



Hanna Skandera
Secretary-Designate, Public Education Department



New Mexico PreK Program Annual Report for School Year 2011–2012

December 2012

New Mexico Public Education Department



The State of New Mexico

New Mexico PreK Program
Annual Report
For School Year 2011–2012
December 2012

Susana Martinez
Governor

Hanna Skandera
Secretary-Designate of Education

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Notes

- This document is available at www.ped.state.nm.us. Click on the A–Z directory to locate it under “Early Childhood Education.”

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Leighann Lenti, Director of Policy, New Mexico Public Education Department

Melinda Webster, Literacy Program Director, New Mexico Public Education Department

Ann Zuni, PreK Program Manager, New Mexico Public Education Department

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Executive Summary

Research from the PEW Center (2011) shows that high-quality PreK is essential for raising school performance. It multiplies the effects of later reforms by narrowing early achievement gaps and ensuring that children are fully prepared to learn and thrive academically, physically, socially and emotionally.

“Participation in high-quality early education programs not only improves early literacy and math skills, but is also associated with later academic performance in the primary grades and beyond.

Young children who have higher math skills before kindergarten tend to score higher in future reading and math assessments. Other research indicates that those who have the opportunity to develop strong literacy and language skills are more likely to become proficient readers in the primary grades.

Children who attend high-quality PreK programs do better in school from the first day of kindergarten through their postsecondary years. Compared with peers who have not completed PreK, they have higher achievement test scores, they repeat grades far less often, they need less special education, they graduate from high school at substantially higher rates, and they are more likely to attend college.”¹

The Public Education Department (PED) PreK initiatives highlighted in this report provide the following:

- ✓ Alignment to the transition of the Common Core State Standards (CCSS)
- ✓ Professional Development (PD) which integrates early learning-responsive teaching and leading, inclusive school environments, and developmentally appropriate and culturally relevant curriculum.
- ✓ Meaningful opportunities for Parental Engagement (PE)
- ✓ Implementation of best practices for early childhood education in the following domains as defined in the *New Mexico Early Learning Guidelines*:
 - Early literacy
 - Numeracy
 - Scientific conceptual understandings
 - Approaches to learning
 - Health and well-being
 - Aesthetic creativity
 - Physical development, health, and well-being
 - Self, family, and community

¹ *Transforming Public Education: Pathway to a PreK–12 Future*, page 8, The PEW Center on the States, September 2011.

Introduction

New Mexico PreK is a voluntary program created by the Pre-Kindergarten Act of 2005 and jointly administered by the Public Education Department (PED) and the Children, Youth and Families Department (CYFD). The purpose of PreK is to ensure that every child in New Mexico has the opportunity to attend a high quality early childhood program before entering kindergarten.

The purpose of New Mexico PreK is defined as follows:

- Increase access to voluntary high-quality pre-kindergarten programs
- Provide developmentally appropriate activities for New Mexico children
- Expand early childhood community capacity
- Support linguistically and culturally appropriate curriculum
- Focus on school readiness

Consultation and training is provided to teachers, educational assistants and administrators who work in funded PreK programs statewide. Support is provided to PreK staff for the implementation of an authentic assessment and curriculum process. The process includes the following:

- *NM Early Learning Guidelines (ELGs)*—The ELGs are used to structure the authentic assessment and curriculum cycle using 23 of the indicators to assess PreK children.
- *Authentic Assessment & Curriculum Cycle*—Each PreK teacher uses *NM PreK Child Observational Assessment* as part of the assessment and curriculum cycle which involves planning, observation, reflection, assessment and individualization.
- *PreK teacher/administer training*—All PreK teachers and administrators are required to participate in PreK training.
- *PreK Training and Development Consultant Support*—All PreK programs receive regular visits from PreK consultants who assist teachers and administrator to strengthen the practice in the classroom.

PreK teachers carefully plan indoor and outdoor activities based on what children need to learn in the following seven areas:

- Listening, language, reading, and writing
- Science
- Counting, shapes, sorting and measuring
- Coordination, hygiene, health and well-being
- Art, music, and movement
- Independence, problem-solving, thinking, and perseverance
- Appropriate behavior, social skills, and being a part of a group

Statutory Requirements

The Pre-Kindergarten Act is a regulatory requirement located in **Section 32A-23-4 NMSA 1978 (being Laws 2005, Chapter 170, Section 5)**. It directs the PED to submit an annual report on the progress of the state's voluntary Pre-Kindergarten program.

32A-23-4. Voluntary pre-kindergarten; interagency cooperation; contracts; contract monitoring; research. (2005)

- A. The children, youth and families department 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 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.

Detailed Report

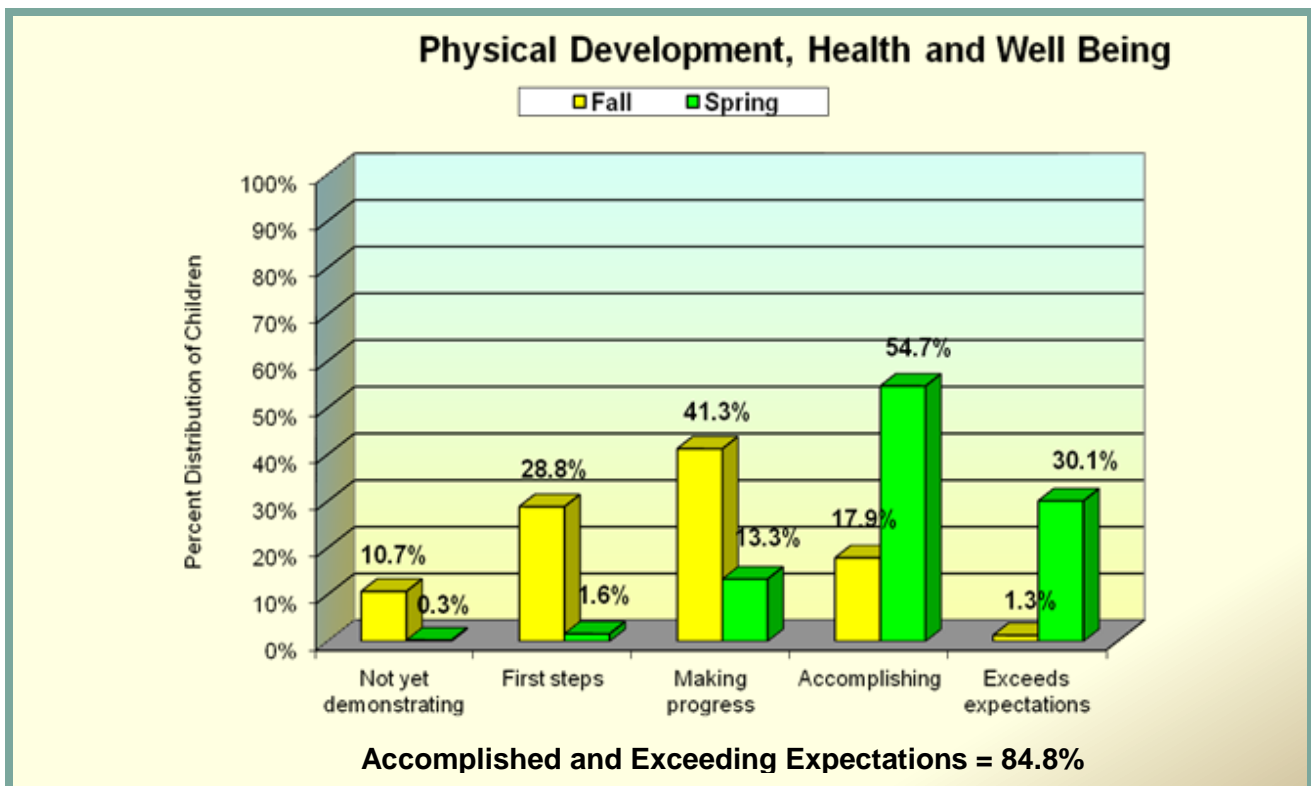
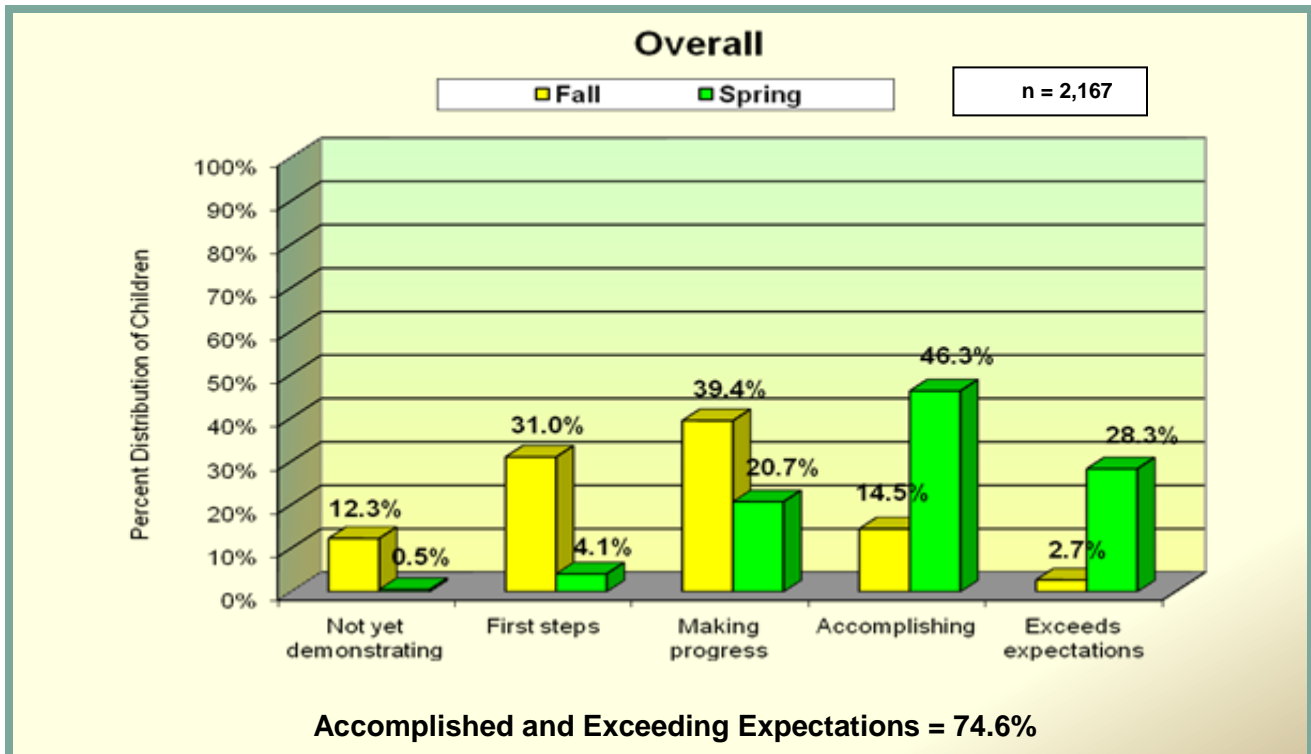
Demographic Description

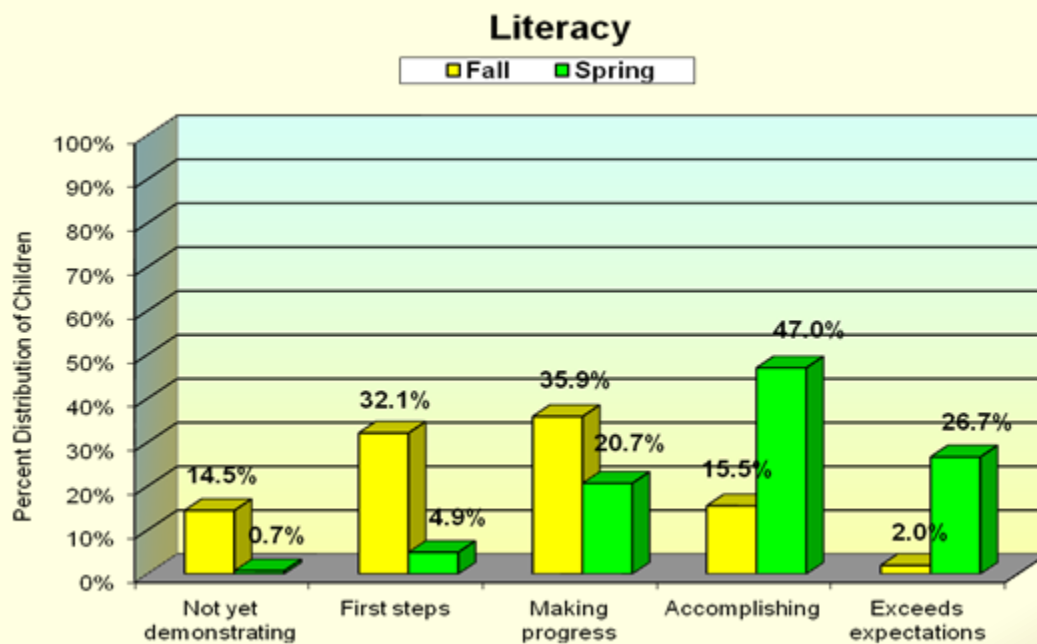
County	School	Funded	City	School District, Charter School or Regional Educational Cooperative (REC)	Four-year-old Cumulative Count SY 2011–2012
Bernalillo	Adobe Acres Elementary	40	Albuquerque	Albuquerque Public Schools	37
Bernalillo	Armijo Elementary	40	Albuquerque	Albuquerque Public Schools	46
Bernalillo	Barcelona Elementary School	40	Albuquerque	Albuquerque Public Schools	46
Bernalillo	Eugene Field Elementary	40	Albuquerque	Albuquerque Public Schools	45
Bernalillo	Helen Cordero / Edward Gonzales Elementary School	120	Albuquerque	Albuquerque Public Schools	134
Bernalillo	Kit Carson Elementary	40	Albuquerque	Albuquerque Public Schools	47
Bernalillo	Lavaland Elementary	40	Albuquerque	Albuquerque Public Schools	50
Bernalillo	Los Padillas Elementary	20	Albuquerque	Albuquerque Public Schools	24
Bernalillo	Navajo Elementary	40	Albuquerque	Albuquerque Public Schools	44
Bernalillo	Pajarito Elementary	40	Albuquerque	Albuquerque Public Schools	46
Bernalillo	Valle Vista Elementary	80	Albuquerque	Albuquerque Public Schools	88
Sandoval	Algodones Elementary	10	Bernalillo	Bernalillo Public Schools	10
Sandoval	La Escuelita ECC	68	Bernalillo	Bernalillo Public Schools	83
San Juan	Kirtland Early Childhood Center	125	Kirtland	Central Consolidated Schools	140
San Juan	Naschitti Elementary	12	Sheep Springs	Central Consolidated Schools	6
San Juan	Newcomb Elementary	32	Newcomb	Central Consolidated Schools	39
San Juan	Nizhoni Elementary	136	Shiprock	Central Consolidated Schools	151
San Juan	Ojo Amarillo Elementary	45	Fruitland	Central Consolidated Schools	58
Grant	Cobre PreK at Bayard	60	Bayard	Cobra Consolidated Schools	62
Luna	Bell Elementary	10	Deming	Deming Public Schools	13
Luna	Columbus Elementary	40	Deming	Deming Public Schools	38

County	School	Funded	City	School District, Charter School or Regional Educational Cooperative (REC)	Four-year-old Cumulative Count SY 2011–2012
Dona Ana	On Track PreK Center - Central (AE Anthony)	90	Anthony	Gadsden Independent Schools	105
Dona Ana	On Track PreK Center - East (CE Chaparral)	90	Chaparral	Gadsden Independent Schools	101
Dona Ana	On Track PreK Center - North (La Mesa)	90	La Mesa	Gadsden Independent Schools	96
Dona Ana	On Track PreK Center - South (GAC Sunland Park)	160	Sunland Park	Gadsden Independent Schools	174
McKinley	Juan de Oñate Elementary	32	Gallup	Gallup-McKinley County Schools	35
McKinley	Rocky View Elementary	32	Gallup	Gallup-McKinley County Schools	38
McKinley	Turpen Elementary	16	Gallup	Gallup-McKinley County Schools	20
Cibola	Mesa View Elementary	20	Grants	Grants-Cibola School District	22
Cibola	Milan Elementary	40	Milan	Grants-Cibola School District	43
Cibola	Mount Taylor Elementary	20	Grants	Grants-Cibola School District	20
Sandoval	Jemez Valley Elementary School	15	Jemez Pueblo	Jemez Valley Public School District	17
Valencia	Tome Elementary	20	Los Lunas	Los Lunas Public Schools	20
Lea	Llano Elementary	50	Lovington	Lovington Municipal Schools	51
Socorro	Magdalena Elementary	10	Magdalena	Magdalena Municipal Schools	15
Rio Arriba	El Rito Elementary	11	El Rito	Mesa Vista Consolidated Schools	13
Bernalillo	North Valley Academy Charter School	40	Los Ranchos de Albuquerque	North Valley Academy Charter School	42
San Miguel	Pecos Elementary School	40	Pecos	Pecos Independent Schools	48
Lea	Booker T. Washington Elementary	68	Hobbs	REC 7	72
Lea	Jal Elementary	13	Jal	REC 7	16
Lea	Mettie Jordan Elementary	20	Eunice	REC 7	26
Lea	Tatum Elementary	10	Tatum	REC 7	7
Taos	Red River Charter	10	Questa	Questa Independent Schools	13
Sandoval	Shining Stars Preschool	220	Rio Rancho	Rio Rancho Public Schools	234
Santa Fe	Cesar Chavez Elementary	32	Santa Fe	Santa Fe Public Schools	34
Santa Fe	Turquoise Trail Charter School	30	Santa Fe	Santa Fe Public Schools	28
Sierra	Arrey Elementary School	17	Arrey	T or C Municipal School District	21
Sierra	Truth or Consequences Elementary	17	T or C	T or C Municipal School District	20
McKinley	A:shiwi Elementary School	20	Zuni	Zuni Public Schools	20
Total Funded		2,380	Total four-year-old cumulative count SY 11–12		2,622

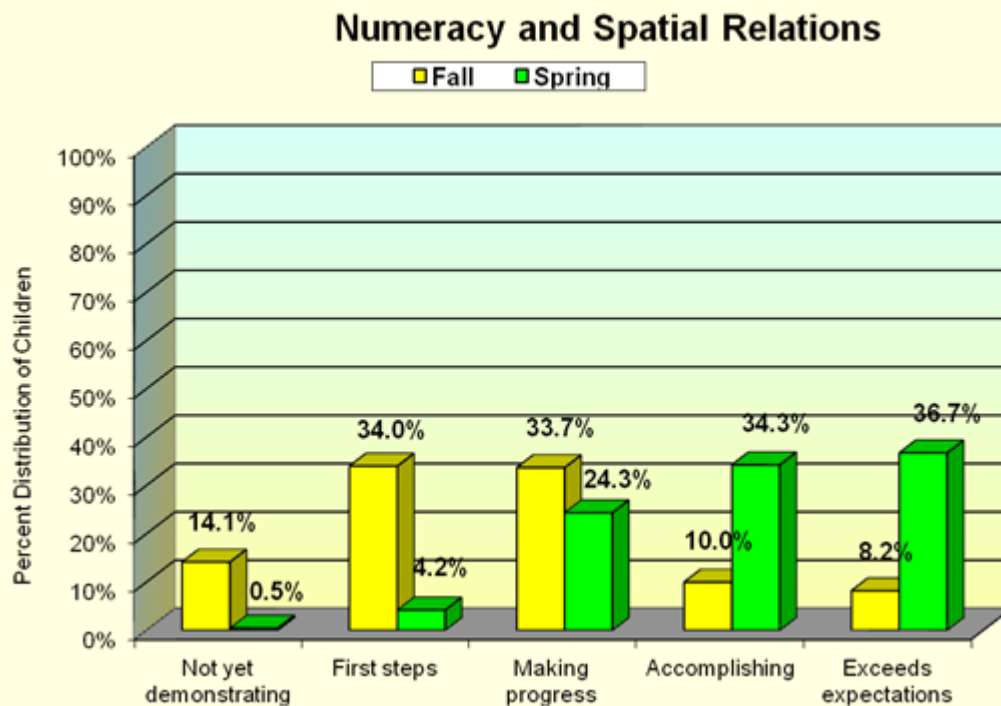
New Mexico PreK Child Observational Assessment Fall-Spring Comparison SY 2011–2012

An overall summary of graphs below illustrates the following outcomes for PED PreK students during the SY 2011–2012:



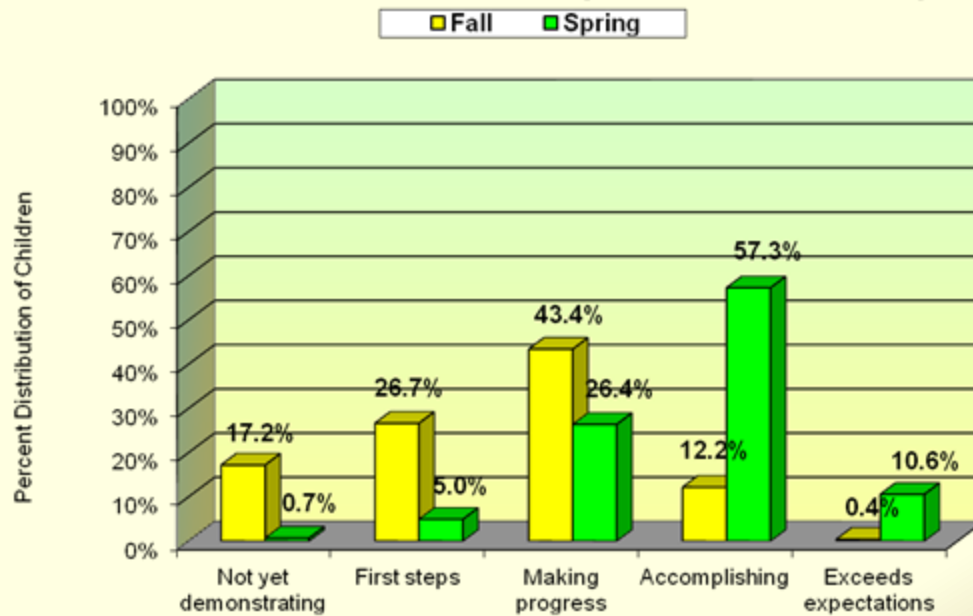


Accomplished and Exceeding Expectations = 73.7%



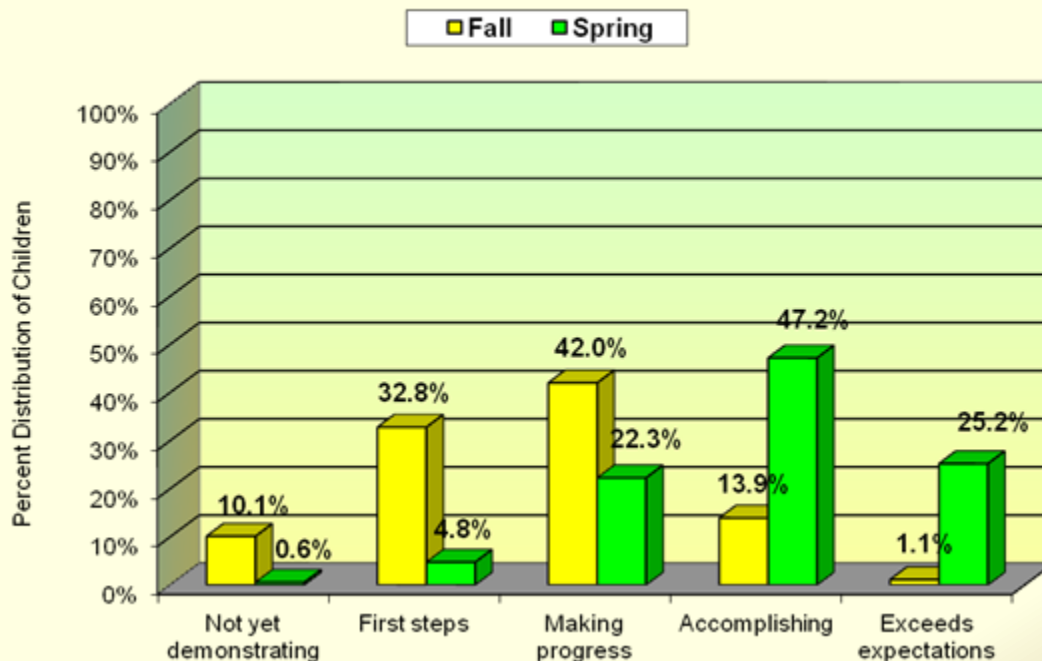
Accomplished and Exceeding Expectations = 71.0%

Scientific Conceptual Understandings



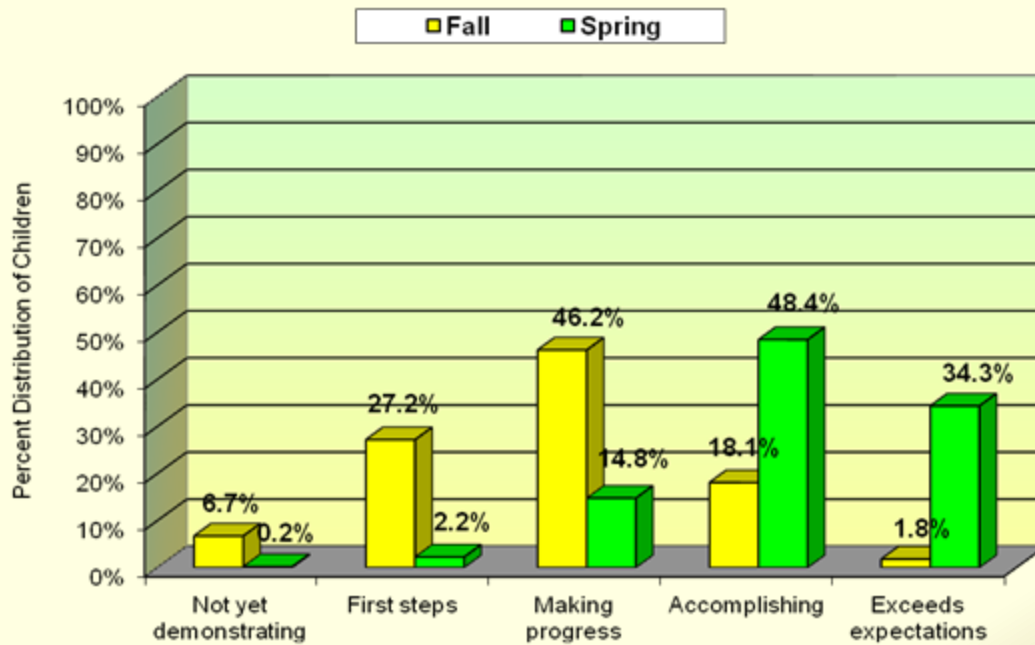
Accomplished and Exceeding Expectations = 67.9%

Self, Family and Community



Accomplished and Exceeding Expectations = 72.4%

Approach to Learning



Accomplished and Exceeding Expectations = 82.8%

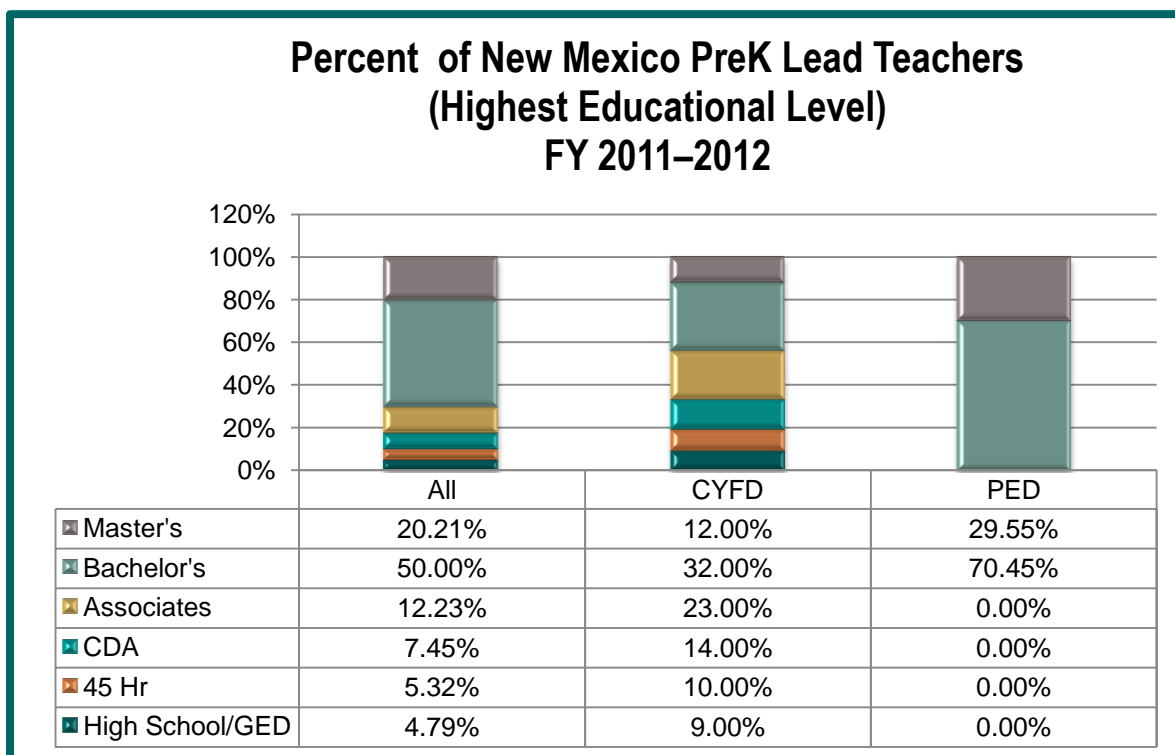


PreK SY 2011–2012 ethnicity of the PED PreK enrolled students is listed below.

Ethnicity	PED	
	#	%
Asian/Pacific Islander	11	0.4%
Black non-Hispanic	32	1.2%
Caucasian non-Hispanic	375	14.3%
Hispanic	1707	65.1%
American Indian/Native of Alaska	497	18.9%
Total	2622	100%

The table below shows the PED teachers in New Mexico holding an Early Childhood license for SY 2005–2011.

PED PreK Program Teachers with Early Childhood License Information			
	# of Teachers	# with Early Childhood License	%
SY 2005–06	37	12	32.4%
SY 2006–07	65	23	35.4%
SY 2007–08	98	42	42.9%
SY 2008–09	113	51	45.1%
SY 2009–10	115	56	48.7%
SY 2010–11	102	59	57.8%
SY 2011–12	92	57	61.9%



New Mexico PreK Program Standards during the school year 2011–2012 are as follows:

State PreK Policy Standard	State PreK Policy Benchmark
Early Learning Standards	Programs use the full version of the New Mexico Early Learning Guidelines. These are comprehensive standards that were aligned during the PED transition to the CCSS.
Teacher Degree	Every teacher in each PED PreK classroom must hold a valid New Mexico Early Childhood Teacher License: Birth through Third Grade as required by New Mexico PreK Program Standards . If a teacher cannot be hired with the Early Childhood Teacher license, a teacher with an elementary or special education license may be hired <u>provided</u> that person completes at least six credit hours per year toward <i>the New Mexico Early Childhood Teacher License: Birth through Third Grade</i> .
Educational Assistant	Every educational assistant must have an Associate's Degree in Early Childhood Education and hold a valid Educational Assistant License from the Public Education Department, as required by New Mexico PreK Program Standards . If the educational assistant does not hold an AA degree in early childhood, that person must complete at least six credit hours per year until the degree is earned.
Teacher, Educational Assistant, and Administrator Training	Teachers, educational assistants, and program administrators must complete the training track applicable to their years of service in PreK. New teachers/assistants attend the two-day training in the Curriculum Planning/Observation/Assessment Cycle and one-day training on the Early Childhood Environmental Rating Scale-Revised (ECERS-R). Administrators must attend at least one day of PreK training. Teacher training is also open to administrators.
Professional Development I	Teachers and educational assistants receive job-embedded, on-site professional development through the consultants (mentor-coaches) provided through a contract with <i>UNM Continuing Education, New Mexico Kids Network</i> . These regionally-based consultants provide observation, modeling, coaching, and feedback on the New Mexico PreK Observational Assessment, the PreK Curriculum Cycle, and the classroom environment. The consultants also hold specialized trainings for a site or school district based on need. Detailed classroom visit reports and minutes of quarterly administrative meetings are provided to the teacher at the end each visit and to site and district administrators and state monitors within three days of the visit.

State PreK Policy Standard	State PreK Policy Benchmark
Professional Development II	Each PreK teacher and educational assistant has a current professional development plan in place with PreK Program specific professional goals and timelines, submitted no later than October 1, 2012. They must document their on-going activities to increase their knowledge, specialization, and qualifications in early childhood education, individualization, and family support.
Maximum Class Size	Class sizes are capped at 20 students.
Staff–Child Ratio	A 1:10 ratio is required.
Meals	All PED PreK programs will provide at least one meal (breakfast or lunch) that meets the USDA requirements per school session by participating in the school lunch program. All meals and snacks will be provided by the PreK program free of charge and must meet USDA requirements. New Mexico PreK children are <u>categorically eligible</u> for free meals under USDA guidelines.
Required Screening/Referral and Support Services	<ol style="list-style-type: none"> 1. Each child in the PreK program must receive the following health screenings by a school health care professional or private provider prior to the beginning of the program or within the first month of attendance: review of current immunizations, vision screenings, hearing screenings, and dental screenings. Appropriate referrals and services are made available to address all identified concerns. 2. Ensure that developmental screenings are conducted for each child prior to the 3rd month of attendance. Programs will work for early detection of children at risk for developmental delay. Where possible the dominant language of the child will be used during screening. Parents will be included in the screening process and informed of the results. Appropriate referrals and services are made available to address all identified concerns. 3. Each program must offer 90 hours of parent engagement and training activities per school year. Required elements include three annual family-teacher conferences, one home visit, at least two PreK-specific parent involvement activities, and transition activities.

PED PreK Capital Outlay

In 2012, New Mexico's PreK program completed its seventh year of operation. The number of four year olds accessing the state funded PreK program has grown. The National Institute for Early Education Research (NIEER) at Rutgers University reported that the New Mexico PreK program has had substantial impact on vocabulary, math, and early literacy skills. Researchers also found that the program has been both substantive and meaningful for those students entering kindergarten. These positive impacts are likely to lead to increased school success. As the program continues to grow, additional capital outlay funds will also be needed in order to accommodate all the students. Currently, the Public School Capital Outlay Council cannot allocate funds for PreK classrooms through the Public School Capital Outlay Act because they are not part of the statewide adequacy standards. In 2006, \$2 million was allocated through House Bill 622, with another \$1.5 million in 2007. An additional \$3 million was allocated in 2008 through Senate Bill 471 to plan, design, and construct Pre-Kindergarten classrooms. In 2009, funding totaled \$2 million dollars through House Bill 154 to renovate and construct PreK classrooms. In 2010, Senate Bill 1 allocated \$2 million dollars for renovation and construction of PreK classrooms. The funds were distributed on a competitive basis to those school districts with an approved New Mexico PreK program. An allocation for renovation and construction was not provided in the 2011 Legislative Session.



The Capital Outlay direct appropriation for the PED PreK initiative since its inception is summarized below:

2006–2007 PreK Direct Capital Outlay Appropriation									
DFA Project #		Laws	Chapter	Section & Paragraph	Funding Source	District	School	Description	Allocation Amount
06-0123	HB-622	2006	111	8/ 122	STB	Albuquerque	Edward Gonzales Elementary School	to plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Edward Gonzales Elementary School	\$ 422,900.00
06-0123	HB-622	2006	111	8/ 122	STB	Bernalillo	Cochiti Elementary School	to plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Cochiti Elementary School	\$ 349,900.00
06-0123	HB-622	2006	111	8/ 122	STB	Bernalillo	Roosevelt Elementary School	to plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Roosevelt Elementary School	\$ 458,200.00
06-0123	HB-622	2006	111	8/ 122	STB	Central	Kirtland Early Childhood Center	to plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at the Kirtland Early Childhood Center	\$ 373,600.00
06-0123	HB-622	2006	111	8/ 122	STB	Central	Nataani Nez Elementary School	to plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Nataani Nez Elementary School	\$ 395,400.00
Total									<u>\$ 2,000,000.00</u>

2007–2008 PreK Direct Capital Outlay Appropriation

DFA Project #		Laws	Chapter	Section & Paragraph	Funding Source	District	School	Description	Allocation Amount
06-0123	HB-622	2006	111	8/ 122	STB	Bernalillo	Roosevelt Elementary School	To plan, design, construct, and furnish permanent classrooms for Pre-Kindergarten at Roosevelt Elementary School. This award may be used with last year's award to construct a maximum of 3 classrooms	\$ 262,056.00
06-0123	HB-622	2006	111	8/ 122	STB	Logan	Logan Municipal School District	To plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at the main campus	\$ 294,508.00
06-0123	HB-622	2006	111	8/ 122	STB	Gallup	Tohatchi Elementary School	To plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Tohatchi Elementary School	\$ 235,859.00
06-0123	HB-622	2006	111	8/ 122	STB	Grants	Milan Elementary School	To plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Milan Elementary School	\$ 235,859.00
06-0123	HB-622	2006	111	8/ 122	STB	Mesa Vista	El Rito Elementary School	To plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at El Rito Elementary School	\$ 235,859.00
06-0123	HB-622	2006	111	8/ 122	STB	T or C	Arrey Elementary School	To plan, design, construct, and furnish one permanent classroom for Pre-Kindergarten at Arrey Elementary School	\$ 235,859.00
Total									<u>\$ 1,500,000.00</u>

2008–2009 PreK Direct Capital Outlay Appropriation

DFA Project #	SB-HB #	Laws	Chapter	Section & Paragraph	Funding Source	County	District	School	Description	Allocation Amount
08-3064	SB-471	2008	92	11/24	STB	Bernalillo	Albuquerque	Valle Vista Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Valle Vista Elementary School	\$ 135,178.00
08-3064	SB-471	2008	92	11/24	STB	San Juan	Central	Ruth N. Bond Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Ruth N. Bond Elementary School	\$ 359,209.00
08-3064	SB-471	2008	92	11/24	STB	San Juan	Central	Naschitti Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Naschitti Elementary School	\$ 422,172.00
08-3064	SB-471	2008	92	11/24	STB	Dona Ana	Gadsden	Chaparral Elementary School	to plan, design, and construct three permanent classroom for Pre-Kindergarten at the Chaparral High School serving the students from Chaparral Elementary School	\$ 729,201.00
08-3064	SB-471	2008	92	11/24	STB	Taos	Questa	Red River Charter School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Red River Charter School	\$ 261,111.00
08-3064	SB-471	2008	92	11/24	STB	Santa Fe	Santa Fe	Turquoise Trail Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Turquoise Trail Elementary School	\$ 326,091.00
08-3064	SB-471	2008	92	11/24	STB	San Miguel	West Las Vegas	Don Cecilio Martinez Elementary School	to plan, design, and construct two permanent classroom for Pre-Kindergarten serving the students from Don Cecilio Martinez Elementary School	\$ 767,038.00
<u>Total</u>										<u>\$ 3,000,000.00</u>

2009–2010 PreK Direct Capital Outlay Appropriation

DFA Project #	SB-HB #	Laws	Chapter	Section & Paragraph	Funding Source	County	District	School	Description	Allocation Amount
09-3107	HB-154	2009	125	16/1	STB	Lea	Eunice Public School District	Mettie Jordan Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Mettie Jordan Elementary School	\$ 307,707
09-3107	HB-154	2009	125	16/1	STB	Bernalillo	Bernalillo Public School District	Algodones Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Algodones Elementary School	\$ 370,135
09-3107	HB-154	2009	125	16/1	STB	Dona Ana	Gadsden Independent School District	Chaparral High School	to plan, design, and construct up to four permanent classroom for Pre-Kindergarten at the Chaparral High School serving the students from Chaparral Elementary School	\$ 353,302
09-3107	HB-154	2009	125	16/1	STB	Cibola	Grants School District	Mt. Taylor Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Mt. Taylor Elementary School	\$ 331,536
09-3107	HB-154	2009	125	16/1	STB	Cibola	Grants School District	Milan Elementary School	to plan, design, and construct up to two permanent classroom for Pre-Kindergarten at Milan Elementary School	\$ 305,781
09-3107	HB-154	2009	125	16/1	STB	Cibola	Grants School District	Mesa View Elementary School	to plan, design, and construct one permanent classroom for Pre-Kindergarten at Mesa View Elementary School	\$ 331,539
<u>Total</u>										<u>\$ 2,000,000.00</u>



2010–2011 PreK Direct Capital Outlay Appropriation

DFA Project #	SB-HB #	Laws	Chapter	Section & Paragraph	Funding Source	County	District	School	Description	Allocation Amount
10-1231	SB-1	2010	3	10/C(1)	GOB	Bernalillo	Albuquerque Public School District	Armijo Elementary School	To renovate one PreK classroom at Armijo Elementary School in Albuquerque Public Schools. Renovation is to upgrade the classroom to meet the current kindergarten adequacy standards (6.27.30 NMAC). Award does not include the purchase of equipment or furniture.	\$ 139,375.00
10-1231	SB-1	2010	3	10/C(1)	GOB	Bernalillo	Albuquerque Public School District	Eugene Field Elementary School	To renovate one PreK classroom at Eugene Field Elementary School in Albuquerque Public Schools. Renovation is to upgrade the classroom to meet the current kindergarten adequacy standards (6.27.30 NMAC). Award does not include the purchase of equipment or furniture.	\$130,041.00
10-1231	SB-1	2010	3	10/C(1)	GOB	San Juan	Central Consolidated School District	Nizhoni Elementary School	To plan, design and construct two permanent PreK classrooms at Nizhoni Elementary School in Central Consolidated Schools. Award does not include the purchase of furniture or equipment.	\$ 645,733.00
10-1231	SB-1	2010	3	10/C(1)	GOB	Grant	Cobre Consolidated School District	Central Elementary School	To plan, design and construct three permanent PreK classrooms at Central Elementary School in Cobre Consolidated Schools. Award does not include the purchase of furniture or equipment. Funding is contingent upon the passage of the school districts bond election scheduled for February 2011. A revised financial plan must be submitted to the PED by February 25, 2011, if the bond question fails. The updated financial plan will be reviewed to reallocate the funds appropriately.	\$ 756,773.00

2010–2011 PreK Direct Capital Outlay Appropriation

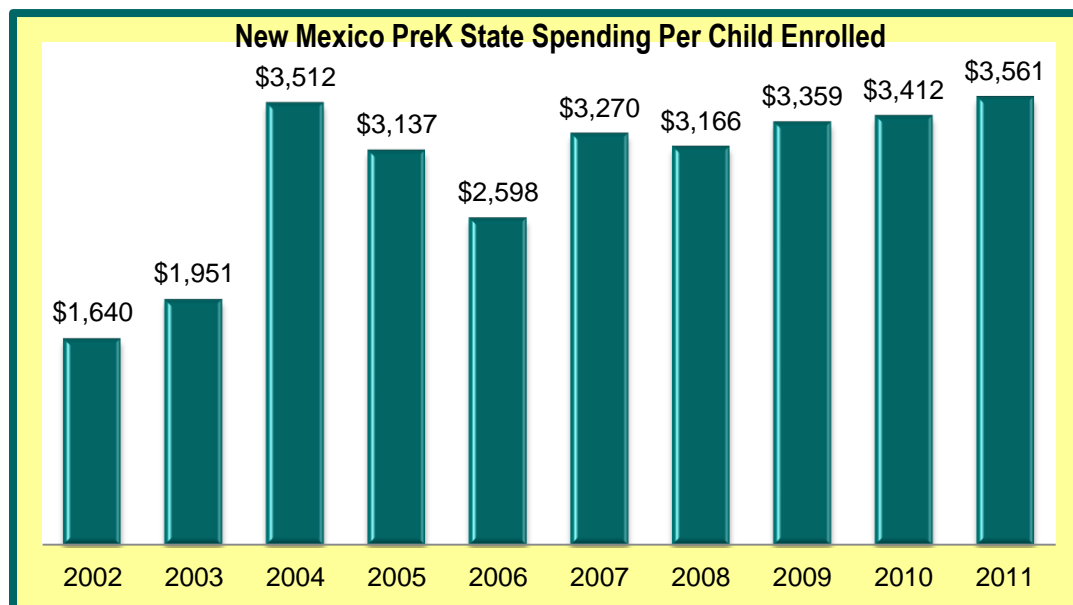
DFA Project #	SB-HB #	Laws	Chapter	Section & Paragraph	Funding Source	County	District	School	Description	Allocation Amount
10-1231	SB-1	2010	3	10/C(1)	GOB	Sandoval	Rio Rancho Public School District	Shining Star Preschool	To renovate six PreK classrooms at Shining Star Preschool in Rio Rancho Public Schools. Renovations are for modifications to restroom facilities and storage areas, installation of a secondary exit, energy efficiency upgrades, carpet, tile, paint, and the infrastructure to install kitchenettes. Award does not include the purchase of equipment or furniture.	\$ 328,078.00
<u>Total</u>										<u>\$2,000,000.00</u>



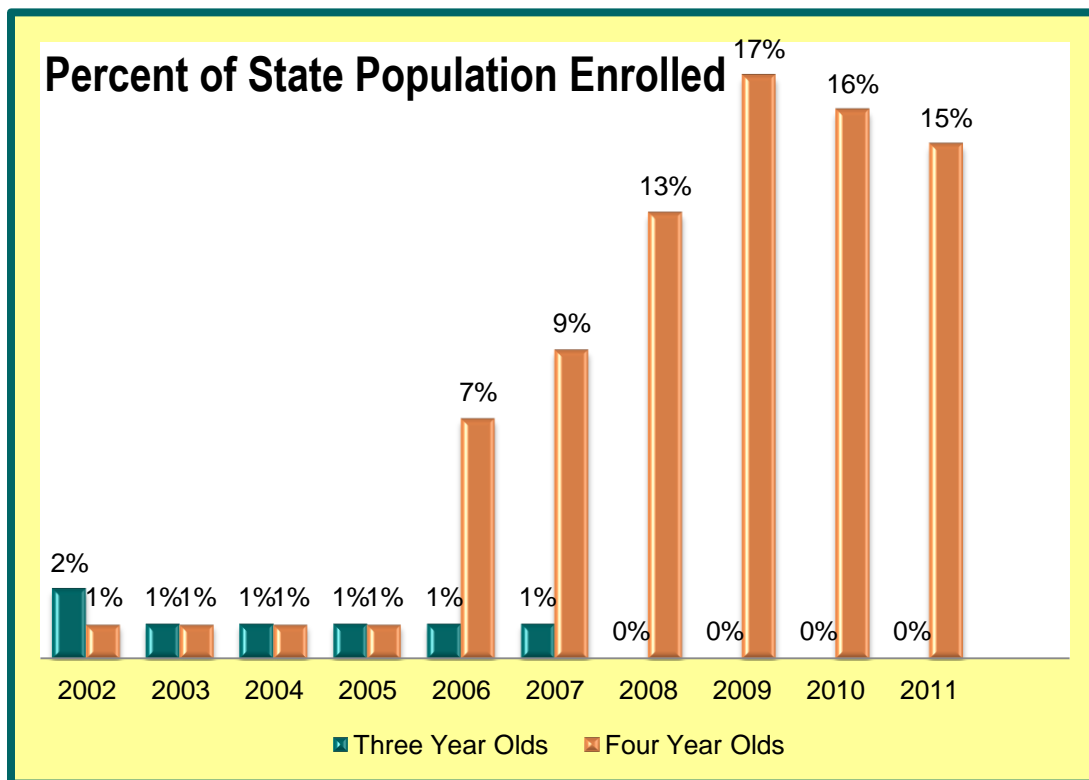
"Funding and Enrollment Levels for New Mexico CYFD and PED PreK Since 2005		
School Year	State Appropriation*	Children Budgeted (Number of 4-Year-Olds)
2005–2006	\$4,950,000	1,540
2006–2007	\$7,990,000	2,194
2007–2008	\$13,998,886	3,570
2008–2009	\$19,290,300	4,745
2009–2010	\$19,842,400	4,963
2010–2011	\$15,331,380	4,435
2011–2012	\$14,319,300	4,559

*Combined CYFD and PED

This annual report on the impact of New Mexico PreK on young children’s language, literacy, and mathematics skills builds upon three previous reports using a common methodology (Hustedt, Barnett, & Jung, 2007; Hustedt, Barnett, Jung, & Figueras, 2008; Hustedt, Barnett, Jung, & Figueras-Daniel, 2009). Each of these previous reports presents statistically significant and meaningful impacts of the PreK initiative on skills important to children’s school readiness.”



The State of Preschool 2011—State Preschool Yearbook— National Institute for Early Education Research, pages 102–103.



The State of Preschool 2011—State Preschool Yearbook—National Institute for Early Education Research, pages 102–103.

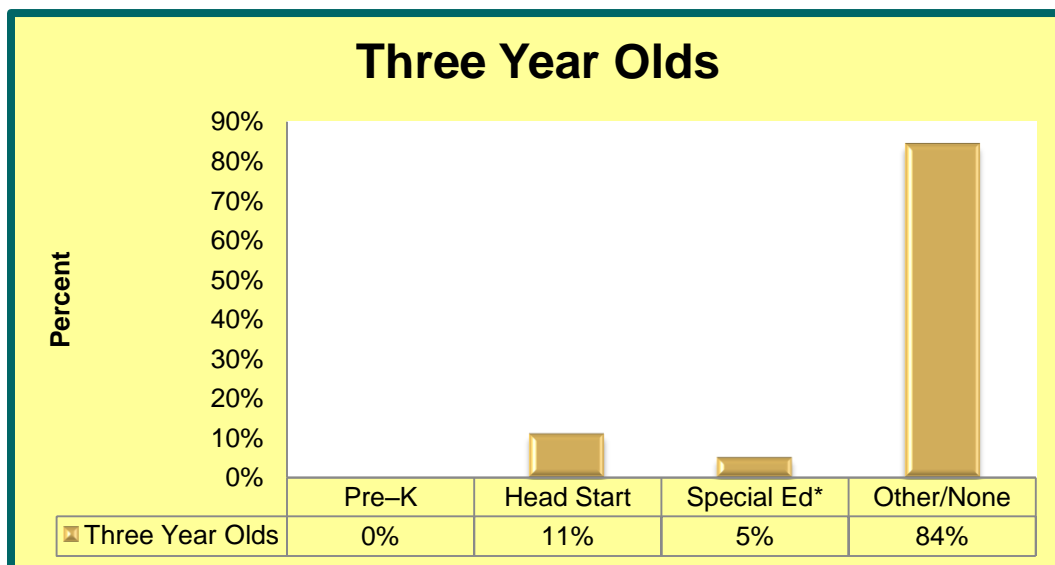
New Mexico PreK Access

The State of New Mexico Preschool 2011 ²	
Total state program enrollment	4,264
School districts that offer state program	54%
Income requirement	None
Hours of operation	Determined locally
Operating schedule	Academic year
Special education enrollment	4,405
Federally-funded Head Start enrollment	7,749
State-funded Head Start enrollment	0

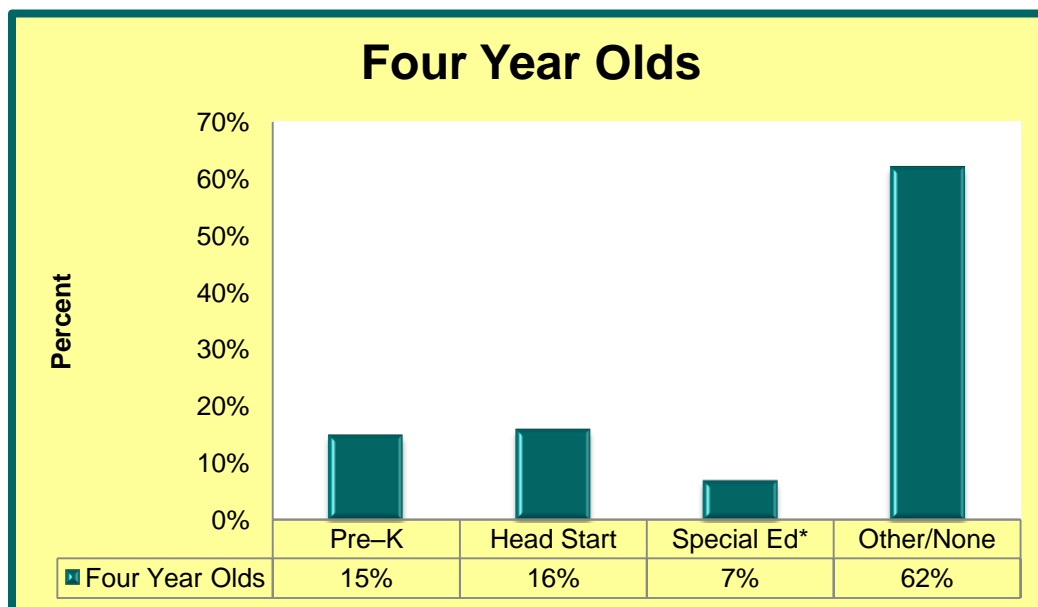
² *The State of Preschool 2011—State Preschool Yearbook—National Institute for Early Education Research, pages 102–103.*
New Mexico PreK Program Annual Report SY 2011–2012

State PreK and Head Start Enrollment

The following charts illustrate the state PreK and Head Start enrollment as a percentage of the total three-year-old and four-year-old total population.



*This is an estimate of children in special education who are not enrolled in state-funded PreK or Head Start.³



*This is an estimate of children receiving special education services who are not enrolled in state-funded PreK or Head Start.⁴

³ *The State of Preschool 2011—State Preschool Yearbook —National Institute for Early Education Research*, pages 102–103.

⁴ Ibid.

New Mexico's PreK Quality Standards Checklist *

Policy ⁵	State PreK Requirement	Benchmark	Does Requirement Meet Benchmark?
Early learning standards	Comprehensive	Comprehensive	✓
Teacher degree	Note: PED requires degreed and licensed teachers	BA	
Teacher specialized training	See footnotes*	Specializing in PreK	✓
Assistant teacher degree	Note: PED requires an educational assistant license and an AA degree in Early Childhood.	CDA or equivalent	
Teacher in-service	45 clock hours	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3 year olds	NA		
4 year olds	20		
Staff-child ratio		1:10 or better	✓
3 year olds	NA		
4 year olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental and support services	Vision, hearing, health; and at least 1 support service	✓
Meals	At least one meal	At least 1 a day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

* This chart reflects CYFD and PED PreK as combined in the NIEER report. Lead teachers in public school programs must have a BA degree and licensure in early childhood education. Teachers who have an elementary education are required to take Early Childhood Education coursework. Teachers in non-public school settings should, but are not required to, have a bachelors' degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education. Assistant teachers in both public and non-public settings are expected to have an AA degree in early childhood education but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement.

The combined CYFD and PED New Mexico PreK programs met eight benchmarks set by the National Institute for Early Education Research. PED programs met all 10 benchmarks.



⁵ *The State of Preschool 2011—State Preschool Yearbook—National Institute for Early Education Research*, pages 102–103.
New Mexico PreK Program Annual Report SY 2011–2012

Conclusion

In conclusion, the following are selected PreK program facts and accomplishments for school year 2011–2012:

- PED received \$6.2 million to fund PreK programs.
- PED contracted with 22 school districts and charter schools to serve 2,380 children, but actually served 2,622 (242 more students).
- Only new teachers received full consultant support services due to budget constraints. Other teachers received limited consultant support services.
- PED PreK staff provided a one-day PreK Administrator meeting/training in September, 2011 at the Shining Stars Preschool, Rio Rancho Public Schools.
- Approximately 190 PreK teachers, educational assistants and administrators were provided training on the *New Mexico PreK Child Observational Assessment Tools* and the curriculum cycle in regional trainings.
- While all PED PreK teachers are licensed, 62% of teachers with the PED's PreK program have licenses in early childhood education. Due to budget constraints this year, PED was unable to contract with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H. Program*, provides teacher scholarships to PreK teachers and educational assistants to take college courses leading to either Birth to Grade 3 teacher license or an Associate of Arts degree in early childhood education.
- 92% of the children in PED's PreK programs showed measureable progress overall (average of all domains). Showing measureable progress means any increase from one rubric level to another or maintaining at rubric level 4 or 5, as measured by *New Mexico PreK Child Observational Assessment*.
- 92% of the children in PED's PreK programs showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.



Glossary

Children, Youth, and Families Pre-Kindergarten Fund

The fund created as a non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants and donations. The fund shall be administered by the Children, Youth and Families Department (CYFD), 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 CYFD secretary or the secretary's authorized representative. The department may use up to 10 percent of the money in the fund each year for administrative expenses.

Community

An area defined by school district boundaries, tribal boundaries, or joint boundaries of a school district and tribe or any combination of school districts and tribes.

Departments

The CYFD and the PED are acting jointly.

Early Childhood Development Specialist

The adult responsible for working directly with four-year-old children in implementing Pre-Kindergarten services.

Eligible Provider

A person licensed by the CYFD that provides early childhood developmental readiness services or preschool special education, or is a public school, tribal program, or head start program.

Pre-Kindergarten or PreK

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

PreK Program

A voluntary program for the provision of PreK services throughout the state that addresses the total developmental needs of preschool children, including physical, cognitive, social and emotional needs, and shall include health care, nutrition, safety and multicultural sensitivity.

Public Pre-Kindergarten Fund

A non-reverting fund in the state treasury. The fund shall consist of appropriations, income from investment of the fund, gifts, grants, and donations. The fund 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 10 percent of the money in the fund each year for administrative expenses.

Tribe

An Indian nation, tribe, or pueblo located in New Mexico.

Acronyms

CCSS	Common Core State Standards
CYFD	Children, Youth, and Families Department
ED (USDOE)	US Department of Education
HSD	High School Diploma
NIEER	National Institute for Early Education Research
PED	Public Education Department
PE	Parental Engagement
SY	School Year
UNM	University of New Mexico