

Annual Report

School Year 2012–2013
December 2013

Yolanda Berumen-Deines
Children Youth and Families Department
Cabinet Secretary

Hanna Skandera
Secretary of Education





The State of New Mexico

**New Mexico PreK Program
Annual Report
For School Year 2012–2013
December 2013**

Susana Martinez
Governor

Yolanda Berumen-Deines
Children, Youth and Families Department
Cabinet Secretary

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New Mexico PreK Program Annual Report for the School Year 2012-2013 (December 2013) published by the Public Education Department and the Children, Youth and Families Department.

Notes

This document is available at

- www.ped.state.nm.us. Click on the A–Z directory to locate it under “Early Childhood Education.”
- www.cyfd.org/prek
- www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsPolicy

Acknowledgements

The Secretary of Education and the Secretary of Children Youth and Families Department thanks the following individuals for their contributions to this report:

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Executive Summary

The research taken 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

New Mexico PreK programs 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 learning, 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

The collaboration between the Children, Youth and Families Department and the Public Education Department, supports New Mexico’s mixed-delivery system and provides parent choice.

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 Children Youth and Families Department (CYFD) and the Public Education Department (PED). 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 to accomplish the following:

- 1) Increase access to voluntary, high-quality early education
- 2) Prioritize the enrollment of children without access to high quality programs
- 3) Provide developmentally appropriate activities for NM children
- 4) Focus on school readiness
- 5) Expand early childhood community capacity
- 6) Provide PreK programs based on the comprehensive framework as described in the *NM PreK Program Standards*
- 7) Support linguistically and culturally appropriate curriculum

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 observation, documentation, planning, assessment and curriculum process. The process includes the following:

- *NM Early Learning Guidelines (ELGs)* —The *ELGs* are used to structure the Authentic Observation Documentation Curriculum Planning Process (AODCP) using 23 of the indicators to assess PreK children
- *Authentic Assessment and Curriculum Cycle* — Each PreK teacher uses this cycle which involves planning, observation, reflection, assessment and individualization.
- PreK teachers and administrator training —All PreK teachers and administrators are required to participate in *NM PreK* training.
- PreK Training and Development Consultant Support—All PreK programs receive regular visits from *NM PreK* Consultants who assist teachers and administrators to strengthen practice in the classroom.

The information gathered by teachers using the authentic assessment and curriculum cycle is used to support children at their current developmental level and to plan ways to scaffold them to the next level. 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

PreK Program Facts and Accomplishments

The following are selected PED PreK program facts and accomplishments for the school year 2012–2013:

- PED received \$10 million to fund PreK programs in school districts and charter schools.
- PED contracted with 28 school districts and charter schools to serve 2,850 children, but actually served 2,824.
- All PreK teachers received full consultant support services this year. These support services were limited to new teachers only in School Year 2011–12, due to budget restraints.
- Two (2) PreK Administrator Meetings/Trainings were provided by PED PreK Staff on September 6–7, 2012 at the Wells Fargo Bank Building in Albuquerque and on March 25, 2013 at the UNM Continuing Education Building in Albuquerque.
- A pre-application workshop was held in Santa Fe on Friday, March 8, 2013, at the New Mexico State Library Building in Santa Fe. This workshop was for school districts, charters schools and RECs that plan to submit an FY2014 application for a new PreK program. PED PreK staff provided guidance and technical assistance on the application process.
- Approximately 243 PED 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. A separate training, the NM PreK Observational Assessment Tool Administrator Training was held for school administrators. 28 PED administrators attended this training in September, 2012 in Albuquerque.
- While all PED PreK teachers are licensed, 63.03% with the PED's PreK program teachers have licenses in early childhood education. PED contracted with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H.® Program*, provided 86 teacher scholarships to PED 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, this school year.
- 90% 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*.
- 90% of the children in PED's PreK programs showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.

The following are selected CYFD PreK program facts and accomplishments for school year 2012–2013.

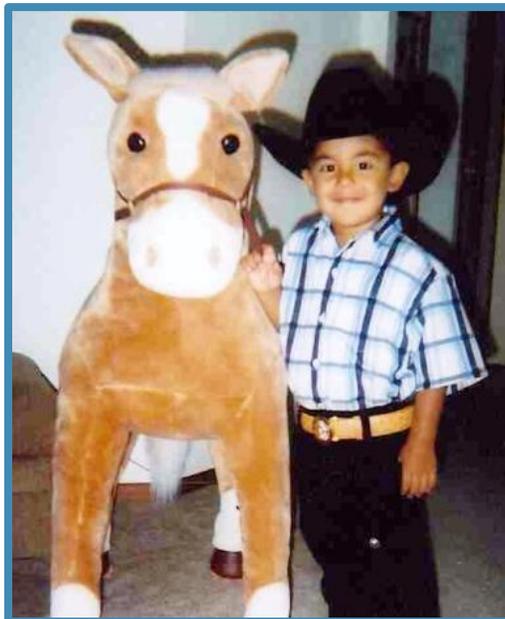
- CYFD received \$9,214,600 to fund New Mexico PreK programs.
- CYFD contracted with 39 community-based providers to serve 2,481 children. Types of licensed providers include the following:
 - Child care centers
 - Family child care homes
 - Head Start agencies
 - Municipalities
 - Universities
 - Faith-based child care centers
- A pre-application workshop was held in Santa Fe on May 21, 2013, at the P.E.R.A. Building. The workshop was for private licensed providers that planned to submit an application for a new or expanded NM PreK program. CYFD staff provided guidance and technical assistance on the application process to 55 attendees.
- Approximately 226 CYFD 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. A separate training, the NM PreK Observational Assessment Tool Administrator Training, was held for program administrators. 30 CYFD administrators attended this training on September 28, 2012 in Albuquerque.
- CYFD contracted with New Mexico Association for the Education of Young Children who, through their *T.E.A.C.H.® Program*, provided 138 scholarships to CYFD PreK teachers and educational assistants to take college courses leading to a BA degree in early childhood education, a Birth to Grade 3 teacher license or an Associate of Arts degree in early childhood education, this school year. A total of 769 credit hours were completed by scholarship recipients.
- 91% of the children in CYFD'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 CYFD's PreK programs showed measureable progress in literacy skills, as measured by *New Mexico PreK Child Observational Assessment*.

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



2012–2013 NM School Districts Served by CYFD and PED

CYFD—only*	Both CYFD and PED	PED—only
Alamogordo Public Schools	Albuquerque Public Schools	Bernalillo Public Schools
Belen Consolidated Schools	Deming Public Schools**	Chama Valley Independent Schools**
Carrizozo Municipal Schools	Gadsden Independent School District**	Cobre Consolidated Schools
Espanola Public Schools**	Gallup-McKinley City Schools**	Dexter Consolidated Schools**
Las Cruces Public Schools	Grants-Cibola County Schools**	Dora Municipal Schools (REC-6)
Pojoaque Public Schools	Hobbs Public Schools (REC-7)	Elida Municipal Schools (REC-6)
Ruidoso Municipal Schools	Los Lunas Public Schools	Eunice Municipal Schools (REC-7)**
Santa Rosa Consolidated Schools**	Santa Fe Public Schools	Grady Municipal Schools (REC-6)
Taos Municipal Schools	Truth or Consequences Municipal Schools**	Hatch Valley Public Schools**
Tularosa Municipal Schools	Farmington Municipal Schools	Horizon Academy West Charter School (State Charter)—APS
		Jal Public Schools (REC-7)**
		Jemez Valley Public Schools
		Lovington Municipal Schools**
		Magdalena Municipal Schools**
		Melrose Public Schools
		Mesa Vista Consolidated Schools**
		North Valley Academy Charter (State Charter)—APS
		Pecos Independent Schools
		Red River Valley (State Charter)—Questa Independent Schools
		Rio Rancho Public Schools
		Socorro Consolidated Schools (REC-6)
		Tatum Municipal Schools (REC-7)**
		Tucumcari Public Schools (REC-6)**
		Zuni Public Schools**
10	10	24

*CYFD contracted with private community-based providers within identified school districts.

**Early Childhood Investment Zone School Districts

Demographic Description

County	PED School Sites	Funded	City	School District, Charter School or Regional Educational Cooperative (REC)
Bernalillo	Adobe Acres Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Armijo Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Barcelona Elementary School	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Eugene Field Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Helen Cordero / Edward Gonzales Elementary School	120	Albuquerque	Albuquerque Public Schools
Bernalillo	Kit Carson Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Lavaland Elementary	36	Albuquerque	Albuquerque Public Schools
Bernalillo	Los Padillas Elementary	20	Albuquerque	Albuquerque Public Schools
Bernalillo	Navajo Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Pajarito Elementary	40	Albuquerque	Albuquerque Public Schools
Bernalillo	Valle Vista Elementary	80	Albuquerque	Albuquerque Public Schools
Sandoval	Algodones Elementary	20	Bernalillo	Bernalillo Public Schools
Sandoval	La Escuelita ECC	68	Bernalillo	Bernalillo Public Schools
San Juan	Kirtland Early Childhood Center	133	Kirtland	Central Consolidated Schools
San Juan	Naschitti Elementary	10	Sheep Springs	Central Consolidated Schools
San Juan	Newcomb Elementary	36	Newcomb	Central Consolidated Schools
San Juan	Nizhoni Elementary	133	Shiprock	Central Consolidated Schools
San Juan	Ojo Amarillo Elementary	38	Fruitland	Central Consolidated Schools
Rio Arriba	Chama Elementary School	10	Tierra Amarillo	Chama Valley Independent Schools
Grant	Cobre PreK at Bayard	60	Bayard	Cobra Consolidated Schools
Luna	Bell Elementary	20	Deming	Deming Public Schools
Luna	Columbus Elementary	30	Deming	Deming Public Schools
Chavez	Dexter Elementary	20	Dexter	Dexter Consolidated Schools
San Juan	Animas Elementary	20	Farmington	Farmington Municipal Schools
San Juan	Apache Elementary	20	Farmington	Farmington Municipal Schools
San Juan	Esperanza Elementary	60	Farmington	Farmington Municipal Schools
Dona Ana	On Track PreK Center— Central (AE Anthony)	90	Anthony	Gadsden Independent Schools
Dona Ana	On Track PreK Center—East (CE Chaparral)	90	Chaparral	Gadsden Independent Schools
Dona Ana	On Track PreK Center—North (La Mesa)	90	La Mesa	Gadsden Independent Schools
Dona Ana	On Track PreK Center—South (GAC Sunland Park)	160	Sunland Park	Gadsden Independent Schools
McKinley	Church Rock Elementary	28	Gallup	Gallup-McKinley County Schools
McKinley	Juan de Oñate Elementary	28	Gallup	Gallup-McKinley County Schools
McKinley	Rocky View Elementary	28	Gallup	Gallup-McKinley County Schools
McKinley	Turpen Elementary	15	Gallup	Gallup-McKinley County Schools
Cibola	Mesa View Elementary	20	Grants	Grants-Cibola School District
Cibola	Milan Elementary	40	Milan	Grants-Cibola School District
Cibola	Mount Taylor Elementary	20	Grants	Grants-Cibola School District

County	PED School Sites	Funded	City	School District, Charter School or Regional Educational Cooperative (REC)
Doña Ana	Hatch Elementary	20	Hatch	Hatch Valley Public Schools
Bernalillo	Horizon Academy West Charter School	40	Albuquerque	Horizon Academy West Charter School
Sandoval	Jemez Valley Elementary School	18	Jemez Pueblo	Jemez Valley Public School District
Valencia	Tome Elementary	40	Los Lunas	Los Lunas Public Schools
Lea	Llano Elementary	50	Lovington	Lovington Municipal Schools
Socorro	Magdalena Elementary	10	Magdalena	Magdalena Municipal Schools
Rio Arriba	El Rito Elementary	18	El Rito	Mesa Vista Consolidated Schools
Bernalillo	North Valley Academy Charter School	40	Los Ranchos de Albuquerque	North Valley Academy Charter School
San Miguel	Pecos Elementary School	40	Pecos	Pecos Independent Schools
Roosevelt	Dora Elementary	6	Dora	REC 6
Roosevelt	Elida Elementary	8	Elida	REC 6
Curry	Grady Elementary	5	Grady	REC 6
Curry	Melrose Elementary	12	Melrose	REC 6
Quay	Tucumcari Elementary	18	Tucumcari	REC 6
Lea	Eunice-Mettie Jordan Elementary	20	Eunice	REC 7
Lea	Booker T. Washington Elementary	79	Hobbs	REC 7
Lea	Jal Elementary	13	Jal	REC 7
Lea	Tatum Elementary	8	Tatum	REC 7
Taos	Red River Charter	10	Questa	Questa Independent Schools
Sandoval	Shining Stars Preschool	240	Rio Rancho	Rio Rancho Public Schools
Santa Fe	Cesar Chavez Elementary	32	Santa Fe	Santa Fe Public Schools
Santa Fe	Chaparral Elementary School	32	Santa Fe	Santa Fe Public Schools
Santa Fe	Turquoise Trail Charter School	50	Santa Fe	Santa Fe Public Schools
Socorro	Parkview Elementary	30	Socorro	Socorro Consolidated Schools
Sierra	Arrey Elementary School	20	Arrey	T or C Municipal School District
Sierra	Truth or Consequences Elementary	20	T or C	T or C Municipal School District
McKinley	A:shiwi Elementary School	20	Zuni	Zuni Public Schools
Total Funded		2,850		

County	CYFD Sites	Contracted	City	Contractor
Bernalillo	Blue Bird Day Care and Learning Center	20	Albuquerque	Blue Bird Day Care and Learning Center
Bernalillo	Christina Kent ECC	20	Albuquerque	Christina Kent ECC
Bernalillo	City of Albuquerque-Alamosa	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Barelas	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Carlos Rey	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Coronado School	24	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Duranés	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Emerson	40	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Gov. Bent	40	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque- Griegos	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Hawthorne	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-La Luz	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Longfellow	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Los Volcanes	20	Albuquerque	City of Albuquerque
Bernalillo	City of Albuquerque-Manzano Mesa	20	Albuquerque	City of Albuquerque
Bernalillo	La Petite Academy Constitution	20	Albuquerque	La Petite Academy
Bernalillo	La Petite Academy Fortuna	20	Albuquerque	La Petite Academy
Bernalillo	Manzano Mountain	20	Tijeras	Manzano Mountain
Bernalillo	Noah's Ark East Center	40	Albuquerque	Noah's Ark
Bernalillo	Noah's Ark Foothills Center	40	Albuquerque	Noah's Ark
Bernalillo	PB&J Family Services	10	Albuquerque	PB&J Family Services
Bernalillo	Son Shine Learning Center	14	Albuquerque	Son Shine Learning Center
Bernalillo	Southwest Child Care-Lomas	20	Albuquerque	Southwest Child Care
Bernalillo	Southwest Child Care-Texas	20	Albuquerque	Southwest Child Care
Bernalillo	Southwest Child Care-Wyoming	20	Albuquerque	Southwest Child Care
Bernalillo	UNM Children's Campus	114	Albuquerque	UNM Children's Campus
Bernalillo	YDI—Camino Real	32	Albuquerque	YDI
Bernalillo	YDI—Centro de Amor	40	Albuquerque	YDI
Bernalillo	YDI—Heights	40	Albuquerque	YDI
Bernalillo	YDI—La Promesa	40	Albuquerque	YDI
Bernalillo	YDI—Pedro Baca	56	Albuquerque	YDI
Cibola	MidWest NM CAP Head Start	40	Grants	MidWest NM CAP
Dona Ana	Discovery I	20	Las Cruces	Discovery CDC
Dona Ana	Discovery II	40	Las Cruces	Discovery CDC
Dona Ana	Discovery III	10	Las Cruces	Discovery CDC
Dona Ana	Discovery IV	20	Anthony	Discovery CDC
Dona Ana	HELP NM—Chaparral-Sunrise Elementary	40	Chaparral	HELP NM
Dona Ana	Jardín de los Niños	11	Las Cruces	Jardín de los Niños

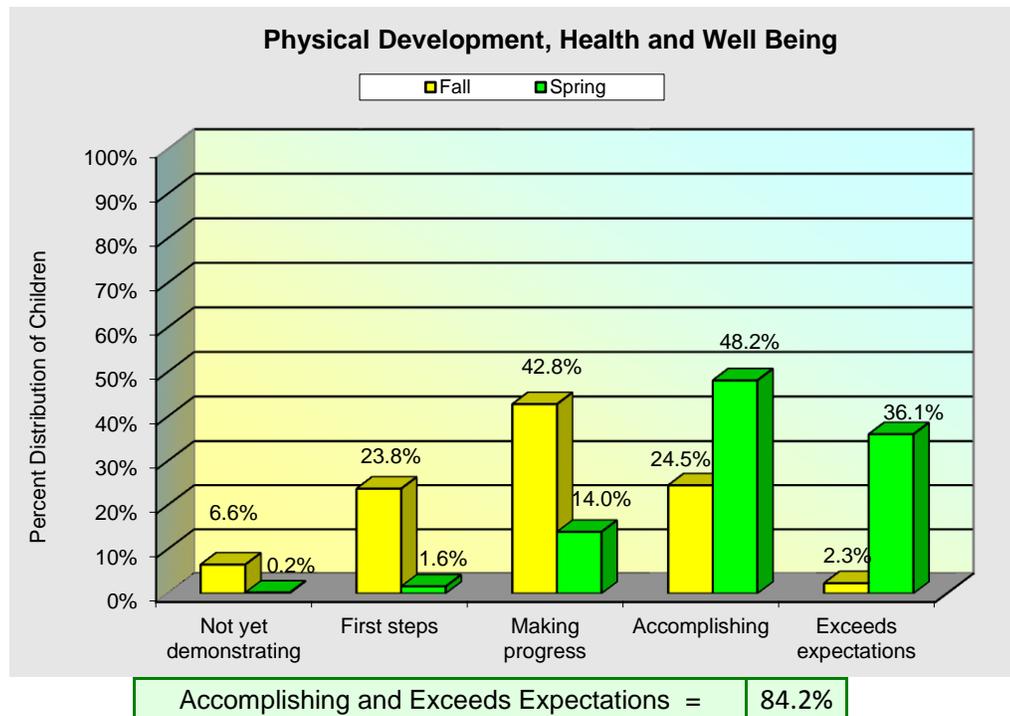
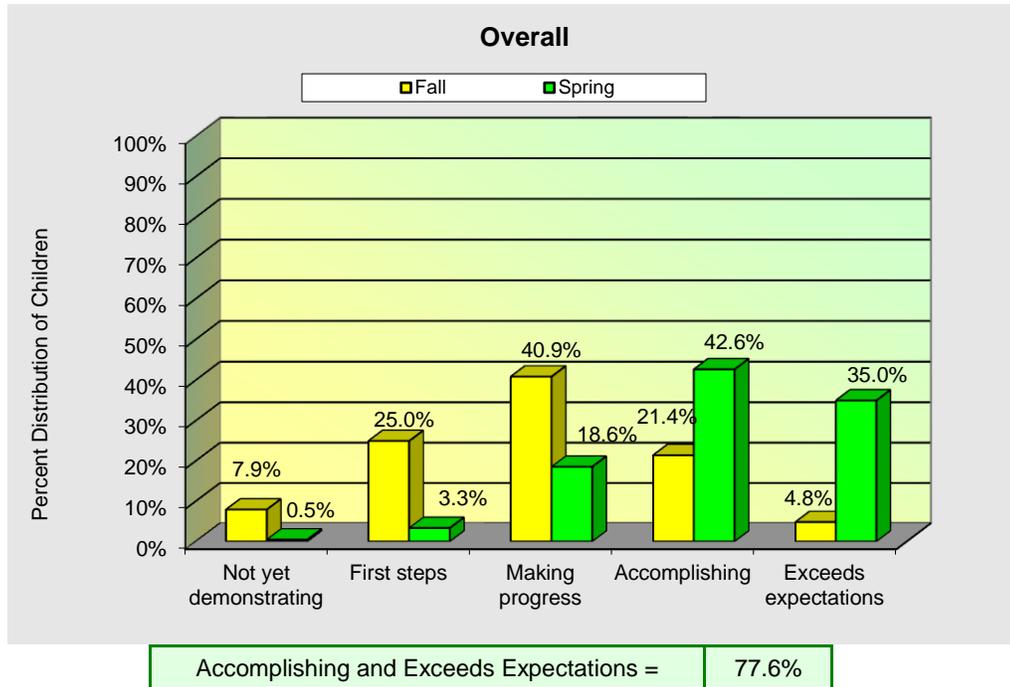
County	CYFD Sites	Contracted	City	Contractor
Dona Ana	Little Playmates- Alameda	20	Las Cruces	Little Playmates
Dona Ana	Little Playmates— Mulberry	20	Las Cruces	Little Playmates
Dona Ana	Little Playmates— Ridgemont	20	Las Cruces	Little Playmates
Dona Ana	NMSU-Roadrunner Preschool	40	Las Cruces	New Mexico State University
Dona Ana	The Children's Garden 3— Valley	60	Las Cruces	The Children's Garden
Dona Ana	The Children's Garden 4—Missouri	40	Las Cruces	The Children's Garden
Dona Ana	The Children's Garden 5— Northrise	40	Las Cruces	The Children's Garden
Dona Ana	The Children's Garden 6— Sonoma	40	Las Cruces	The Children's Garden
Guadalupe	Santa Rosa PreK	10	Santa Rosa	Eastern Plains Comm. Action Agency
Lea	Hobbs Head Start	20	Hobbs	Hobbs Head Start
Lincoln	Rocking Horse Daycare	20	Carrizozo	Rocking Horse Daycare
Lincoln	Ruidoso River Raccoons	12	Ruidoso	Ruidoso River Raccoons
Luna	HELP NM—Deming CDC	86	Deming	HELP NM
Luna	HELP NM— Deming Rainbow	37	Deming	HELP NM
McKinley	MidWest NM CAP Head Start	40	Gallup	MidWest NM CAP
Otero	Children's House	10	Alamogordo	CHINS
Otero	Full House	40	Alamogordo	CHINS
Otero	Full House Too	56	Alamogordo	CHINS
Otero	HELP NM— Alamogordo	60	Alamogordo	HELP NM
Otero	HELP NM— La Luz	20	La Luz	HELP NM
Otero	HELP NM—Tularosa	20	Tularosa	HELP NM
Rio Arriba	Creative Kids Childcare Center	20	Espanola	Creative Kids Childcare Center
Rio Arriba	Conjunto School	30	Espanola	Las Cumbres Comm. Services
Rio Arriba	Family Learning Center	20	Espanola	Family Learning Center
Rio Arriba	YDI—Fairview	30	Fairview	YDI
San Juan	A Gold Star Academy	100	Farmington	A Gold Star Academy
San Juan	Presbyterian Medical Services Farmington	34	Farmington	Presbyterian Medical Services
Santa Fe	Nambe Head Start/PreK (PMS)	20	Nambe	Presbyterian Medical Services
Santa Fe	Santa Fe Children's Project Early Learning Center	96	Santa Fe	United Way of Santa Fe County
Sierra	Apple Tree Education Ctr.	35	Truth or Consequences	Apple Tree Education Ctr.
Taos	Anansi Day School	15	Arroyo Seco	Anansi Day School
Taos	Little Bug	20	Taos	Little Bug
Taos	UNM Taos (Kids Campus Center for Early Learning)	20	Taos	UNM Taos
Valencia	Kids Korner Preschool	34	Los Lunas	Kids Korner Preschool

County	CYFD Sites	Contracted	City	Contractor
Valencia	Little Learners Child Dev. Ctr.	60	Los Lunas	Little Learners Child Dev. Ctr.
Valencia	Peralta's Playhouse	40	Peralta	Peralta's Playhouse
Valencia	Safe Site	38	Los Lunas	Safe Site
Valencia	Watch Me Grow	40	Belen	Watch Me Grow
TOTAL CONTRACTED		2434		



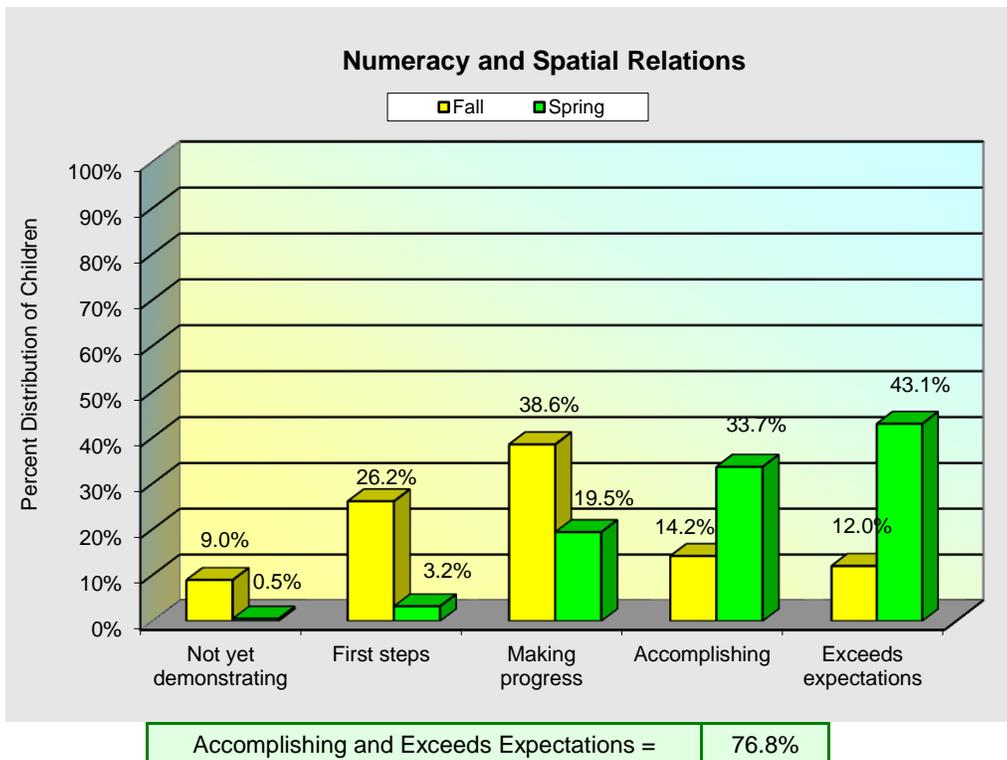
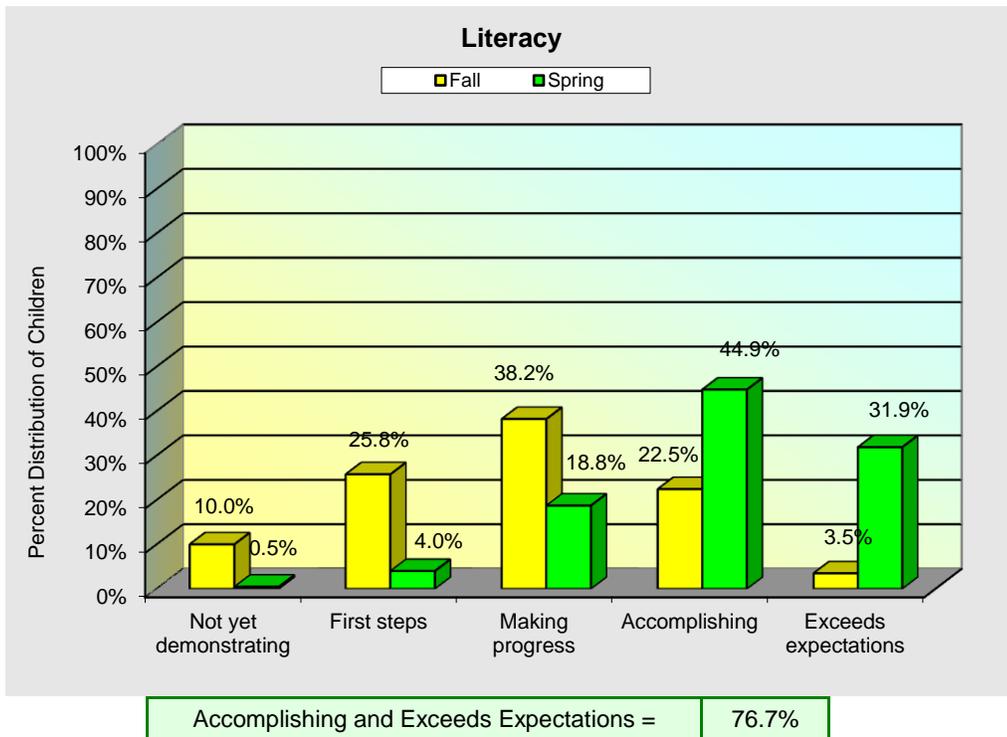
N= 4,301**

The graphs below illustrate the following outcomes for CYFD and PED PreK children during the SY 2012–2013.

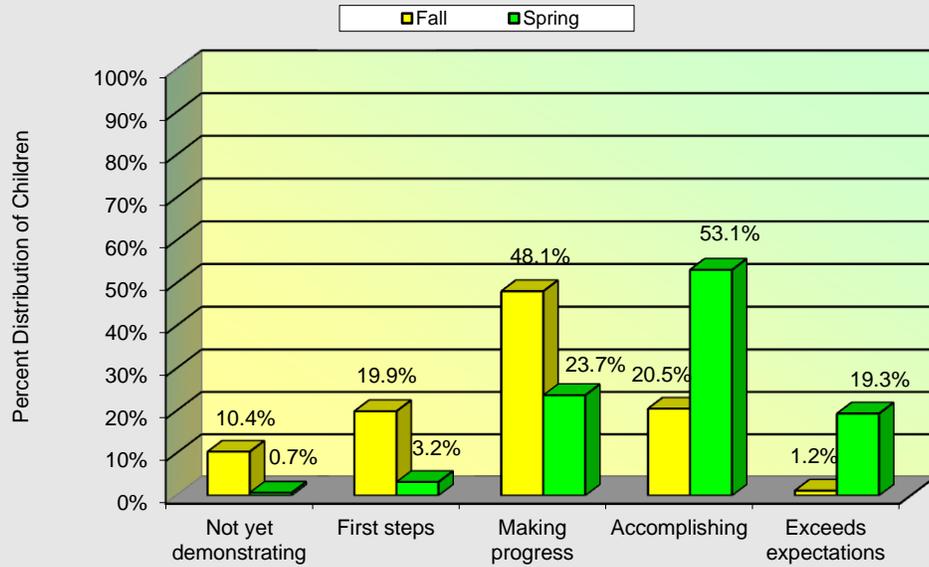


* UNM Continuing Education, New Mexico Kids IT Services

**Includes only children with fall and spring observations

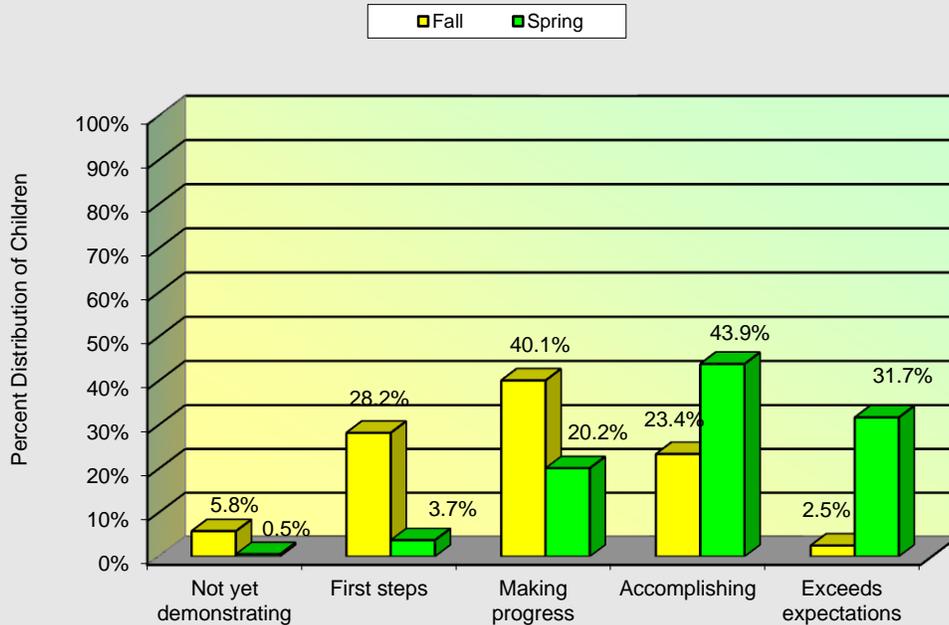


Scientific Conceptual Understandings

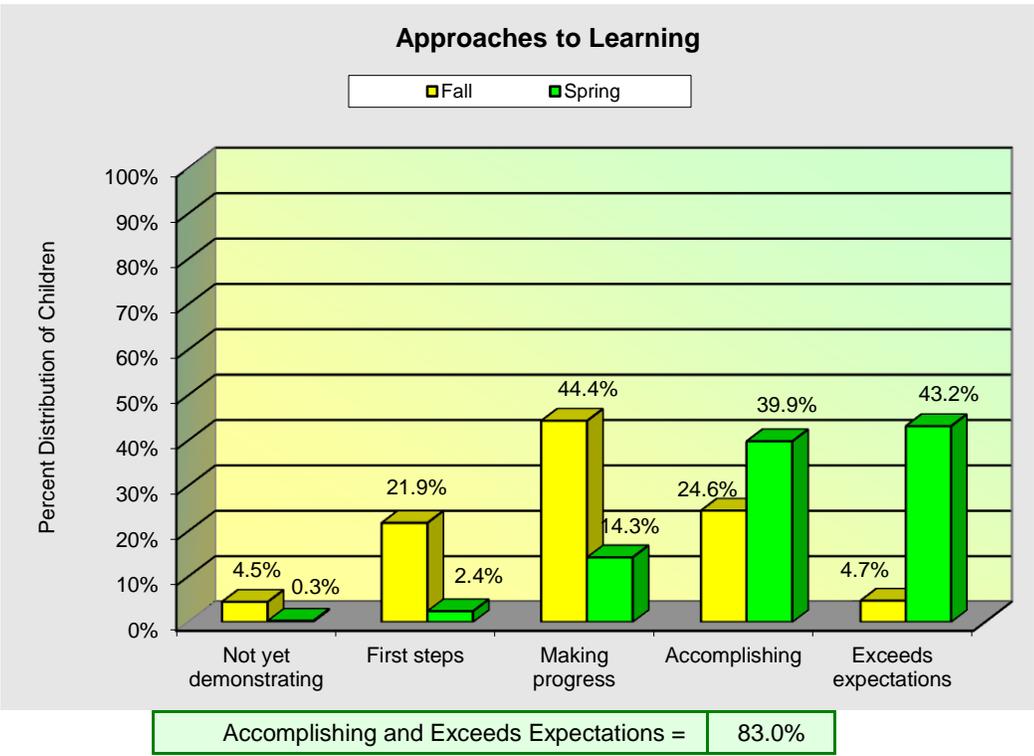


Accomplishing and Exceeds Expectations = 72.4%

Self, Family and Community



Accomplishing and Exceeds Expectations = 75.6%

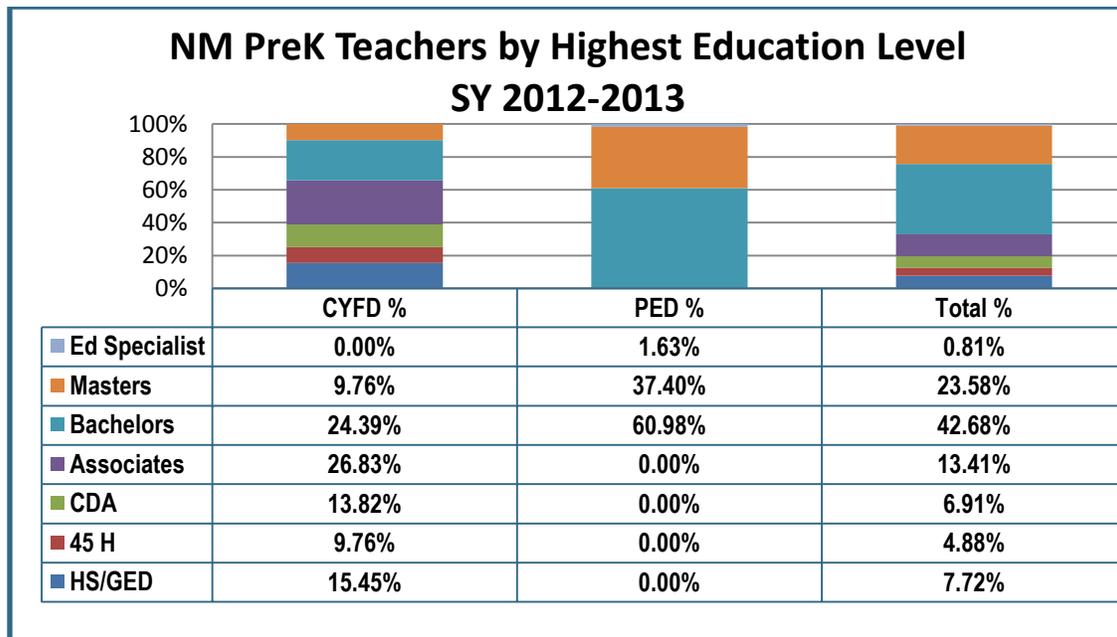


CYFD and PED NM PreK Ethnicity Data for SY 2012–2013

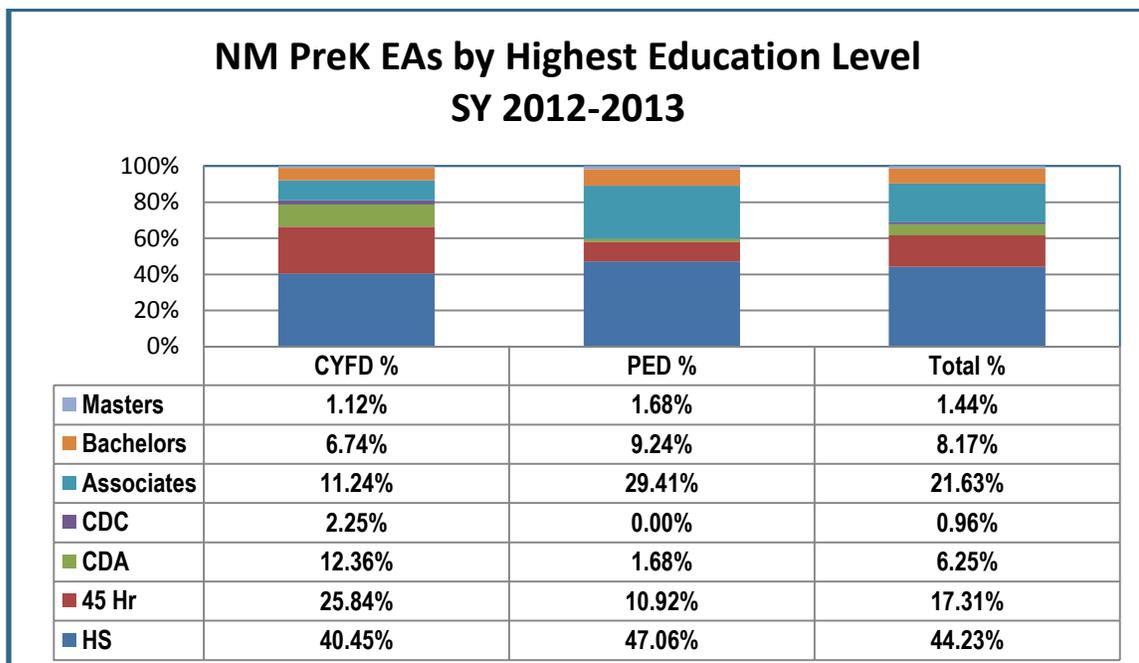
Ethnicity	CYFD and PED		CYFD		PED	
	Number	Percent	Number	Percent	Number	Percent
Asian-Pacific Islander	63	1.10%	51	2.03%	12	0.37%
Black, Non-Hispanic	102	1.78%	63	2.51%	39	1.20%
Caucasian, Non-Hispanic	1,353	23.55%	674	26.87%	679	20.97%
Hispanic	3,486	60.67%	1,570	62.60%	1,916	59.17%
American Indian/Native	742	12.91%	150	5.98%	592	18.28%
CUMULATIVE TOTAL	5,746		2,508		3,238	

* UNM Continuing Education, New Mexico Kids IT Services





*UNM Continuing Education, New Mexico Kids IT Services



*UNM Continuing Education, New Mexico Kids IT Services

Many CYFD teaching staff members have extensive training below the B.A. level in coursework specific to developmentally appropriate early childhood education practices. The Child Development Associate (CDA) credential and the 45-hour-entry-level course are specific to practices for young children. Staff with an Associate's Degree have class work at that level that is a pre-requisite to the Bachelor's Degree in Early Childhood Education.

The table below shows the PED teachers in New Mexico holding an Early Childhood license for SY 2005–2013.

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%
SY 2012–13	119	75	63.03%

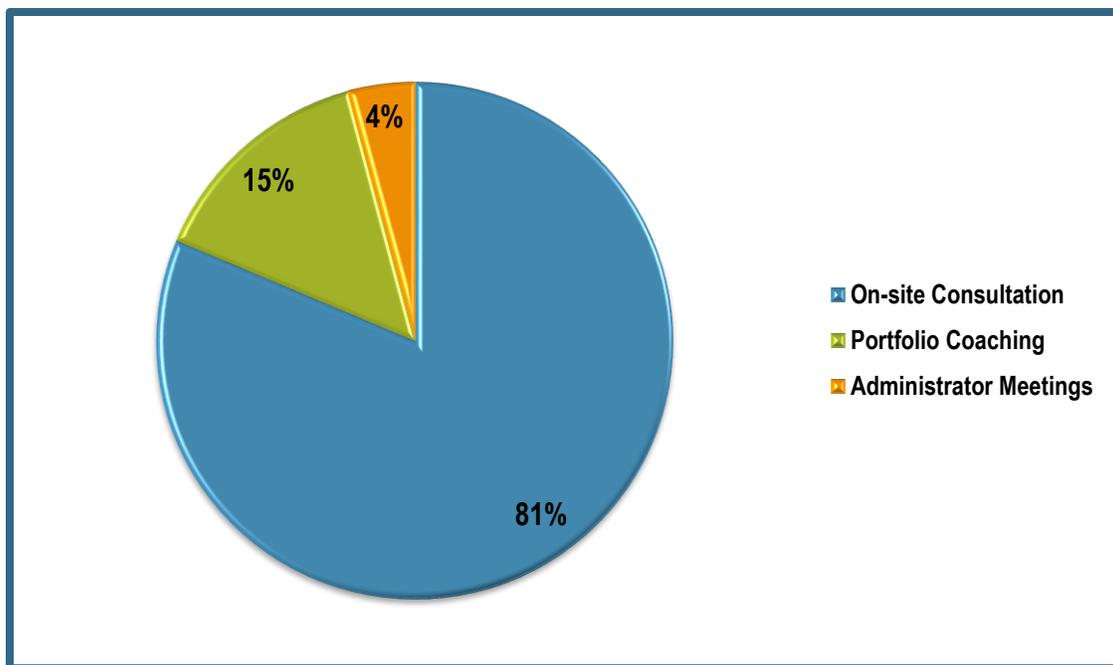
* UNM Continuing Education, New Mexico Kids IT Services



The New Mexico PreK Professional Development and Consultation program provides on-going professional development for all NM PreK teachers, educational assistants and administrators. The trainings are based on the Authentic Observation Documentation Curriculum Planning Process (AODCP) including *the New Mexico Early Learning Guidelines: Birth through Kindergarten* and the NM Observational Assessment Tool. This training supports teachers as they implement observation, documentation, curriculum planning and individualization processes. The training supports teachers to use these processes to create a play-based environment that focuses on the NM PreK Early Learning Outcomes and Indicators.

One of the unique aspects of NM PreK Professional Development is that consultants provide on-site (in context) training and coaching as well as facilitate regional trainings throughout the state. These same consultants, then, spend time in PreK classrooms with teachers and work one-on-one with program administrators. This ensures that teachers and program administrators implement what they have learned in their training. The graphic below demonstrates the percentage of hours spent providing direct service support to NM PreK teachers and administrators during SY2012–2013.*

Time Spent in Direct Service Support



**Draft—NM PreK Professional Development and Consultation Summary Report 2013 (to be published January 2014)*

Specific training, on-site, job-embedded classroom coaching and consultation, paired with T.E.A.C.H.® support to obtain college credit in child development and early learning has a positive effect in reducing staff turnover and increasing commitment to the field of early education.

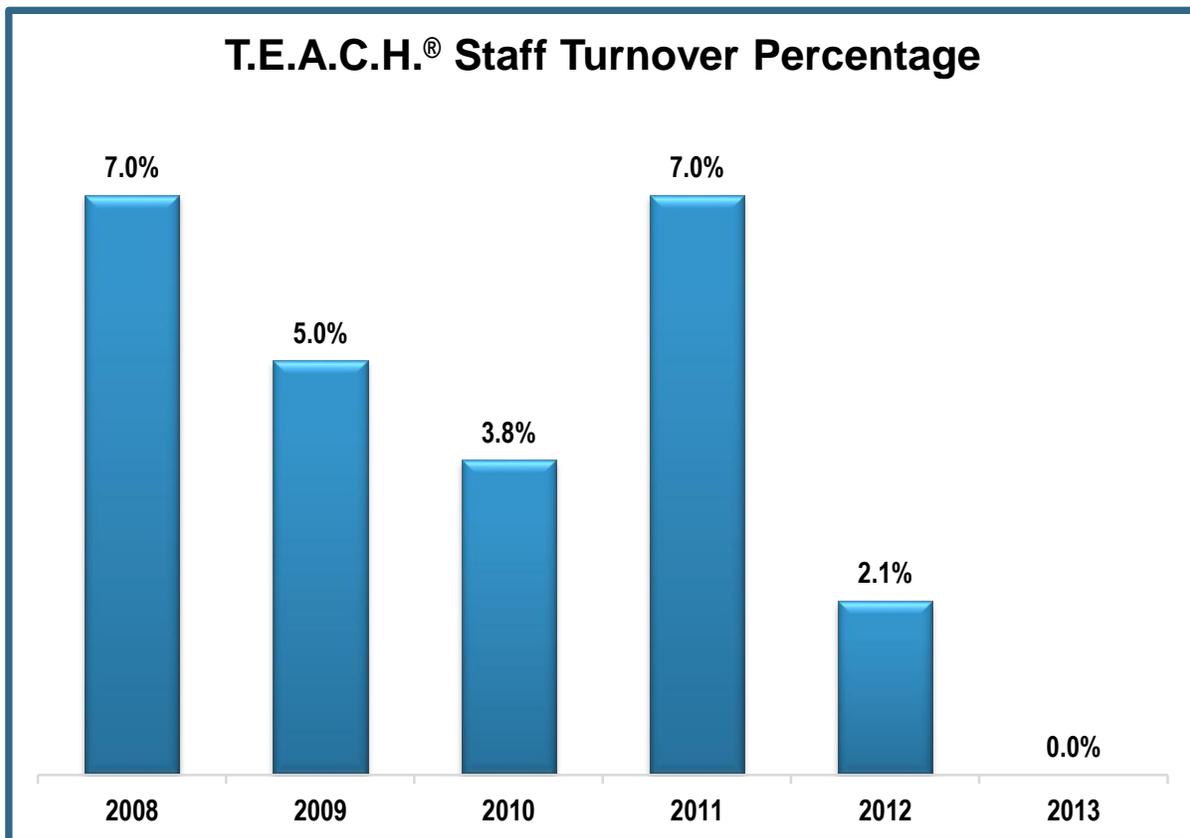
Teacher Education and Compensation Helps, (T.E.A.C.H.) and Turnover

*T.E.A.C.H. is one of the keys to continuing education. “A key- perhaps the key – to high quality programs for New Mexico’s youngest children is well-educated and well-compensated teachers. T.E.A.C.H., in part using volunteer help from the NMAEYC, plays a major role in providing scholarships to those already working with young children so they can do an even better job in preparing children for school and life.”

T.E.A.C.H.® expects scholars to commit themselves to continuing to work at the program sponsoring their scholarships and with the families and children with whom they are connected. Teacher turnover nationwide is as high as 30 to 40 percent in early childhood programs because of low pay and a lack of benefits.

The chart below illustrates turnover as defined by T.E.A.C.H.® If someone leaves in the first year of a scholarship, T.E.A.C.H.® does not count that as turnover. Turnover is defined as leaving after the first year of a scholarship and not fulfilling their commitment to continue working after a year of the scholarship (or more).

Turnover Percentage*



*2013 Annual Report — T.E.A.C.H.® Early Childhood® New Mexico, www.nmaeyc.org, (report to be published January 2014).

**includes both CYFD and PED T.E.A.C.H.® scholars.

Highlighted PreK Program Standards	
Early Learning Standards	Programs use the full version of the <i>New Mexico Early Learning Guidelines</i> . These are comprehensive standards that were aligned during the PED transition to the CCSS.
Teacher Degree	<p>Every teacher in each PED PreK classroom must hold a valid <i>New Mexico Early Childhood Teacher License: Birth through Third Grade</i> as required by <i>New Mexico PreK Program Standards</i>. If a teacher cannot be hired with the Early Childhood Teacher license, a teacher with an elementary or special education license may be hired provided that person completes at least six credit hours per year toward the <i>New Mexico Early Childhood Teacher License: Birth through Third Grade</i>.</p> <p>The Lead Teacher in CYFD NM PreK classrooms should have a valid <i>Early Childhood Teacher License: Birth through Third Grade</i>. A teacher without this license may be hired but must demonstrate progress towards this requirement by completing at least six credit hours per program year towards a Bachelor’s Degree in Early Childhood Education.</p>
Educational Assistant	<p>Every educational assistant in PED classrooms must have an Associate’s Degree in Early Childhood Education and hold a valid Educational Assistant License from the Public Education Department, as required <i>by New Mexico PreK Program Standards</i>. 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.</p> <p>Educational assistants in CYFD classrooms should have an Associate’s Degree in Early Childhood Education and the Associate of Early Education Certificate from the Office of Child Development. An Assistant without this degree and certificate must demonstrate progress towards these requirements by completing at least six credit hours per program year.</p>
Teacher, Educational Assistant and Administrator Training	Teachers, educational assistants, and program administrators must complete the required training applicable to their years of service in NM PreK. New teachers and assistants will attend the two-day training in the <i>Authentic Observation Documentation Curriculum Planning Process (AODCP)</i> and the one-day training on <i>the Early Childhood Environmental Rating Scale-Revised (ECERS-R)</i> . Administrators must attend at least one day of NM PreK training and are invited to attend the full teacher training.
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 <i>the New Mexico PreK Authentic Observation Documentation Curriculum Planning Process (AODCP)</i> , and the classroom environment. The consultants also hold specialized trainings for a site or program with multiple sites based on need. Detailed classroom visit reports and minutes of quarterly administrative meetings are provided to the teacher at the end of each visit and to site and program administrators and state monitors within three days of the visit.

Highlighted PreK Program Standards

Professional Development II	Each NM PreK teacher and educational assistant has a current professional development plan in place with professional goals and timelines that are NM PreK specific. These plans must be submitted to NM PreK state staff no later than October 1, of the current year. On-going reporting regarding completion of credit hours towards required degrees/licensure/certification is reported on administrative reports and added to the database per staff person. On-going reporting regarding completion of credit hours towards required degrees/licensure/certification is reported on administrative reports and added to the database per staff person. Staff 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 children
Staff-Child Ratio	A 1:10 ratio is required
Meals	<p>CYFD NM PreK programs must provide at least one meal, (either breakfast or lunch) that meets USDA requirements per session. All programs will participate in the Child and Adult Care Food Program (CACFP) and must meet food program guidelines. New Mexico PreK children must receive the meal provided at no cost to the parents regardless of income eligibility for the food program. Cost for food above and beyond reimbursement by CACFP is the responsibility of the program.</p> <p>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 in PED are categorically eligible for free meals under USDA guidelines.</p>
Child Care Licensing	<p>CYFD: All sites must meet requirements through New Mexico State Regulations for Child Care Licensing. Violations must be corrected within time limits given. Child Care licenses, certificates and most recent inspection reports of all state and local government agencies with jurisdiction over the center must be posted and visible to parents, staff and visitors.</p> <p>PED: PreK programs operating in school districts, funded through PED are exempt from New Mexico Child Care Licensing requirements.</p>
Required Screening/Referral and Support Services	<p>CYFD: Each child must have an up-to-date immunization record or a public health division approved exemption from the requirement on file per child care licensing.</p> <p>PED: Each child must receive the following health screenings by a school health care professional or private provider.</p> <p>Each child in the NM PreK program must receive the following health screenings prior to the beginning of the program or within the first month of attendance:</p> <ul style="list-style-type: none"> Well child screening Vision screening Hearing screening Dental screening

	Appropriate referrals and services are made available to address all identified concerns.
Required Screening/Referral and Support Services Continued	<p>Developmental screenings are conducted for each child within the first three months of attendance. Programs will monitor for early detection of children at risk for developmental delay. Where possible, the primary language of the child will be used during screening. Parents will be included in the screening process and informed of the results. Appropriate referrals and services are made available to address all identified concerns.</p> <p>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, and at least two NM PreK—specific parent involvement activities and transition activities.</p>
Additional Standards	<p>Additional Program Standards are found at the New Mexico PreK website: www.newmexicoprek.org. Click on the Materials tab, Administrators Link.</p>



Capital Outlay—PED

In School Year 2012–13, the Public School Capital Outlay Council of the New Mexico School Facilities Authority awarded \$2.5 million to the following 8 school districts with the PED funded PreK program to renovate and/or construct PreK classrooms. One school district with no PreK funded program was awarded funding.

School District	School	Amount
Farmington Municipal Schools	CATE Center	\$601,580.00
Gadsden Independent School District	Anthony Elementary	\$233,420.00
Hatch Valley Public Schools	Hatch Elementary	\$291,632.00
Rio Rancho Public Schools	Shining Stars Pre-School	\$451,138.00
Truth or Consequences Municipal Schools	T or C Elementary	\$214,961.00
Zuni Public Schools	A:Shiwi Elementary	\$149,867.00
Deming Public Schools	Bell Elementary	\$7,694.00
Gallup McKinley County Schools	Church Rock Elementary	\$239,980.00
Alamogordo (not a PreK funded site)	Yucca Elementary	\$149,867.00
TOTAL: 9	9	\$2,500,00.00

Start Up and Safety—CYFD

Due to New Mexico's "anti-donation clause", Capital Outlay funds allocated by the state legislature are available only to governmental entities. Although there are some government entities that provide CYFD-funded PreK programs (e.g. City of Albuquerque and New Mexico State University) the great majority of the programs are operated by private entities and therefore not eligible to apply for or receive these funds. Finding adequate space for a PreK Program that is funded by CYFD is often a barrier for these private entities that would like to offer a PreK Program. To the detriment of services to the community, these entities often eliminate programs in order to make space for PreK. For example, some child care programs that are operating at maximum capacity have eliminated their infant/toddler programs (which, typically lose money) and have used the vacated space to open a PreK Program. One successful alternative is to integrate a PreK Program into existing child care by designating a portion of the day as the PreK Program and "wrapping" child care around it. Another alternative that is being explored by early childhood programs that operate at full capacity during the school year is to offer a PreK Program to community children during the summer prior to entering kindergarten. This is one reason why it is so important for PreK funds to be available to many different types of community programs - the desire and the capacity to offer PreK differs greatly in each community and it is important that the PreK Program is flexible enough to accommodate programs in urban areas where there are myriad facility options as well as in rural isolated communities where facilities are extremely limited.

When funding permits and a contractor first begins providing NM PreK services through the Children, Youth and Families Department an allocation of \$10,000- \$15,000 is made to make any needed safety improvements and to furnish/equip the classroom. In SY 2012-2013, the following new classrooms in CYFD funded programs received one time Start-Up & Safety support:

- Hobbs Head Start
- Christina Kent Early Childhood Center
- Mid-West Community Action Project Head Start

This support is important to ensure the adequacy of instructional materials and equipment as well as playground equipment. With this support programs were able to make the following improvements:

- Installation of new age-appropriate playground equipment
- Purchase and installation of new flooring.
- Purchase and installation of child-size sinks and toilets.
- New age-appropriate instructional materials.
- A variety of classroom furniture



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
2012–2013	\$19,214,600	5,331

*Source: 2013 Draft NIEER Annual Report and CYFD Early Childhood Services Division Fiscal Office

**The appropriation includes professional development, transportation, start-up and safety, external evaluation, data management and administration

New Mexico Preschool Data for SY 2012–2013	
NM PreK program enrollment	5,331
School districts that offer the PreK program	44
Income requirement	None
Hours of operation	Determined locally
Operating schedule	Academic year
Federally-funded Head Start enrollment*	4,335 (4 year-olds)

*2013 Annual Program Information Review conducted by the Office of Head Start

New Mexico's PreK Quality Standards Checklist *

Policy ²	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 completion of 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. The PED PreK programs met all 10 benchmarks.

² *The State of Preschool 2012—State Preschool Yearbook—National Institute for Early Education Research.*
New Mexico PreK Annual Report 2012–2013

Conclusion—“Growing Our Own”

Well-Educated New Mexico Teachers = Well-Educated New Mexico Children = Well-Educated Citizens and Workforce

Economic development for our state and supporting individual self-sufficiency are important goals for all New Mexicans.

Building a mixed delivery-system that has both community-based and public school-based providers is a human capital development strategy that can contribute to those goals. Better educated children and better educated and more professional early childhood educators in all sectors support these goals.

CYFD and PED are committed to continuous support and increased professionalization of community based early education providers. T.E.A.C.H.® scholarships and the consultants who train and coach teaching staff in a job-embedded context are essential elements in this process.

Work continues to increase access to NM PreK in high need areas of the state. Collaboration across agencies also continues to provide a continuum of services across the early childhood years of birth to grade three. Some of these services are early intervention, home-visiting, K–3+, and a variety of health and family support services. Alignment and increased access to needed programs across the years will positively affect later school and life outcomes.

Additional information about parent support materials, NM PreK evaluations done by the National Institute of Early Education Research (NIEER), and related forms, information and resources are available on www.newmexicoprek.org. Also see the 2012 Annual Report—T.E.A.C.H.® Early Childhood New Mexico, www.nmaeyc.org.

A change in state statute permitted the Children, Youth, and Families Department to issue a Request for Application (R.F.A.) in the spring of 2013. This format more closely matched the format used by the Public Education Department and resulted in a large number of application to provide NM PreK services. The plan for 2013–14 includes issuing these applications concurrently so that decisions about funding can be made collaboratively to ensure parent choice and to avoid over-saturation of available NM PreK spaces in communities.



Glossary and Acronyms

Glossary

Authentic Observation Documentation Curriculum Planning Process (AODCP)

A cycle of observation, reflection, planning and implementation is the basis for curricular planning for children in the NM PreK program. Teachers implement strategies and modify activities to better meet the needs of each child based on documented observations of each one's successes and challenges.

Child and Adult Care Food Program (CACFP)

CACFP is a nutrition, education and meal reimbursement program helping licensed providers serve nutritious and safely prepared meals and snacks to children and adults in child care settings.

Child Care Licensing

The department in the CYFD responsible for licensing child care providers throughout the state of New Mexico.

Child Development Associate Credential (CDA)

A nationally transferable credential that is based on a core set of competency standards, which guide early care professionals as they work toward becoming qualified teachers of young children.

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: **32-A-23-4. NMSA 1978. Voluntary pre-kindergarten (2005)**. 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, or joint boundaries of a school district and tribe or any combinations of school districts and tribes.

Departments

The CYFD and the PED are acting jointly.

Early Childhood Teacher License: Birth through Third Grade

Standard teacher licensure through PED for teachers who work in early childhood education in public schools or in state-supported schools.

Early Childhood Development Specialist

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

Early Childhood Investment Zone

The following are the socio-ecological factors and academic factors used to identify the Early Childhood Investment Zones (See map on page 10):

- ✓ Adolescent births
- ✓ Pre-term births
- ✓ Infant mortality
- ✓ Poverty
- ✓ Juvenile arrest
- ✓ Domestic violence
- ✓ Inverse graduation rate
- ✓ Unemployed
- ✓ Combined child abuse victim
- ✓ Percent of births to mothers who did not complete high school
- ✓ Percent of all schools that DO NOT have a School-Based Health Center
- ✓ Percent of female high school students that were NOT participants in GRADS Programs during 2010
- ✓ Percent of students who did not graduate 4 years after entering 9th grade , school year 2009-2010
- ✓ Percent of ALL students assessed who did not score proficient or above in combined Reading and Math Standard Based Assessment Tests, school year 2009-2010
- ✓ Percent of students receiving free or reduced priced meals, school year 2009-2010
- ✓ Percent of population 25 years and over without high school graduation
- ✓ Percent of all schools that are Title I schools
- ✓ Dollars expended on personnel salaries per pupil- all schools
- ✓ Percent of elementary schools graded “D” or “F” (percent)

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.

National Institute for Early Education Research (NIEER)

NIEER conducts and communicates research to support high-quality, effective early childhood education for all young children. The institute offers independent, research-based advice and technical assistance to policymakers, journalists, researchers, and educators.

New Mexico Early Learning Guidelines

Early learning guidelines serve as a framework to capture some of the important aspects of development in the early years. They describe what young children know and can do during the early years of development. The guidelines are designed to give reasonable expectations for children at different ages so that teachers and others can have criteria to refer to as they observe children in action, determine their levels of performance and plan curricular interventions to help them grow, develop, and learn to their fullest potential.

NM PreK Training and Development Consultant Support: Each *NM PreK* site receives regular visits from PreK Consultants who help to strengthen the practice in the PreK classroom. This support ranges widely based on the classrooms strengths and areas of opportunity, but often incorporates curriculum development skills, environmental modifications, authentic assessment implementation support, and/or reflection on teacher’s practice in cooperation with the consultant.

Pre-Kindergarten or PreK

A voluntary developmental readiness program designed for children who have attained their fourth birthday prior to September 1st.

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 Education 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: **32-A-23-4. NMSA 1978.**

Voluntary pre-kindergarten (2005). 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.

T.E.A.C.H. Early Childhood ®

Teacher Education and Compensation Helps is a scholarship program that offers financial support for tuition, books, and release time from work and bonuses or raises for staff currently working in an early childhood education program who wish to pursue a degree (Associates, Bachelors or Graduate level) in early childhood education.

45-Hour-Entry-Level Course

Curriculum developed by CYFD – Office of Child Development in which students complete 35 hours of theory, lecture and review of early childhood. Students must also complete a 10 hour field observation. "All child care providers working in licensed child care centers and family child care homes are required to complete this course, or its equivalent, within the first six months of employment." This training includes seven identified core competencies including:

- Child Growth and Development
- Health, Safety and Nutrition
- Family and Community Collaboration
- Developmentally Appropriate Content
- Learning Environment and Curriculum Implementation
- Assessment
- Professionalism

Acronyms

CACFP	Child and Adult Care Food Program
CCSS	Common Core State Standards
CDA	Child Development Associate -certification
CYFD	Children, Youth and Families Department
ECIZ	Early Childhood Investment Zones
ED (USDOE)	US Department of Education
ELGs	Early Learning Guidelines
ELOs	Early Learning Outcomes (PreK)
HSD	High School Diploma
NIEER	National Institute for Early Education Research
PED	Public Education Department
PE	Parental Engagement
SY	School Year
T.E.A.C.H.®	Teacher Education and Compensation Helps Early Childhood
UNM	University of New Mexico



At every age from birth through age eight (and beyond), play can stimulate children's engagement, motivation, and lasting learning.
Bodrova and Leong (2003)

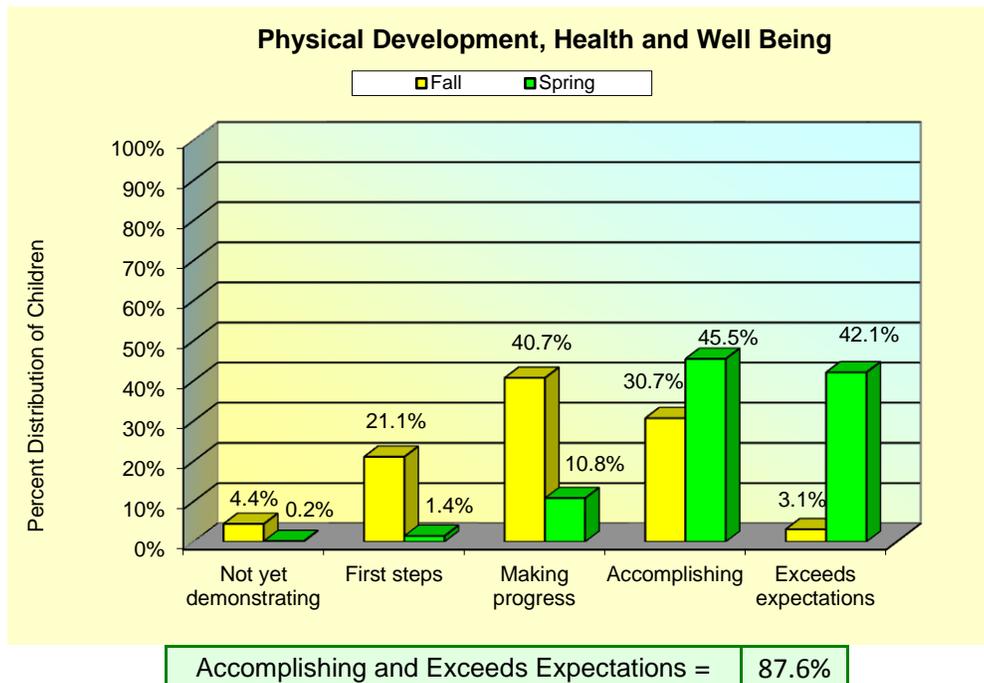
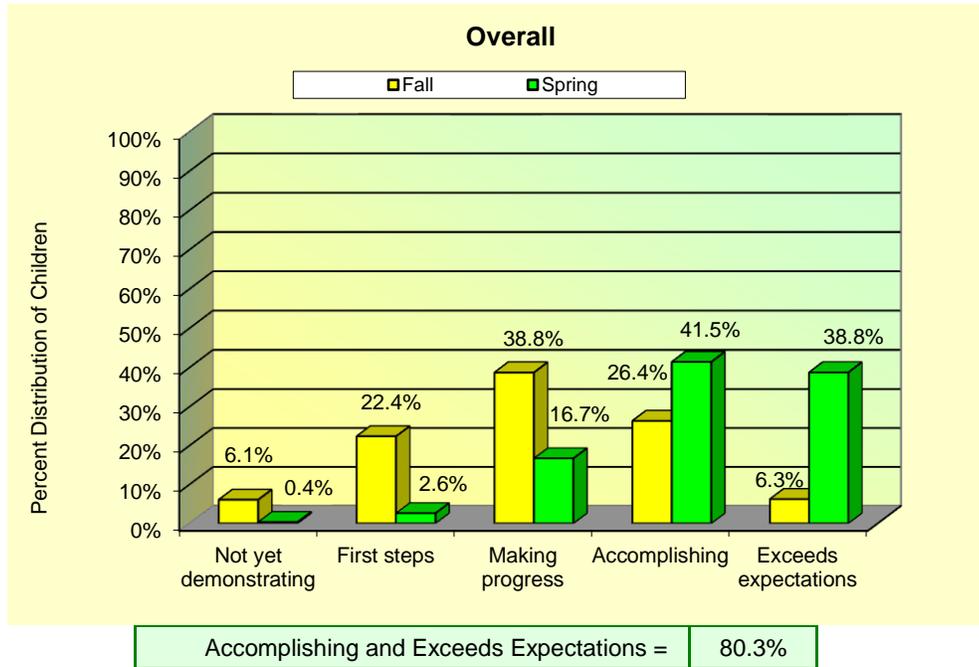


Appendix A

Fall–Spring ELO Comparisons—SY 2013 CYFD Programs*

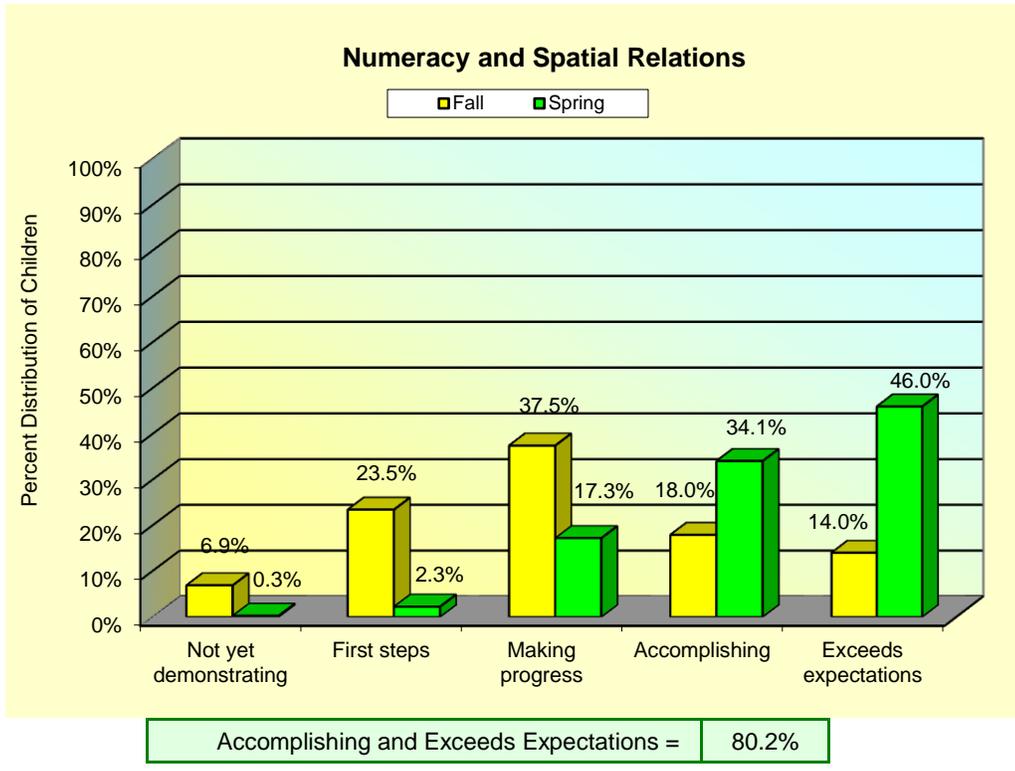
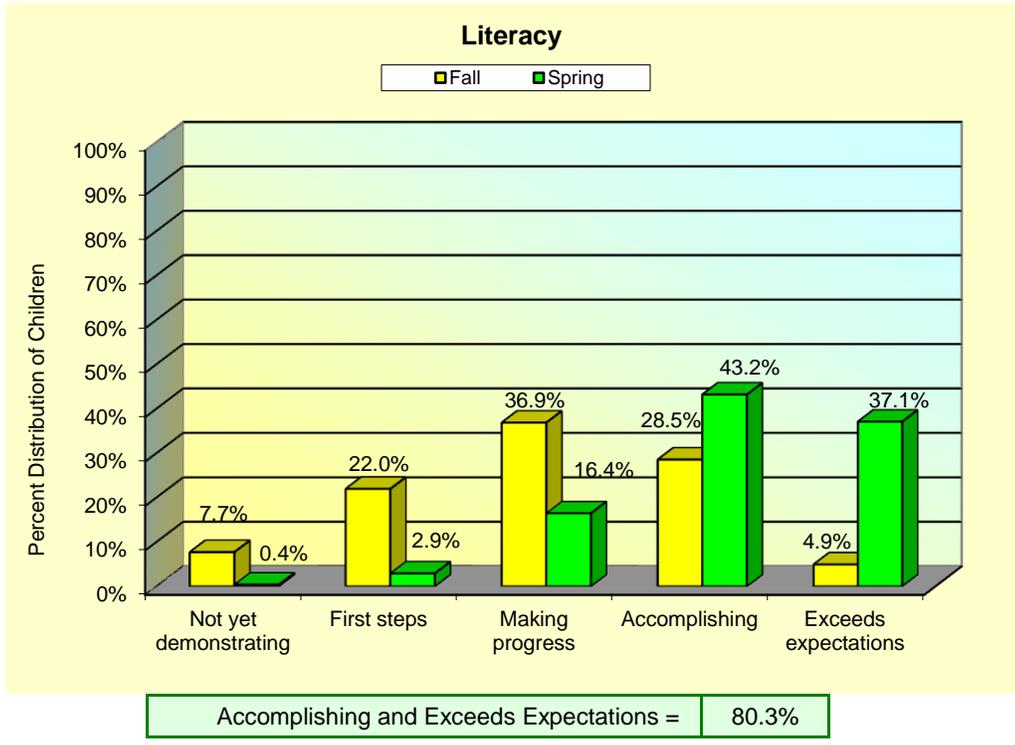
The graphs below illustrate the following outcomes for CYFD PreK children during the SY 2012–2013.

N= 1,812**

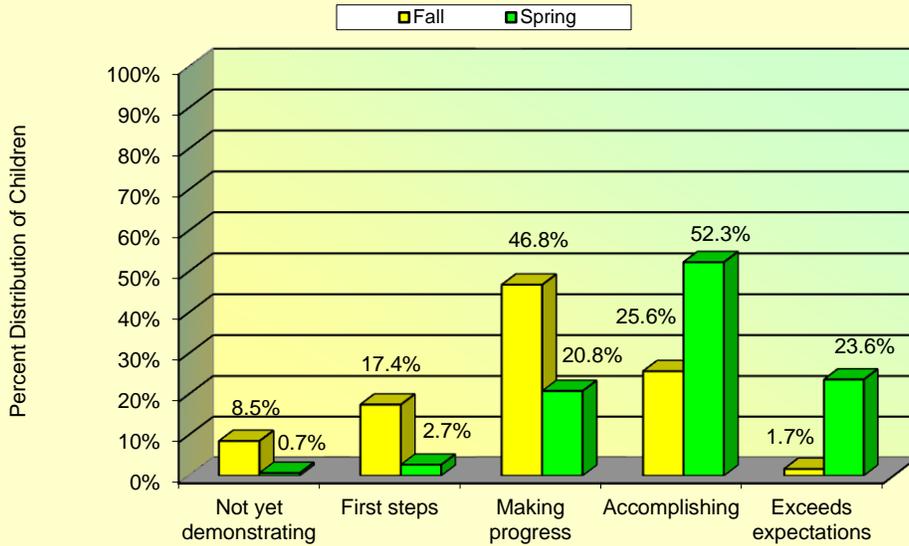


*UNM Continuing Education, New Mexico Kids IT Services

**Includes only children with fall and spring observations

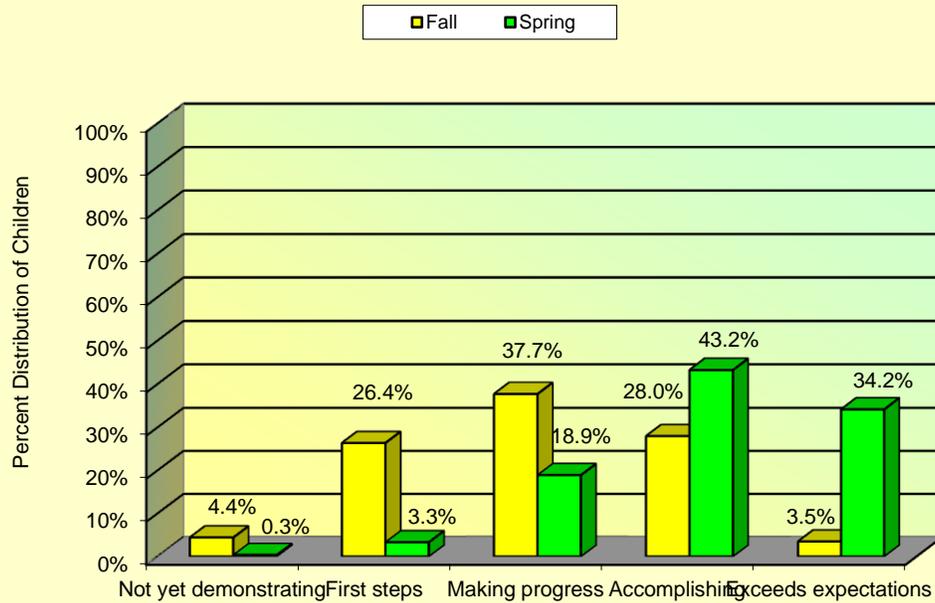


Scientific Conceptual Understandings

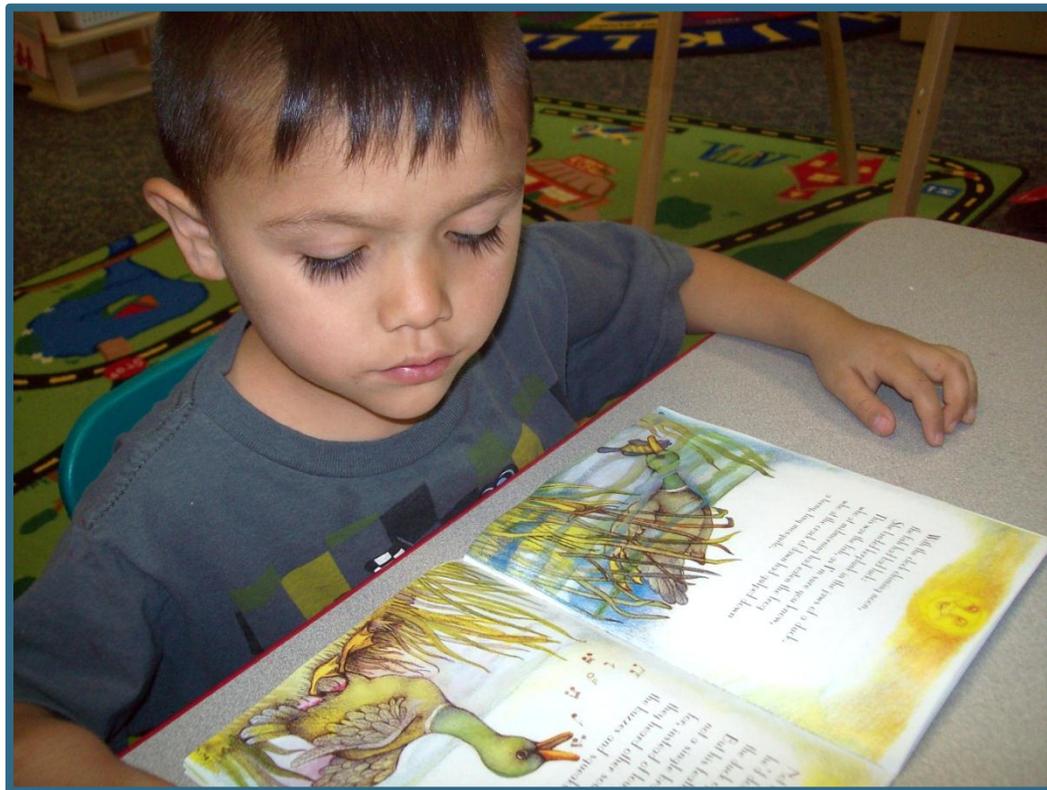
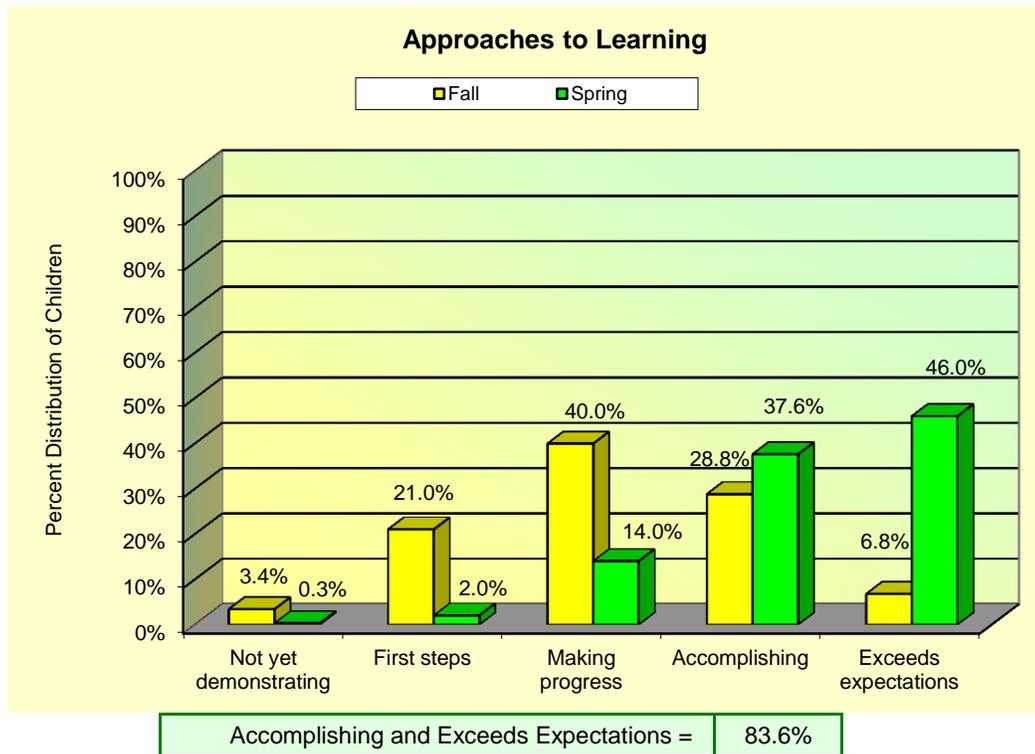


Accomplishing and Exceeds Expectations = 75.9%

Self, Family and Community

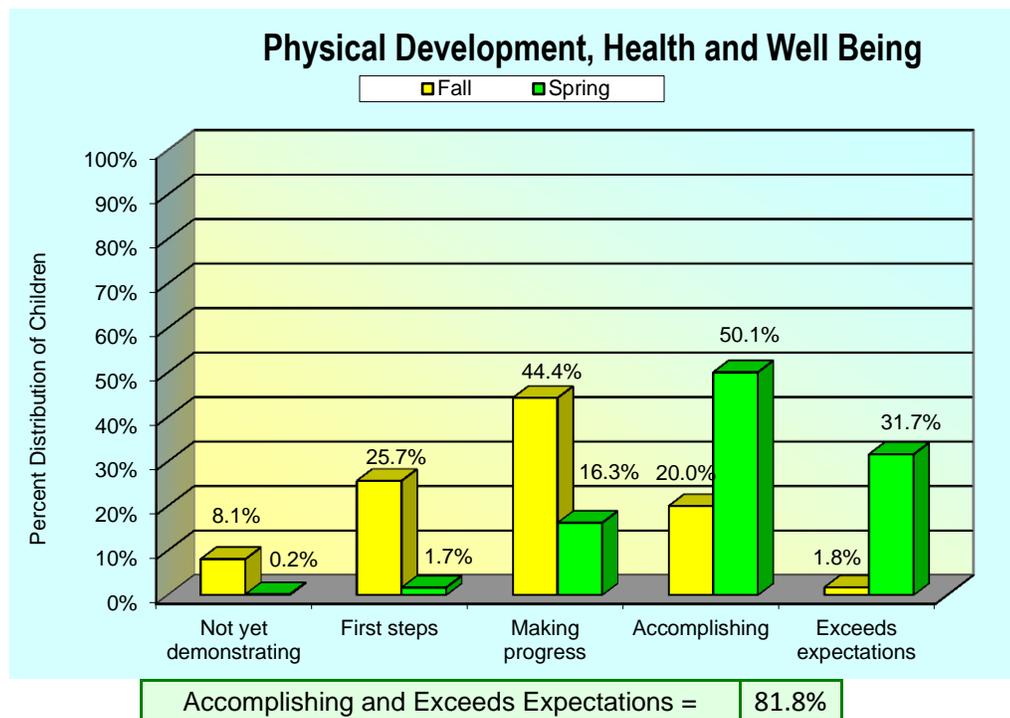
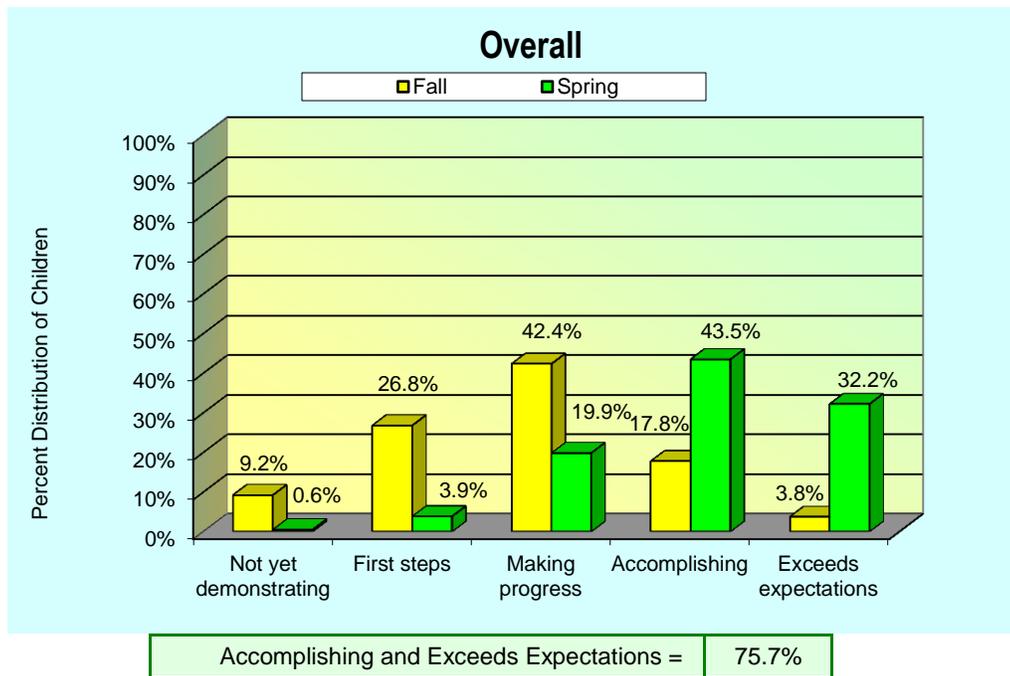


Accomplishing and Exceeds Expectations = 77.4%



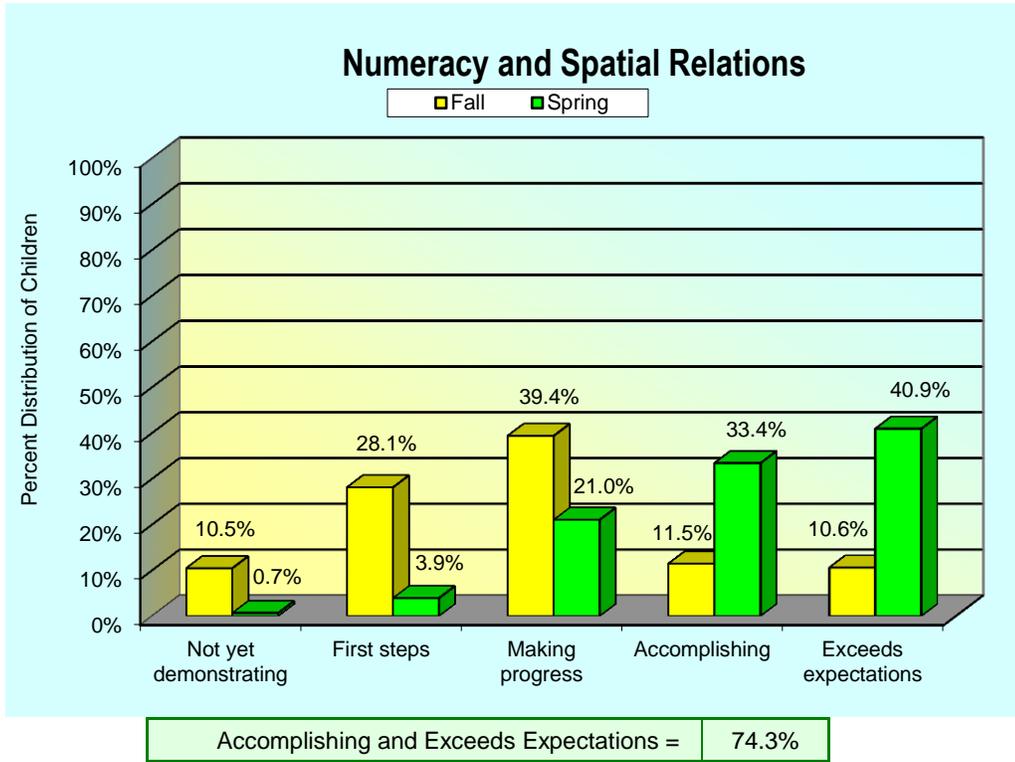
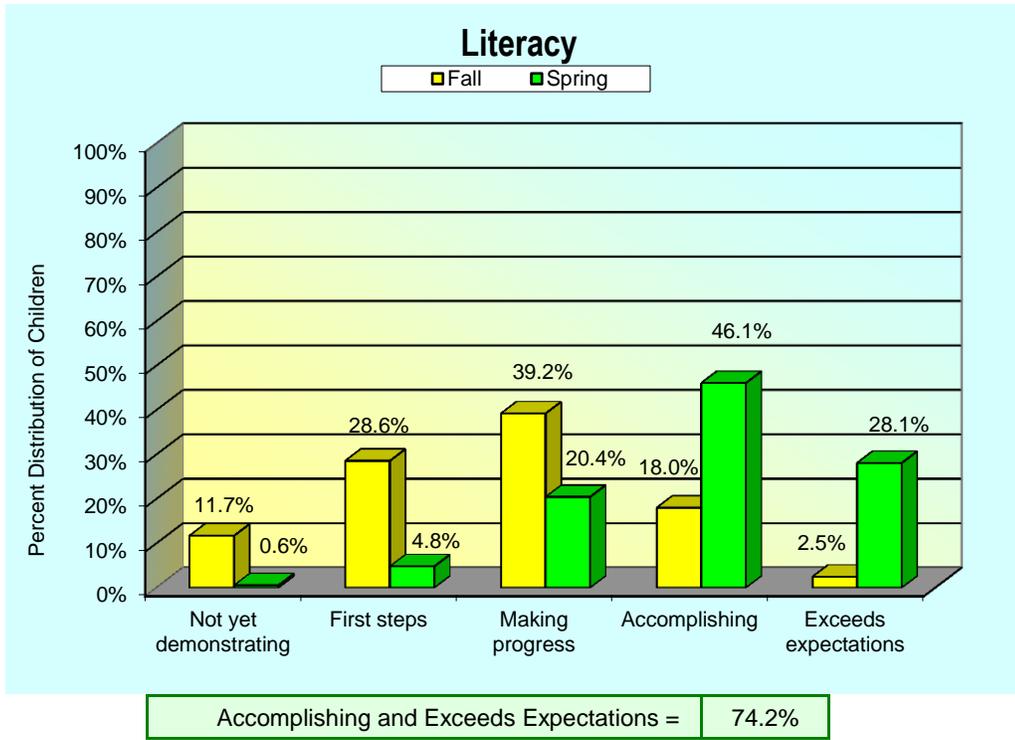
The graphs below illustrate the following outcomes for PED PreK children during the SY 2012–2013.

N= 2,489**

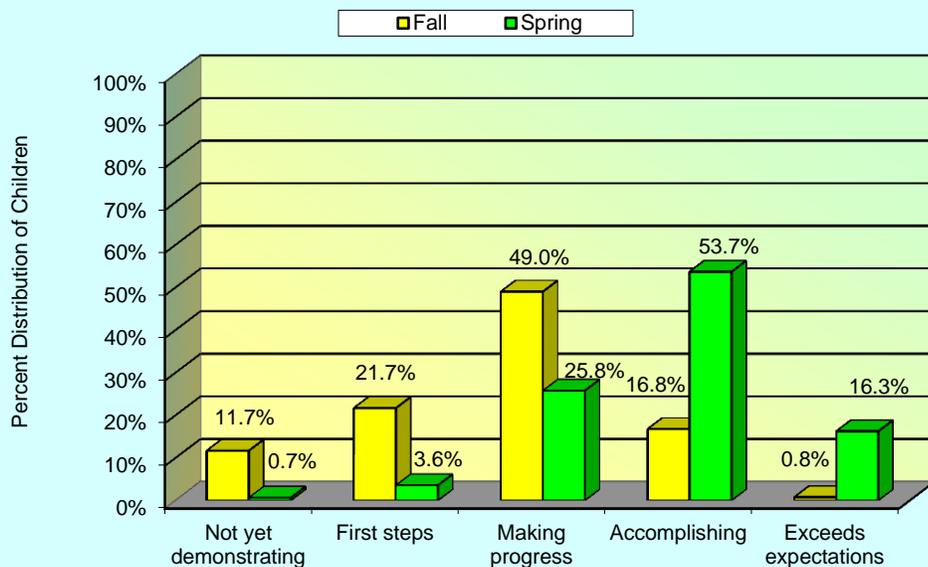


*UNM Continuing Education, New Mexico Kids IT Services

**Includes only children with fall and spring observations

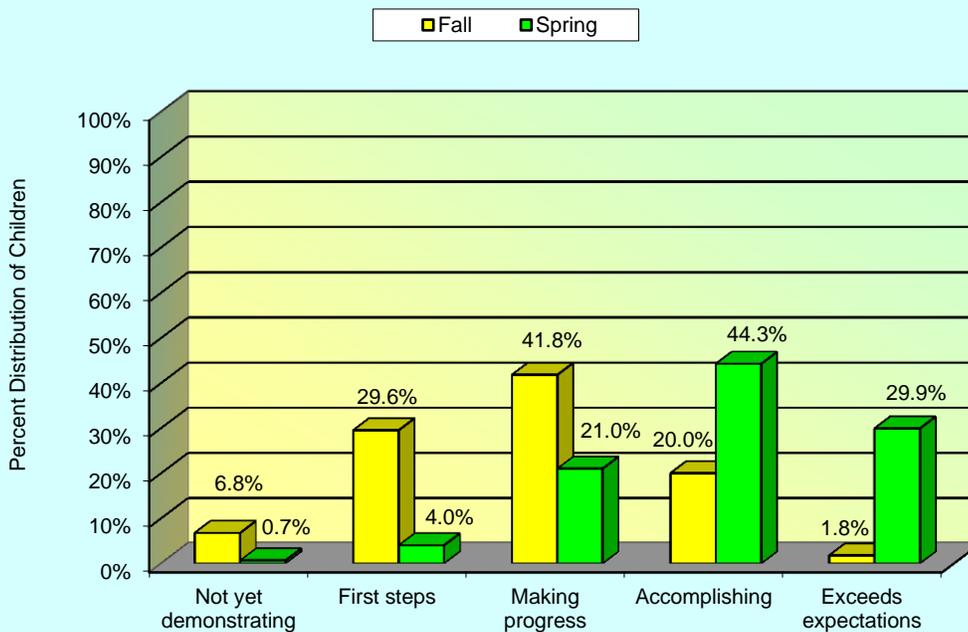


Scientific Conceptual Understandings



Accomplishing and Exceeds Expectations = 69.9%

Self, Family and Community



Accomplishing and Exceeds Expectations = 74.2%

Approaches to Learning

