senate Bill 190 included \$950,000 for PreK program support and staff development.
 - Language from the PreK Act of 2005 – “Money appropriated for pre-kindergarten programs in fiscal years 2005 through 2007 shall be divided equally between PED and CYFD.” PED (Public Education Department), CYFD (Children, Youth & Families Department)
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Funding Across the Nation



PreK Funding in 50 States and the District of Columbia

Source: *Votes Count: Legislative Action on Pre-K Fiscal Year 2006*, Pre-K Now, November 2005

Grant Writing Workshops and Technical Assistance

In order to assist in writing PreK funding proposals, the state provided eight well-attended workshops about how to write a grant and meet requirements in a Request for Proposals (RFP). The 2005 workshops included seven cities from Farmington to Las Cruces and Gallup to Las Vegas. They were held over a three-week period in late April to early May of 2005.

A large statewide RFP bidders' conference was held in Albuquerque which generated questions and answers provided to all who expressed an interest in applying for PreK Funding. The web site, www.newmexicokids.org, was used to disseminate generic information for writing quality proposals.

Posted information assisted writers in locating sources of data and demographic information and stressed the importance of following the RFP outline of requested elements.

Work In Progress

- **Readiness**

- Fifteen focus groups were conducted by the Center for Family and Community Partnerships, University of New Mexico in collaboration with NM SPARK (an initiative of the New Mexico Community Foundation) that involved 282 participants from a range of areas and communities in New Mexico. Parents, teachers, child care providers, principals, administrators, and community leaders engaged in open-ended conversations in response to the general question, “What do you think the term ‘readiness’ means?”

These focus group discussions suggest that various aspects of the new readiness paradigm are already present in the minds and practices of those dedicated to the health, development and well-being of the State’s young children. This bodes well for the continuing, collaborative development of a readiness framework that helps stimulate and structure collective action aimed at fostering fulfilling and productive lives for all of New Mexico’s children. The recommendations from this process are:

1. Building on this project’s literature review and its exploratory focus group conversations, New Mexico must create its own distinctive readiness framework that can be developed and implemented. As a key corollary, the variety of groups and agencies already devoted to early development and learning must be engaged in a coordinated process.
2. To create a comprehensive, readiness framework suggested by the current literature, concepts, indicators and definitions, related to all aspects of readiness should be considered: “Ready States”, “Ready Schools”, “Ready Communities”, “Ready Families”, and “Ready Children”. Some definitions and related measures may need to be adapted or constructed specifically for New Mexico.
3. Integral to consideration of the new readiness paradigm, a range of alternative approaches to assessment and evaluation should be examined.
4. As a first step in the proposed process of discussion and decision-making, *educational readiness* should become the operative phrase. A New Mexico

framework could provide new perspective on the perennially pressing issue of gaps in educational readiness.

- **Assessment**

- In August 2005, Lt. Governor Diane Denish (based on recommendations from the Secretaries of CYFD and PED) appointed a task force that reviewed best practices, analyzed a variety of assessment instruments and completed a matrix showing their key features. The group concluded that no single assessment would be sufficient to measure success at the level of the child, the program, and the State as a whole. The Task Force recommended that state funded New Mexico PreK programs not be required to continue using *Get It! Got It! Go!* in the second contract year and that the State implement the following assessment array:

1. **Child Assessment** - Criterion-referenced portfolio documentation should be used for every child in every New Mexico PreK program. Use of the New Mexico PreK Focused Portfolio system is strongly recommended. The documentation and assessment tool must look at child growth and development in all major domains. It is used to inform purposeful practice in the PreK classroom, as a measure of each child's progress in meeting New Mexico Early Learning Outcomes, to communicate this progress to families and to be shared with the kindergarten teacher as each child enters kindergarten.
2. **Program Monitoring** - Program evaluation should continue to be conducted by the CYFD and PED State Program Managers to ensure that programs are meeting the goals in the PreK proposals.
3. **Statewide Evaluation** - The State has contracted with a nationally-recognized leader in the field, the National Institute of Early Education Research (NIEER), to evaluate the New Mexico PreK initiative as a whole. Their results will be used for statewide policy development by establishing baseline data 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 are capable of informing legislators and other policy leaders about the effectiveness of the statewide PreK Program.

- The www.newmexicoprek.org website has been established and improved to include pertinent PreK information. Changes include information about:
 - Institutions of Higher Education offering early childhood education coursework
 - Prior Learning Assessments (PLA) – for experienced early childhood professionals
 - T.E.A.C.H.® scholarships and financial assistance for PreK teachers and administrators
 - Alternative licensure programs
 - The Career Lattice
 - Early Childhood Administrator’s Certificate and where to access the coursework
 - Documents such as the *Program Standards* and *Early Learning Outcomes*
 - Calendar of Events with information about workshops, meetings, and other items of interest to PreK programs across the state
- The New Mexico PreK database has been designed, tested, and is fully operational.
- During fall 2005, NMSU (New Mexico State University) and Dona Ana Community College offered five Early Childhood Education on-line courses with six scheduled to be offered during the spring 2006 semester.
- As a pilot, NMSU is offering the 45-hour on-line Entry Level course. Additionally, NMSU:
 - (a) is planning repeat sessions of the Early Childhood Administrator courses;
 - (b) has hired a faculty member to establish a doctoral program in Early Childhood Education; and
 - (c) graduated, during summer 2006, the first college student cohort to complete their on-line masters program in Early Childhood Education.
- The first cohort of 12 early childhood Prior Learning Assessment students completed their challenges this year.
- The UNM (University of New Mexico) Center for Family and Community Collaboration and New Mexico SPARK worked together to facilitate focus group sessions all over New Mexico. The focus groups are designed to develop a definition of “readiness” as it relates to communities, schools, families and children. The definition is being used to guide planning and services for PreK programs, the Children, Youth & Families Department, and the Public Education Department.
- Since August 2005, the PreK Assessment Task Force has reviewed best practices, analyzed a variety of assessments and completed a matrix showing features of selected tools. The final report was completed March 2006.

- The YWCA/Early Childhood Network has been selected to provide PreK programs with mentors, support, training and technical assistance. NIEER partners at UNM hired a team of assessors to collect child assessment data and a separate team of assessors to collect classroom data. Before going out into the field to collect data each team was provided with intensive training on the appropriate set of instruments by NIEER staff.
- Quarterly PreK Program Meetings provide updates and training.
- The state government PreK Collaborative has held weekly or bi-weekly work sessions for policy development, program implementation, communications, and accountability.

Parent Involvement and Family Literacy Nights

Parent involvement is an essential component of the PreK Initiative. All programs are required by New Mexico PreK program standards to draft a “Parent Engagement Plan” which is due each year by October 1st. A recent report by Dan Safran of the Children’s Council of San Francisco emphasized the importance of PreK family involvement citing its essential role in improving student success, increasing public support for education and leading to continued involvement in school. He cited 35 years of research that continues to show positive relationships between family involvement and various measures of student achievement. He also emphasized that it is easier to involve families in PreK programs than in later grades and that families that are involved early in a child’s school years are more likely to stay involved.

Although each program’s Family Engagement Plan is customized to the special context of each program, all programs began with a focus on literacy. From October through December 2005, PreK Family Literacy nights were held throughout the state. A primary focus was to encourage parents to read to their children. Studies demonstrate that children’s interests and abilities in learning to read improve significantly when they are regularly read to and practice reading with their parents, grandparents or siblings at home.

Some innovative parent involvement activities included providing each teacher a daily ½ hour specifically for communication with parents and a 24/7 customer care line where parents may call with questions, suggestions, and concerns. Another program voluntarily provides an occasional “Parent’s Night Out.” On this evening, parents bring their children to the PreK site. Parents are then free to schedule time away from the family with each other. This program shows that today’s busy parents can be better parents with an occasional break. Parents are encouraged to use some of the time to

discuss family goals and dreams for their children. Several programs have participated in the “Book It” program sponsored by Pizza Hut which provides prizes to families who read together. One director/teacher has taken the further step of becoming the local Parent Teacher Organization president. She furthers both the goals of parent engagement and smooth transition to elementary school by her service in this role. A science night at school with an evening meal brings families together in another setting. Another site is a sponsor for a Parent’s As Teacher program where families can learn ways to support the development and learning of children birth to five.

More traditional parent engagement activities included making learning materials for classrooms, assisting with field trips or parties, attending parenting education sessions, participating in home visits, volunteering in classrooms, serving on parent committees, using parent resource libraries, responding to parent surveys and helping select program goals. These activities can be found in all programs.



Jennifer John, *Educational Assistant*, guides math and reading skill development in a PreK classroom at Nizhoni Elementary in Central Consolidated Schools.

PreK Enrollment

PreK programs funded by the Public Education Department (PED)

District	Location	Number of Children	Sessions
Albuquerque Public Schools		80 Total	
	Eugene Field Elementary School	40	2
	Valle Vista Elementary School	40	2
Bernalillo Public Schools		54 Total	
	Roosevelt Elementary School	16	1
	Santo Domingo Head Start	20	1
	Cochiti Elementary School	18	1
Central Consolidated Schools		72 Total	
	Nataani Nez Elementary School	32	2
	Nizhoni Elementary School	32	4
	Newcomb Elementary School	8	2
Cuba Independent Schools	Cuba Elementary School PreK	16 Total	1
Gadsden Independent Schools	On Track PreK Center – Southern Region	160 Total	4
Gallup-McKinley County Schools		194 Total	
	Gallup Head Start	65	2
	Rocky View Elementary School	25	2
	Washington Elementary School	18	2
	Tohatchi Elementary School	18	4
	Tohatchi Head Start	21	2
	Navajo Elementary School	17	2
	Crystal Head Start	15	2
	Little Folks Day Care	15	2
Los Lunas Public Schools	Tome Elementary School	20 Total	2
Magdalena Municipal Schools	Magdalena Elementary School	20 Total	1
Roswell Independent Schools	Parkview Early Learning Center	45 Total	3
Santa Fe Public Schools	Agua Fria Elementary School PreK	20 Total	1
Zuni Public Schools		89 Total	
	Zuni Head Start	74	5
	St. Anthony Indian School	15	1
PED - 11 Programs	24 Locations	770 Children	51 Sessions

PreK programs funded by the Children, Youth & Families Department (CYFD)

Program Name	Location	Number of Children	Sessions
Albuquerque PreK Coop	Albuquerque	16	2
Apple Tree Educational Center	Truth or Consequences	30	3
City of Albuquerque	Hawthorne, Barelas, Los Volcanos	60	3
Family Learning Center	Espanola	18	2
Home Education Livelihood	Chaparral, Lordsburg, Deming Head Start, Deming Rainbow Site, Columbus, Alamogordo, La Luz, Las Cruces-Missouri, Las Cruces-Court, Las Cruces-South Valley	188	13
Highlands University	Las Vegas	16	1
Jardin de los Ninos	Las Cruces	16	1
Little Learners	Los Lunas	60	3
Mescalero Apache School	Mescalero	32	2
MidWest CAP	Grants, Gallup	80	4
La Petite Academy	Albuquerque	20	1
Presbyterian Medical Services	Santa Fe, Town of Bernalillo	22	2
Rocking Horse Daycare	Carrizozo	8	1
Ruidoso River Raccoons	Ruidoso	10	1
San Felipe de Neri	Albuquerque	20	1
St. Mark's in the Valley	Albuquerque	16	1
UNM Children's Campus	Albuquerque	56	4
Watch-Me-Grow	Belen	20	1
Youth Development, Inc.	Albuquerque: South Valley TVI, Pedro Baca	80	4
CYFD - 19 Programs	33 Locations	768 Children	50 Sessions

ENROLLMENT TOTALS

Programs	Locations	Number of Children	Sessions
PED - 11	24	770	51
CYFD - 19	33	768	50
TOTAL - 30	57	1,538	101

PreK Program Models

Every PreK program is unique.

- All programs have waiting lists of varying size
- For year 1, the state received a total of 46 proposals requesting \$6.5 million for 2,852 children. Because of the priorities in the bill, many potential applicants did not apply since they did not think they would get funded.

Programs are implemented using a strategy of braided funding from various sources.

The following are examples of two PreK programs.

1. The Agua Fria PreK in Santa Fe includes the following components:

- Full day program to meet the needs of working families
- Braided funds include State PreK, Title 1, 21st Century Grant, Operational, Special Education, Santa Fe County, and United Way “Success by Six” program
- Special Legislative appropriation - \$20,000 for a PreK playground
- Family support and home visits
- A model for collaboration
- Katherine Freeman, *President/CEO*, United Way of Santa Fe
- Vickie Sewing, *Principal*, Agua Fria Elementary School

2. The Appletree Educational Center and PreK program in Truth or Consequences includes:

- Full time, year round services
- Braided funds include State PreK; CYFD childcare subsidy; operational; faith-base community (facilities, space and volunteers); 60% of the parents pay partial assistance; CYFD Office of Child Development state funded birth to age five child development programs; Daniels Grant for salaries; DOH family support and Early Intervention Family Toddler program; private contractors in-kind; T or C Public Schools Special Education; Reading is Fundamental grant; private foundations (capital outlay, general operations); Senior Voluntary grant program; Department of Labor on-the-job training and continuing education; USDA food program; Youth Conservation Corps grant, Soil and Water Conservation, HUD classes, and T.E.A.C.H.® scholarships
- A model for innovation
- Rebecca Dow, *Executive Director*

PreK Program Models – Public Schools

District	Location	Program Models
Albuquerque Public Schools		
	Eugene Field ES	Bilingual language program, integrated curriculum model aligned to the PreK Program Standards
	Valle Vista ES	PreK dual language which supports the Kindergarten-5 th grade dual language program aligned to the PreK Program Standards
Bernalillo		
	Roosevelt ES	Dual language program, 9:00AM - 2:00PM Monday-Friday; Literacy Nights twice a month; DARE To Be YOU Program once a week for 12 weeks; Kindercamp, 3 weeks in June - transition to kindergarten.
	Santo Domingo Head Start	Dual language program; Literacy Nights twice a month; DARE To Be YOU Program once a week for 12 weeks; Kindercamp, 3 weeks in June, to transition incoming kindergarten children.
	Cochiti ES	Dual language program; Literacy Nights twice a month; DARE To Be YOU Program once a week for 12 weeks; Kindercamp, 3 weeks in June to transition incoming kindergarten children.
Central		
	Nataani Nez ES	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children
	Nizhoni ES	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children
	Newcomb ES	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children
Cuba	Cuba ES PreK	Full Day program implementing Creative Curriculum aligned with Everyday Math and the PreK Program Standards
Gadsden	On Track PreK Center	Center based implementing Creative Curriculum for Pre School aligned to the PreK Program Standards
Gallup-McKinley		
	Rocky View ES	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children
	Tohatchi ES	Full day program supplemented by Title I funds with after-school childcare
	Washington ES	PreK with wraparound Head Start child care
	Tohatchi Head Start	PreK with wraparound Head Start child care
	Navajo ES	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children
Los Lunas	Tome ES	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children – Dual Language & Family Literacy
Magdalena	Magdalena ES	Half-day program implementing the High Scope comprehensive early childhood curriculum aligned to the PreK Program Standards
Roswell	Parkview Early Learning Center	Half-Day inclusion model integrating state funded PreK children with SPED funded DD/TD children
Santa Fe	Agua Fria ES PreK	Full day program – “Success by Six” (United Way) supplemented by Title I funds with after-school childcare available
Zuni		
	Zuni Head Start	PreK Enriched Curriculum with wraparound Head Start childcare
	St. Anthony Indian School	PreK Enriched Curriculum with wraparound childcare

Key:

ES = Elementary School; SPED = Special Education;
DD/TD = Developmentally Delayed/Typically Developing

PreK Program Models – Family-based Programs, Childcare Centers, Tribes

Program	Location	Models
Albuquerque PreK Coop	Albuquerque	Nationally accredited half-day parent-involved program using the Creative Curriculum with elements of Emergent Curriculum and High Scope
Apple Tree Educational Center	Truth or Consequences	Full time, year round services in a nationally accredited program. Uses the Focused Portfolio observation and planning approach to curriculum. Provides nationally accredited wraparound childcare.
City of Albuquerque	Hawthorne, Barelaz, Los Volcanos	Half-day program with wraparound care. All sites are nationally accredited
Family Learning Center	Espanola	Nationally accredited half-day program with Focused Portfolio used to guide Emergent Curriculum
Home Education Livelihood Program	Chaparral, Lordsburg, Deming, Columbus, Alamogordo, La Luz, Las Cruces	PreK with Head Start & wrap-around childcare available. Bilingual programs using Creative Curriculum with literacy and numeracy supplements.
Highlands University	Las Vegas	Nationally accredited full-day program using Emergent Curriculum approach
Jardin de los Ninos	Las Cruces	Bilingual half-day program embedded within Nationally Accredited full-day program using Focused Portfolio and Creative Curriculum. For homeless children.
Little Learners	Los Lunas	Half-day program using Creative Curriculum with modifications. Wraparound child care available.
Mescalero Apache Schools	Mescalero	Half-day PreK using McGraw-Hill curriculum, extended day provided by school
Mid-West CAP	Grants, Gallup	Half-day programs using High Scope Curriculum
La Petite Academy	Albuquerque	Half-Day (9-12:30 AM) using Scholastic Building Language for Literacy plus supplemental
Presbyterian Medical Services	Town of Bernalillo, Santa Fe	PreK with wraparound childcare available
Rocking Horse	Carrizozo	Nationally accredited family childcare program with half-day PreK embedded
Ruidoso River Raccoons	Ruidoso	Licensed family child care program with AM PreK. Provides full time PM program and after school services. Curriculum plan follows NM Learning Outcomes and observation of children
San Felipe de Neri	Albuquerque	Half-day program with extended hours (8-3 PM) using modified High Scope Curriculum with bilingual components
St. Mark's in the Valley	Albuquerque	Nationally accredited half-day PreK for Native American children
UNM Children's Campus	Albuquerque	Nationally accredited half-day program with morning and afternoon sessions using Emergent Curriculum
Watch-Me-Grow	Belen	Half-day session using Creative Curriculum
Youth Development, Inc.	Albuquerque	Nationally accredited half-day comprehensive program. Uses Head Start STEP literacy curriculum and YDI Head Start Thematic Curriculum with activities and experiences conducted in both Spanish and English

PreK Professional Development and Technical Assistance Partners

During the 2005-2006 school year, the following agencies and organizations were involved in providing professional development and technical assistance to PreK program staff.

- **The Education Center**

Three regional trainings plus on-site technical assistance and support for preparation of the *Get It Got It Go!* Assessment administration, data collection and management.

- **NM Association for the Education of Young Children (NMAEYC)**

T.E.A.C.H. ® scholarships for higher education provided to PreK staff require a minimum of 9 credits per calendar year (no cap); applicable towards A.A. Early Childhood degree, B.A. in Education, Early Childhood Licensure and/or M.A. Early Childhood Education degree.

- National Strategy - College scholarships for Teachers, Educational Assistants and Directors to work toward a degree in Early Childhood Education with New Mexico licensure
- T.E.A.C.H. ® Project, the PreK Program, and the Scholars contribute to the partnership with time and money
- Priority given to teachers working in PreK Sites – all sites have been contacted by T.E.A.C.H. staff

- **New Mexico State University in Las Cruces**

On-line course development; Prior Learning Assessment; Initiate the establishment of coursework and materials in languages other than English; Ensure establishment of a single state-wide alternative licensure program option; Plan, develop and implement summer institutes and evening/weekend courses.

- **University of New Mexico – Division of Continuing Education**

Built and maintain the NM PreK Website: a public area for access by the general public that will include a website page for each funded PreK program that includes a list of services, program contact information, and appropriate links.

- **YWCA – Middle Rio Grande**

Provided statewide on-site mentoring, training & technical support; Find model programs to visit; utilize/subcontract with existing training and technical assistance programs, e.g.

Training and Technical Assistance Programs (TTAPS), UNM Center for Developmental Disabilities; Priorities: Curriculum, Program & Child Assessment, Transition; Inclusion (children with disabilities).

- **University of New Mexico Center for Family and Community Partnerships**

Developed a definition of “school readiness” that was presented to the Legislative Education Study Committee and the Lt. Governor’s Children’s Cabinet.

- **National Institute for Early Education Research (NIEER)**

Rutgers The State University of New Jersey–NIEER: Contracted through the Department of Finance and Administration’s Office of Education Accountability.



A spontaneous spur-of-the-moment literacy learning experience as a child and teacher talk about all of the action taking place in one of the many colorful murals & paintings lining the halls at Parkview Early Learning Center in Roswell.

Accountability and Evaluation



Corine Madril, Teacher (birth-grade 3 license) engages her PreK class at the Magdalena Elementary School in an interactive reading activity.

The PreK program includes a high level of accountability:

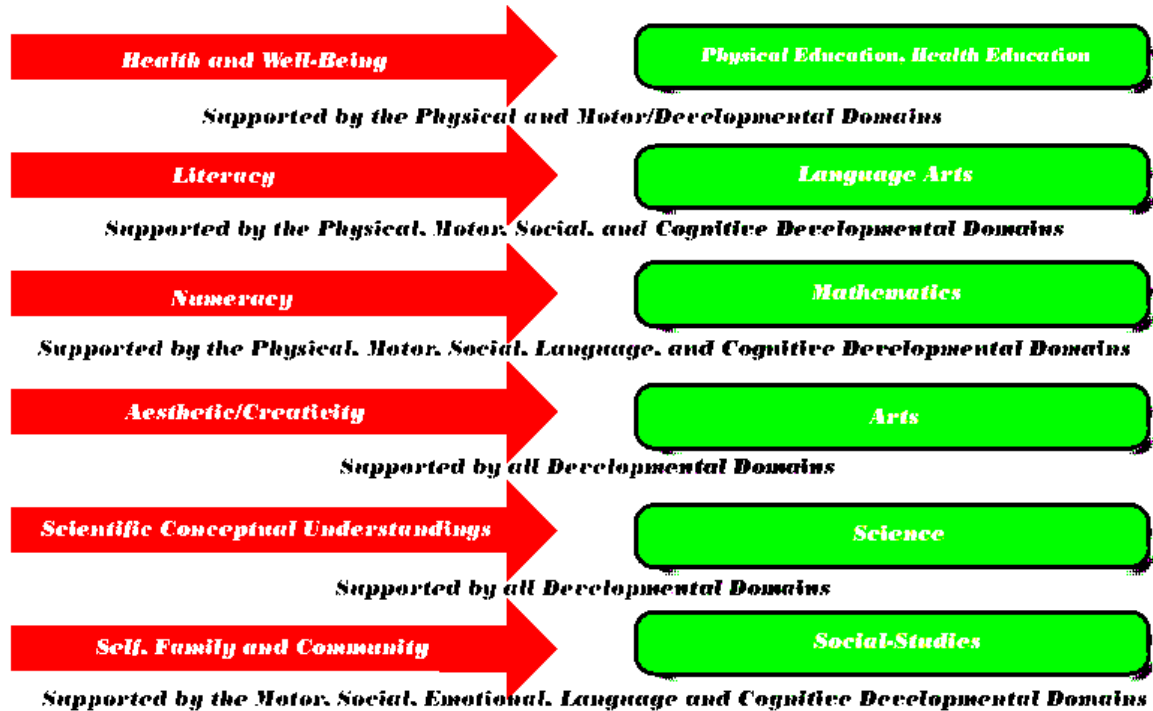
- **Learning Outcomes for 4 to 5 year-olds**

The Learning Outcomes are a framework to guide educators in their efforts to make informed decisions about curriculum and assessment. They reflect current research on brain development and best practices. They represent the growing consensus among early childhood professionals that a greater emphasis be placed on young children's conceptual learning, social and emotional development, and participation in relevant and meaningful learning experiences.

Overview of Learning Outcomes

Pre-Kindergarten Learning Outcome Clusters

K-12 Content Standards



APPROACHES TOWARD LEARNING AFFECT HOW AND WHEN LEARNING OUTCOMES ARE MANIFESTED

- **Program Standards**

New Mexico has joined more than 25 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 Children 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.

- Quality standards are used to describe desired results, outcomes or learning expectations for children below kindergarten age.

- 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, Learning Environment, and Curriculum Implementation
- VI. Assessment of Children
- VII. Evaluation of Programs

- **Budget Accountability**

- Each program has a contract with specific fiscal requirements
- CYFD and PED staff monitor contract implementation and funding

- **Program Accountability**

- PED and CYFD staff reviewed and monitored programmatic expectations based upon state PreK *Program Standards* and *Early Learning Outcomes*
- Programs are required to inform parents about the availability of the PreK program, implement a selection process for equal access to the program, and post a calendar indicating when services are provided. PED and CYFD staff reviewed documents and processes.
- PED and CYFD staff conducted announced and un-announced contract compliance site monitoring visits.

- **NIEER is conducting an evaluation of state funded PreK in New Mexico**

- New Mexico's PreK evaluation extends a current five-state PreK study.
- The primary outcomes from this study will be: (1) a determination of costs of services and direct service outcomes; (2) data to inform New Mexico policy makers and stakeholders about how variations in services, program quality and costs are related to child outcomes; and (3) recommendations on successful program components, emergent best practices and optimal service and funding strategies for children.
- NIEER's 2005-2006 partners included Utah State University and the University of New Mexico. The work was coordinated by the state Department of Finance and Administration (DFA) Office of Educational Accountability. Following is a summary of the NIEER evaluation.

An Outcomes-Based Approach to Evaluating PreK Services, Costs and Children's Learning in New Mexico

The National Institute for Early Education Research (NIEER) will describe current service models for PreK in New Mexico, in terms of child outcomes, families' use of the services, and cost efficiency. The study will address four major objectives:

- 1) Describe community, system, and provider characteristics that influence program implementation.
- 2) Describe system and direct service outcomes associated with the PreK service variations identified in the 30 programs, including classroom quality.
- 3) Describe child outcomes and measure the impact of programs on children's early literacy and mathematics skills.
- 4) Review existing empirical and theoretical literature and identify critical variables influencing system, direct service, and child/family outcomes.

NIEER has completed evaluations of state funded PreK programs across five states this past year and is currently conducting evaluations in three states, using a common set of innovative methods and measures. The New Mexico evaluation will allow comparisons of findings in New Mexico with both the overall findings of the multi-state study and findings for sub-groups across states, regions or program factors, while still comprehensively addressing issues outlined by the New Mexico stakeholders.

The basic design used by NIEER is focused on child outcomes and is founded on statistical regression-discontinuity (RD) methodology. The RD design will allow the New Mexico PreK evaluation to produce more valid results than have typical educational program evaluations in the past. The design corrects for selection bias by comparing two cohorts of children who enroll in the state program, using the age cutoff for enrollment eligibility to define groups. Another benefit of RD design is the quick turn-around between child assessment and reporting of data. Because there is no need for both fall and spring testing, reports on first year findings are typically available by spring. To meet specific contract expectations NIEER will provide New Mexico stakeholders with child assessment data on a broad array of outcomes for a sample of 500 PreK children from Spring (April and May) 2006, and employ the RD design beginning in Fall 2006.

In addition to child outcome data using expertise provided by Utah State University, NIEER will use qualitative and participatory action methodologies to describe the state and community contexts in which PreK services have evolved throughout the state, including in-depth descriptions of service costs and quality. Each program was assessed using both observational and interview data. Across-program comparisons will be made to discern differences based on the service delivery model, funding sources, and other important characteristics, such as rural-urban differences.

Each of the 27 communities participating in New Mexico PreK was included in the contextual research model, and all 30 PreK sites were included in the classroom quality, cost, and child assessment components. During the evaluation period, at least one site visit was conducted in each community to meet with key stakeholders and collect community and site-level data. Focus groups and focused interviews were conducted in five communities with parents and providers during the first year of the evaluation. Contextual and cost data collection was conducted in all communities.

New Mexico PreK classrooms were visited in spring 2006 by a trained observer who measured classroom quality using several instruments and also interviewed the classroom teacher. In the first year of the study NIEER collected child assessment data during spring for a sample of 500 children enrolled in the state funded PreK program. Contingent upon continued Legislative funding, during Years 2, 3, and 4 (in Fall 2006, 2007, and 2008), child assessments will be conducted on a total sample of 1,000 children each year: 500 entering Kindergartners who have already completed the PreK program, and 500 four-year-olds who are about to enter the PreK program. In the NIEER RD design, the PreK group of children acts as the control group for the group of kindergartners who already attended the state funded program at age four. In Years 2, 3, and 4 of the study, child assessments will take place early in the school year. All child assessments will be carried out by a team of researchers from the Utah State University in partnership with NIEER staff. This partnership will allow us to complement our national-level expertise with an in-depth knowledge of issues in New Mexico.

The NIEER assessments used during Spring 2006 included the following in English and Spanish as required:

- Peabody Picture Vocabulary Test, 3rd Edition. A valid and reliable measure of children's receptive vocabulary.
- PreK Comprehensive Test of Phonological & Print Processing. Though not yet published, this measure has been extensively validated on middle-class and low-income samples.
- The Woodcock-Johnson Tests of Achievement, 3rd Edition Subtest 10 Applied Problems. This is a measure of children's early mathematical skill development.
- Early Childhood Environment Rating Scale – A well-known and widely used tool that provides a comprehensive measure of classroom quality, including practices that impact both intellectual and social development of young children.
- Support for Early Literacy Assessment. Provides information on classroom practices that support children's early language and literacy skills.
- PreK Classroom Mathematics Inventory. The PCMI measures the materials and methods used in PreK classrooms to support and enhance children's math skills.
- Teacher interview. The teacher interview elicits teacher education levels and years of experience, including areas of specialization, licensures, and professional development opportunities.

The child assessments took an average of approximately 25 minutes per child, and took place at the child's school, in a room or area appropriate for testing. Data from children's expressive vocabulary scores on the *Get It Got It Go!* Assessment will be included in the study to the fullest extent possible.

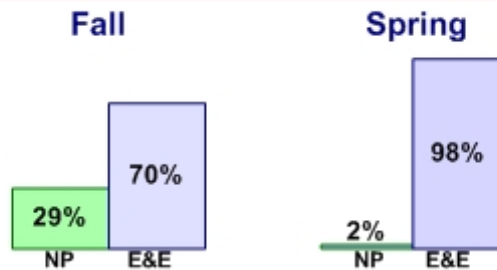
The New Mexico PreK Early Learning Outcomes Agency (CYFD/PED) Collected Data 2005-2006

		Fall	Spring	Percent of Change
Physical Development, Health & Well-Being	Not Present	29%	2%	- 27%
	Emerging	44%	19%	- 25%
	Established	26%	79%	+ 53%
Literacy	Not Present	38%	3%	- 35%
	Emerging	40%	29%	- 11%
	Established	21%	67%	+ 46%
Numeracy & Spatial Relations	Not Present	44%	2%	- 42%
	Emerging	37%	28%	- 9%
	Established	18%	69%	+ 51%
Aesthetic/Creativity	Not Present	38%	3%	- 35%
	Emerging	34%	28%	- 6%
	Established	21%	65%	+ 44%
Scientific/ Conceptual Understanding	Not Present	44%	3%	- 41%
	Emerging	39%	31%	- 8%
	Established	16%	64%	+ 48%
Self, Family & Community	Not Present	28%	2%	- 26%
	Emerging	42%	23%	- 19%
	Established	24%	72%	+ 48%
Approaches to Learning	Not Present	34%	2%	- 32%
	Emerging	37%	24%	- 13%
	Established	26%	73%	+ 47%
OVERALL PERCENTAGE	Not Present	37%	2%	- 35%
	Emerging	39%	26%	- 13%
	Established	22%	70%	+ 48%

Note: The categories “Not Present” and “Emerging” should show a decrease in percent from Fall to Spring. The category “Established” should show an increase indicating that more children are demonstrating the learning outcomes.

Percentage's may not always add up to 100% because of missing data in some cells. This is due to the fact that some children were absent, moved during the year, or were enrolled after the Fall collection.

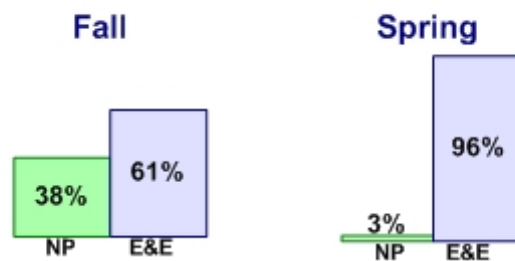
**Physical Development
Health & Well-Being**
Gross Motor, Fine Motor, Safety



Physical Development, Health and Well-Being

	Fall	Spring	% of Change
Not Present = NP	29%	2%	- 27%
Emerging = E	44%	19%	- 25%
Established = E	26%	79%	+ 53%

Literacy
Listening, Speaking,
Emergent Reading, Emergent Writing



Literacy

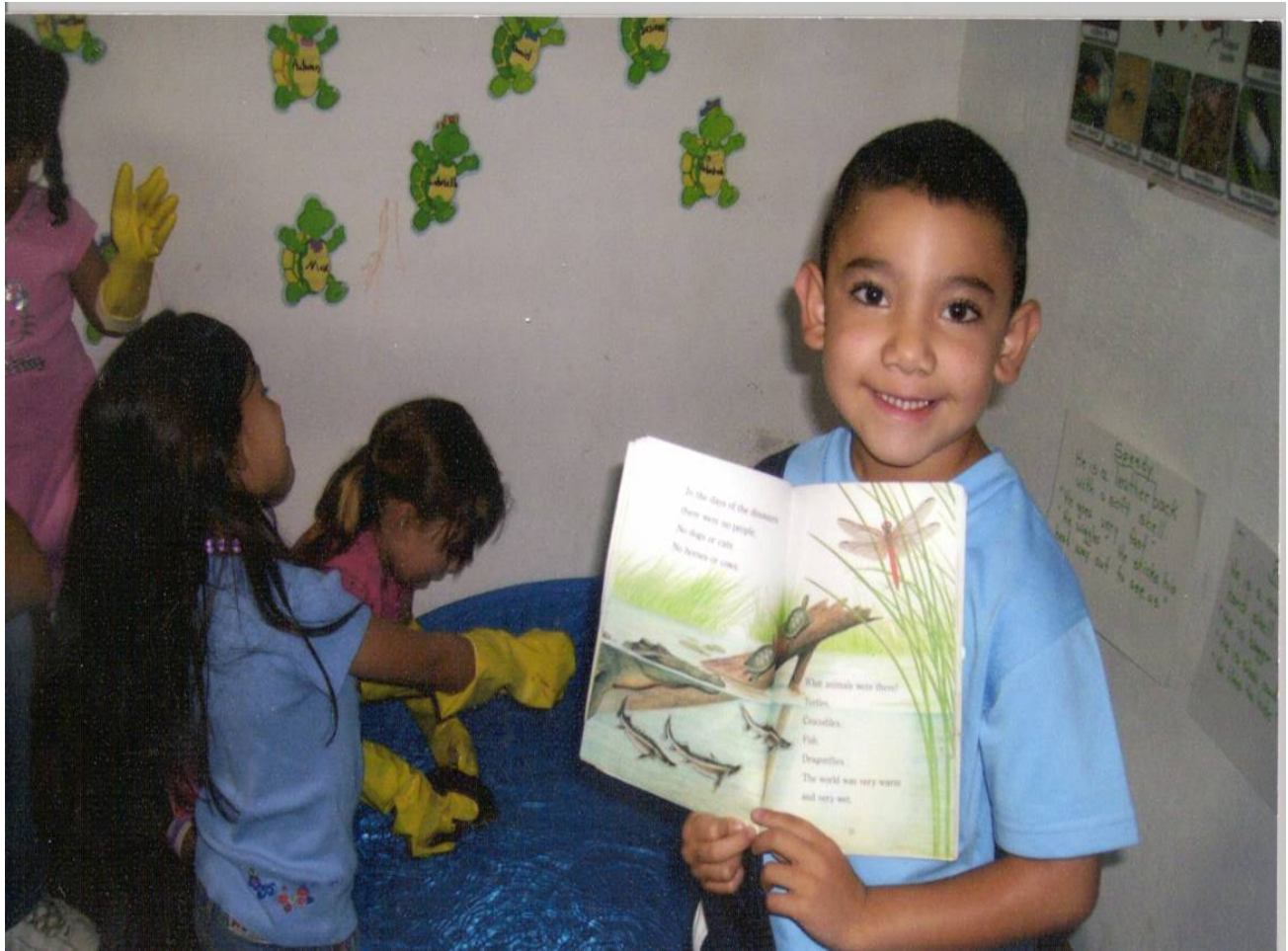
	Fall	Spring	% of Change
Not Present = NP	38%	3%	- 35%
Emerging = E	40%	29%	- 11%
Established = E	21%	67%	+ 46%

Physical Development, Health and Well-Being



The first New Mexico Learning Outcome Area is *Physical Development, Health and Well-Being*. Alonzo is showing increasing awareness of hygiene in hand washing, toileting, and /or dental hygiene. He is also demonstrating that he can increasingly follow classroom, school and safety rules.

Literacy



“After reading this book on dinosaurs, we discussed where they lived and that they are now extinct. Elijah pointed out that a page in the book *Dinosaur Days* said there were turtles, crocodiles, and dragonflies that lived when the dinosaurs lived. Elijah said, “Look Ms. Eileen, you were wrong. We still have some animals from dinosaur time—our turtles. We also have dragonflies outside.” Elijah was right and I was wrong and we both learned something.”

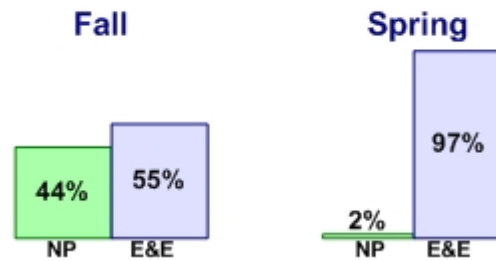
Elijah is clearly demonstrating several of the *Literacy* Outcomes and Indicators. He is using an increasingly complex and varied spoken vocabulary and demonstrates comprehension of what was read aloud. He makes a very pertinent observation and pointed out an oversimplification made by his teacher. Critical thinking at its best!

Literacy + Numeracy & Spatial Relations



Zoe shows us that she knows that her name begins with Z. (*Literacy Outcome #7*). She also reminds us how important it is to move from the personal and specific interests of each child toward the more general. Learning can benefit most strongly when there is an emotional connection to the planned activities. She has also been engaged in matching the correct color marker to the right cap with almost complete accuracy. (*Numeracy #12*)

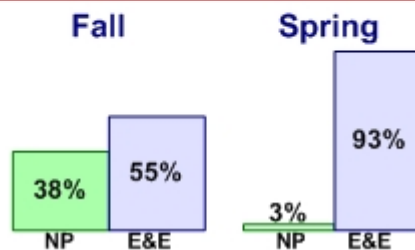
Numeracy
Counting, Geometric & Spatial Concepts, Measurement
& Comparison, Organizing Materials, Patterns



Numeracy

	Fall	Spring	% of Change
Not Present = NP	44%	2%	- 42%
Emerging = E	37%	28%	- 9%
Established = E	18%	69%	+ 51%

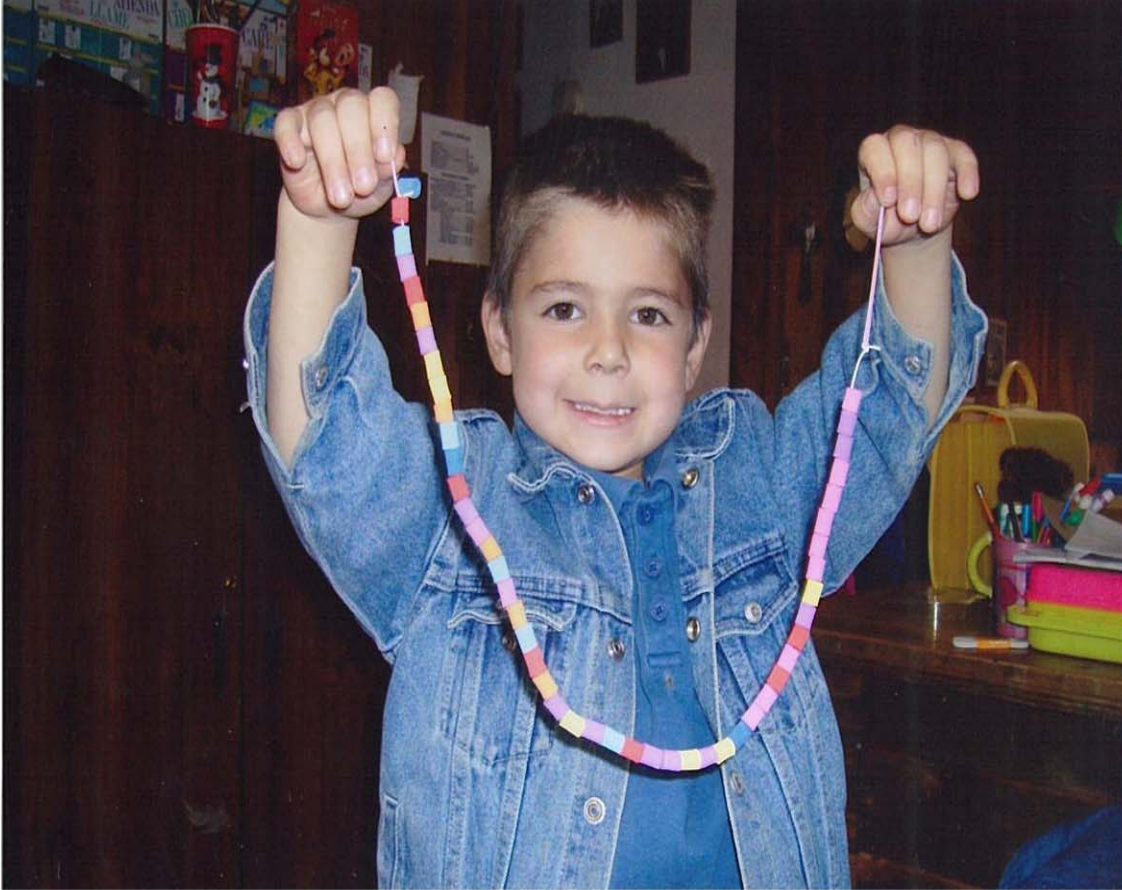
Aesthetic Creativity
Movement, Music, Visual
Arts & Symbolic Play



Aesthetic Creativity

	Fall	Spring	% of Change
Not Present = NP	38%	3%	- 35%
Emerging = E	34%	28%	- 6%
Established = E	21%	65%	+ 44%

Numeracy & Spatial Relations



Jonathan says, "Look Ms. Eileen-48 beads on my string. It's for my mommy in heaven."

What an example of a *Numeracy* Outcome and Indicator. Jonathan has used counting to determine quantity and has demonstrated an understanding of one-to-one correspondence in a way that is extremely meaningful to him. (#9.1 and #9.2)

Numeracy & Spatial Relations + Physical Development, Health & Well-Being



Malorie says, "I am making a long snake to scare Giovanni!" (her 6-year-old brother)

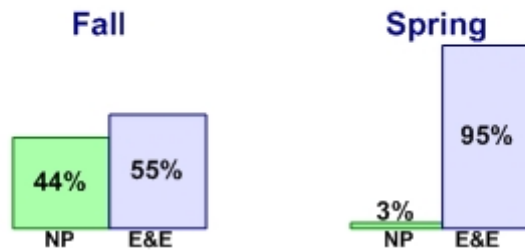
Malorie shows us another example in the area of *Numeracy* as well as exhibiting the Outcome of independently using fine motor skills and indicator #2.2. She is using mathematical language to describe the result of her success in coordinating eye-hand movements. Soon she will also be making strings of blocks or beads exhibiting patterning.

Aesthetic Creativity



Daniel draws a happy creature with horns. His drawing may be his interpretation of the little boy in Sendak's *Where the Wild Things Are*. The little boy in that story speaks to children everywhere when he discovers he is back safely in his own room with his warm supper waiting for him. The story makes explicit some of the wild creatures that sometimes occur in dreams. This can be considered an example of the Aesthetic Creativity area although it is based in a Literacy experience.

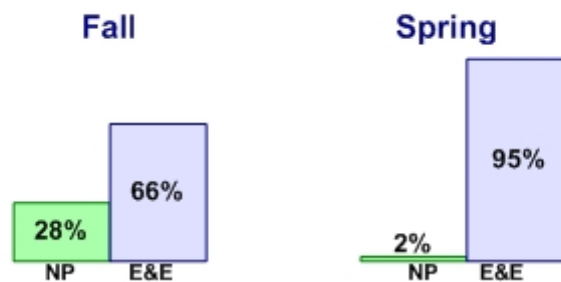
Scientific/Conceptual Understanding Physical, Life & Earth Science



Scientific/Conceptual Understanding

	Fall	Spring	% of Change
Not Present = NP	44%	3%	- 41%
Emerging = E	39%	31%	- 8%
Established = E	16%	64%	+ 48%

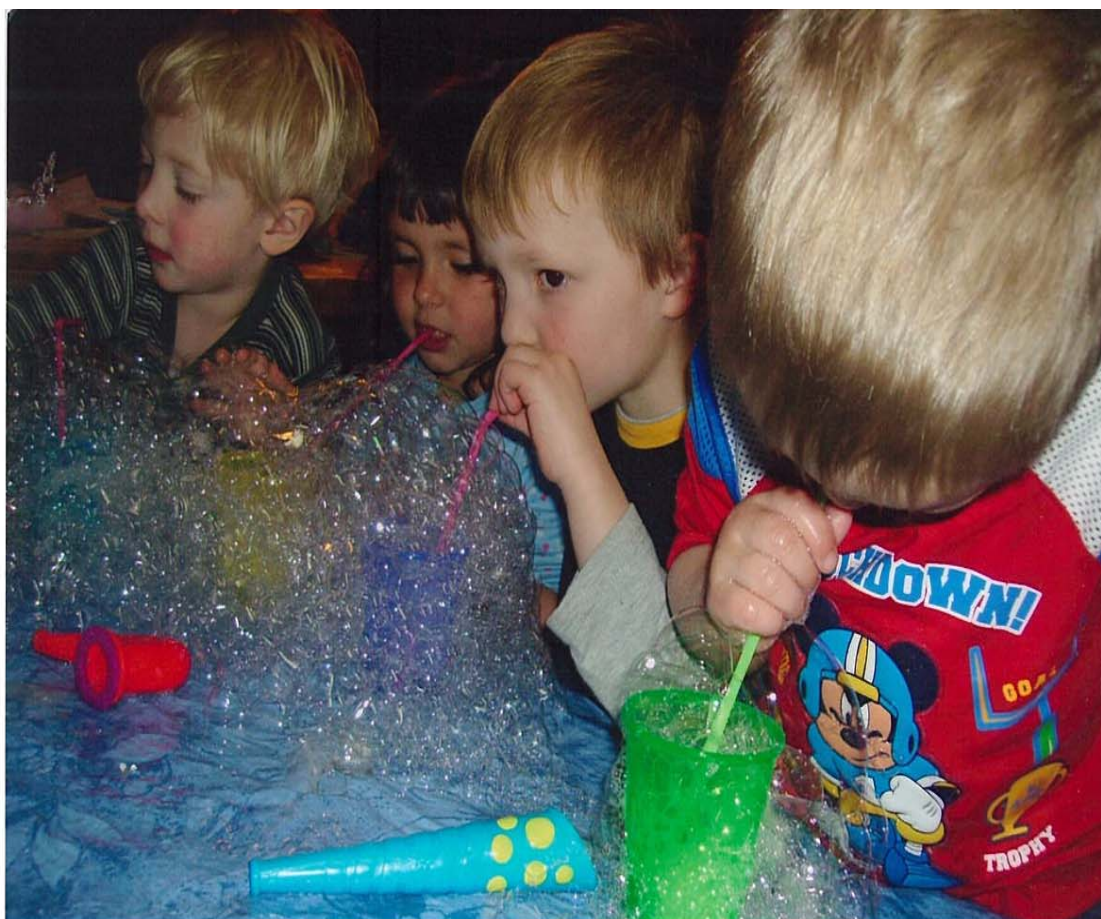
Self, Family and Community Self-Awareness, Self-Control, Personal Responsibility, Working Cooperatively, Relationships



Self, Family and Community

	Fall	Spring	% of Change
Not Present = NP	28%	2%	- 26%
Emerging = E	42%	23%	- 19%
Established = E	24%	72%	+ 48%

Scientific Conceptual Understandings



Austin, Angel, Max, and Charlie are engaging in bubble play.

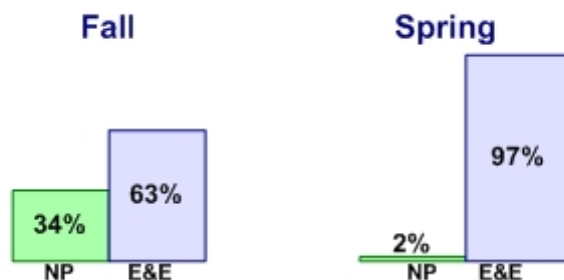
Another example of Learning Outcome #14, “using senses to investigate characteristics in the physical world and forming hypotheses and making predictions.” The skilled early childhood teacher will encourage children to talk about their experiences and ask them to wonder about what’s inside the bubbles. They may talk about what happens to the cup with no straw that no one blows into. They may wonder where the bubble stuff goes when the bubble pops. What looks like simple fun can be a rich opportunity to promote language, vocabulary and critical thinking. A child may remember that there are also bubbles in the classroom aquarium and the children have a discussion of the pump that is producing those bubbles.

Self, Family and Community + Physical Development, Health and Well-Being



This photo illustrates children working on Learning Outcomes in multiple areas. In *Self, Family and Community* we find the expected Outcome of developing relationships of mutual trust and respect with others. These boys are accepting guidance and direction from a familiar adult (Indicator # 21.2). They are also working on coordinating their eye-hand movement and following safety rules by learning the motion first with an adult. The next step will be the use of goggles and independent use of a child size hammer.

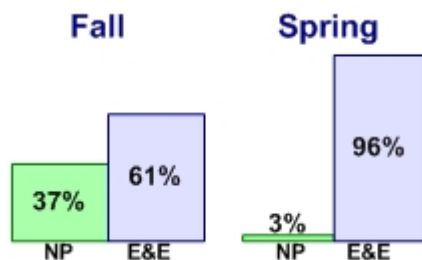
Approaches to Learning
Open & Curious, Initiative, Imagination & Creativity,
Confidence, Persistence & Problem-Solving



Approaches to Learning

	Fall	Spring	% of Change
Not Present = NP	34%	2%	- 32%
Emerging = E	37%	24%	- 13%
Established = E	26%	73%	+ 47%

OVERALL PERCENTAGES



Overall Percentages

	Fall	Spring	% of Change
Not Present = NP	37%	3%	- 35%
Emerging = E	39%	26%	- 13%
Established = E	22%	70%	+ 48%

Approaches to Learning



The beauty shop has become a role-playing area for the ballerinas after viewing a performance.

The last area of the New Mexico Learning Outcomes is *Approaches to Learning*. Although not tied to specific content this area is very important as these attitudes and dispositions are so influential. They include being open and curious, taking initiative, exhibiting imagination, showing confidence, persistence in pursuing challenges and using problem solving. Indicator # 25.3 “Role plays to express feelings, to dramatize stories, try out social behaviors, and reenact real-life roles and experiences” is an essential way to remember an event and try out how it might feel. Language is a big part of what happens as the children reenact and perhaps even change the event.

Approaches to Learning + Literacy + Scientific Conceptual Understanding



Matthew says, "I'm so proud of you little butterflies-you finally woke up to see us!" "Did it hurt you?" "I saw blood on the bottom of the net."

The child is open and curious to learn new things as indicated by showing interest in exploring the environment. He is communicating these new experiences, ideas, and feelings by using an increasingly complex and varied spoken vocabulary. Matthew is also using his senses to investigate characteristics and behaviors in the physical and natural world and begins to form explanations of observations and explorations.

Quotes from Parents and Staff

From parents of children in PreK classrooms:

“Thanks for helping me learn ways to work with my son, without the PreK funding I could not have sent my child to this wonderful program.”

“My child has grown in so many ways- not only in years but in knowledge, wisdom, caring for others, patience with others, self-confidence and on and on.”

“Each day I am seeing through their eyes what has happened that day. In her vocabulary, artwork, love of books and all learning, patience and a love of life. She is so excited to come home and share her day, all she has learned and seen.”

“My daughter was so afraid of everything. Heights, people, everything. Now she is so confident and proud of the fears she has conquered. She climbs monkey bars, tentatively catches bugs, and loves to be with all kinds of people. I am so thrilled to see the changes in her and how proud she is of herself.”

“I wanted to express all of the help that my son has received since being in the PreK program. He has come such a long way since he first entered. I have seen improvement not only in his knowledge but in ways of expressing himself. He had difficulties before with socializing with other children because he is an only child who had always received childcare with his grandma at her home. My son who is a bright child was not learning everything that I knew that he was capable of doing because he was not being challenged. All of the subjects that are changed at a weekly basis he has enjoyed especially when they learned about space and the astronauts and also when they were learning about ants (all about ants). His imagination has grown with the different books that he has heard and now he also has learned of role playing which makes a smile come to my face when I watch him. There are really not enough things that I can say about the program. I have seen my son learn, become more independent, and become more sociable since he has started PreK.”

From program directors & staff at PreK programs:

“The staff involved with the NM State funded PreK program has learned the importance of accountability. This was not new for our program, but it is more defined through the PreK program. Monitoring children's progress throughout the year has been important for the entire program. The Learning Outcomes tool has been a real asset. This coming year, the staff will use that tool for ALL children in the classrooms involving PreK.”

“We are extremely thankful for our legislature, Governor, Lt. Governor and the great help we receive from CYFD staff and our partnership with the Public Education Department. Our community needs several more programs like this.”

“I have been a PreK teacher for 32 years. This has been the most exciting and informative of all those years. I have learned to plan my time with children more effectively. My program has grown in every area. AIM HIGH helped us get ready for PreK. We have had support and help from many in state government from the Governor and Legislature to all the program people.”

“For PreK in general, I think New Mexico has made a wonderful start! We should be proud of our state in that the field of Early Childhood is appreciated and valued by so many. I am grateful for the mentors that have been provided, and would suggest that they be made more available to programs, even those not providing PreK services.”

And finally, “We have been very excited to see the direction New Mexico is going with the PreK program and feel that the learning outcomes, program standards, and professional development opportunities strive toward a model of best practices in early childhood education. We appreciate the opportunity to be a part of this initiative.”

For More Information

Additional information about the New Mexico PreK Initiative is available from:

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CYFD PreK Program Manager

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Email: judith.paiz@state.nm.us

Richard LaPan

PED PreK Program Manager

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Email: Richard.LaPan@state.nm.us

- Spanish and English information about PreK has recently been added to the Governor's Web site: <http://www.governor.state.nm.us/priorities-prek.php?mm=4>
- There is new PreK information on the Lt. Governor's web site <http://www.ltgovernor.state.nm.us/>
- PreK information on the New Mexico PreK web site continues to be updated <http://www.newmexicoprek.org>

Summary

This annual report includes a brief summary of funding and first-year implementation of the New Mexico PreK initiative. As stated in the Act, PreK is designed to address the total developmental needs of PreK children, including physical, cognitive, social and emotional needs, and includes health care, nutrition, safety and multicultural sensitivity. PreK is improving New Mexico children's opportunities for success by:

- Providing quality early learning opportunities for New Mexico children
- Expanding New Mexico's community capacity for early childhood education
- Increasing access to PreK options

We look forward to success in the future.

- Children who learn how to learn early are most likely to reach their full potential
- The most significant brain development occurs before age five
- Quality PreK is an investment in the future of New Mexico's children