



**New Mexico's
Early PreK Program
Standards For Program Year
2018-2019**

New Mexico Early PreK programs funded by the Children, Youth and Families
Department

Welcome to New Mexico Early PreK and Thank You for playing a key role in the healthy development of some our youngest New Mexicans and their families.

Background

During the 2005 legislative session, the New Mexico legislature passed the New Mexico Pre-Kindergarten Act (Children’s Code, Article 23, Sections 32A-23-18 NMSA 1978) and provided funding to develop and implement a voluntary pre-kindergarten program for 4-year-old children throughout New Mexico. The Public Education Department (PED) and the Children, Youth and Families Department (CYFD) have joint responsibility for the implementation of NM PreK.

The 2015 legislature expanded the NM PreK Program by providing funding for three-year-old children. CYFD is referring to pre-kindergarten services to three-year-olds as Early PreK.

Purpose of Early PreK

The Purpose of the PreK Program is to

1. Increase statewide access to voluntary quality NM PreK developmental readiness programs
2. Focus on enrolling new children and building community capacity
3. Provide developmentally appropriate activities for New Mexico children
4. Focus on school readiness
5. Expand early childhood community capacity

Eligibility

New Mexico PreK provides voluntary, state-funded pre-kindergarten programs for children who turn **three years old** before September 1st, including students with disabilities, regardless of the disability. For funding purposes, applications are evaluated, and priority is given to programs in communities with public elementary schools that are designated as Title I schools and that have at least 66 percent of the children served living within the attendance zone of a Title I elementary school. CYFD NM Early PreK is committed to working with various programs serving young children such as Home Visiting (for transitional purposes), Head Start, DOH FIT Early Intervention in order extend our commitment to children and families. NM PreK programs must:

- expand upon early learning experiences
- avoid pressuring children
- honor the individual strengths and needs of young children
- encourage young children to value the process of learning
- ensure developmentally appropriate teaching practices
- support early childhood teachers in their roles as educators and professional decision-makers
- value diversity.

Moving Forward

Since its inception in 2015, NM Early PreK has grown and expanded along with other early learning programs within our state. As a state, we have recognized the need to

coordinate and align services through intentional collaboration within the early learning system. It is our intention to fully align services so children and their families receive the support they need prenatally and beyond; whether it is to provide continuity of care within programs, social emotional support, or to provide resources within their community. All of these things are possible with a strong and knowledgeable workforce which we strive to support and encourage. We will do this by providing relevant and meaningful professional development to early childhood educators who are tasked to help raise the quality of our programs.

Framework for the Revised Standards

The framework for the presentation of these early childhood program standards is 1) the Essential Element to which the standard applies, 2) the standard and, 3) contract compliance indicators of the standard.

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

A **compliance indicator** is a component of the standard such as an outcome, condition, process, role, or function, that **must** be observed, measured, and used to determine the extent to which standards are met. **Compliance indicators** are “musts” and are monitored by CYFD.

The Early PreK Program Standards are organized in to the following Essential Elements and defined by specific Compliance Indicators:

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Early PreK Program Standards

Essential Element 1: Health, Safety, and Nutrition

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

Health Compliance Indicators

1.A.1 Early PreK programs funded by CYFD must refer PreK participants to community health providers able to provide assessments for each child within the first three (3) months of attendance. These assessments are

- physical examination
- vision screening
- dental screening
- current immunizations
- hearing screening

1.A.2 Appropriate facilities must be accessible to children who are toilet-training.

1.A.3 Appropriate facilities must be accessible to staff with children who are in diapers.

Safety Compliance Indicators

1.A.4 Early PreK programs funded by CYFD must comply with all New Mexico child care licensing regulations (available at www.newmexicokids.org).

1.A.5 Early PreK programs funded by CYFD must notify their CYFD program monitor or the PreK program manager within three days if they have been sanctioned or have been placed under conditions of operation by child care licensing.

1.A.6 The environment is physically and emotionally safe.

1.A.7 Preschool program facilities must be smoke-free, alcohol-free, and free of illegal substances.

1.A.8 Program staff share current safety information and resources with families such as the program's disaster/evacuation plan.

Nutrition Compliance Indicators

1.B All NM Early PreK programs must provide at least one meal for children in the 450-hour program (either breakfast or lunch) and two meals for children in the 900-hour program that meet USDA requirements per session.

All CYFD 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 families, regardless of income eligibility for the food program. Cost for food that is above and beyond reimbursement by **CACFP** is the responsibility of the program.

All personnel must be knowledgeable about each child's special nutritional needs (allergies, medical) and physician requests for dietary restrictions

- a) Adults must sit with the children at meal and snack times to assist children with eating, drinking and self-feeding and to encourage family style dining and socialization. (Refer to licensing regulation 8.16.2.25 E-3 www.newmexicokids.org)
- b) If food is brought from the child's home, a center will label it with the child's name and refrigerate if necessary. (Refer to licensing regulation 8.16.2.25 D-5 www.newmexicokids.org)
- c) CACFP restricts the use of food as a punishment or a reward. (<http://usa.childcareaware.org/2016/04/usda-announces-new-meal-pattern-guidelines-for-child-and-adult-care-food-program/>)

Essential Element 2: Full Participation of Each Child

Community Compliance Indicators

2-A. Preschool programs collaborate to support the establishment of a seamless continuum of quality early care and education programs in the community.

2.A.1 Early PreK program personnel meet at least annually with early care and education programs in the community such as public schools; Head Start including Migrant, Tribal, and Early Head Start; child care; and Family Infant Toddler (FIT) Programs to coordinate and strengthen early childhood programs, training, and initiatives. These meetings are verified by meeting agendas, sign-in sheets, and minutes.

2.A.2 While honoring family choice, preschool program personnel collaborate to ensure that competition for funding and children does not adversely impact community capacity and is equitably disbursed.

2.A.3 Early PreK administrators meet with early care and education program personnel in the community prior to requesting expansion of their preschool program.

Family Engagement Compliance Indicators

2-B. Early PreK programs have family-centered practices that guide all aspects of program planning and implementation.

2.B.1 Early PreK Program administrators must ensure that each preschool classroom documents in a notebook available for program monitors, 90 hours of family engagement activities that includes:

- a) One home visit for each child prior to the start of school (a home visit must take place within two weeks of enrollment for children who enroll after the start of the school year).
- b) Three family/teacher conferences that align with the Preschool Observational Assessment cycle;
- c) A minimum of four family engagement activities/events, which are shared with families in a calendar; and
- d) Documentation notebook that includes the agenda and sign-in sheets for all activities.

2.B.2 Early PreK Program administrators must develop a Family Preschool Handbook. Programs must have a handbook in place per child care licensing regulations (www.newmexicokids.org). The handbook must include:

- a) a plan that describes/defines the program’s Family Engagement approach and value for soliciting, documenting, and engaging families as an effective way to support each child’s full potential
- b) procedures for Eligibility, Recruitment, Enrollment and Attendance;
 - 1) how families are informed of the availability of the preschool program;
 - 2) how children are recruited;
 - 3) priorities for enrollment; ensuring that continuity of care is adhered to by prioritizing enrollment for children who currently attend the program, and reserving slots for children whose families may be homeless.
 - 4) how the Early PreK program is collaborating with other programs such as Early Head Start, Home Visiting, and FIT, DD preschool, and Title 1 to recruit children;
 - 5) the application process;
 - 6) selection criteria;
 - 7) how children are enrolled and dis-enrolled; Program Monitors must be consulted before considering dis-enrollment of any child.
 - 8) how program personnel work with the local school district’s child find policies and procedures; and
 - 9) how children—who do not have existing Individualized Education Programs (IEP) are screened and referred to Child Find.
- c) a description of the program’s developmentally appropriate classroom practices and curriculum model;
- d) procedures for transportation of children (if applicable);
- e) procedures for developmental and health screenings, including how and when results will be shared with families, and how follow-up will occur; Information regarding all preschool services provided (including special education preschool services)
- f) procedures for referring children with suspected developmental delays and/or disabilities to the district’s Child Find services, the *Natural Environments Plan; Guiding Principles for the Full Participation of Young Children in New Mexico’s Early Learning System*
- g) a detailed Transition Plan for supporting children moving into and out of the program or other program classrooms.

h) Every effort is made to provide the materials in the family's home language.

2.B.3 Early Preschool program administrators must develop and provide to staff a current, written *Family Engagement Plan* that includes appropriate meaningful opportunities to build trusting relationships. The *Family Engagement Plan* must include four-family engagement activities in addition to the three family/teacher conferences and one home visit. The plan must include how program personnel will use the children's portfolios as well as New Mexico Preschool parent materials (**please refer to agency NM PreK website**) to assist families in supporting their child's learning.

Transition Compliance Indicators

2-C. Early PreK program personnel and families collaborate to ensure smooth transitions for children as they move between settings, between levels or grades, or from program to program.

2.C.1 Early PreK programs must develop and provide to families and staff a written *Transition Plan* as part of the Family Preschool Handbook, detailing policies and procedures that assist families of children moving into the program, moving between Early Learning Programs and Early PreK, exiting the program, and/or transitioning into pre-kindergarten other program classrooms. This does not take the place of the individual transition plan required for children with IEPs.

a) The *Transition Plan* must reflect the diversity and uniqueness of the children and of the community in which they reside.

b) Early PreK programs must develop and provide to families and staff a written *Transition Plan* detailing policies and procedures that assist families of children moving into the program from the home, FIT, Early Head Start, Home Visiting, or another early childhood setting or when exiting the program.

c) The *Transition Plan* must include a series of transition activities that take place throughout the year to prepare the child and family for the upcoming changes and facilitate a positive transition to pre-kindergarten or other program classrooms.

d) The *Transition Plan* must also include activities for children and families that are transitioning into the Early PreK program from Early Learning Programs or from program to program.

Culture and Language Compliance Indicators

2-D. Early PreK program personnel and administration are culturally and linguistically responsive.

2.D.1 Early PreK program personnel respect each child's language and demonstrate knowledge and skill related to second language acquisition.

2.D.2 Early PreK program personnel ensure that materials and visuals in the classroom reflect the culture and language of the children and families enrolled in the program.

2.D.3 There is intentionality in the lesson plan to foster the relationship of children who speak languages other than English with English-speaking children (and vice-versa).

2.D.4 A program policy is implemented that describes how the program supports children's home language while supporting English language development, and includes practices to communicate with families in their preferred language.

2.D.5 CYFD Early PreK program personnel must also conduct a PreK Home Language Survey as part of the application process, and/or the Home Visit Process.

2.D.6.1 Based on the PreK Home Language Survey, implement a cohesive Planned Language Approach (PLA)- ensuring that the planning and decision making about language and early literacy practices are intentional, program-wide, and based on research.

2.D.6.2 Build respectful relationships with children and families. Ensure that family engagement opportunities meet the culture, language and literacy needs of children and families

2.D.6.3. The Planned Language Approach (PLA) must incorporate the following proven strategies:

- a. Research-based approaches to ensure that children close the achievement gap at an early age;
- b. Early language and early literacy environments and experiences that are known to support children's long-term academic success;
- c. Consistent and responsive family engagement in children's educational and social growth, especially in supporting the home language of Dual language Learners (DLLs)
- d. Careful and intentional implementation of research-based practices that can prevent reading failure and promote school success.

Inclusive Practices Compliance Indicators

2-E. Program personnel understand and commit to practices that build on each child's culture, language, experiences, and abilities.

2.E.1 Early PreK program personnel must modify the indoor and outdoor physical and learning environments to accommodate the needs of children with disabilities and developmental delays, with supports from appropriate service providers as indicated for the child with an IEP

2.E.2 Early PreK program staff must complete training specific to inclusionary practices.

2.E.3 The posted daily schedule must be flexible to accommodate the developmental needs, such as toileting/potty training, of all children

2.E.4 Support the social-emotional needs of each child.

2.E.5 Early PreK program personnel collaborate with a team of family members and multi-disciplinary professionals to develop or update the IEP for each child with special needs, consistent with federal and state regulations.

2.E.6 Early PreK programs integrate children with disabilities and developmental delays into groups of peers of the same age, with supports from appropriate service providers.

2.E.7 The program will fully support the Family, Infant and Toddler (FIT) and Public Education Special Education program as the child and family transitions from an Individualized Family Service Program (IFSP) to an Individualized Educational Program (IEP).

2.E.8 Children **may not** be dismissed from the Early PreK program due to special or behavioral needs unless an IEP has been modified to indicate a different placement.

2.E.9 Early PreK classrooms will provide inclusive settings for children with developmental delays and disabilities based on the federal Individuals with Disabilities Education Act (IDEA) and be consistent with a child's individualized education program (IEP). The amount and location of services is determined by the student's IEP team. The special education services and equipment required by a child's IEP, including the cost of therapists and special education staff, can be funded by the district or charter school's special education budget that includes both or either state operational funds and IDEA B funds (basic or preschool funds).

- a) Teachers participate in the IEP process when invited by the family.
- b) Early PreK programs integrate ancillary services (e.g., occupational, speech/language, and/or physical therapy) within regular program activities and routines to the maximum extent appropriate, as indicated for the child with an IEP.
- c) Early PreK children are referred to Child Find and do not go through the Response to Intervention (RTI) process. The Child Find process takes the place of RTI.
- d) Depending on the group of children served and the nature and severity of the disabilities of children served, the adult-to-child ratio might be lower.

Social Emotional Compliance Indicators

2.F Program personnel understand and commit to practices that build on each child's Social-Emotional development, including strategies to limit or eliminate suspension and expulsion.

2.F.1 Promote the social-emotional competence for young children by implementing consistent, attuned, safe and responsive interactions. Program personnel shall plan experiences, interactions, activities and strategies that support the social-emotional dimensions of young children enrolled, these include:

- a) self-confidence: being open to new challenges and willing to explore new environments,
- b) self-efficacy: believing that one is capable of performing an action,

- c) self-regulation/self-control: following rules, controlling impulses, acting appropriately based on the context,
- d) self-esteem: good feelings about oneself,
- e) persistence: willingness to try again when first attempts are not successful,
- f) conflict resolution: resolving disagreements in a peaceful way,
- g) communication skills: understanding and expressing a range of positive and negative emotions,
- h) empathy: understanding and responding to the emotions and rights of others,
- i) social skills: making friends and getting along with others, and
- j) morality: learning a sense of right and wrong. Each person has the opportunity to positively influence the child's development.

2.F.2 Ensure that program personnel working directly with young children have the capacity for positive relationships along with sufficient knowledge of early childhood social and emotional development.

2.F.3 Using the New Mexico Pyramid Model and other research-based practices:

- a. Implement FOCUS Social-Emotional supports;
- b. Participate in training and coaching geared to increase knowledge of mental health issues in early childhood, including trauma-informed practices, attachment and overall social-emotional support;
- c. Support the social-emotional development of young children; Provide observation of children and classrooms, reflect on classroom management practices;
- d. If necessary, with parental consent, provide referrals and follow-up for children and families to community-based early childhood mental health services;
- e. Provide parent training and information related to attachment, social-emotional support.

2.F.4. CYFD Programs: Extreme or rare situations may require special consideration on a case-by-case basis. If expulsion of a child is being considered due to behavior, programs must engage in dialogue with the state monitor to communicate the following:

- a) modifications made to the environment and/or teaching practice etc.
- b) adult-child interactions
- c) interventions, strategies and techniques used
- d) observation and input from the Early PreK consultant or coach
- e) family communication and perspective
- f) developmental, academic, and social/emotional screening results
- g) results of referrals (Child Find, family physician, behavioral specialist, etc.)
- h) any other documentation to demonstrate that all avenues for child success in the program have been exhausted

Essential Element 3: Developmentally Appropriate Content, Learning Environment and Curriculum Implementation

Physical Environment Compliance Indicators

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

3.A.1 CYFD preschool program classrooms must conduct an **annual** self-assessment using one of the recommended environmental rating scale tools.

3.A.2 The purpose of the self-assessment is to identify areas for improvement such as:

- a) Adult-child interactions
- b) Intentional, developmentally appropriate, individual, small, and large group activities
- c) Adequate materials and equipment are accessible to children—such as books, dolls, toys, and wall displays. These materials represent diverse cultures, ethnic groups, gender roles, family configurations, and abilities.
- d) Adequate amount of space for indoor and outdoor activities, for adult planning and management activities, and for privacy.
- e) Classroom environments have identifiable learning centers that are flexible and designed for children to self-select activities.
- f) Accommodations, modifications, and adaptations are evident as needed for individual children.

Curriculum Compliance Indicators

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

3.B.1 Early PreK program curricula must be based on the *New Mexico Early Learning Guidelines: Birth through Kindergarten (ELGs)* (**Please refer to NewMexicoKids.org or [PreK Website](#)**) and be designed to achieve long-range goals for children in all domains (i.e., physical, motor, social, emotional, language, and cognitive). The NM preschool curriculum must include all elements as described in the diagram below.

Elements of NM Early Learning Systems



3.B.2 Early PreK program personnel must adhere to the principles of *The Developmental-Interaction Approach: Defining and Describing New Mexico's Curriculum for Early Childhood Care & Education Programs*. (DIA)

Principles include: activities based on sound child development/early childhood education principles; the needs, interests, desires, and relevant life experiences of the children and families served; the language, home, experiences, and cultural values of the children served; and the program's goals and objectives.

3.B.3 The program administrators must specify and ensure that Early PreK funds shall not be used for any religious, sectarian or denominational purposes, instruction or material.

Planning and Observation Compliance Indicators

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

3.C.1 Early PreK programs must base curriculum plans on observed and documented interests and needs of the children;

3.C.2 Provide intentional, planned experiences for the development of cognitive skills, encouraging each child to understand concepts and to develop language fluency, literacy, numeracy, problem solving, and decision-making skills as indicated in the lesson plans, consultant or coach reports, classroom walkthroughs, and classroom observations;

3.C.3 Include curriculum planning time and classroom preparation time in the program schedule. This time includes at least two hours per week for planning in addition to daily classroom prep time.

3.C.4 Complete lesson plans on the required form and post in the classrooms. The plans must describe teacher-initiated and child-initiated experiences that include individual activities and developmentally appropriate small- and whole- group activities for intentional instruction with alternating periods of active and quiet play.

3.C.5 Ensure daily, intentional, **developmentally appropriate** early literacy practices:

- a) daily phonological awareness activities (i.e., songs, finger-plays, rhyming, beginning sounds)
- b) oral language and vocabulary activities
- c) alphabet knowledge activities
- d) concepts of print activities
- e) daily read aloud with comprehension strategies
- f) daily, ongoing individual and small group (2-3 children) reading activities are implemented.
- g) opportunities for developmentally appropriate writing activities

Essential Element 4: Assessment of Children

Assessment Compliance Indicators

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

4.A.1 Early PreK programs must observe each child’s progress in all developmental areas and in multiple settings using the PreK Observational Assessment to evaluate the effect of the program on the child’s development and learning. Children’s gains over time are emphasized and shared with the family.

4.A.2 The Early PreK Observational Assessment is the **ONLY** assessment tool approved for use in the Early PreK program.

4.A.3 All Early PreK teachers and educational assistants must complete child observational assessments including portfolio forms, and report data within 45 calendar days of enrollment;

- a) for Extended-day (900 hour) programs, by the first Friday in February
- b) Within two weeks prior to the program's end date.

4.A.4 Early PreK programs must use observational assessments in a continuous, dynamic process in which results are used to inform instruction and modify curricula for all children. Assessment results may also be used by the interdisciplinary team, which includes family members, to develop the child's IEP.

4.A.5 Early PreK program staff must screen each child with an approved developmental screening instrument that includes a social-emotional component prior to the third (3rd) month of attendance. Programs must screen for early detection of children at risk for developmental delay and/or disability.

- a) When possible, the dominant language of the child is used during screening. Appropriate referrals must be made to address all identified concerns.
- b) All developmental screening instruments must be valid, reliable, non-biased, linguistically and culturally appropriate, and individually administered by trained personnel.

4.A.6 Early PreK programs must inform families of screening and observational assessment results no later than the next scheduled family-teacher conference.

4.A.7 Early PreK programs must inform families of the child find assessment process and their legal rights of consent and refusal.

4.A.8 Early PreK programs must align services to comply with the child's IEP, if a child has identified special needs.

4.A.9 Early PreK programs must use *The New Mexico Early Learning Guidelines, Essential Indicators with Rubrics* as an ongoing assessment of children's progress and as a primary source of information for individualized lesson planning.

4.A.10 Early PreK program administrators, teachers, educational assistants and long-term substitutes must complete the required observational assessment training.

4.A.11 Early PreK program personnel must implement classroom-based services with fidelity to New Mexico's Authentic Observation Documentation Curriculum Planning Process (AODCP). **(Please refer to newmexicokids.org)** Compliance with all participation and program data reporting requirements for the following:

- a) the AODCP process
- b) exclusive use of *the New Mexico Preschool Observational Assessment* tools (no other assessment is allowed in NM PreK programs)
- c) exclusive use of the New Mexico Preschool Lesson Plan

Essential Element 5: Evaluation and Continual Improvement of Programs

CQI Compliance Indicators

5-A Program sites have specific goals and objectives within a Continuous Quality Improvement (CQI) Plan that is evaluated annually by the state. All program components will be evaluated, including personnel/professional development, family satisfaction, and children’s progress using both formative and summative approaches.

5.A.1 Early PreK programs must use multiple measures to evaluate program compliance and quality. Child demographics and assessments, information about personnel qualifications, administrative practices, environmental assessments, and coaching and monitoring reports must be used for evaluation purposes. A Continuous Quality Improvement Plan (CQI) must be developed and implemented to address findings.

5.A.2 Programs must develop a Continuous Quality Improvement (CQI) Plan that includes **at least two** program-wide goals, and **at least one** goal for each classroom.

5.A.3 CYFD programs participating in FOCUS must also be meeting the FOCUS criteria for CQI.

Essential Element 6: Professionalism

Educational Requirements Compliance Indicators

6-A. Professional personnel are qualified to work with young children and families by education, training, and experience.

6.A.1 Lead Teachers—

- a) Each Early PreK lead teacher—must have completed the four required courses in order to obtain a NM Child Development Certificate (CDC) and he/she must successfully complete 6 credit-bearing college course hours annually toward a bachelor’s degree in early childhood education which may qualify him/her for the *New Mexico Early Childhood Teacher License: Birth-Grade 3* or a *New Mexico Early Childhood Teacher License, Birth-PreK* or a *New Mexico Early Childhood Teacher License, PreK - Grade 3*.

6.A.2 Educational Assistants—

- a) Each Early PreK educational assistant – must be working toward completing the four required courses in order to obtain a NM Child Development Certificate (CDC) and he/she must successfully complete 6 credit-bearing college course hours annually toward an associate of arts degree (AA) in early childhood education.

6.A.3 Required Coursework for the NM Child Development Certificate

- a.) Child Growth, Development & Learning (3 credits)
- b.) Assessment of Children and evaluation of Programs (3 credits)
- c.) Family and Community Collaboration (3 credits)
- d.) Health, Safety & Nutrition (2 credits) or Guiding Young Children (3 credits)

6.A.4 Early PreK program personnel must have a current professional development plan (PDP) with specific professional goals and timelines related to the current Preschool Program Standards. Personnel must document ongoing activities to increase knowledge, specialization, and qualifications in early childhood education, individualization, and family support. PDPs must include specific coursework that is entered into the database upon successful course completion. The PDP must be developed within ten days of hire date and update after each semester.

6.A.5 To the greatest extent possible, professional staff are compensated with salaries and benefits that are comparable with other professional positions that have similar qualifications and responsibilities. For example, Early PreK programs will make efforts to compensate teachers comparably to teachers in local public schools with comparable licensure, education and experience.

6.A.6 Early PreK program personnel benefits must include at least two hours per week for planning in addition to daily classroom preparation time.

Training Requirements Compliance Indicators

6.A.7 Each Early PreK teacher, coordinator/administrator, educational assistant, and CYFD-approved long-term substitute must successfully complete all required training.

- a) Early PreK Database training
- b) Required FOCUS trainings that are equivalent to New Teacher Training or Returning Teacher Training as applicable to the individual, which covers the observation, documentation and curriculum planning cycle (AODCP)
- c) Full Participation of Each Child (FOCUS requirement)
- d) FOCUS-TQRIS: Criteria, Process, CQI
- e) CYFD PreK program administrators must attend scheduled administrators' meetings and must attend one additional PreK training annually.

Administrator Qualifications Compliance Indicators

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

6.B.1 Program Administrator

- a) Early PreK program administrators must have successfully obtained their NM Child Development Certificate and/or possess a higher early childhood education degree which may qualify him/her for the *New Mexico Early Childhood Teacher License: Birth-Grade 3* or a *New Mexico Early Childhood Teacher License, Birth-PreK* or a *New Mexico Early Childhood Teacher License, PreK - Grade 3*. A Professional Development Plan that includes progress toward completion of a minimum of six credit-bearing college courses in early childhood education and in the administration of early childhood education programs is required. Preschool program administrators must demonstrate continual progress toward meeting the PDP goal if the requirement has not already been met.

[Essential Element 7: Administration of NM Preschool Programs](#)

Administrative Program Compliance Indicators

- 7-A. Preschool program administrators ensure that administrative tasks are successfully accomplished, and the program complies with all contractual obligations.**

7.A.1 Early PreK programs must participate in the New Mexico FOCUS Tiered Quality Rating and Improvement System (TQRIS). CYFD Programs that are accredited by an approved organization may not need to participate in FOCUS.

7.A.2 Early PreK program teachers, educational assistants, and program administrators must fully participate in the consultant or coaching model of job-embedded professional development, including allowing internal coaches to fully participate in consultation alignment activities.

7.A.4 Early PreK programs must inform CYFD, within 10 days of a long-term substitute teacher or assistant educational assistant being hired/placed in an Early PreK classroom.

7.A.5 Early PreK program administrators must maintain an inventory of equipment purchased using Early PreK funding.

7.A.6 Early PreK programs funded for Basic Services must provide a minimum of 450 hours of classroom-based services. PreK programs funded for the Extended-Day Pilot must provide a minimum of 900 hours of classroom-based services. All Early PreK programs must also provide 90 hours for

- a) One home visit for each child prior to the start of school (for children who enroll after the start of the school year, the home visit must take place within two weeks of enrollment);
- b) Three family/teacher conferences that align with the Early PreK Observational Assessment cycle;
- c) A minimum of four family engagement activities/events, which are shared with families in a calendar. Documentation notebooks that include the agenda and sign-in sheets for all activities; and
- d) Professional development, transition, or other activities required by NM Early PreK Program Standards.

7.A.7 Early PreK program administrators must ensure that all preschool staff successfully complete the required Early PreK and FOCUS trainings.

7.A.8 Early PreK program administrators must ensure confidentiality of all children's information in compliance with all federal and state confidentiality and privacy laws. For example, a secure filing system must be maintained and all preschool program personnel and other professionals must maintain discretion and confidentiality when sharing information about children and their families

7.A.9 The program administrators must specify and ensure that Early PreK funds shall not be used for any religious, sectarian or denominational purposes, instruction or material.

7.A.10 CYFD Early PreK plans as part of the Family Preschool Handbook.

- a) Eligibility, Recruitment, Selection, Enrollment, and Attendance Plan*
- b) Family Engagement Plan and Family Activity Calendar*
- c) Special Education Policies and Procedures Plan*
- d) Transition Plan*
- e) Professional Development Plan (CYFD)
- f) Transportation Plan (if receiving transportation funding)*
- g) Program and Classroom Quality Improvement Plans (CQIP).

7-B. Preschool program administrators ensure that classroom enrollment, staffing and ratios comply with all contractual obligations

Administrative Enrollment, Staffing and Ratio Compliance Indicators

7.B.1 Early PreK program administrators must provide each teacher and educational assistant with his or her own copy of the *NM Early PreK Program Standards, The Developmental-Interaction Approach, the Preschool Lesson Plan Form, the NM Essential Indicators with Rubrics*, prior to the first day of preschool program services.

7.B.2 Early PreK program administrators must provide a minimum of 30 minutes release time, without children present, for consultation with the assigned consultant or coach immediately following each visit.

7.B.3 Early PreK program teachers and educational assistants assigned to Early PreK classrooms must not be assigned to non-PreK duties during Early PreK contract hours.

7.B.4 Early PreK Single Session program group/class size for three-year-olds must not exceed 16 children.

7.B.5 Early PreK Single Session program adult-child ratio for three-year-olds must be no greater than 1:8, with one lead teacher and one educational assistant if the group size is greater than 8.

7.B.6 Early PreK Double Session program group/class size for three-year-olds must not exceed 14 children.

7.B.7 Early PreK Double Session program adult-child ratio for three-year-olds must be no greater than 1:7, with one lead teacher and one educational assistant if the group size is greater than 7.

7.B.8 Depending on the group of children served and the nature and severity of their disabilities, the adult-to-child ratio and/or group size may be reduced to meet the needs of the children.

7.B.9 Early PreK programs must be fully enrolled by the 30th day following the first day of child attendance. CYFD will review the PreK database for enrollment information. This database is the official record of enrollment.

7.B.10 Early PreK programs must only enroll children who have reached their third (3rd) birthday before September 1st of the current year **and** who are not age-eligible for state-funded pre-kindergarten (NMSA 6.30.9.10).

7.B.11 Early PreK programs should ensure that at least sixty-six per cent (66%) of the children served live within the attendance zone of a Title 1 elementary school.

7.B.12 If a long-term substitute teacher or educational assistant must be hired to temporarily staff a preschool classroom, the program must inform CYFD, within 10 days of the placement.

Budget/Finance Compliance Indicators

7-C. Preschool program administrators ensure that all budget and finance policies/tasks comply with contractual obligations

7.C.1 Early PreK program funds must supplement and expand existing resources and must not take the place of, or supplant, any funding that is being utilized for Early PreK services.

7.C.2 Any purchased curriculum must align with the NM ELG and be approved by CYFD

7.C.3 Programs will access the CYFD Scholarship Program for their staff.

7.C.4 Approval must be granted prior to purchase for items over \$5,000.

7.C.5 Early PreK funds cannot be used for out-of-state travel costs or for in-state travel other than early childhood conferences, home visits, internal coach travel, and training.

7.C.8 The program administrators must specify and ensure that Early PreK funds shall not be used for any religious, sectarian or denominational purposes, instruction or material.

7.C.9 PreK program administrators in **CYFD**-funded programs submit monthly invoices for reimbursement of program costs.

7-D. Preschool program administrators ensure that all data entry and reporting complies with all contractual obligations

Data Entry/Reporting Compliance Indicators

7.D.1 Early PreK program administrators must ensure that current program, child, and personnel data is maintained on the NM preschool database and that information is updated monthly—by the 5th day of each month. The PreK database is the official record of enrollment, personnel education and license information.

7.D.2 Early PreK program administrators must ensure that waiting list information is updated regularly by the 5th day of each month. The PreK database is the official record of waiting lists.

7.D.3 Early PreK program administrators in **CYFD**-funded programs must report program progress by providing three (3) program reports in a format designated by the CYFD no later than the 15th of October, the 15th of February, and a final end-of-year report due no later than June 15th of each year.

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